Walla Walla Community College

Northwest Commission on Colleges and Universities

Standard One Report: Mission, Core Themes, and Expectations

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Introduction

As an educational institution Walla Walla Community College (WWCC) welcomed the opportunity to carefully consider and review the fulfillment of our mission statement with the new Accreditation Standards of the Northwest Commission on Colleges and Universities (NWCCU). The Year One Report is a culmination of a yearlong process involving groups from across the college community working together to examine Walla Walla Community College's institutional purpose and intentions. During this process the institutional mission and articulation of goals were reviewed and core themes identified. The revised accreditation standards of the Northwest Commission on Colleges and Universities provided WWCC's self-evaluation process a new framework in which to guide the College's commitment to continual improvement and excellence.

All college staff and faculty were invited to participate in the initial review of the mission and goals during the 2010 Fall In-Service. Seventeen task groups (Appendix A) with representatives from the Walla Walla, Clarkston, and Corrections campuses were formed to work on the process of considering and finalizing the core themes that assist the college in fulfilling its mission. During this yearlong study the objectives for each core theme and meaningful indicators of achievement were also developed by the Standard One task groups. In Winter Quarter 2011, a web-based Wiki was created allowing all college members, regardless if they were on a task group or not, to give input and feedback on the core themes, objectives, and meaningful indicators of achievement. Key college committees, including the Administrative Council, College Council, and Educational Effectiveness Council, also provided input and feedback regarding the core themes and objectives. By the end of Spring Quarter 2011 three core themes were identified and presented to the Board of Trustees in their July 2011 meeting.

Walla Walla Community College's commitment to mission fulfillment is focused upon inspiring students to discover their potential through innovative and challenging learning opportunities. As an institution we value the partnerships the college has developed with community agencies and industry in order to provide diverse and experiential learning opportunities for our students. WWCC strives to provide open access to education and training for all community members. We also strive to be responsive to special population groups. This is done by creating variety in course offerings, course scheduling, and innovative learning programs, such as Integrated Basic Education Skills Training (I-BEST) to help students progress more quickly through their basic skills and developmental education courses while developing academic or workforce education skills. We take pride in the fact that as an institution we have been responsive to the economic and environmental health of our community by conducting economic impact studies and college-wide sustainability efforts. We are a leader and collaborator with other educational institutions in our region to provide quality academic education that assist students make a successful transfer to four-year institutions, as well as transition to living wage jobs by providing relevant workforce training programs.

Institutional Context

Walla Walla Community College is one of three institutions of higher education established in the Walla Walla Valley area. Two of the three institutions are private four-year colleges that were established in the late nineteenth century and serve specific student populations. In the mid-1960s it became clear that a community college was needed to give education and training access to a wider array of community members. Walla Walla Community College opened its doors to students in 1967 and since that time has grown from a student body of 850 to a present annual enrollment of over 12,700 students at all campuses.

Located on approximately 130 acres, the Walla Walla campus has become a center for education, training, and learning opportunities throughout the region it serves (Walla Walla, Columbia, Asotin, Garfield counties, and bordering states of Idaho and Oregon). WWCC's Clarkston Campus, located in Clarkston, Washington serves the education and training needs of community members within Asotin and Garfield counties. The College also has education and training centers at two correctional facilities: Washington State Penitentiary in Walla Walla and Coyote Ridge in Connell, Washington.

Walla Walla Community College offers a comprehensive curriculum of academic and workforce training programs. The major areas of study include Academic Transfer, Workforce Training, Basic Skills, and Transitional Studies. In addition, WWCC offers courses through extended learning, dual-credit and alternative high school programs, workplace learning centers, outreach learning programs, and lifelong learning opportunities, including Kids' College and Quest, a program that offers short courses to retired citizens.

During the past decade WWCC has received public recognition and honors for the implementation of several innovative education and training programs. In partnership with the local wine industry and the Walla Walla Valley Wine Alliance, the Enology and Viticulture Center was opened in 2003 to address the growing need for an educated workforce within the regional wine industry. In 2007 the Water and Environmental Center (WEC) was established in collaboration with several community partners, including the Confederated Tribes of the Umatilla Indian Reservation (CTUIR). The CTUIR and WWCC share a common goal of "a healthy ecosystem with clean, clear surface and underground water supplies capable of sustaining Tribal First Foods while meeting the agricultural and other economic, cultural, and domestic use requirements of the region." Working together, CTUIR and WWCC generate knowledge and understanding that contribute to an educated workforce and implementation of best watershed management practices. The WEC has been highly visible and involved in promoting sustainable living practices, educating the public on water quality, salmon recovery, and maintaining healthy plant habitats as part of the Watershed Ecology program. In 2009, the College initiated the Wind Energy Technology program in response to the growing demand for skilled workers in the Wind Energy Industry throughout the region. Wind farms have sprouted up throughout the Eastern Washington and Oregon region, presenting the need for a skilled labor force to support this high demand occupation. WWCC is known as an institution that works with internal and external partners to provide exceptional and relevant instruction to prepare students for transfer, strengthen basic skills, and succeed in the 21st century workforce.

Preface

Update on Institutional Changes

The recession that began in fall of 2008 and the resulting reductions of state funding has had a significant impact on Walla Walla Community College. As a public community college in Washington, WWCC relies primarily on legislative support for its funding. As the state general fund began shrinking WWCC was compelled to become more efficient and innovative in carrying out its mission. In November 2008 WWCC, along with all state funded community and technical colleges in Washington, received a mid-year reduction that was implemented before the end of the fiscal year in June 2009. Each year since 2008 the College has been faced with mid-year reduction measures resulting in cuts that total 5.7 million, or 21% of WWCC's state allocation. The College faces yet another cut in 2011-12 having received instruction from Governor Gregoire's office to prepare 5% and 10% budget reduction plans.

During this time the College closed four workforce programs (Precision Machining, Corrections and Law Enforcement, Carpentry Assistant, and Carpentry at the Clarkston Campus), the education program at Ahtanum View Correctional facility in Yakima, seven off-campus ESL/GED learning centers, and 38 full-time positions across all job classifications. Yet, WWCC has also experienced some of the largest student enrollment numbers in its history. The academic year 2010-11 resulted in a record breaking enrollment rate of 5,694 AFTEs and 12,679 unduplicated headcount. As mentioned earlier in this report WWCC also responded to the growing demand for economic and environmental sustainability of our community by adding two new workforce programs, Watershed Ecology and Wind Energy Technology, and expanding Diesel Technology.

During this austere economic period WWCC completed four major capital projects including the Basic Skills addition, the Health and Performing Arts building, Water and Environmental Center on the Walla Walla Campus as well as the Health Science Program Building at the Clarkston Campus. An additional wing to the WEC was completed during the summer of 2011. This provides the College with two new additional classrooms and laboratories, and space for ten professional and technical staff of the Confederated Tribes of Umatilla Indian Reservation to support their work on salmon recovery. The Water and Environment Center has become a hub for sustainable and green living practices. A 75 KW solar array was installed on the roof of the WEC building. Electricity generated by the 312 roof top panels is used in the building to reduce electricity from the utility. During the fall quarter of 2010, WWCC formed a sustainability committee in conjunction with community members and the Associated Student Body's "Green Club."

In 2010, WWCC received a Title III Grant focusing on three initiatives: a) faculty professional development concentrating on instructional innovation, different delivery methods for instruction, and updating classroom equipment, b) strategic planning and assessment, and c) support for building resource capacity. The Title III Grant has allowed the College to hire a Director of Planning and Assessment to lead strategic planning, with internal and external stakeholders. The Title III Grant also funded the hiring of a Development Specialist in the Foundation office in order to enhance procurement of alternative funding to support student

scholarships as well as general college operations. These past three years have been both challenging and yet exciting as the institution has faced these reductions with vision to the mission and commitment to serving community members.

Recommendation from Fall 2010 Focused Interim Review

Since the last self-study and full-scale evaluation in 2005, Walla Walla Community College has continued to improve in the areas recommended by the Northwest Commission on Colleges and Universities evaluation report. In September 2010, the College submitted a regular interim report summarizing the efforts to meet its mission and goals as well as address the recommendations from the Commission in the 2005 self-study. In the focused interim review following the monitoring visit WWCC received two recommendations. The following discussion provides further detail on the status and progress to address these recommendations.

1. "The Committee recommends that the college maintain documentation that it employs part-time and adjunct faculty that are qualified by academic background, degree(s), and/or professional experience to carry out their teaching assignment and/or other prescribed duties and responsibilities in accord with the mission and goals of the college." (Standard 4.A.8)

One of the process goals linked to WWCC's mission statement states that the College will "hire, develop, and retain highly qualified personnel." Academic Transfer faculty are required to hold a Master's Degree in the area in which they teach. Faculty in workforce training programs are required to have associate degrees or relevant work experience and certification, or degrees appropriate to their field. Workforce training faculty are also required to maintain vocational certification as required by the *Washington Administrative Code* (WAC 131-16-080 and 091). Faculty in Transitional Studies (basic skills and developmental education) are required to hold a Bachelor's degree at a minimum, but most have earned Master's degrees. Full-time faculty are required to submit official transcripts from the colleges and universities confirming their degrees and credentials. However, part-time and adjunct faculty were required to submit only unofficial transcripts. During the 2010-11 academic year, the Director of Human Resources has worked with staff to have all new part-time and adjunct faculty submit official transcript documenting their qualifications and degrees. In addition to new adjunct faculty submitting official transcripts, the Human Resource office has also worked diligently to ensure that official transcripts of all currently employed part-time and adjunct faculty are maintained in their personnel files.

2. "The Committee recommends that the college report measurable outcomes for the AA and AS transfer degrees and document that outcomes are being met for these degrees." (Standard 2.B.2)

In 2007, WWCC expanded the Online College Administrator (OCA), web-based application and database that stores assessment of learning outcomes for certificate and degree programs and demonstrates that students are achieving these outcomes. Faculty reviewed and updated program-level outcomes for degrees and certificates. These student learning outcomes were grouped into three areas: Academic Transfer, Workforce Training, and Transitional Studies. Faculty teaching university transfer courses created program level outcomes for the Associate in

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Arts (AA) and Associate in Science (AS) transfer degrees. Similarly, faculty teaching in the Transitional Studies department articulated student learning outcomes for Basic Skills, English as a Second Language (ESL), Adult Basic Education (ABE), and General Education Development (GED), and Developmental Education courses based upon the Washington State Learning Standards.

Faculty and administrators can access program level outcomes for degrees and certificates on the WWCC website through the Online Catalog Administrator (OCA). Full-time faculty and a significant number of adjuncts report progress toward student achievement of learning outcomes in at least one course each quarter in the expanded OCA web-based system.

The Outcomes Review Committee (ORC) was formed in the Fall Quarter 2008 with the purpose of regularly and systematically reviewing learning outcomes and assessment at the program level within all of WWCC's instructional departments. The Outcomes Review Committee is comprised of faculty, two instructional Vice Presidents, Online College Administrator staff, and the Institutional Researcher. This committee provides the structure for regular discussions about program learning outcomes by meeting monthly throughout the academic year. These regularly scheduled meetings provide a productive venue for sharing best practices related to updating and measuring student learning outcomes in departments across all instructional areas.

After receiving the regular interim report asking WWCC to identify AA/AS degree level learning outcomes, a task group was formed from the Outcomes Review Committee to develop a matrix of AA/AS degree level learning outcomes and implement the process by which these learning outcomes would be measured. This committee met throughout Winter and Spring Quarters 2011, and developed the AA/AS degree level learning outcome matrix (Appendix B). By the end of Spring Quarter 2011 the task group had completed the majority of work and the draft will be submitted to Faculty Senate and the Educational Effectiveness Council in Fall Quarter 2011 for review and approval. There is still some finessing of the final wording and work will continue throughout the 2011-12 academic year to complete various metrics tables by which to assess components of the AA/AS degree level outcomes. Students graduating in Spring Quarter 2012 will be the first group to undergo assessment of the AA/AS degree learning outcomes. This will allow WWCC to begin establishing a baseline of data.

Walla Walla Community College is known for its commitment to innovation and responsiveness to community needs. We received recognition and commendations in the regular interim report and they are summarized here:

1) "The college is commended for their innovation in actively engaging community partners and identifying unique sources of revenue to expand existing programs and to develop new educational programs consistent with the mission of the college."
2) "The college is commended for its ability, in challenging economic times, to expand campus acreage and construct new facilities, while maintaining sustainable practices and procedures."
3) "The college is commended for its faculty, staff and administrators who are dedicated and committed to student success."

Chapter One
Mission, Core Themes, and Expectations

Standard One – Mission, Core Themes and Expectations

The institution articulates its purpose in a mission statement and identifies core themes that comprise essential elements of that mission. In an examination of its purpose, characteristics and expectations, the institution defines the parameters for mission fulfillment. Guided by that definition, it identifies an acceptable threshold or extent of mission fulfillment.

Standard 1.A

1.A.1   The institution has a widely published mission statement – approved by its governing board – that articulates a purpose appropriate for an institution of higher learning, gives direction for its effort, and derives from, and is generally understood by, its community.

1.A.2   The institution defines mission fulfillment in the context of its purpose, characteristics and expectations. Guided by that definition, it articulates institutional accomplishments or outcomes that represent an acceptable threshold or extent of mission fulfillment.

Standard 1.A.1: Walla Walla Community College's Mission Statement

"Walla Walla Community College inspires students to discover their potential and to achieve their goals by providing diverse and challenging learning opportunities."

The current mission statement with outcome and process goals was approved by the Board of Trustees in 2004. After the self-study and full-scale evaluation in 2005, Walla Walla Community College began a careful review and revision of the College's mission statement including outcomes and process goals. This effort was led by a faculty member heading the committee which included staff, faculty, and administration across all college campuses. The mission statement was not changed during this review process. However, in 2009-10 an additional process goal was added stating that the College will "implement an institutional sustainability plan." Trustees review the mission and goals periodically as part of the strategic planning during the annual planning and budget process. The mission statement is widely published, appearing on the College website, in the annual catalog, as well as in a number of other College publications. WWCC's mission statement is appropriate for a comprehensive two-year educational institution focused on serving a large rural region in southeast Washington. It provides meaningful context and goals for supporting instructional programs across all campuses at WWCC.

Standard 1.A.2: Mission Fulfillment

The outcome and process goals that are linked to WWCC's mission statement give structure and indicators of effectiveness to guide the institution's focus towards mission fulfillment. The core themes that were identified as those most valued by the College emerged from the mission statement, as well as the outcome and process goals. College personnel recognize that being situated in the far southeastern corner of Washington State often makes WWCC the first and sometimes only access for some community members to take academic and workforce training courses to give them the skills to transfer to four-year institutions or compete in today's economy.

Inspiring students is first and foremost the central theme from the mission statement. WWCC regards professional development as the cornerstone in supporting faculty and staff to renew, as well as generate inspiring and creative ways of engaging students. With support from the Foundation, faculty sabbatical requests have been granted even during this economic recession. The Exceptional Faculty Award sponsored by the Foundation and mini-grants available through the Professional Development Committee support faculty in curriculum development and travel to conferences and trainings that enrich campus life and learning for students. The T3 Academy which is supported through the Title III Grant has given full-time and adjunct faculty funding to support development of new hybrid and online courses. The T3 Academy also increased technology capability in classrooms with updates through the use of TEGRITY, Smart Boards, and short throw projectors.

As an open enrollment institution WWCC values access for all who seek learning opportunities. The College continually strives to reduce barriers for students in order for them to stay enrolled, persist, and successfully complete courses, certificates, and degrees. Student success is an integral part of WWCC's mission fulfillment. The driving force behind every policy made or practice established is to ensure that students are successful and supported in their educational pursuits at WWCC. The College has been very innovative in implementing locally developed processes that help support, enhance, and track student progression. This includes the Advisor Data Portal (ADP), Degree Boost, and Auto Degree Confer, all developed by the Information Technology (IT) department in partnership with colleagues in Student Services. The ADP allows advisors and faculty to have easy web-based access to student placement and assessment scores. The ADP also provides readily available access to a student's intent and program code, unofficial transcript, quarters of enrollment and academic progression. Although these locally developed software tools assist, it is really the human touch from the exceptional staff and faculty that helps students at WWCC discover their potential.

Mission fulfillment at WWCC also involves deep and enduring collaborations with public and private partners within the College's service district. The partnerships the College has with organizations such as the Sherwood Foundation, Confederated Tribe of Umatilla Indian Reservation, Walla Walla Valley Wine Alliance, and the Salmon Recovery Board continue to provide students with diverse and challenging learning opportunities. These unique learning opportunities are essential components of the rich learning climate that the College proudly strives to foster in every classroom.

Section Two
Core Themes

Standard 1.B

1.B.1   The institution identifies core themes that individually manifest essential elements of its mission and collectively encompass its mission.

1.B.2   The institution established objectives for each of its core themes and identifies meaningful, assessable, and verifiable indicators of achievement that form the basis for evaluating accomplishment of the objectives of its core themes.

Standard 1.B.1: Core Themes

Walla Walla Community College has identified three core themes that the institution deeply values and sees as manifesting essential components of its mission fulfillment. Each of the core themes appears as an overarching value with objectives emerging from the outcomes and process goals linked to the College's mission statement. WWCC's core themes are:

Core Theme One: Promote Student Success and Achievement
Core Theme Two: Encourage Innovative and Diverse Learning Opportunities
Core Theme Three: Strengthen Community

The core themes identified support the College's mission as an institution closely tied to its district and neighboring regions with partnerships that form a respected and supportive bond with local members. Walla Walla Community College takes a leading role in community development and participates with numerous local organizations, agencies, public schools, colleges, and universities. Such partnerships have placed considerable expectations on WWCC's educational and economic leadership.

The New Standards have given the College renewed impetus to be strategic and aware of tracking and monitoring student outcomes. WWCC currently uses several internal and external databases to establish and monitor student outcomes. These include the Integrated Postsecondary Education Data System (IPEDS), which is a primary source for data; Washington Adult Basic Skills Reporting System (WABERS); the State Board of Community and Technical College's (SBCTC) Student Achievement Initiative (SAI); the Governor's Institute for Student Success (GISS); and the College's Student Management System (SMS). The College is currently implementing WEAVE Online, a software application which provides guidance in institutional planning. WEAVE Online was obtained through the Title III Grant.

Core Theme One: Promote Student Success and Achievement

In core theme one, Walla Walla Community College has chosen to focus upon four objectives during this Year One self-evaluation process. These four objectives were chosen because they highlight and are inclusive of all instructional areas that are offered at WWCC: Academic Transfer, Workforce Education, Transitional Studies, and Extended Learning.

Objective One: *Academic Education: Prepare students for transfer to four-year institutions.*

Approximately 41 percent of WWCC's students enroll in the academic transfer program. Enrollment in academic transfer increased from 1,157.1 FTEs (2007-08) to 1,459.1 FTEs (2010-11). For a variety of reasons students seeking to transfer to a four-year college choose WWCC to begin their college education. Their reasons include being place bound, first-generation college student, financially limited, or a working adult who needs to take online or evening classes. Several factors enhance students' ability to transfer seamlessly from WWCC to other four-year colleges in the State of Washington. These include WWCC's direct transfer agreements and the new common course numbering system implemented in 2009-10.

Academic courses including English, math, and science support prerequisites in many of the workforce training programs. Other student populations that benefit from the academic transfer program include Running Start (RS) and the Alternative Education Program (AEP). Because the majority of WWCC's students transfer to public four-year colleges and universities in Washington state, follow-up data regarding graduation rates will focus on these institutions. In addition to the public four-year colleges and universities, graduation data will also be collected at the two private colleges in Walla Walla: Whitman College and Walla Walla University.

Objective One

	Indicator	Desired Outcome
1	Students receive quality instruction.	• 90% of students indicate satisfaction of instruction on student course evaluations. • All full-time and adjunct transfer faculty undergo peer evaluations according to the faculty contract. • 90% of students indicate satisfaction on CCSSE's survey on quality of instruction. • Continual increase of courses undergoing evaluations through Quality Matters.
2	Strong student retention and completion.	• Continual improvement on student achievement gains for 15 college credits, 30 college credits, college level quantitative credits, and tipping points.
3	Transfer students have strong graduation rates from baccalaureate institutions.	• Continual improvement of the number of students completing baccalaureate degrees upon graduating from WWCC.

Indicator One measures the quality of instruction, student satisfaction and success by combining several variables that can be monitored, measured and assessed on a regular basis. The faculty evaluation process includes student, peer, and self-evaluation and is initiated according to the faculty contract. The Community College Survey of Student Engagement (CCSSE), a standardized survey with locally customized questions, is scheduled to be given college-wide in the 2011-12 academic year. The Instructional Designer is working to ensure all new and currently developed academic transfer online courses are evaluated using Quality Matters.

Indicator Two measures student retention, progression, and completion in academic transfer courses. Data regarding momentum gains will be tracked each quarter as part of the SAI. The desired outcome is continual improvement from the 2010-11 baseline value.

Indicator Three is an indirect indicator of excellent quality instruction and a direct indicator of student success and achievement. The desired outcome is to see increasing numbers of WWCC's graduates completing their baccalaureate degrees.

Objective Two: *Workforce Education: Prepare students for the 21st century workforce.*

WWCC has 30 workforce education programs with 40 certificate and 36 degree options available for students. Workforce education programs account for about 47 percent of WWCC's total student enrollment. Enrollment in workforce education increased from 1,187 FTEs (2007-08) to 1,289 FTEs (2010-11). Reviews and modifications of all instructional program options are part of the annual evaluation, planning, and budgeting process. Regional labor market demand data is a primary consideration for determining enrollment capacity and program status. In creating a new workforce program, the College uses the Developing A Curriculum (DACUM) process. This involves a review of current and projected labor market data with focus groups of employers and business leaders as content experts. The College uses a comprehensive labor market demand database available through an employment security website titled Career Bridge. Post-graduation student employment data is tracked through the SBCTC's Data Linking Outcomes Assessment (DLOA).

Objective Two

	Indicator	Desired Outcome
1	Workforce students receive quality instruction.	• 90% of students indicate satisfaction on student course evaluations. • 90% of students indicate satisfaction on CCSSE's survey on quality of instruction. • All full-time and adjunct workforce faculty undergo peer evaluations according to the faculty contract. • Continual improvement on licensure exam results.

	Indicator	Desired Outcome
2	Workforce curriculum within all programs is up-to-date and responsive to industry requirements.	• All workforce programs have advisory committees that meet on a scheduled basis to review curriculum and give recommendations regarding changes in industry requirements. • All workforce programs supported by a national industry accreditation authority will obtain and maintain such accreditation.
3	Students successfully complete workforce certificates and degrees.	• Continual increase on the percent of students earning workforce education certificates and degrees.

Indicator One measures the quality of instruction, student satisfaction, and success of workforce education students by combining several variables that can be monitored, measured and assessed on a regular basis. Full-time and adjunct workforce education faculty have courses evaluated on a regular and scheduled basis according to the faculty contract. The faculty evaluation process includes student, peer, and self-evaluation. The CCSSE, a standardized survey with capability to include locally customized questions can be scheduled on a regular cycle and is scheduled to be given college-wide in the 2011-12 academic year. The Instructional Designer is working with the Director of e-Learning to train faculty reviewers in Quality Matters with the goal of having all new and currently developed workforce education online courses evaluated using this process.

Indicator Two addresses the responsibility for the College to provide workforce training programs that meet industry demands in the community and surrounding region. All workforce training programs meet with advisory committees on a regularly scheduled basis throughout the academic year. The recommendations of industry experts within specific programs are kept in the minutes of regularly scheduled advisory board meetings. These recommendations are reviewed and used to guide the College in making relevant and up-to-date curriculum changes that will support student success in coursework directly related to industry requirements.

Indicator Three is a direct indicator of excellent quality instruction and student achievement. The desired outcome would be to see continual increase in the percent of students successfully earning workforce education certificates and degrees from the baseline value in 2010-11.

Objective Three: *Transitional Studies: Strengthen basic skills.*

The Transitional Studies program, which includes ABE/GED/ESL and pre-college programs, also shows enrollment increases. Enrollment has increased from 314 FTEs (2007-08) to 362 FTEs (2010-11). The number of GEDs awarded increased from 373 (2007-08) to 703 (2010-11). I-BEST programs which focus on team teaching of both basic skills and workforce training instructors, continue to grow and show positive results in transitioning students to college level courses or programs. The WABERS is the statewide database system that WWCC uses to track and monitor basic skills student participation, progression, and completion. In addition, the SAI

is used to gather level gains and momentum points to track basic skill students' achievement and success.

Objective Three

	Indicator	Desired Outcome
1	Transitional Studies students receive quality instruction.	90% of students indicate satisfaction of instruction on student course evaluations. 90% of students indicate satisfaction on CCSSE's survey on quality of instruction. - All full-time and adjunct Transitional Studies faculty undergo peer evaluations according to the faculty contract. - Continual increase of online courses undergoing evaluations through Quality Matters.
2	Increase in student retention and level completion.	90% of basic skills students are federally reportable. - CASAS assessments and WABERS reports show that basic skills students continually make level gains and progress towards achieving momentum points.
3	Students successfully make transitions to college level courses and programs.	Continual improvement on the percent of students making transitions to college level course and programs.

Indicator One measures the quality of instruction, student satisfaction, and success of Transitional Studies students, which include ABE/GED/ESL and pre-college, by combining several variables that can be monitored, measured, and assessed on a regular basis. Full-time and adjunct Transitional Studies faculty have courses evaluated on a regular and scheduled basis in accordance with the faculty contract. The faculty evaluation process includes student, peer, and self-evaluation. The CCSSE, a standardized survey with capability to include locally customized questions, can be scheduled on a regular cycle and is scheduled to be given college-wide in the 2011-12 academic year. The Instructional Designer is working with the Director of e-Learning to train faculty reviewers in Quality Matters with the goal of having all new and currently developed Transitional Studies online courses evaluated using this process.

Indicator Two addresses the responsibility for the College to ensure that basic skills students are federally reportable and making levels gains within the Comprehensive Adult Student Assessment Systems (CASAS). All basic skills students undergo pre- and post- CASAS

assessment – first when they enter the program and after a minimum of 45 instructional hours. The desired outcome is continual improvement from the FY 2010-11 baseline value.

Indicator Three is a direct indicator of excellent quality instruction and student achievement. The desired outcome is to see a continual increase in the percent of students successfully transitioning to pre-college writing and math classes, GED completion into certificate and degree programs, and pre-college courses into college-level courses. The desired outcome is continual improvement from FY 2010-11 baseline value.

Objective Four: *Extended Learning: Encourage and support life-long learning.*

The first outcome goal aligned with WWCC's mission statement focuses on the commitment to encourage and support life-long learning for all community members. The economic recession has required that WWCC reduce course offerings in self-support classes. However, this was done after careful consideration with other community partners to ensure that lifelong learning opportunities were offered in other community programs such as the YMCA, YWCA, and Camp Fire. WWCC still maintains a strong presence in the community by offering personal enrichment courses at the Senior Center; the Quest program where senior citizens explore ideas, books, and issues; Kids' College; and innovative business practices in the GroBiz program.

Objective Four

	Indicator	Desired Outcome
1	Foster an environment of rich learning communities.	• 85% of students return for additional courses.
2	Offer interesting and intellectually stimulating coursework.	• 90% of evaluations will indicate high quality of coursework, content, and instruction.

Indicator One allows WWCC to measure student satisfaction and community engagement within the Extended Learning programs. Lifelong learning and personal enrichment courses are not degree seeking courses, thus the quality of instruction is often a strong indicator in whether students remain engaged and return for additional courses. The data for this indicator is collected and available in the SMS database, thus it can be assessed and verified. The desired outcome is that at least 80% of students will return for additional courses and participate in extended learning programs.

Indicator Two measures student perception and satisfaction as an indicator of the overall quality of instruction coursework offered in the Extended Learning programs. This data is best collected during or immediately at the completion of the course will indicate high quality of coursework, content, and instruction. The desired outcome is 90% of student evaluations given at the end of the course. The data collected from these evaluations will be reviewed quarterly and used to guide planning within Extended Learning programs.

Core Theme Two: Encourage Innovative and Diverse Learning Opportunities

Walla Walla Community College's faculty and staff creatively and continually seek new ways to give students unique learning opportunities. They support students and empower them to succeed in their college coursework and training. Encourage innovative and diverse learning opportunities was chosen as WWCC's second core theme. This core theme has two objectives: provide diverse and experiential learning opportunities and offer innovative and flexible delivery modes for courses and trainings.

Objective One: *Provide diverse and experiential learning opportunities.*

WWCC continually partners with community organizations to provide its students with opportunities for cultural and diverse experiences. One partnership with the Confederated Tribes of Umatilla Indian Reservation resulted in creating a "living lab" along Titus Creek where students engaged in plant and stream restoration. WWCC was one of the first colleges in Washington state to pilot the I-BEST within the certified nursing assistant program. Since those early years of piloting this team-teaching model, WWCC has successfully implemented a number of I-BEST programs. The most recent I-BEST addition has been the Developmental Education Watershed Ecology project funded through the Gates Foundation. The focus of this grant has been to target special populations (i.e., tribal members and upper level ESL students) who have reading, writing, and math skills assessed below college-level readiness. The goal of this two year grant is to help students with developmental education skill levels successfully persist and complete the one-year Watershed Ecology certificate, and then continue into the second year coursework to complete the Associate in Applied Arts and Sciences (AAAS) degree in Watershed Ecology.

Objective One

	Indicator	Desired Outcome
1	Students graduating with AA/AS/AAAS from WWCC will have experienced a wide range of experiential learning opportunities.	• Curriculum offerings will reflect required internships, practicum experiences, field experiences, co-op learning, service related learning, mentoring, collaborative learning, integrative lessons, I-BEST, and lab experiences. • Student transcripts will reflect successful completion of required internships, field experiences, co-op learning, service related learning, and lab experiences

	Indicator	Desired Outcome
2	WWCC offers opportunities to experience diverse people, cultures, and ideas.	• Continual increase in the number of "diversity" courses and diverse learning opportunities across all programs. • Continual increase of culturally diverse events hosted by the college.

Indicator One reflects WWCC's commitment to offer students an exceptional collegial experience in every course, program of study, or extra-curricular activities. Commitment to provide experiential learning opportunities is seen in the wide variety of practicum and real world experiences (i.e., internships, practicum experiences, field experiences, co-op learning, service related learning, mentoring, collaborative learning, integrative lessons, I-BEST, and lab experiences) and focus on best instructional practices. Desired outcomes will include both quantitative data from student transcripts reflecting a wide array of learning experiences and qualitative data from student focus groups.

Indicator Two is the College's commitment for students to access and experience "diversity" during their educational experience at WWCC. This commitment is focused on both providing culturally diverse events and coursework. A diversity committee was formed in 2009-10 to establish criteria for courses identified as fulfilling the diversity requirement at WWCC. Since then the list of diversity courses offered at WWCC has grown as faculty have consciously embedded and included topic areas highlighting a wide range of diversity topics. Desired outcomes will include increased number of diversity courses in WWCC's curriculum offerings and increased number of culturally diverse events hosted by the College.

Objective Two: *Offer innovative and flexible delivery modes for courses and trainings.*

The Title III Grant received in Fall 2010 has been a tremendous support in assisting the institution to stay on track with many of the new technologically focused delivery methods. With Title III support the College hired an Instructional Designer to lead faculty in training and implementing different delivery modes and methodologies within their course offerings. During the 2010-11 academic year, there has been a significant increase in faculty developing web-enhanced, hybrid, and online courses across all instructional areas. Innovative delivery modes are also considered in the development of short and modular courses that help students in completing certificates and degrees more quickly. WWCC is focusing on innovative ways to assist students in completing math requirements more efficiently such as a modular course.

Objective Two

	Indicator	Desired Outcome
1	Different delivery mode options and methodologies are available to meet diverse student needs.	• Continual increase of different delivery mode options and methodologies (i.e., web enhanced, hybrid, online, short courses, modular courses, and competency based courses).

	Indicator	Desired Outcome
2	Faculty and staff are encouraged to try innovative teaching methods, innovative ways of transmitting information, and innovative ways of accomplishing work related tasks.	• Wide range of interactive technologies, media training, and professional development opportunities for faculty and staff. • Continual increase in number of faculty and staff who integrate locally developed technological innovation (i.e., Advisor Data Portal, Degree Boost, and Career Coach).

Indicator One measures WWCC's commitment to providing a variety of different delivery mode options and methodologies to meet an array of student learning styles and training needs. As an open door institution WWCC's student population represents a broad spectrum of preparedness, experience, and expectations. A desired outcome is that WWCC will continually increase the wide range of different delivery mode options and methodologies to meet diverse student learning needs.

Indicator Two measures WWCC's intent to provide support to staff and faculty to try innovative teaching strategies, use different modes of delivery, and accomplish work-related tasks using creative, interactive, and more efficient processes. A desired outcome of this indicator is a continual increase of work-related interactive technologies, media training opportunities, and an increase of faculty and staff adoption of technological innovation.

Core Theme Three: Strengthen Community

Walla Walla Community College has received state and national recognition for its innovative and entrepreneurial learning programs. WWCC is known as an institution where good things can happen for students when everyone inside the college and in the broader community works together towards the common goal of student success and achievement. The third core theme, "Strengthen Community" highlights the areas where WWCC effectively responds to both internal and external community needs.

Objective One: *WWCC is responsive, adaptive, and relevant to the changing needs of the community.*

Objective One

	Indicators	Desired Outcome
1	Develop and maintain sustainable energy programs that support economic and environmental health of the community.	• Increase in students enrolled in workforce training programs focusing on the economic and environmental health of the community (i.e., Enology and Viticulture, Water Resources, Watershed Ecology, Wind Energy Technology).
2	WWCC offers opportunities that promote environmentally responsible and sustainable behavior.	• Continual improvement across the college to adopt "green practices" as documented by the Sustainability Committee.
3	Strong contributor to economic vitality and development within the community.	• Remain among the top employing organizations in the community as measured by the Port of Walla Walla annual report. • Increased collaboration with the Innovative Partnership Zone (IPZ) within Walla Walla's service district.

Indicator One measures WWCC's commitment to supporting the economic and environmental vitality of the community. The rural and agriculture characteristics of the region that WWCC serves require that the college be aware of the nature of employment needs and opportunities to support the community's well-being. The desired outcome of this indicator will show continual increase in student numbers enrolling and completing workforce training programs that support the economic and environmental health of the community.

Indicator Two measures WWCC's mission fulfillment in promoting responsible, sustainable, and green practices throughout the institution. The desired outcome of this indicator will be continual improvement in administration, curriculum integration, energy conservation, landscaping,

recycling, and student involvement in developing "green" practices. As part of the agenda of the Sustainability Committee, "green practices" are discussed, documented, and reviewed monthly. This documentation is disseminated throughout the college community creating data that is assessable and verifiable.

Indicator Three measures WWCC's process goal to collaborate with public and private partners within the community. It also recognizes the College's strong role in providing employment stability to a large number of community members. The desired outcome is that WWCC remain one of the top employing organizations in the community and increase its collaborations with partners throughout the greater region.

Objective Two: *Improve access to opportunities in higher education.*

The economic downturn that dramatically developed in 2008 has created greater demand for educational and training needs in WWCC's service district. It has also created a significant rise in student enrollment numbers, but with fewer resources available for students to fund their education. As an open institution WWCC is committed to improving access to higher education for all prospective students. This addresses two key areas: funding and access for "at risk" students.

	Indicators	**Desired Outcome**
1	Provide a variety of financial and scholarship opportunities at WWCC.	• Increased fundraising among all campus groups including students, college personnel, and the Foundation.
2	Provide wide range of support programs available for non-traditional, first generation, and at-risk student learners.	• Increased access and participation in Transitional Studies, AEP, high school completion, GED, TRiO, I-BEST, Skill-up, WorkFirst, and other special populations.

Indicator One measures WWCC's commitment to providing a variety of financial and scholarship opportunities to support students in funding their education. The desired outcome will be increased fundraising among all campus groups including student fundraisers and college personnel fundraisers in conjunction with the Foundation. The Foundation maintains data regarding donations and funds brought in specifically to support student tuition and scholarships. The 2010-11 baseline value in scholarship donations will be used to measure the increase.

Indicator Two measures WWCC's commitment to supporting programs that provide access and support for at-risk student learners. The desired outcome will be increased access and participation in all college programs that serve students at risk or those among special populations. The 2010-11 baseline value will be used to measure increased access and participation.

Objective Three: *Create and establish collaboration and productive community relationships.*

Walla Walla Community College encourages all of its staff and faculty to engage in the life of the greater community. This engagement encompasses many different agencies, businesses, and non-profit and community boards. The benefits are mutual and widespread giving college personnel visibility and opportunities to serve the community. These relationships also enhance the college community by creating multiple and rich communication pathways. The College takes pride in being a leader and partner with other educational institutions within Washington State through articulation agreements and representation on statewide councils and commissions.

Objective Three

	Indicators	Desired Outcome
1	WWCC demonstrates strong representation by faculty, staff, and administration in community efforts and industry partnerships.	• WWCC staff and faculty representation in a wide variety of non-profit and service community programs, boards, and projects.
2	Leads and partners with other educational institutions.	• Articulation with other area colleges, universities, and collaboration with K-12. • 100% representation on statewide councils and commissions.

Indicator One measures WWCC's strong representation by college personnel within public, private, and non-profit organizations throughout the College's service district area. The desired outcome will show continual involvement and representation of WWCC's staff, faculty, and administrators across a variety of non-profit and service community programs and boards.

Indicator Two measures WWCC's role as a leader and partner with educational programs in K-12 and with other two- and four-year colleges and universities in Washington State. Desired outcomes will include increased articulations and agreements with K-12 and other two- and four-year colleges in Washington State. WWCC will also have 100% representation on statewide councils and commissions.

Conclusion to Year One Report

In this Year One report Walla Walla Community College has provided its mission statement, core themes and expectations as articulated in Standard One of the Northwest Commission Standards for Accreditation. This process has given the entire college community opportunity to review, evaluate, and assess mission fulfillment and what the College values. The College's mission statement *"Walla Walla Community College inspires students to discover their potential and to achieve their goals by providing diverse and challenging learning opportunities"* along with its five outcome goals and eight process goals has been the overarching focus from which discussion and final identification of the core themes evolved. Mission fulfillment will be evaluated and assessed with indicators of effectiveness measuring student success and achievement, innovative and diverse learning opportunities, and the institution's commitment to strengthen community.

The process of identifying the core themes involved a yearlong process engaging staff and faculty from across many departments and across all campuses. Input was solicited through focused task groups, college-wide committees and councils, and through a web-based Wiki. The final selection of the three core themes and eight objectives involved analysis and synthesizing input from a broad base of college personnel.

Walla Walla Community College will measure mission fulfillment through the achievement of the eight objectives identified in the report. The twenty-two indicators include measurement criteria that are assessable, quantifiable, and meaningful. The rationale and desired outcomes for these indicators are included in this report. These outcomes articulate Walla Walla Community College's continued drive and commitment to provide and create innovative and diverse learning environments.

Standard One has provided the framework and infrastructure to Walla Walla Community College to engage in a self-evaluation of institutional resources and capacity. This will include an evaluation of all the College's functions to review WWCC's potential to successfully fulfill its mission.

Appendices

Appendix A

Accreditation Leadership Team
Dr. Marleen Ramsey, Vice President of Instruction
Dr. Mindy Stevens, Vice President of Workforce Education
Ms. Jamie Fouty, Director of Institutional Research

Accreditation Task Force Teams

Group A
Rob Becker – Leader
Tami Mitchell—Group Organizer
Susan Peterson—Group Reporter
Jeff Engler
Karen Molander
Jesse Burgess

Group C
Greg Farrens—Leader
Ron Rooks—Group Organizer
Peter Van Dyke
Brenda Anderson
Traci Krebs

Group D
Dan Ferguson—Group Leader
Linda Andrews—Group Organizer
Kathy Adamski—Group Reporter
Steve Harvey
Michael Kiefel
Susan Rammelsberg

Group E
Janet Danley—Group Leader
J.R. VanSlyke—Group Organizer
Melinda Brennan—Group Reporter
Debra Erickson
Eric Schulz
Tim Ault
Kirsten Telander
Jeanine Kay-Shoemake

Group F
Claudia Angus—Group Leader
Kathy Lindgren—Group Organizer
Jill Emigh—Group Reporter
Ricardo Chavez
Julianne Sachs
Bill Storms

Group G
Paul Boyd – Group Leader
Stephen Shoemake – Group Organizer
Greg Schnorr – Group Reporter
Laura Schueller
Justin Taylor
Ross Bushong
Teresa Harris

Group H
Mona Himmelberg – Group Leader
Jerry Kjack – Group Organizer
Gary Benefiel – Group Reporter
Tim Donahue
Mike Mahan
Mike Adams
Jeff Reinland

Group I
Matt Williams – Group Leader
Chet Mills – Group Organizer
Andrew Gallagher – Group Reporter
Dennis Richardson
Victor Gardea
Beth Powers
Susie Pearson
Jan Kruper

Group J
Darlene Snider – Group Leader
Suky Binney – Group Organizer
Patti Becker – Group Reporter
Stacy Prest
Janelle Meier
Sue Willis

Group K
Dan Norton—Group Leader
Jan Howell—Group Organizer
Jay Entrikin—Group Reporter
Jim Haun
Nicole Cabezas
Lisa Anne Rasmussen
Marilyn Galusha
Tim Toon
Terri Trick

Group M
Barbara Hoffman—Group Leader
Abby Muro—Group Organizer
Kevin Loomer—Group Reporter
Jon Stratton
John Boone
Gerald Lyons
Lori Loseth

Group N
Dave Bailey—Group Leader
Cindy Stevenson—Group Organizer
Staci Simmelink-Johnson—Group Reporter
Steven Vorhaurer
Devon Gustafson
Larry Harding
Mike Levens
Mike Haggard

Group P
Jim Peitersen—Group Leader
Frank Skorina—Group Organizer
Brad La Fran—Group Reporter
Regina Reed
Max Hatfield
Laura Munns

Group Q
Quill West – Group Leader
Shareen Knowles – Group Organizer
Michelle Meyer – Group Reporter
Steve Schwartz
Kristi Wellington-Baker
Wendy Samitore
Clint Gabbard

Group RST
Darcy Dauble – Group Leader
Debbie Frazier – Group Organizer
Ellen Harley – Group Reporter
Debra Scheib
Brad Mason
Lee Brickey
Mike Rostollan
Steve May
Carol McFadyen
Jan Foster
Ruth Russo
Mike Adams

Group V
Jerry J. Anhorn – Group Co-Leader
Brent Caulk – Group Co-Leader
Linda Lane – Group Organizer
Krista Mahan – Group Reporter
George Klein
Susan Palmer
Richard Hellie
Galen Tom

Appendix B
AA/AS Degree Level Learning Outcomes Matrix

WWCC Learning Outcomes	AA Degree	AS Degree
1. **Communication Learning Outcome**	Apply the basic mechanics of language (syntax, grammar, punctuation, and spelling) effectively.	Apply the basic mechanics of language (syntax, grammar, punctuation, and spelling) effectively.
	Construct coherent, organized written and spoken expression appropriate to a variety of media and audiences.	Construct coherent, organized written and spoken expression appropriate to a variety of media and audiences.
	Demonstrate the ability to write insightful, logical documents controlled by thesis statements and supported by concrete, specific details.	Demonstrate the ability to write insightful, logical documents controlled by thesis statements and supported by concrete, specific details.
2. **Critical Analysis Learning Outcome**	Examine, evaluate, and revise material, ideas, or data using appropriate [1] attitudes and skills.	Examine, evaluate, and revise material, ideas, or data using appropriate [1] attitudes and skills.
	Evaluate different evidence-based perspectives in the formulation and analysis of a problem or question.	Evaluate different evidence-based perspectives in the formulation and analysis of a problem or question.
	Support a position with appropriate and compelling evidence.	Support a position with appropriate and compelling evidence.
	Use quantitative reasoning effectively as demonstrated by ability to interpret and draw inferences from tables, formulas, and graphs.	Use quantitative reasoning effectively as demonstrated by ability to interpret and draw inferences from tables, formulas, and graphs.

3. **Technology Learning Outcome**	Understand, evaluate and access information from a variety of sources, tools, contexts, and adapt to changing technologies.	Understand, evaluate and access information from a variety of sources, tools, contexts, and adapt to changing technologies.
4. **Diversity Learning Outcome**	Demonstrate an understanding of human similarities and differences.	Demonstrate an understanding of human similarities and differences.
	Recognize the inter-connection of local, global, and environmental issues.	Recognize the inter-connection of local, global, and environmental issues.
	Demonstrate an understanding of issues related to diversity (i.e., race, gender, mental and/or physical disabilities, sexual orientation, age, culture, and religion), and the role these issues play in the distribution of power and privilege.	
5. **Discipline Level Learning Outcomes**	Explain and apply major terms, methods, concepts, and/or theories relevant to the discipline and/or area of concentration.	Explain and apply major terms, methods, concepts, and/or theories relevant to the discipline and/or area of concentration.

[1]Research shows that people who habitually engage in higher ordering analysis are motivated to do so by five attitudes toward ideas. They are "critical analysis attitudes" because they consistently motivate critical thinkers. These attitudes are identified in the Delphi Report and Bloom's Taxonomy and are included in a rubric used to measure critical analysis in the papers that students write.