Walla Walla Community College

Year Three Self-Evaluation Report

Submitted by Walla Walla Community College
to the
Northwest Commission on Colleges and Universities

September 4, 2012

WALLA WALLA COMMUNITY COLLEGE

Year Three Self-Evaluation Report

Standard One: Mission, Core Themes, and Expectations
Standard Two: Resources and Capacity

Submitted by Walla Walla Community College to the Northwest Commission on Colleges and Universities

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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 NWCCU provided WWCC's self-evaluation process a new framework 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 all campuses worked on the process of considering and finalizing the core themes. 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 assists students to 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.

In December, 2011, WWCC was recognized by the Aspen Institute as one of the top five community colleges in the United States and received the honor as "finalist with distinction." The Aspen Institute stated, "Despite a majority of students entering below college-ready standards, WWCC does a very good job creating pathways to four-year degrees, posting a particularly impressive rate of transfer to four-year colleges. But it is strong connections with local employers and the community that stand at the center of WWCC's success." It is the focus on helping students successfully complete, developing local innovative systems to assist with advising and instruction, along with the commitment to building internal and external partnerships that defines WWCC's organization. These three identified strengths are the infrastructure upon which WWCC's core themes were identified and defined.

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 heavily 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. From 2008 to 2012 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 Fiscal Year 2013 (FY) budget reflects a state funding level that is almost 22% less than the amount of state funding from the 2008-09 budget year. Over this time period, a total of $5.8 million in state funding has been cut which has resulted in 35 fewer full-time positions in the budget for next year. The fact that the supplemental budget for FY 2013 contained no additional state budget cuts was very good news when compared to the projected 23% reduction forecasted for higher education back in the fall of 2011. A 1.25% reduction of $83,657, which takes effect for FY 2013, was approved in the state's 2011-13 biennial budget.

Between 2008 and 2012 the College closed five workforce programs (Precision Machining, Corrections and Law Enforcement, Carpentry Assistant, and Carpentry at both the Walla Walla and Clarkston Campuses), 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 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 by expanding Diesel Technology.

During this austere economic period, WWCC completed four major capital projects including the Basic Skills addition, the Allied Health and Performing Arts building, Water and Environmental Center (WEC) 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 four laboratories, and space for ten professional and technical staff of the Confederated Tribes of Umatilla Indian Reservation to support research of native food source species. 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 October, 2010, WWCC received a Title III Grant focusing on three initiatives: a) faculty professional development concentrating on instructional innovation, and 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 an Instructional Designer and a Director of Planning and Assessment to lead strategic planning. 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, Regular 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 A.A. and A.S. 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), a 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 Arts (A.A.) and Associate in Science (A.S.) 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 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, Director of Institutional Research, Director of Planning and Assessment, Instructional Designer, and faculty Librarian. 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 A.A./A.S. degree level learning outcomes, a task group was formed from the Outcomes Review Committee to develop a matrix of A.A./A.S. 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 A.A./A.S. 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 was submitted to Faculty Senate and the Educational Effectiveness Council in fall quarter 2011 for review and approval. The goal of the 2011-12 academic year was to complete rubrics for each of the degree learning outcomes based upon identified indicators, develop assessment tools for evaluating the learning outcomes, and finally develop a process to assess students graduating with their A.A./A.S. degree in June, 2012. A summary report on the A.A./A.S. assessment project was written and will be available online. A baseline of data regarding A.A./A.S. degree learning outcomes was established that WWCC can use for future assessment of graduating students. This year-long process is discussed in Standard 2.C.10.

WWCC received three commendations in the regular interim report:

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."

Recommendation from Fall 2011, Year One Peer-Evaluation Report

On September 15, 2011, WWCC submitted its Year One Self Evaluation Report as well as the 2010-11 college catalog. The Year One Report includes the revised Standard One Report with respect to WWCC's Mission, goals, and core themes. WWCC is indebted to the careful review and feedback from the evaluation panel that was made up of:

Mr. Wes Lundburg (Chair)
Dean of Instruction
Prince William Sound Community College
Valdez, Alaska

Mr. Garth Sleight
Associate Dean of Academic Affairs
Miles Community College
Miles City, Montana

Dr. Renae Weber
Professor of Mathematics
Treasure Valley Community College
Ontario, Oregon

WWCC received one concern addressing the 2010 Focused Interim Review Recommendation two, which stated, "It appears to have taken 3 years for real effort to be undertaken in addressing the recommendation. The Year One Evaluation Panel urges WWCC to maintain the current diligence toward establishing, implementing, and continuing toward a full, meaningful assessment of A.A./A.S. degree level outcomes." This concern was taken very seriously and concentrated effort was undertaken in 2011-12 to develop rubrics for each identified degree learning outcome, assessment instruments, and the evaluation process, which included assessing a large random sample of students graduating in the spring of 2012 with respect to Communication, Diversity, and Critical Analysis Learning Outcomes. The process addressing this concern is discussed in detail in Standard 2.C.10.

The Year One Evaluation Panel extended one compliment, one commendation and three recommendations to the WWCC's Year One Self-Evaluation Report. They are as follows:

Compliment: "Walla Walla Community College has embraced the process of reviewing its mission in a yearlong study of meaningful indicators of achievement and identification of its Core Themes. In an effort to be responsive to its various populations and partnerships, WWCC made the effort to engage all faculty and staff through (17) task forces, web-based Wikis, college committees and councils in the identification of core themes which focus on continual improvement and excellence."

Commendation: "The Evaluation Panel commends Walla Walla Community College for establishing and valuing long term partnerships that create innovative and diverse learning environments which is clearly articulated in the mission."

Recommendations:

1) "The Evaluation Panel recommends that the college specifically articulate its authorization in the opening introduction in its future reports. (Eligibility Requirement 2)."
2) "Though the College has identified objectives of achievement for each core theme, the Evaluation Panel recommends that the College more consistently articulate acceptable levels to measure the accomplishment of each desired outcomes (Standard 1.B.2)."
3) "Confusion between Indicators and Desired Outcomes in the tables might be reduced by interchanging the two titles (Standard 1.B.2)."

Recommendation one (1) has been addressed. Eligibility Requirement 2 was included in the Executive Summary of Eligibility Requirements in this Year Three Self Evaluation Report, (p. 10), stating the statutory authority by which Walla Walla Community College operates.

Recommendation two (2) has been addressed by replacing the original process-oriented indicators of desired outcomes with outcomes-oriented indicators that are clearly

measurable. WWCC's Accreditation Steering Committee began working on this recommendation in the fall of 2011. Accreditation Steering Committee members met during winter and spring 2012, to review core themes, clarify objectives and desired outcomes, and then develop measurable indicators for each desired outcome. These changes are reflected in Standard 1.B. of this updated Standard One evaluation report.

Recommendation three (3) has been addressed. The manner in which tables were labeled was indeed confusing and the evaluating team's input to interchange the titles was followed. This change is reflected in the tables of Standard 1.B.

CHAPTER ONE:

Mission, Core Themes, And Expectations

CHAPTER ONE:
MISSION, CORE THEMES, AND EXPECTATIONS
Executive Summary of Eligibility Requirements

Walla Walla Community College is in compliance with the Northwest Commission on Colleges and Universities' eligibility requirements as discussed below:

Eligibility Requirement Two - Authority

The Community College Act of 1967, enacted by the Washington State Legislature, originally gave Walla Walla Community College authority to operate. At the present time, Walla Walla Community College is one of 34 institutions of higher education under the governance of the Washington State Board for Community and Technical College. WWCC receives its statutory authority to operate under the Revised Code of Washington (RCW 28B.50), which is the Community and Technical College Act of 1991. In compliance of this Act, WWCC provides an "open door" access for the purpose of preparing students for careers in a competitive workforce, providing preparation for academic transfer, basic skills instruction, and lifelong learning opportunities.

Eligibility Requirement Three – Mission and Core Themes

In September, 2000, WWCC's Board of Trustees approved the current mission statement with five outcome and seven process goals. During the 2005 self-study evaluation, the Vision and Values statement was approved by the Board. In 2008 WWCC again began an in-depth, college-wide study of its mission statement. This year-long study was led by a faculty member heading the committee that included staff, faculty, and administration across all college campuses. The mission statement was not changed during this review. However, a process goal was added stating that the College will "implement an institutional sustainability plan." This additional goal was approved by the Board of Trustees in January, 2009.

STANDARD 1.A: MISSION
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."*

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 emerged from the mission statement, 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, supported the Title III Grant, has given full-time and part-time 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.

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 Tribes of the Umatilla Indian Reservation, Walla Walla Valley Wine Alliance, and the Snake River 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 strives to foster in every classroom.

STANDARD 1.B: 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 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); 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. These four objectives were chosen because they highlight and represent all instructional areas that are offered at WWCC: Academic Transfer, Workforce Education, Transitional Studies, and Extended Learning.

1. *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. These include being place bound, being a first-generation college student, having financial limitations, or being a working adult who needs to take online or evening classes. WWCC students are assisted in transferring to other four-year colleges in the State of Washington. By the College's direct transfer agreements (DTAs) and the common course numbering system implemented in 2009-10. Academic courses including English, math, and science are prerequisites in many of the Workforce Education programs. Other student populations that benefit from the academic transfer program include Running Start (RS) and the Alternative Education Program (AEP). Follow-up data regarding graduation rates will focus on Washington State's four-year colleges and universities.

Objective One

Desired Outcome(s)		Indicators
1	Students receive quality instruction.	Continual improvement of students demonstrating communication, critical analysis, diversity, digital informational and technology competencies when assessed on A.A./A.S. degree learning outcomes, as established on FY 2011-12 baseline data. Continual improvement of students indicating satisfaction with instruction on student course evaluations, as established on FY 2010-11 baseline data. Continual increase in the number of full-time faculty participating in professional development opportunities in discipline-specific areas, pedagogy, and multi-media delivery systems, as established on FY 2010-11 baseline data. Ongoing evaluation and assessment of hybrid and online courses by the instructional designer and with support of T3 (Title III) Academy course innovation grants.
2	Strong student retention and completion.	Continual improvement on retention and completion rates for transfer students, as established on FY 2010-11 baseline data.
3	A.A./A.S. degree completers who transfer from WWCC graduate from baccalaureate institutions.	Continual improvement of the number of students completing baccalaureate degrees upon graduating from WWCC as indicated currently by National Student Clearinghouse (NSCH) and MRTE database which will be disseminated in 2013.

Outcome One, *Students receive quality instruction, has four indicators.*

Indicator one assesses student learning as measured by the A.A./A.S. degree learning outcomes. A.A./A.S. degree learning outcomes are defined as being broad enough to cover the curriculum, but specific enough to be measurable. A.A./A.S. degree learning outcomes have been identified in communication, critical analysis, digital information and

technology, diversity, and mastery of discipline knowledge that is at the division level. Students applying for graduation are assessed each year with baseline data beginning June, 2012.

Indicator two measures the quality of instruction through student evaluations of the course. Student evaluations are administered on a regular cycle for adjunct, probationary, and tenured faculty in accordance with the faculty collective bargaining agreement. Continual improvement of student evaluations regarding the quality of instruction will be measured established on FY 2010-11 baseline data.

Indicator three focuses on increasing the number of faculty taking professional development opportunities beyond just discipline specific areas (i.e., pedagogy, handling difficult classroom situations, and multimedia delivery systems). Quality instruction relies upon faculty understanding human motivation and learning. The scope and breadth of professional development opportunities that faculty engage in will be measured established on FY 2010-11 baseline data.

Indicator four ensures that all hybrid and online courses will undergo evaluation, assessment, and improvement with the support of T3 (Title III) Academy. The Instructional Designer is working to ensure current and new academic transfer courses are evaluated. The eLearning committee is also working with the faculty bargaining unit to complete the development of student, peer, and self-evaluation forms for online instructors. The evaluation forms and process for online instructors will be implemented fall 2012.

***Outcome Two**, Strong student retention and completion, has one indicator:*

Indicator one focuses upon improvement of academic transfer retention and completion rates for academic transfer students. WWCC is committed to helping academic transfer students progress successfully through courses to completion of degrees. Student retention and completion will be measured as established on FY 2010-11 baseline data.

***Outcome Three**, A.A./A.S. degree completers who transfer from WWCC graduate from baccalaureate institutions has one indicator:*

Indicator one assesses that the number of students completing baccalaureate programs upon graduating from WWCC will continue to increase. WWCC will access transfer student data from the Mutual Research Transcripts Enterprise (MRTE) which the SBCTC will make available by 2013. The MRTE will allow WWCC to access graduation rates from baccalaureate programs within the state. The National Student Clearinghouse will allow WWCC to gain information regarding student graduation rates from out of state baccalaureate programs.

2. ***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 37 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 serves as an essential element in assessing program capacity, enrollment, and support. In the process of preparing students for the 21st century workforce, creation and refinement of College workforce programs involves regular reviews of current and projected labor market data with business and employer focus groups (i.e., General Workforce Advisory Committee), and applies Developing a Curriculum (DACUM) to ensure curriculum compatibility with industry workforce needs. DACUM processes involve industry personnel in identifying industry skill standards necessary for employment success.

Program staff, administration and students have additional labor market resources available through an employment security website titled Career Bridge to assist in preparation and planning for successful completion and employment in the industry. Additionally, post-graduation student employment data is tracked through the SBCTC's Data Linking Outcomes Assessment (DLOA) to assist the College in assessing outcome completion.

Objective Two

Desired Outcome(s)		Indicator(s)
1	Workforce students receive quality instruction.	Continual improvement of workforce students meeting hands-on evaluation of industry skill standards, where applicable, as established on FY 2010-11 baseline data. Continual increase of workforce students meeting license or certification requirements, where applicable, as established on FY 2010-11 baseline data.
2	Workforce curriculum within all programs is up-to-date and responsive to industry requirements.	100% of Workforce programs have advisory committees that meet on a scheduled basis to review curriculum and give recommendations regarding changes in industry requirements. 100% of Workforce Education curriculum is developed by DACUMS and recognized industry standards. These include associated accrediting entities such as ASE, WABO, and NATEF. 100% Accredited Workforce Education programs are reviewed and assessed by third party industry associations. Continual improvement of employers' satisfaction with workforce completers indicated in annual employers' surveys, as established on FY 2010-11 baseline data.
3	Students complete workforce certificates and degrees.	Continual improvement of graduation rates of workforce students enrolled in degree or 1+ year certificate programs, as established on FY 2010-11 baseline data.
4	Students are employed in their area of training or continue their education after workforce degree completion.	Continual improvement of workforce degree completers employed in their field of training and/or continuing their education, as established on FY 2010-11 baseline data.

***Outcome One**, Workforce Students receive quality instruction, has two Indicators:*

Indicator one addresses the quality of instruction by assessing workforce student competencies as demonstrated in "hands-on" and "traditional" testing processes administered throughout the program of instruction. Every workforce program has learning outcomes established at the course, program, and degree level. Course level learning outcomes are assessed on a quarterly basis and program level learning outcomes are reviewed and evaluated every four years by the Outcomes Review Committee. Continual improvement of workforce students meeting industry skill standards will be measured using FY 2010-11 baseline data.

Indicator two assesses instructional quality when workforce students complete available industry awarded certifications, (i.e., ASE, WABO, Nursing Licensure, etc.). Licensure exam results are crucial indicators of success for specific programs in fields that require certification for employment. Continual increase of workforce students receiving industry awarded licensures, will be measured using FY 2010-11 baseline data.

***Outcome Two**, Workforce curriculum within all programs is up-to-date and responsive to industry requirements, has four indicators:*

Indicator one measures active participation of industry advisory committees and related reviews and assessment of curriculum, facilities, and employment trends. The College requires all workforce programs to maintain active advisory committees that meet a minimum of two times per year.

Indicator two ensures that all workforce programs collaborate with advisory committees and use DACUMS to develop program curriculum that is established upon industry standards and associated accrediting entities (i.e., ASE, NATEF, WABO). Industry identified skill standards remain critical to all workforce programs during development and continuing refinement of program and curriculum design.

Indicator three ensures that all accredited workforce programs are regularly reviewed and assessed internally and by third party entities.

Indicator four addresses the College's efforts to annually survey program completers and employers to determine if workforce programs are providing both academic and critical industry identified skills. Continual improvement of employers' satisfaction with workforce completers as indicated in annual employer surveys, will be measured as established on FY 2010-11 baseline data.

***Outcome Three**, Students complete workforce certificates and degrees, has one indicator.*

Indicator one provides an objective measurement of student success by assessing the number of students receiving workforce degrees and/or 1+ year certificates. To be assessed, students must be enrolled in a workforce program that has a 1+ year certificate

or degree completion. Continual improvement of completion and graduation rates will be measured using FY 2010-11 baseline data.

***Outcome Four**, Students are employed in their area of training and/or continue their education after workforce degree completion, has one indicator.*

Indicator one provides an objective measurement of graduating students employment in the related industry, or of graduates continuing on an educational pathway. The College completes an annual tracking process contacting former students and graduates surveying their current employment and salary status. Since many Workforce Education program completers (graduates) elect to continue on in their educational pursuit this is also recognized as a valid measurement of success. Continual improvement of workforce degree completers employed in their field of training and/or continuing education will be measured, as established on FY 2010-11 baseline data.

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

After a steady increase from 314 FTEs in 2007-08 to 362 FTEs in 2010-11, the College experienced a 10% decrease in basic skills enrollment in 2011-12. This rise and fall pattern was also observed in the number of GEDs awarded. A reduction of GEDs occurred in 2011-12 after an increase of 373 GEDs earned in 2007-08 to 703 earned in 2010-11. The College recognizes the need for basic skills and pre-college students to transition more quickly into certificate and degree pathways and living wage jobs. Integrated Basic Education Skills Training (I-BEST) programs that focus on team teaching of both Basic Skills and Workforce Education instructors continue to grow and show positive results in transitioning students to college level courses or programs.

Objective Three

Desired Outcome(s)		Indicator(s)
1	Transitional Studies students receive quality instruction.	Continual improvement of levels gains made by basic skills students that CASAS post assess, as established on FY 2010-11 baseline data. Continual increase of basic skills students indicating satisfaction of instruction on student course evaluations, as established on FY 2010-11 baseline data.
2	Increase in student retention and level completion.	Continual improvement in the number of federally reportable basic skills students, as established on FY 2010-11 baseline data. Continual improvement of retention and level completion rates, established on FY 2010-11 baseline WABERS data. Continual improvement of GED completion rates, as based on FY 2010-11 baseline data.
3	Students successfully make transitions from basic skills to pre-college and into college level work.	Continual improvement of ESL students transitioning to basic skills, pre-college, and college-level course, as established on FY 2010-11 baseline data. Continual improvement in basic skills students transitioning to pre-college and college courses as established on FY 2010-11 baseline data.

Outcome One, *Transitional Studies students receive quality instruction, has two indicators.*

Indicator one measures the progress of ABE/GED/ESL students by looking at pre- and post-assessment CASAS test scores. Before entering classes ABE/GED students take a CASAS placement assessment and a level assessment in reading and math. ESL students take a level assessment in reading and listening. At the end of 45 hours of instruction students post-assess to determine level gains**.** Retaining and engaging students is significant to ensuring that students make level gains. Continual improvement of level gains will be measured using FY 2010-11 baseline data.

Indicator two measure students' satisfaction of instruction through course evaluation. Continual increase of basic skills students indicating satisfaction of instruction on course evaluations will be measured using FY 2010-11 baseline data.

Outcome Two*, Increase in student retention and level completion, has three indicators.*

Indicator one addresses the College's responsibility to ensure that Basic Skills students are federally reportable and making levels gains as measured by the Comprehensive Adult Student Assessment Systems (CASAS). Continual improvement in student retention and level completion will be measured using FY 2010-11 baseline value.

Indicator two addresses retention and completion rates of Basic Skills students. Continual increase in the number of Basic Skills students who persist and complete will be measured using FY 2011 baseline WABERS data.

Indicator three is a direct indicator of quality instruction and student achievement. The desired outcome is continual increase in the percent of GED completion rates, and will be measured using FY 2010-11 baseline data.

Outcome Three, *Students successfully make transitions from basic skills to pre-college and into college level work, has two indicators.*

Indicator one addresses the number of ESL students making progress and transitions to higher level coursework and/or college programs. Continual increase of ESL students transitioning to basic skills, pre-college, and college-level courses will be measured using FY 2010-11 baseline data.

Indicator two addresses the number of Basic Skills students making progress and transitions to higher level coursework and/or college programs. Continual increase of Basic Skills transitioning to pre-college and college-level courses will be measured using FY 2010-11 baseline data.

1. ***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, a summer learning experience for community children, ages 6-12. Kids' College allows young learners the opportunity to engage in rich learning experiences as well as become familiar with the college campus long before the college years arrive.

Objective Four

	Desired Outcome(s)	Indicator(s)
1	Provide high quality learning communities.	Continual improvement of Quest students returning for additional courses, as established on FY 2010-11 baseline data. Continual improvement of Lifelong Learning students returning for additional courses, as established on FY 2010-11 baseline data. Continual improvement of Kid's College students returning for additional sessions, as established on FY 2010-11 baseline data.
2	Offer interesting and intellectually stimulating coursework.	Continual improvement of extended learning students' satisfaction of instruction on course evaluations, as established on FY 2010-11 baseline data.

***Outcome One**, Provide high quality learning communities, has three indicators.*

Indicator one allows WWCC to measure student satisfaction and community engagement within the Extended Learning programs. Lifelong learning and personal enrichment courses are not credit or degree seeking courses, thus the return of students for additional courses is often a strong indicator of the quality of instruction. Continual improvement of Quest students returning for additional courses will be measured using FY 2010-11 baseline data.

Indicator two will address the continual increase of Lifelong Learning students returning for additional courses will be measured using FY 2010-11 baseline data.

Indicator three will address the continual increase of Kid's College students returning for additional sessions, and will be measured using FY 2010-11 baseline data.

***Outcome Two**, Offer interesting and intellectually stimulating coursework, has one indicator.*

Indicator one addresses student satisfaction as an indicator of the overall quality of instruction coursework offered in the Extended Learning programs. This data will be

collected during or immediately at the completion of the course. Continual improvement in satisfaction of instruction on course evaluation will be measured using FY 2010-11 baseline data.

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. This core theme has two objectives: provide diverse and experiential learning opportunities and offer innovative and flexible delivery modes for courses and trainings.

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

WWCC is committed to providing its students with opportunities for culturally and diverse experiences. One example is the partnership with the Confederated Tribes of the Umatilla Indian Reservation, which created a "living lab" along Titus Creek where students engaged in plant and stream restoration. Another example is the adoption of several I-BEST programs which assists Basic Skills students to develop literacy skills at the same time they acquire workforce training. WWCC was one of the first colleges in Washington State to pilot I-BEST programs (e.g., Certified Nursing Assistant, Early Childhood Education, Corrections and Law Enforcement). Since the first pilot in 2004 of this team-teaching model, WWCC has successfully implemented a number of I-BEST programs. The most recent I-BEST addition is the Developmental Education Watershed Ecology project funded through the Gates Foundation. This grant targets 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 (A.A.A.S.) degree in Watershed Ecology.

Objective One

	Desired Outcome(s)	Indicators
1	Students graduating with A.A./A.S./A.A.A.S. from WWCC will have experienced a wide range of experiential learning opportunities (e.g., internships, practicum experiences, field experiences, co-op learning, service related learning, collaborative learning, integrated lessons, contextualized instruction, I-BEST, and /or lab experiences).	Continual increase in the number of graduates with A.A./A.S./A.A.A.S. degrees successfully completing two or more courses that involve experiential learning, as established on FY 2010-11 baseline data.
2	WWCC offers opportunities to experience diverse people, cultures, and ideas.	100% of graduating academic transfer students will complete at least one "D" designated diversity course. Continual increase in number of courses designated as a "D" diversity course by 2015, as established on FY 2010-11 baseline data. At least two events occur each academic quarter to raise awareness of diversity.

***<u>Outcome One</u>**, Students graduating with A.A./A.S./A.A.A.S. will have a wide range of experiential learning opportunities, has one indicator.*

Indicator one reflects WWCC's commitment to provide a wide range of experiential learning opportunities. These include 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 best instructional practices. Continual increase in the number of graduates with A.A./A.S./A.A.A.S. degrees successfully completing two or more courses that involve experiential learning will be measured using FY 2010-11 baseline data.

***<u>Outcome Two</u>**, WWCC offers opportunities to experience diverse people, cultures, and ideas, has three indicators.*

Indicator one focuses on the number of students completing a variety of "D" designated courses as well as diverse events. A diversity committee was formed in 2009-10 to establish criteria for courses identified as fulfilling the diversity requirement at WWCC. 100% of students graduating with an A.A. degree will complete at least one "D" designated diversity course. This will be measured using FY 2010-11 baseline data.

Indicator two considers the range of diversity courses offered across the academic curriculum. The A.A. degree diversity requirement was implemented in the academic year 2009-10 and at that time there were only a few courses identified and approved for the "D" diversity designation. Faculty from across all disciplines were encouraged to include and embed components of diversity in their courses. Currently, there are twenty-six "D" designated courses. Continual increase in the number of "D" designated diversity courses will be measured, as established on FY 2010-11 baseline data.

Indicator Three measures the number of diversity events and activities at WWCC that focus on diverse people, cultures, and ideas. These activities and events are highlighted and sponsored quarterly by the Diversity Committee. This documentation is collected and disseminated through the college community creating data that is assessable and verifiable. At least two events will occur each academic quarter to increase and raise awareness of cultural diversity.

2. ***<u>Objective Two:</u> Provide courses and trainings using cutting-edge and innovative delivery modes.***

The Title III Grant received in fall, 2010 has been a tremendous support in assisting the College to stay on track with many of the new technologically focused delivery methods. With Title III support the College hired an Instructional Designer to assist faculty in developing and implementing instructional innovations. During the past two years, 2010-12, there was 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. This also includes the College's concentrated efforts in researching, designing, and implementing innovative approaches to assist pre-college students in persisting and successfully completing math and English courses.

Objective Two

	Desired Outcome(s)	Indicators
1	Different delivery mode options and methodologies are available to support student access and diverse learning needs (e.g., web enhanced, hybrid, online, short courses, modular courses, and competency based courses).	Continual increase of faculty adopting open course library materials and developing courses using different delivery mode options and methodologies, as established on FY 2010-11 baseline data.
2	WWCC personnel are encouraged to try innovative teaching methods, innovative ways of transmitting information, and innovative ways of accomplishing work related tasks (e.g., Advisor Data Portal, Degree Boost, Career Coach).	Continual increase of full-time and part-time faculty participating in professional development opportunities that encourages the use interactive technologies and media, as established on FY 2010-11 baseline data. Continual increase of full-time and part-time faculty developing and piloting innovative instructional proposals by 2015, as established on FY 2010-11 baseline data. Continual increase of WWCC personnel adopt locally developed technology applications, as established on FY 2010-11 baseline data.

***Outcome One**, Different delivery mode options and methodologies are available to support student access and diverse learning needs, has one indicator.*

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. This includes students who have difficulty accessing instruction during what would be considered a traditional learning environment. This outcome also highlights the college's commitment to provide quality programs throughout its service district, including the Clarkston campus. As an open door institution, WWCC's student population represents a broad spectrum of preparedness, experience, and expectations. WWCC will continue update and implement a wide range of delivery mode options and methodologies to include web-enhanced classrooms, hybrid, online, and Interactive television (ITV) to support student access and diverse learning needs. Continual increase of faculty adopting open course library materials and developing courses using different delivery mode options and methodologies will be measured FY 2010-11 baseline data.

***Outcome Two**, WWCC personnel are encouraged to try innovative teaching methods, innovative ways of transmitting information, and innovative ways of accomplishing work related tasks, has three indicators.*

Indicator one 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. With the support of Title III, WWCC will provide professional development opportunities that encourage interactive technologies and media to full-time and part-time faculty. Continual increase of full-time and part-time faculty participation in professional development opportunities

that encourages the use of interactive technologies and media will be measured using FY 2010-11 baseline data.

Indicator two focuses on the College's commitment to support faculty use of innovative and diverse learning opportunities. Continual increase of full-time and part-time faculty developing and piloting innovative instructional proposals will be measured using FY 2010-11 baseline data.

Indicator three focuses on the College's staff in acquiring knowledge and skills to use locally developed technological innovation in their work related tasks. Continual increase of WWCC personnel adopting locally developed technology applications will be measured using FY 2010-11 baseline data.

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.

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

Objective One

	Desired Outcome(s)	Indicators
1	Develop and maintain programs that support economic and environmental sustainability of the community (e.g., Enology and Viticulture, Water Resources, Watershed Ecology, Wind Energy Technology).	Demonstrate regional economic impact analysis of high-demand programs. Continual increase of student enrollment and completion rates in high demand programs that support economic and environment sustainability, as established on FY 2010-11 baseline data.
2	Environmentally responsible and sustainable practices are promoted at WWCC.	Continual adoption of "green practices" as documented by the Sustainability Committee, as established on FY 2010-11 baseline data. At least one event that promotes environmentally responsible and sustainable practice occurs each academic quarter. WWCC will utilize the Sustainability Tracking, Assessment and Rating System (STARS) as a measurement tool to assess the college's Sustainability Plan. Tracking will show continual improvement as established on FY 2010-11 baseline data.
3	WWCC is a strong contributor to economic vitality and development within the community.	Continual increase of high return, high demand workforce certificates and degrees awarded, as established on 2010-11 baseline data. Continual increase economic development funds leveraged by Innovation Partnership Zone (IPZ), as established on 2010-11 baseline data. Demonstrate the regional socio-economic impact of WWCC, as established on FY 2010-11 baseline data.

Outcome One *– Develop and maintain workforce programs that support economic and environmental sustainability of the community (e.g., Enology and Viticulture, Water Resources, Watershed Ecology, Wind Energy Technology), has two indicators.*

Indicator one focuses upon the College's commitment to be proactive in developing and maintaining programs that provide a skilled workforce for high demand/high return occupations in the service district. The College will regularly conduct economic impact analyses of those programs that demonstrate the value of its programs to regional economic development. The analyses will be used to plan and develop programs that support high wages and high skills, and economic and environmental sustainability.

Indicator two measures the continual increase in student enrollment and completion of high demand workforce training programs that impact the economic and environmental health of the community. Baseline enrollment and completion rates will be set on the 2010-11 academic year.

Outcome Two *– WWCC promotes environmentally responsible and sustainable behaviors, has three indicators.*

WWCC's sustainability mission vision is to promote responsible, sustainable, and green practices throughout the institution. Indicator one measures the continual adoption of "green practices" as documented by the Sustainability Committee. Continual improvement in administration, curriculum integration, energy conservation, landscaping, recycling, and student involvement in developing "green" practices are measured in accordance to Washington State Executive Order 02-03 and 05-01. The Sustainability Committee meets monthly where "green practices" are discussed, documented, and reviewed. The information is collected and disseminated throughout the college community, creating data that is assessable and verifiable. Continual improvement will be measured from FY 2010-11 baseline data.

Indicator two measures the number of public events and activities at WWCC that focus on environmentally sustainable practices. These activities and events are highlighted in the monthly Sustainability Committee meetings and recorded in the minutes. This documentation is collected and disseminated through the college community creating data that is assessable and verifiable. At least one event that promotes environmentally responsible and sustainable practice occurs each academic quarter.

Indicator three measures WWCC's Sustainability Plan goals and strategies in each of the identified priority areas (e.g., community engagement, curriculum integration, energy conservation, healthy environments, responsible purchasing, transportation efficiency, waste reeducation, and water management). The College will utilize the Sustainability Tracking Assessment and Rating System (STARS) as a measurement tool to assess the College's Sustainability Plan. Continual improvement will be measured from FY 2010-11 baseline data.

Outcome Three *– WWCC is a strong contributor to economic vitality and development within the community, has three indicators.*

Indicator one emphasizes the alignment of our Workforce Education programs and preparing completers for careers in high demand occupations. The effectiveness of those programs will be measured by a continual increase in high demand/high return workforce certificates and degrees. Continual improvement will be measured from FY 2010-11 baseline data.

Indicator two focuses on WWCC contribution to regional economic development by leveraging resources through the Walla Walla Innovation Partnership Zone (WWIPZ). The Washington State Economic Development Commission initially designated the WWIPZ in 2007. The WWIPZ was re-designated in 2011. The WWIPZ is governed by the leadership of

the City of Walla Walla, the Port of Walla Walla, and WWCC. The IPZ provides a framework to engage in a collaborative and deliberative process of economic development planning. WWCC and other entities have leveraged public and private funds to support investment in education and training, and infrastructure. Indicator two will measure the College's effectiveness at leveraging funds through the IPZ for College-led initiatives that shape regional economic development.

The third indicator will demonstrate the regional socio-economic impact of WWCC as an employer, producer, consumer, and contributor to regional well-being through education. This will be measured by regularly conducted economic impact studies and through IPEDS. Continual improvement will be measured from FY 2010-11 baseline data.

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

The Great Recession increased demand for educational and training needs in WWCC's service district. For the past four years, the College has experienced significant increases in student enrollment in all programs, but with fewer resources available for students to fund their education. As WWCC moves forward in planning for the 2012-13 academic year a softening of enrollment levels is being observed, especially in workforce education programs. Yet, the demand for an educated and skilled workforce in Washington State and nationally continues to increase. The College is seeing increasing numbers of students dependent upon financial aid and loans in order to fund their educational goals. This is particularly true at the Clarkston Campus where student demographics data shows higher numbers of first generation students and students coming out of environments of generational poverty. As an open institution, WWCC is committed to improving access to higher education for all prospective students. Objective two addresses funding and access for "at risk" students.

Objective Two

	Desired Outcome(s)	Indicator(s)
1	An increase of financial aid and scholarship opportunities for students at WWCC.	Continual increase in fundraising and gift giving, as established on 2010-11 baseline year. Continual increase of the number, percentage, and amount of scholarship and grant awards opportunities, as established on FY 2010-11 baseline data.
2	Energetically and strategically establish a wide range of support programs available for non-traditional, first generation, and at-risk student learners (e.g. Transitional Studies, AEP, high school completion, GED, TRiO, I-BEST, Skill-up, WorkFirst, and other special populations).	Continual increase of retention and completion rates of non-traditional, at-risk, and first generation students, as established on FY 2010-11 baseline data.

***Outcome One**, An increase of financial aid and scholarship opportunities for students at WWCC, has two indicators.*

Indicator one measures WWCC's commitment to providing a variety of financial and scholarship opportunities to support fund students their education. According to the Integrated Post-Secondary Education Statistics (IPEDS) annual feedback reports, WWCC consistently gives more in number and amount of institutional grants than comparable peer median institutions. With the support of Title III, an initiative has been set to increase the College's capacity building through the support of the Foundation. The 2011 internal fund drive raised $50,000 and this is included in the Foundation's total annual fundraising campaign last year of $538,315.97. There 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 the number, percentage, and amount of scholarship and grant award opportunities to WWCC students. This is in response to the College's commitment to provide a variety of financial aid and scholarship opportunities to support students achieve their educational goals at WWCC. The Title II grant has set a goal to increase the Foundation's grant and gift revenue by 40% over the two-year average baseline set in 2008-10. A 12% annual increase has been set specifically to offset rising tuition costs for students. Increased funds will allow the College to assist an additional 25 students with tuition scholarships and grants. WWCC has also dedicated a significant portion of the Aspen Institute Award money for loans to be given to Clarkston Nursing and Allied Health students. These loans will be forgiven when the student completes his/her degree program. The 2010-11 baseline value in scholarship donations will be used to measure the increase.

***Outcome Two**, Energetically and strategically establish a wide range of support programs available for non-traditional, first generation, and at-risk student learners, has one indicator.*

Indicator one measures WWCC's commitment to supporting programs that provide access and support for at-risk student learners. The desired outcome will be a continual increase in the participation rate, as expressed in enrollment, retention, and completion, of non-traditional, at-risk, and first generation students. Studies indicate that wrap-around services and programs play a significant role in assisting students to persist and complete courses, programs, certificates, and degrees. The 2011-12 baseline value of "pace of progression" and course completion rates will be used to measure increased access and participation. The College has also committed to establishing two new achievement coach positions in Student Services. Achievement coaches will help develop degree pathways plans and intervention strategies to support non-traditional, at-risk, and first generation students in progression and completion of courses and degrees. Data established from FY 2010-11 will be used as the baseline data in assessing the desired outcome.

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

Walla Walla Community College encourages all staff and faculty to engage in the civic life of the greater community. This encompasses many different agencies, businesses, non-profits, and community organizations, and boards. The benefits of participation 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 that connect the College to the community at large. In addition to volunteerism, the College has established several strategic and fruitful partnerships with educational institutions and public and private entities. The benefits of those partnerships begin at the college and extend throughout the service district.

Objective Three

	Desired Outcome(s)	Indicators
1	WWCC demonstrates strong representation by faculty, staff, and administration in community efforts and industry partnerships.	Continual increase of WWCC staff and faculty serving on a non-profit and service-related community programs, boards, and projects, as established on 2012-13 baseline data.
2	WWCC leads and partners with public and private organizations.	Continual increase in the scope and breadth of articulation agreements with regional colleges and universities, as established on 2010-11 baseline date. Continual increase in collaborations and partnerships with K-12 districts in WWCC's service area, as established on 2010-11 baseline data. Continual increase of college resources (e.g., facilities, expertise, and services), as established on FY 2010-11 baseline data.

***Outcome One**, WWCC demonstrates strong representation by faculty, staff, and administration in community efforts and industry partnerships, has one indicator.*

Indicator one measures the participation and extent of college personnel in civic life throughout, though not exclusively, the service district. For example, all workforce programs are closely tied to industry through advisory committees, which are comprised of industry partners from the community. Advisory committees cast a wide net across numerous occupations, professions, and businesses, and represent direct lines that connect the college to industry. Additionally, College staff participate in civic life by serving as board members to local organizations, councils, and non-profit organizations. Staff also volunteer time in a range of service organizations that benefit the community. Data will be collected in the 2012-13 academic year and used as a baseline from which to measure

continual increases of staff involvement in community and industry partnerships over time, as well as the number of entities with which staff participate.

***Outcome Two**, WWCC leads and partners with public and private organizations, has three indicators.*

Indicator one measures the scope and breadth of articulation agreements between WWCC and regional colleges and universities. Articulation agreements are crucial to identify educational pathways for students and ensure the alignment of curriculum for specific courses of study. Continual increase in the scope and breadth of articulation agreements with regional colleges and universities will be measured using 2010-11 baseline data.

Indicator two measures the continual increase of collaborations and partnerships with K-12 entities in the WWCC service district. Already existing partnerships with K-12 entities have yielded a variety of programs that provide alternative education options for students. The purpose of increasing the number of partnerships is to broaden the scope of available options for the service district population. Increases in collaborations and partnerships will be measured using 2010-11 baseline data.

Indicator three is the continual increase the availability of college resources (e.g. facilities, expertise, and services) for the at-large community and college partners. This indicator emphasizes WWCC's role as a community and regional center that provides educational resources, expertise, and facilities. As a center, WWCC will initiate, facilitate, and host meetings and events on a regular and ongoing basis. These meetings and/or events highlight discipline and program areas of topics and concerns that address student learning, economic and environmental vitality of the community, community partnerships, and civic engagement. Continual increases will established on 2010-11 baseline data.

CHAPTER TWO:

Resources And Capacity

CHAPTER TWO: RESOURCES AND CAPACITY

Executive Summary of Eligibility Requirements

Walla Walla Community College is in compliance with the Northwest Commission on Colleges and Universities' eligibility requirements as discussed below:

Eligibility Requirement Four – Operational Focus and Independence

Walla Walla Community College receives authority to operate and award certificates and degrees by the State Board for Community and Technical Colleges in accordance with the Washington Administrative Code (WAC 132T) and the Revised Code of Washington (RCW 28B.50). The purpose of WWCC is to offer comprehensive educational training and service programs to meet the unique needs of the College's service district. In this regards the College operates an open door admission policy and offers high standards of excellence in Academic, Workforce, Transitional Studies, and Extended Learning education programs. WWCC commits all of its resources to fulfilling its educational mission and goals, and has the operational independence and capacity to meet the NWCCU's standards and eligibility requirements.

Eligibility Requirement Five – Non-Discrimination

Walla Walla Community College is committed to creating an organizational environment that ensures equal employment opportunity and does not discriminate on the basis of race, color, creed, religion, ethnicity, national origin, gender, gender identity, age, marital status, sexual orientation, disability, status as a disabled veteran, Vietnam era veteran, honorably discharged veteran or military status, or the right of a lactating woman to nurse her child. All college employment recruitment materials reference WWCC as an equal opportunity employer. This non-discrimination policy applies to all of the College's educational and student service programs, athletics, services and facilities, admission processes, and employment practices. WWCC seeks to foster an organizational culture that values diversity and promotes dignity and respect to all staff, faculty, and students regardless of cultural, economic, or social station. Institutional compliance for equal opportunity and non-discrimination policies is monitored by the Office of Human Resources.

Eligibility Requirement Six – Institutional Integrity

Walla Walla Community College values and promotes institutional integrity throughout its organizational operations and structure and complies with the regulations administered by the Washington State Ethics Board. The highest ethical standards and professionalism are seen in the conduct of the College's Board of Trustees and employees. Fair, consistent, and ethical treatment is extended towards students and employees. WWCC publishes its ethical standards procedures and policies in college personnel and student information material. Additionally, the College provides regular training opportunities for staff and faculty on compliance responsibilities and expectations.

Eligibility Requirement Seven – Governing Board

The five members of the Board of Trustees, appointed by the Governor of the State of Washington, are responsible for the quality and integrity of the College. State law requires the Governor, when appointing Board members, to consider "geographical diversity, and representation from labor, business, women, and racial and ethnic minorities" (RCW 28B.50.100). The composition of WWCC's Board of Trustees reflects the service district that the College represents. Their main function is to ensure that the mission of the College is being achieved through established policies and the budget. None of the trustees has personal financial interest in the College. There are no sub-groups associated with the Board and the trustees act as one governing body.

Eligibility Requirement Eight – Chief Executive Officer

Dr. Steven VanAusdle, president of Walla Walla Community College, was appointed to this position in 1984 by the College's Board of Trustees. The President serves as chief executive officer of the college overseeing all college operations as well as ensuring accountability to the college's mission. The President is known for his visionary and entrepreneurial skills. He is a visible and influential member of the community and vigorous advocate for the college in the local community, in the state, and nationally.

Eligibility Requirement Nine – Administration

WWCC employs sufficient administrative and support staff to achieve its mission and goals. As an organization, WWCC has maintained a flat chain of command with only one Dean who oversees Correctional Education, directors who manage Workforce Education programs, and division chairs who report directly to the Vice Presidents of Instruction, Workforce Education and Academic Education. Over the past ten years, this organization structure has slowly evolved in response to growing needs within the scope of the institutional mission. Currently, the College is experiencing leadership transition in Workforce Education as division chairs are being replaced with program directors and deans. With the retirement of the Director of Nursing and Allied Health in 2012, the new position title was changed to Dean of Nursing and Allied Health to recognize the increased responsibilities and scope of this position. Additional dean and director positions will be implemented as retirements and administrative changes evolve

Eligibility Requirement Ten – Faculty

WWCC employs 122 full-time faculty who are essential in helping the College achieve its mission and goals. Full-time faculty are assigned to each discipline in which the institution awards degrees and certificates. Approximately 480 part-time instructors supplement the core instructional team. Faculty serve on many committees, councils, and task forces where their expertise contributes to review and formation of policies and procedures, curriculum development and review, student academic advising, and institutional governance. Faculty are evaluated through a systematic evaluation process designed cooperatively by instructors and administrators. Faculty workloads reflect their educational background, talents, credentials, and the College's mission and goals.

Eligibility Requirement Eleven – Educational Programs

Walla Walla Community College's mission, goals, and core themes are achieved through 53 degrees and 50 certificates on the Walla Walla and Clarkston campuses, and two state correctional facilities. The College offers a comprehensive two-year undergraduate program that includes Workforce Education programs leading to short-term, one-year certificates, or A.A.A.S degree in 30 programs. A traditional Associate in Arts (A.A.) transfer degree may also be earned at WWCC as well as several Associate degrees specializing in Biology, Math Education, Business, Elementary Education, and Science (A.S.). These degrees align with Intercollege Relations Commission (ICRC) guidelines for transfer degrees within Washington State. Each area of study requires depth, breadth, and rigor appropriate for the degrees offered. WWCC provides a quality learning environment where faculty and students enjoy academic discourse in the pursuit and acquisition of knowledge.

Eligibility Requirement Twelve – General Education and Related Instruction

The Associate in Arts (A.A.) and Associate in Science (A.S.) degrees require a substantial and coherent component of general education, including communication, quantitative reasoning, humanities, social science, natural science, and physical education. In 2008, a task force was developed to evaluate the Associate of Arts (A.A.) degree requirements in light of the ICRC requirement changes. Following a rigorous review of all course offerings, which included a faculty survey, the additional requirements above the minimum ICRC requirements were retained. However, elective credits were decreased to 24 with nine of these credits required to be fully transferable. The remaining 15 electives may be taken in college-level courses as defined by WWCC. The final outcome of this rigorous review process resulted in the required credits to obtain an A.A. degree decreased from 93 to 90 credits.

The Associate in Applied Arts and Sciences (A.A.A.S.) degree requires coursework in written and oral communications, computation or mathematics, human relations, job seeking skills, and leadership. Although specific Workforce Education programs have varying credit requirements, the A.A.A.S. degree requires a minimum of 90 credits, of which 18 are in related instruction.

Eligibility Requirement Thirteen – Library and Information Services

Walla Walla Community College Library, learning resources, and technology are vital to the College's educational programs, mission, goals, and core themes. The library maintains a dynamic webpage and facebook that provides basic information to anyone with an internet connection. The library's hours, staff members, and basic borrowing information are easily accessed. Most forms are available electronically, including library card requests, interlibrary loan requests, and purchase suggestions. Other non-restricted information, such as study guides, lists of newly purchased books, and citation information is found online. Some of these are also available in print upon request. Operating hours and borrowing information can also be found on the printed bookmarks which are issued quarterly and available at the library circulation desk.

The library has shifted its emphasis in recent years to increasing its efforts in bibliographic instruction. During the 2005-06 academic year, WWCC librarians were involved in ten formal information literacy instruction sessions. In 2010-11, the library taught 100 sessions. That number reflects faculty collaborations on three campuses, twelve education divisions and fifteen educational fields. One-on-one reference service is available during the library's open hours. Additionally, the library participates in the *Ask Washington Question Point* program. A WWCC librarian provides online reference for a specific number of hours a week and in return students have 24/7 chat reference available.

Eligibility Requirement Fourteen – Physical and Technological Infrastructure

Walla Walla Community College provides the physical and technological infrastructure needed for the fulfillment of its mission, goals, and core themes. The WWCC Facility Master Plan was developed in 2005 and covers the timeframe from 2005-15. That plan has guided the development and construction of the capital projects and repairs that have been completed since that time. Although the mission of the College has been constant, the emerging training needs of the regional economy are changing rapidly. Thus, the Facility Master Plan must be updated often. WWCC has engaged an architect to assist with updating the master plan. That process will begin in early September, 2012. The updated plan will address priorities of the instructional plan and the Strategic Plan. The updated plan will also guide future requests for state capital project funding and future grant requests.

WWCC provides extensive instructional and computer technology to support the learning and operational needs of students, staff, and faculty. Technology hardware and software is updated and replaced on a scheduled cycle. Computer labs, learning centers, and multimedia-equipped classrooms, are maintained in order to deliver services to students and faculty regardless of delivery mode or location. Wireless internet capability has been strengthened and extended pervasively throughout the Walla Walla and Clarkston Campuses

Eligibility Requirement Fifteen – Academic Freedom

As an institution of higher education WWCC commits itself to the principle of intellectual freedom for faculty and students. Statements of the academic freedom policy appear in the text of the WWCC *Part-time Faculty Handbook* and in the negotiated collective bargaining agreement with faculty, which is approved by the Board of Trustees. The negotiated faculty contract states, "Each employee is entitled to freedom in the classroom in the discussion and presentation of the subject s/he teaches" (p. 6, Article 8.2). There is text included in the WWCC *Part-time Faculty Handbook*, which extends the definition of academic freedom to the students stating, "Academic freedom in its teaching aspect is fundamental for the rights of the teacher in teaching and of the student to freedom of learning."

Eligibility Requirement Sixteen – Admissions

WWCC has an "open door" admissions policy as established by the State of Washington (RCW 288.50.020). All qualified individuals are accepted who are at least 18 years of age or a graduate of an accredited high school or have an equivalent certificate (i.e., General Educational Development or GED). Some Workforce Education programs have specific admission criteria and limited space. However, WWCC makes every effort to assure a reasonable probability and timeframe for program admissions. The College's admissions, satisfactory progression, academic appeals, termination, and readmission policies are clearly outlined, published, and administrated in a fair, equitable and timely manner.

Eligibility Requirement Seventeen – Public Information

Walla Walla Community College publishes accurate and up-to-date information in a variety of printed and online sources, including the college catalog, *Student Handbook*, quarterly course schedule, and other public information pieces. In these publications students, staff, and the public find WWCC's purposes, objectives, admissions requirements and procedures, pace of progression, academic regulations, instructional calendar, degree offerings and requirements, tuition and fees, refund policies, student rights and responsibilities, academic credentials of faculty, staff, and administrators, graduation and transfer information.

Eligibility Requirement Eighteen – Financial Resources

Walla Walla Community College is committed to providing financial resources to support its mission, goal, and core themes. The College has a long-term history of strong fund balances, healthy reserves, and conservative investments. These fiscally responsible practices have assisted the College during severe budgetary cuts since the 2008 recession. WWCC's financial status is closely monitored. Budget and fund balances are reported to the Board of Trustees and the administrative team on a regular basis. Budget planning involves ongoing review and assessment of instructional programs as well as all support activities. Even though the College has faced large reductions in state funding, it has been able to fund high demand programs identified through assessment of the local job market needs (i.e., Wind Energy program, which began in 2011). A variety of funding sources are pursued to ensure the College's operations continue without accruing debt. This includes grants, entrepreneurial enterprises, fees, as well as government funds.

Eligibility Requirement Nineteen – Financial Accountability

WWCC is audited by the state as mandated. The most recent audit, completed in March of 2012, focused on tuition waivers with no negative findings. The College complies with all Federal, State, OFM, and GAASB requirements. The WWCC Foundation is audited annually by an outside audit firm and has no findings. All audit results are reported to the President and the Board of Trustees.

Eligibility Requirement Twenty – Disclosure

Walla Walla Community College agrees to disclose any and all information that the NWCCU may require to conduct its evaluation and accreditation function.

Eligibility Requirement Twenty-One – Relationship with the Accreditation Commission

Walla Walla Community College accepts the standards and related policies of the NWCCU and agrees to comply with these standards and policies as currently stated or as modified in accordance with Commission policy. The College agrees that the Commission, at its discretion, may make known to any agency or members of the public, information, positive or negative, regarding its status with the Commission.

SECTION I: GOVERNANCE
STANDARD 2.A

Standard 2.A.1: System of Governance at WWCC

The governance at Walla Walla Community College (WWCC) is established upon an effective system with clearly defined authority, roles, and responsibilities. The system of governance ensures that the authority, responsibilities, and relationships among and between the governing board, administrators, faculty, staff, and students are clearly described in the Revised Code of Washington (RCW), Washington Administrative Code (WAC), State Board of Community and Technical College (SBCTC) policies, WWCC Board policies, *Faculty Handbook*, *Student Handbook*, and the collective bargaining agreements for the Association of Higher Education (AHE), which represents faculty, and the Washington Public Employees Association of Higher Education (WPEA), which represents classified staff.

The Revised Code of Washington (RCW) 28B.50.140 provides authority to the Board of Trustees to govern the College. Authority is delegated through the Washington State Board of Community and Technical Colleges. The governance system includes the Board of Trustees, administration, staff, faculty, and students. The Board of Trustees sets policy for WWCC and delegates administrative authority to the President. This delegation of authority is available in the President's Office (Exhibit 1). The President's Cabinet is the administrative leadership team, and is comprised of the President; Vice President of Instruction, Academic Education; Vice President Instruction, Workforce Education; Vice President of Financial Services; Vice President of Student Services; and, the Vice President of Administrative Services. The Administrative Council includes the President, all the Vice Presidents, Director of Human Resources, Director of Resource Development, Director of Marketing and Media, Director of Corrections Education, Director of Technology Services, Director of Planning and Assessment, Director of WWCC Clarkston Campus, Director of Institutional Research, and the Director of Title III Grant.

The President's Cabinet and the Administrative Council both meet bi-monthly, on alternative weeks, and as needed. The Cabinet and Administrative Council make decisions that support the effective operations of the institution. The College Council meets monthly and reflects all constituency groups on campus. The College Council is a central mechanism of shared governance at WWCC, where faculty, staff, and student views are taken into consideration in those matters in which they have a direct and reasonable interest. WWCC includes students in governance of the college. Students are members of the following WWCC committees:

- College Council
- Curriculum Committee
- Dismissal Review Committee
- Intercollegiate Athletic Advisory Committee
- Tenure Review Committee

Walla Walla Community College is one of 34 community and technical colleges included in the Washington State Board for Community and Technical Colleges (SBCTC) educational system. The SBCTC sets policy and direction for the 34 institutions within the system. The Board of Trustees and the SBCTC are governed by the Community and Technical College Act of 1991 and RCW 28B.50.140 (http://apps.leg.wa.gov/rcw/default.aspx?cite=28B.50.140), which established the authority of the SBCTC and the local Board of Trustees. The entire system of governance for the community and technical colleges is defined in state statute and directs each college to be governed by a local Board of Trustees. The SBCTC develops the vision, initiatives, and priorities for the entire Community and Technical College (CTC) system. The allocation and distribution of state funds as well as approves of property acquisitions also falls under the authority of the SBCTC. Each year, the SBCTC an annual budget and then oversees the distribution of funds to support the entire CTC system. They ensure that each college district maintains an open-door admission policy and offers their designated educational training and service programs. The SBCTC administers criteria for establishment of new colleges and for modification of district boundary lines. It is also incumbent upon the SBCTC to establish the standards for operation of the community and technical colleges in the state of Washington (2.A.1).

Standard 2.A.2: Authority and Responsibility

WWCC adheres to the division of authority and responsibility between the system and the institution. WWCC is controlled by a five-member regional Board of Trustees appointed by the Governor and confirmed by the Washington State Senate. The composition of the Board of Trustees reflects the social composition of the college's service district and accounts for differences across the local geographies, professions, genders, and ethnicities. The Community College Act of 1991 (RCW 28B.50.140) assigns responsibilities to the Board of Trustees that include, providing strategic direction, evaluating institutional effectiveness, approving college operations, education and training programs, employing presidents for each college, establishing new facilities, maintaining self-supporting facilities (e.g. bookstores, food service, and housing), receiving gifts, making rules for pedestrian and vehicular traffic, prescribing courses of study (with the assistance of the faculty), granting degrees, enforcing rules and regulations, granting tenure, and offering educational services on a contractual basis (2.A.2).

Standard 2.A.3: Compliance with Commission's Standards

Walla Walla Community College actively participates in the Commission on Colleges and Universities trainings and the self-study process to help ensure compliance. The College monitors its compliance with the Commission's standards and has integrated such standards into many aspects of college operations, including embedding them into the faculty negotiated collective bargaining agreement. Currently, commission standards can be found in the negotiated agreement in areas of academic employee protection (article 8.1), academic freedom (article 8.2), participation in college governance (article 11), copyrights and patents (article 12), professional development (article 30) and faculty

evaluation (article 29). As legislative actions have necessitated budget reductions, WWCC administrators have remained acutely aware of their obligation to employ sufficient leadership and management for the college's major support and operational functions. This is evidenced in the filling of leadership vacancies through "interim" or "acting" appointments or the consolidation of jobs in the event a position could not be filled due to budget constraints. As other legislative mandates impact employees' terms and conditions of employment, the college ensures employees are apprised of the changes and their rights and responsibilities related to such changes. An example of this is the change in Washington law requiring higher education employees to mandatorily report suspected child abuse and/or neglect. Additional external mandates in the area of financial aid (specifically in the area of "pace-of-progression") have furthered the institutions efforts in working collaboratively across departments to foster fulfillment of the college mission (2.A.3).

Standard 2.A.4: WWCC's Governing Board

The Board of Trustees is responsible for establishing, reviewing and revising WWCC's mission, goals, and policies to ensure the overall integrity of the college. Duties, responsibilities, and operational procedures are outlined in the WWCC's Board of Trustees bylaws Chapter 132T-04 WAC and RCW 28B.050.100, 130, and 140 the Community and Technical College Act of 1991. Additionally, the ethical requirements of the Board are described in the WWCC Board of Trustees Code of Ethics, which adhere to and do not supersede the Ethics in Public Service Act, Chapter 42.52 RCW. The Board is comprised of five members appointed by the Governor for five-year, renewable terms. No member of WWCC's Board of Trustees has a contractual, employment, or financial interest in the institution. See Tables below for Board membership since 2005 Accreditation Report (2.A.4).

Table I: WWCC Board of Trustees, 2012

Trustee	Term	Occupation	Community
Darcey Fugman-Small	11/21/11 – 9/30/14	Co-Owner, Winery	Walla Walla
Kris Klaveano	10/1/05 – 9/30/15	Co-owner, Nursery; Soil Lab Technician	Pomeroy
Don McQuary	3/22/12 – 9/30/16	Owner, Insurance Company	Clarkston
Miguel Sanchez	2/21/08 – 9/30/12	City Police Detective	Walla Walla
Roland Schirman	6/22/09 – 9/30/13	Retired, WSU Cooperative Extension	Dayton

Table II: Past WWCC Board of Trustee Membership, since 2005

Trustee	Term	Occupation	Community
Kayleen Bye	1995 – 2005	RN; Farming	Pomeroy
Dora Reyes	1998 – 2008	Administrator, Corps of Engineers	Walla Walla
Mary Grant Tompkins	1998 – 2009	Retired Educator	Walla Walla
Jon McFarland	1998 – 2009	Chamber Director	Dayton
Jerry Hendrickson	1999 – 2012	Retired Educator	Asotin
Kathy Small	2009 – 2011	Retired college administrator	Walla Walla

Standard 2.A.5: Board Authority and Procedures

The Board of Trustees at WWCC acts only as a committee of the whole with no single member or subcommittee acting on behalf of the entire board unless there is a formal delegation of authority. The Board is made up of a Chair, a Vice-Chair, and three members. The Chair and Vice-Chair positions are elected annually. The Board is convened monthly unless the Board agrees to dispense with a meeting and the legally required cancellation notice is published. Board meetings include a general public meeting, and executive and/or study sessions as needed. Executive sessions are held privately for confidential and legal issues as permitted. Study sessions are open to the public and provide opportunities to further understand an issue in preparation for future Board actions. All meetings are announced in accordance with state regulations (Chapter 132T-04-020 WAC). The Trustees Association of Community and Technical Colleges (TACTC) is the state organization by which the Board of Trustees participates to keep current on state and legislative initiatives and changes (2.A.5).

Standard 2.A.6: Policy Making

The Board of Trustees at WWCC establishes, regularly reviews, and revises institutional policies. Between 2005 and 2012, the Board acted on and approved three policies. These approved policies include grade exclusion, VEBA Medical Benefits Plan, and Degree Residence Requirements (Exhibit 2). The Board of Trustees also amended the Ethics Policy as it pertains to gifts (Exhibit 3). The Code of Ethics amendment clarified the policy concerning sales of unsolicited complimentary textbooks by faculty. The Board also reviews delegation of authority to the President (2.A.6).

Standard 2.A.7: Role of the President

The Board of Trustees appoints and annually evaluates the college president at its retreat. Since 1985, the president has served under a series of three-year contracts. Chapter 132T-04-080 WAC designates the president as the Board secretary. The Delegation of Authority was approved by the Board of Trustees on 4.20.2005 and states, “The President of the College shall have the authority to exercise in the name of the Board all of the powers and duties vested in or imposed upon the Board by law, including all powers granted by the

Board as governing body by Chapter 39.32 RCW or any other statute. The President of the College shall be directly responsible to the Board of Trustees. The President shall be the principal administrative officer of the College and shall have general supervision of all operations and programs of the institution. The President shall carry out all rules, regulations, orders, directives, and policies established by the Board and shall perform all other duties necessary or appropriate to the administration of the College. The essence of the relationship between the Board and the President shall be one of full mutual confidence and open communication" (2.A.7).

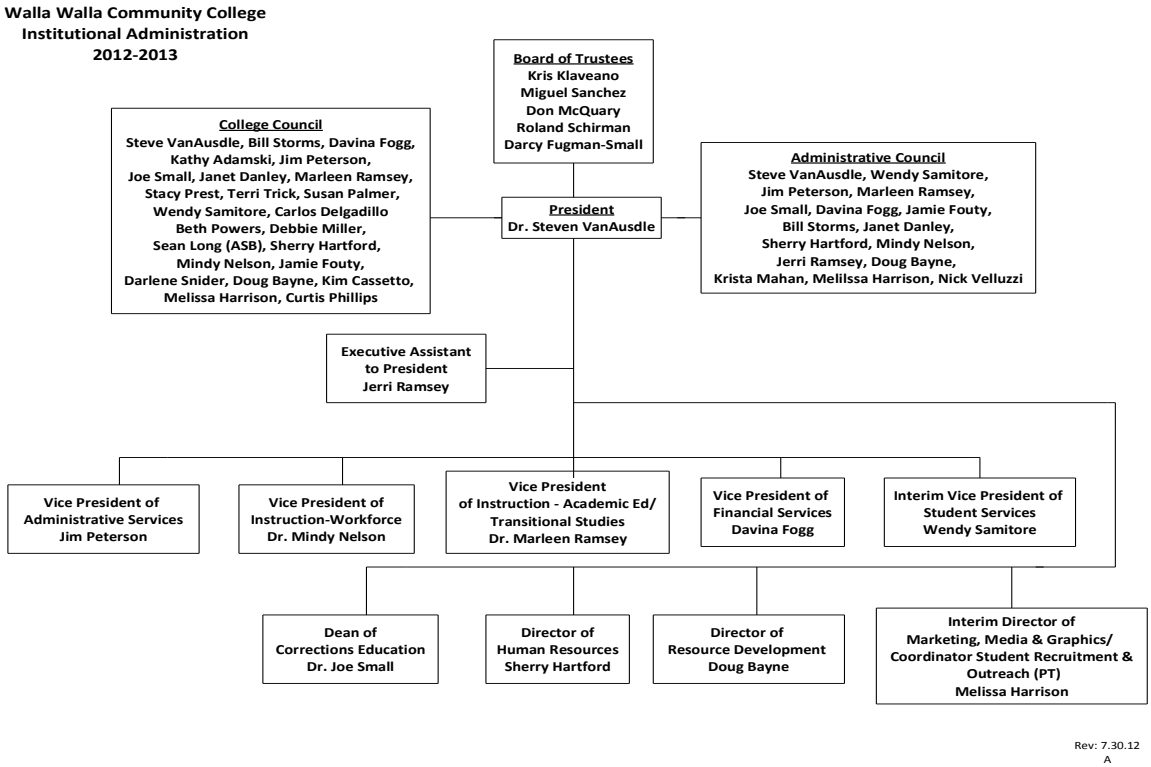
Standard 2.A.8: Performance Evaluation of Board

The Board holds an annual retreat during which they undertake a more in-depth discussion of issues and review the institutional goals for the previous year and operating plan for the upcoming year. Strategic planning and review of the College's mission and goals are key priorities during the annual retreat. The Board also allocates a significant block of time to evaluate its performance and accomplishments. This process also involves each Board member completing a self-evaluation on his/her effectiveness as a Board member(2.A.8).

Standard 2.A.9: Organization of Leadership and Management

The current leadership and management of WWCC is organized under the top leadership of the Cabinet, consisting of the President and Vice Presidents. Secondary leadership under the Cabinet consists of one dean who oversees Corrections Education and program directors. Together the Cabinet and secondary leadership is responsible for managing the institution and assessing its effectiveness. Table III presents the administrative structure. The complete set of WWCC's organizational charts can be found in the Appendix.

Table III: WWCC Administrative Org Chart



As an organization, WWCC has maintained a flat chain of command with only one Dean who oversees Correctional Education, directors who manage workforce education programs, and division chairs who report directly to the Vice Presidents of Instruction, Workforce Education and Academic Education. Over the past ten years, this organization structure has slowly evolved in response to growing needs within the scope of the institutional mission. Currently, the College is experiencing leadership transition in Workforce Education as division chairs are being replaced with program directors and deans. With the retirement of the Director of Nursing and Allied Health in 2012, the new position title was changed to Dean of Nursing and Allied Health to recognize the increased responsibilities and scope of this position. Additional dean and director positions will be implemented as retirements and administrative changes evolve. Since our 2010 interim visit, the Transitional Studies Department (Basic Skills and Developmental Education) was moved under the leadership of the Vice President of Instruction - Academic Education. The transfer of the Transitional Studies Department came in response to increased accountability and partnerships related to adult basic education, ESL, Workfirst, and the need to effectively manage these programs throughout the service district. One of the goals identified in our 2005 self-study was to establish an Office of Planning and Assessment. In 2010 the College received a Title III grant, which supported the implementation of a new position, Director of Planning and Assessment to support this goal. In 2011 the Institutional Effectiveness and Research Committee was formed to address the growing demand to organize, centralize, and make more transparent data collection to support the growing culture of evidence at WWCC. This committee is chaired by the Director of Planning and

Assessment and includes representation from the Research, Planning, Assessment, IT, and Student Services areas. They meet bi-monthly to coordinate the research and reporting functions of the college as well as ensure that indicators of effectiveness are identified and assessed on a regular basis. One of the goals of the Institutional Effectiveness and Research Committee is to establish an online presence on the WWCC webpage where data supporting achievement outcomes can be accessible and visible (2.A.9).

Standard 2.A.10: President's Role

The current president, Dr. Steven VanAusdle, has been in the position since 1984. The President serves as chief executive officer of the college and ensures accountability to the college's mission. The President is also a visible and influential member of the community and vigorous advocate for the college in the local community, in the state, and nationally. The President provides leadership in:

- Managing all aspects of the institution.
- Approving curriculum related to the WWCC mission.
- Developing and managing human and financial resources to achieve the college mission.
- Cultivating financial resources and managing the college's operating and capital budgets.
- Ensuring accountability and institutional effectiveness in every area of the college.
- Fostering an educational environment that nurtures learning and focuses on mutual respect of all staff and students.
- Assessing the needs of the community and promoting educational opportunities to meet those needs.
- Promoting the college as a vehicle for economic development within the community.
- Collaborating with the common schools, other colleges and universities, businesses, and non-profit agencies to maximize resources and provide unduplicated educational opportunity to students.
- Motivating faculty and staff to work together toward meeting the college's goals and mission and recognizing their accomplishments.
- Nurturing a culture of evidence to inform decision-making and resource allocation.
- Ensuring that all college policies and procedures are followed.
- Engaging the Board of Trustees, community, staff, and students in developing the college's vision for the future and ensuring that efforts and resources are appropriately allocated to focus on the vision (2.A.10).
-

Standard 2.A.11: Administrative Structure

WWCC has been very fortunate to have an administrative team committed to the well-being and growth of the institution. In addition, the College has been successful at attracting administrators that are qualified, through a combination of experience and credentials, to provide effective educational leadership and management (see Table IV).

Table IV: WWCC Administrative Team

Title	Name	Credentials
President	Steven VanAusdle	Ph.D., Ohio State University
VP of Administrative Services	Jim Peterson	M.A., Washington State University
VP of Instruction – Academic Education	Marleen Ramsey	Ph.D., Gonzaga University
VP of Instruction – Workforce Instruction	Mindy Nelson	Ph.D., University of Idaho
Interim VP of Student Services	Wendy Samitore	M.T.E., Eastern Oregon University
VP of Financial Services	Davina Fogg	B.S., Walla Walla University, C.P.A.
Administrative Assistant to the President	Jerri Ramsey	
Dean of Corrections Education	Joe Small	Ed.D., University of Idaho
Dean of Nursing and Allied Health	Kathy Adamski	M.N., University of Washington
Director of Agriculture Center of Excellence	Tony Dunnagan	M.S., North Carolina A T State University
Director of Transitional Studies	Darlene Snider	M.A., School for International Training
Director of Clarkston Campus	Janet Danley	Ed.D., University of Arkansas-Little Rock
Director of Planning and Assessment	Nicholas Velluzzi	Ph.D., University of Washington
Director of Culinary Arts	Dan Thiessen	A.O.S., Culinary Institute of America
Director of Early Childhood Education	Samantha Bowen	B.A., Ashford University
Director, Institutional Research	Jamie Fouty	M.A., Washington State University
Director of Energy Systems	James Bradshaw	
Director of Grant Management and Perkins	Donald Miller	M.Ed, Walla Walla College
Director, Technology Services	Bill Storms	B.A., Eastern Washington University
Director of John Deere and Transportation Programs	Wallace Winnett	A.A.A.S, Walla Walla Community College
Director, Resource Development	Doug Bayne	B.S., U.S. Naval Academy
Interim Director, Marketing, Media, and Graphics	Melissa Harrison	B.A., Washington State University
Director of Library Services	Stacy Prest	M.I.L.S., University of Washington
Director of Information Technology	Bill Storms	B.A., Eastern Washington University
Director of Coyote Ridge Correctional Center	Loretta Taylor	M.A., University of Phoenix
Director of Special Populations	Carlos Jaque	B.S., Walla Walla University
Director of Water & Environmental Center, Agriculture and Natural Resources	Jerry Anhorn, Jr.	M.S., Washington State University
Interim Director of Enology and Viticulture	Myles Anderson	Ed.D., University of Wyoming
Director of Title III Grant	Krista Mahan	M.Ed., University of Idaho

However, retaining top administrative talent and developing a succession plan continues to be a top concern at WWCC. Administrative salaries lag significantly behind peer institutions. Though there have been attempts to address this disparity, the College's ability to increase pay and compensation is determined by the Washington State Legislature. In addition, there has been a salary freeze since the beginning of the recession in 2008 with no salary increases for administrators, faculty, or staff. The College is striving to address this issue by ensuring that incoming administrators start with salaries that are competitive and commensurate with similar positions within the state's community and technical college system.

Through the established leadership structures which include the Cabinet, Administrative and College Council, administrators are able to collaborate on numerous levels to achieve the objectives outlined by the core themes. It is this same group of administrators that regularly assess and evaluate the outcomes of the core themes identified and developed during the 2010-11 self-study year: a) Promote Student Success and Achievement, b) Encourage Innovative and Diverse Learning Opportunities, and c) Strengthen Community (2.A.11).

Standard 2.A.12: Academic Policies

The academic policies directly related to teaching, research, artistic creation, and service are published or available online in a number of different areas including the faculty contract (http://www.wwcc.edu/CMS/index.php?id=211),part-time faculty handbook (http://www.wwcc.edu/CMS/index.php?id=211), and WWCC's college catalog (http://www.wwcc.edu/CMS/index.php?id=343). This information is communicated and made accessible in several ways to students as well as to all WWCC personnel (e.g., faculty, staff, exempt). Information regarding academic expectations and policies are found in course syllabi which are published in the Online Catalog Administrator (OCA) (http://www.wwcc.edu/cat/program_listing.cfm?CC=200) as well as the *Student Handbook*, which is reviewed and edited annually. Information and materials regarding Academic Standards Policy (http://www.wwcc.edu/CMS/index.php?id=426) is also available online under Student Policies (2.A.12).

Standard 2.A.13: Library and Information Policies

Policies regarding access to and use of the college's library holdings and facilities are found on the WWCC website (http://www.wwcc.edu/CMS/index.php?id=2011) with hard copies available in the library. Policies outlining appropriate on campus behavior including the library facilities as well as other public areas on campus can be found in the *Student Handbook* and online under Student Policies. Since the last accreditation visit WWCC's library has created a stronger web presence with their Library Facebook page (http://www.facebook.com/pages/WWCC-Library/273856862638811), which updates students and patrons to events or library sponsored activities (2.A.13).

Standard 2.A.14: Transfer of Credits

WWCC complies with the Intercollegiate Relations Committee (ICRC) guidelines related to the transfer of credits (Exhibit 4) and the Direct Transfer Agreement as set by the State of Washington (Exhibit 5). A Degree planning guide is available in hard copy as well as on the College's website allowing students easy access to transfer and degree pathway planning. The degree planning guide is revised annually to comply with changes or updates in ICRC standards. In addition to the planning guide other advising forms and informational documents can be found online. These include WWCC's admission application, financial aid application, academic programs, and student demographic information. An annual update of admissions and student demographic information is published in the *College Board Handbook*. The Advisor Data Portal, an innovative web based advising portal that was locally created through collaboration of the Technology Services and Student Services departments, also assists students and advisors in tracking and monitoring academic progress (2.A.14).

Standard 2.A. 15: Policies and Procedures of Students Rights and Responsibilities

WWCC policies and procedures regarding students' rights and responsibilities, including academic honesty, appeals, grievances, and accommodations for persons with disabilities, are clearly stated, readily available, and administered in a fair and consistent manner. These policies are made available in print and electronic versions of the WWCC *Student Handbook* (http://www.wwcc.edu/CMS/fileadmin/PDF/Student_Policies/Handbook_10-11_Final_01.pdf) and the WWCC website (http://www.wwcc.edu/CMS/index.php?id=426). WWCC policies are consistent with the Washington Administrative Code of Students Rights and Responsibilities (WAC 132P-33). New students are made aware of their rights and responsibilities at orientation, which is mandatory for new students. The code is reviewed and revised, as necessary, by the Vice President of Student Services and Vice President of Instruction before being taken to the Board of Trustees for final approval.

In compliance with the Americans with Disabilities Act (ADA) of 1990, and Section 504 of the Rehabilitation Act of 1973, WWCC is committed to providing reasonable accommodation, including core services, for qualified students with disabilities. Information for WWCC's Disabilities Support Service is available online (http://www.wwcc.edu/CMS/index.php?id=993). In order to best serve students with disabilities and to provide support services a full-time disabilities coordinator is situated in the Student Development Center. The Disabilities Coordinator works closely with faculty to ensure that students with disabilities obtain reasonable accommodations and modifications as needed in the instructional setting (2.A.15).

Standard 2.A.16: Admission and Placement Policies

WWCC maintains admission and placement policies that guide the enrollment of students in courses of study through an evaluation of prerequisite knowledge, skills, and abilities to assure a reasonable probability of student success at a level commensurate with the institution's expectations. Like all Washington state community and technical colleges, WWCC maintains an open enrollment policy (RCW 28.B.50.020 (1)). Though WWCC maintains an open enrollment policy, admission into specific programs can vary depending on class closures or upon program requirements, (e.g. Nursing, Academic Transfer, and Enology and Viticulture). WWCC's educational mission focuses on adults over the age of 18, *unless* the applicant has a high school diploma or equivalent or is a participant in Running Start, WWCC Alternative Education Program, or programs designed for age-specific groups. The policy governing admission for individuals under the age of 18 is posted on the WWCC website (http://www.wwcc.edu/CMS/index.php?id=507).

WWCC's Core Theme One focuses on student success and achievement. In the spirit of this core theme the College recognizes that a key element of achieving student success requires an education goal, a plan to achieve that goal, and a substantial commitment on the part of the student. To support students in planning, progressing, and graduating, the College has invested in two new achievement coaches this year. These achievement coaches will engage closely with students throughout their academic experience and assist in early

intervention measures. These will include creating success plans that build in initial tutoring referrals, identifying and mitigating barriers to success, and developing two-year educational plans to meet their goals. The college also is committed to support and require academic progress for enrolled students. In that context, the Financial Aid office within the Student Services division has been adapting to the imposition of Pace of Progression financial aid rules. Information on satisfactory academic progress and Pace of Progression is communicated to newly enrolled students during mandatory new student orientation, through the *Student Handbook*, the Financial Aid website (http://www.wwcc.edu/CMS/index.php?id=2816) and the student policy website (http://www.wwcc.edu/CMS/index.php?id=426).

Admission and placement in the Transitional Studies program at WWCC begins with the Comprehensive Adult Student Assessment System (CASAS) test, followed by an advising appointment. The CASAS examination is required for state and federal funding. CASAS measures a student's speaking, reading, writing, and computational skills for placement into ESL, and/or basic skills courses. Students may also take GED placement exams if they score high enough on the CASAS exams. Academic advising and degree planning meetings with individual students entail a discussion of placement based on CASAS scores. All academic transfer and workforce certificate and degree seeking students complete a Computer-Adaptive Placement Assessment and Support System (COMPASS) test in English, mathematics, and writing. After consultation with an advisor regarding placement scores and career goals, students select those courses that are required for the chosen degree or certificate pathway (2.A.16).

Standard 2.A.17: Co-curricular Activities Policies and Procedures

Since the 2005 accreditation self-study WWCC significantly expanded and renovated the Associated Student Body (ASB) area, now referred to as the Student Activities Center (SAC). The SAC provides a dedicated area where students can meet, greet, play pool, relax, purchase snacks, and engage in college life. Currently there are 36 Associated Student Body clubs at the Walla Walla Campus and 6 at the Clarkston Campus giving students many opportunities for co-curricular activities through the ASB organization and intramural sports program. WWCC complies with Revised Code of Washington (RCW) sections that pertain to student service and activities (S & A) fees in order to support student activities and special programming. The Director of Student Activities creates, clarifies, and updates materials to support student clubs and programs.

The student body elects the WWCC Associated Student Body leadership team, which includes an ASB President, Executive Vice-President, Business Vice-President, Activities Vice-President, and Media and Technology Vice-President. In addition five students are hired to support each officer in their roles and responsibilities. The Student Senate is made up of one representative from each of the recognized clubs on campus and the executive officers. During the academic quarter the Student Senate meets weekly.

During the academic quarter *The Warrior*, a student newsletter, is published weekly. This weekly publication includes student and staff profiles, athletic events and results, calendar

of upcoming college events, as well as other interesting articles. In addition, ASB has created a Facebook page which is visible and represented on a link to the College's webpage.

WWCC is a member of the Northwest Athletic Association of Community Colleges (NWAACC). Both female and male athletes are represented on eleven different athletic teams including soccer, baseball, softball, basketball, golf, volleyball, and rodeo. Policies and procedures regarding academic standards and expected behavior of student athletes are published in hardcopy and online and can be found on WWCC's website and under student policies in the *Student Handbook*.

The College additionally provides co-curricular activities supporting the learning outcomes of specific workforce programs. These include program clubs such as the Washington Postsecondary Agriculture Students (WPAS), which provides agriculture students opportunities to participate in regional, state, and national industry conferences and leadership competitions. This past year WWCC was one of three community colleges in Washington State participating in national level competitions related to team problem solving, oral presentations, and career program events. Thirteen students received national level awards during the competition

Phi Beta Lambda (PBL) is the business program organization that provides an additional example of WWCC's efforts to provide co-curricular activities directly supporting program learning outcomes. This student organization annually hosts a Human Resources Managers Panel Seminar directed at exposing students to the hiring processes, potential employee characteristics, and job search best practices. State and national level industry conference and competition opportunities provided more than 150 local program students an opportunity to gain exposure and demonstrate their skills. Eighteen WWCC students participated and placed at the national level in industry skill competency contests. Similar opportunities are available to workforce program students through their program specific student clubs that are supported by the College (2.A.17).

Standard 2.A.18: Human Resources Policies and Procedures

One of Walla Walla Community College's 2012-13 priorities states that the college will, "Nurture an organizational culture that focuses on employee engagement and high morale." In this spirit Walla Walla Community College maintains and publishes its human resources policies and procedures (http://www.wwcc.edu/CMS/index.php?id=212) and regularly reviews them to ensure they are consistent, fair, and equitably apply to employees and students. The policies and procedures are reviewed and updated as needed by the President's Cabinet and Administrative Council. Policies and related forms and templates are available to WWCC employees via WWCC's employee portal, CCNET (Exhibit 6). Those policies and procedures that impact specific employee groups are included in the appropriate collective bargaining agreements. These agreements are available in several locations on the college website along with links to applicable RCWs and the Department of Personnel regulations (2.A.18).

Standard 2.A.19: Conditions of Employment

A variety of methods are used to inform employees about their working conditions. At the start of each academic year in the fall, a New Employee Orientation is given (Exhibit 7). New employees are provided information about work conditions, ethics, work assignments, rights and responsibilities, and requisite performance evaluation material during an on-boarding orientation process, and informal meetings with human resources staff and/or the new employee's supervisor and/or division chair. Since employees are hired at different times of the year there is also a "mini" orientation given to new employees when they are employed by the College. Copies of appropriate collective bargaining agreements and evaluation materials are shared with members of their units during their orientation process (2.A.19).

Standard 2.A.20: Confidentiality of HR Records

The Human Resources Office is located in the main administrative office area. This location allows for a private office for the director and an open work area where two full-time assistants and one part-time assistant are located. There is a file room for the secure and confidential storage of personnel files. The file room key is unique to the department and the files are accessible only by Human Resources and payroll personnel. Individual personnel and/or their direct supervisors may view files in the Human Resources Department under the supervision of Human Resources personnel. Procedures associated with adding or deleting file contents, viewing files, and copying files are outlined in the collective bargaining agreements and are followed by all personnel (2.A. 20).

Standard 2.A.21: Institutional Integrity

WWCC meets high ethical standards in managing and operating the institution, as well as in working with the public, the commission, and other external organizations. The college provides all new employees with collective bargaining agreements and/or policies that detail the established grievance procedure as well as the Ethics Policy. Additionally, they are provided (and the college has posted) a summary of whistleblower regulations that describe how complaints can be filed. The college subscribes to a philosophy of addressing and resolving issues of concern at the lowest possible level. The first step in the grievance procedure involves an informal attempt at resolution. If the parties are unable to resolve the issue, grievances are put in writing, signed, dated, and delivered to the appropriate supervisor. Community concerns are directed to Vice Presidents or the President's Office. WWCC represents itself clearly, accurately, and consistently through its announcements, statements, and publications. It communicates its academic intentions, programs, and services to students and to the public, and demonstrates that its academic programs can be completed in a timely fashion. All of this information is available on the college website: www.wwcc.edu. A component of the external communications process is to review all publications regularly to assure integrity in all representations about the College's mission, programs, and services (2.A.21).

Standard 2.A.22: Ethical Standards of Management

The College recognizes that every student should receive respect and consideration when pursuing their academic studies. With the commitment to student success and achievement emphasis is placed upon advocacy for the student with the goal that differences are best resolved person-to-person. When this is not possible then the formal grievance process does allow students to have a fair hearing regarding issues that emerge while studying at WWCC. The formal Grievance process guidelines are located in the *Student Handbook* (pp. 161-164). Student complaints are handled by the appropriate supervisor depending on nature of the complaint. Formal employee complaint processes are addressed by the collective bargaining agreements for each of the units on campus. All grievances are dealt with in a timely manner as outlined in the policies (2.A.22).

Standard 2.A.23: Conflict of Interest Policy

WWCC is committed to fostering an organizational environment that prohibits conflict of interest on the part of members of the board of trustees, administration, faculty, and staff. All decisions based on employment of faculty and staff focuses on hiring, developing, and retaining high qualified personnel with student success in mind. The Human Resources Department serves as knowledge experts with regard to potential conflict of interest cases. When appropriate, the Human Resource Department seeks counsel from the State Ethics Board. During the 2010 Fall In-service, an assistant to the State Attorney General gave a presentation on organizational ethics. Following this presentation a question and answer session was facilitated around the issues of nepotism, sexual harassment, and FERPA regulations (2.A.23).

Standard 2.A.24: Intellectual Property Policy

The college has language in the negotiated bargaining agreement outlining the policy regarding intellectual property, copyrights, and patents. The negotiated bargaining agreement clearly stipulates the relationship of intellectual property rights as it pertains to research and works produced solely by an employee's individual efforts. The contract states, "The ownership of any materials, processes or inventions developed solely by an employee's individual effort, research and expense shall vest in the employee and be copyrighted or patented, if at all, in his/her name" (p. 10, Article 12. 1). The negotiated bargaining agreement also outlines the relationships of intellectual property if produced using the College's time and resources. The contract states, "The ownership of materials, processes or inventions produced solely for the District and at District expense shall vest in the District and be copyright or patented, if at all, in its name (p. 10, Article 12.1), (2.A.24).

Standard 2.A.25: Representation of Accreditation Status

WWCC accurately represents its current accreditation status. Standard One report is available for review as well as other accreditation status information on the College's website: http://www.wwcc.edu/CMS/index.php?id=179 (2.A.25).

Standard 2.A.26: Handling of Contracts

In order to maintain the integrity of the institution, WWCC has a clearly defined process for reviewing contracts whenever a contractual agreement with an external entity is drawn up. Contracts are routed through the Business and Finance area for review to ensure that the agreement is consistent with the mission and goals of the College. If any questions or concerns emerge the document is given to the attorney general's office for further review and legal counsel to ensure that the contract does not place the College at risk for liability or compromise. Contracts are reviewed to ensure that they comply with relevant state, federal, and funding policies. The final authority for entering into a contractual agreement rests with the president of the College (2.A.26).

Standard 2.A. 27: Academic Freedom

As an institution of higher education WWCC commits itself to the principle of intellectual freedom for faculty and students. Statements of the academic freedom policy appear in the text of the WWCC *Part-time Faculty Handbook* (Exhibit 8) and in the negotiated collective bargain agreement with faculty, which is approved by the Board of Trustees. The negotiated faculty contract states, "Each employee is entitled to freedom in the classroom in the discussion and presentation of the subject s/he teaches" (p. 6, Article 8.2). There is text included in the WWCC *Part-time Faculty Handbook*, which extends the definition of academic freedom to the students stating, "Academic freedom in its teaching aspect is fundamental for the rights of the teacher in teaching and of the student to freedom of learning" (2.A.27).

Standard 2.A.28: Intellectual Freedom and Scholarship

WWCC actively promotes an intellectual environment that presents scholarship fairly, accurately, and objectively. Intellectual discourse, debate, and understanding are at the heart of the college mission, core themes, and outcome and process goals. Independent thought is encouraged and supported in the investigation and dissemination of knowledge and this extends to faculty, students, administrators, and staff. Policies also exist to cover students' freedom to learn and their right to invite speakers from outside the campus community. These appear in print and online in the *WWCC Student Handbook* under "Code of Conduct." The *WWCC Student Handbook's* explanation of procedures for inviting outside speakers to the campus balances "the American tradition of free speech and free inquiry" with the proviso that "the appearance of an invited speaker at the college campuses does not constitute an endorsement of the speaker's views by the college, its students, faculty, administration, or board of trustees" (2.A.28).

Standard 2.A.29: Integrity in Scholarship Acknowledgement

The college encourages and supports an intellectual environment of academic integrity in scholarship acknowledgement. This is demonstrated in curriculum offerings that teach research and appropriate citing practices as well as in writings and publications produced by college personnel (2.A.29).

Standard 2.A. 30: Finance Policies

WWCC uses the Financial Management System designed for Washington State Community Colleges. The Vice President of Financial Services and staff monitor all expenditures and revenues to ensure compliance with Generally Accepted Accounting Principles, as well as compliance with Washington State requirements and regulations. Business Services remains current with the State Administrative & Accounting Manual, the Office of Financial Management, the State Board of Community and Technical Colleges, and the Washington State legislative requirements and mandates. The Vice President of Financial Services and staff maintain separation of duties to ensure the College assets are safe-guarded. The College complies with the State Administrative and Accounting Manual internal control and auditing procedures as set forth by the Office of Financial Management. The Vice President of Financial Services reports at each regularly scheduled Board of Trustees meeting regarding the financial condition of the College. This report includes the Budget Status Report and a Grants and Contracts Report.

Walla Walla Community College Board of Trustees has adopted the following policies regarding oversight and management of financial resources. The College may borrow money, issue, and sell revenue bonds in accordance with the provisions of the applicable RCW and approval of the State Board for Community and Technical Colleges (SBCTC) as prescribed in Walla Walla Community College Use of Debt. Walla Walla Community College Board Policy Cash Management directs Business Services to manage the cash flow of all funds consistent with state law and Office of Financial Management (OFM) guidelines. At least five percent (5%) of the average general operating revenues for the three immediately preceding fiscal years is required by Walla Walla Community College Board Policy Reserves.

Walla Walla Community College Delegation of Authority clearly defines the authority reserved for the Board of Trustees and for the president of the College. The Ethics Policy for Walla Walla Community College delineates the actions and working relationships of all college employees and requires the highest standards of ethical conduct above his or her own self-interest.

Input on the budget is gathered at the departmental level, the Administrative Council, the president's Cabinet, the Board of Trustees and other stakeholders. A budget hearing is held in June to provide faculty and staff an opportunity to review the planning and budget process. Planning and budget reports are presented to the Board of Trustees in April and May prior to the budget adoption in June. The WWCC Board of Trustees approves the Annual Plan and Operating Budget after extensive review and discussion. The Director of Budget and Finance prepares an annual budget book and distributes it to all college personnel with budgetary responsibilities. Budget revisions are processed in a timely manner as the need arises and presented to the Board of Trustees with an explanation as to the need for the revision. The servicing of debt is meticulously evaluated for its impact on the finances of the College as directed by the Board approved policy on the use of debt. (2.A.30)

SECTION II: HUMAN RESOURCES
STANDARD 2.B

Standard 2.B.1: Employment Procedures

WWCC employs a sufficient number of qualified staff and administrators to maintain its support and operations functions. Currently, 193 full-time administrative, professional, and support staff are employed. This represents 63% of the overall college full-time workforce. The number of full-time employees at WWCC fluctuated between 2005 and 2011. Employment reached a peak in 2008, up 12% from 2005 employment figures. With the state budget crisis and resulting budget reductions, our total number of full-time employees is now 3% higher than that of 2005. In addition to the full-time staff, WWCC is supported by a dedicated group of approximately 160 part-time employees as a supplement to the full-time workforce.

The qualifications for administrators are codified in WAC 131-16-080 and negotiated collective bargaining agreements define procedures for classified employee selection (WPEA Article 4), and faculty selection (AHE Article 8.7). Previous to advertising a new administrative exempt position, directors complete a staffing decision analysis that includes a job description, funding source, detailed expected outcomes, and how this position relates to mission fulfillment through the college's process and outcomes goals. Once approved by the President and Vice Presidents, staffing decision analyses are used to generate recruitment announcements that are posted to the WWCC website and advertised as deemed appropriate for the position.

Published recruitment announcements clearly state the criteria, qualifications, and procedures for selection. In 2011, WWCC began utilizing an online job application process using the software NEOGOV. This program allows for a number of WWCC unique job applications and the opportunity for applicants to upload resumes, transcripts, cover letters, and/or letters of recommendation as may be required by the position. Personnel who screen applications and search committee members are provided with confidential secure access to view application materials electronically from any location they have internet access. Job applicants can be quickly and easily advised of their status in the process through the automatic and/or manual emailing features of the program.

Qualifications of all college employees are maintained in personnel files in the Human Resources Department and are publically online in the college catalog. All full-time and part-time faculty are required to submit official transcripts, licensures, or credentials to confirm their educational backgrounds and professional experience.

Job descriptions are maintained in the Human Resources office. Administrative and professional descriptions cover job duties, responsibilities, and authority of the position. For classified staff, job descriptions adhere to the state classification guidelines and job duties. Position descriptions are reviewed and updated in concert with the employee's regular evaluation cycle (2.B.1)

Standard 2.B.2: Evaluation Process of Staff and Administrators

The Human Resource Department monitors the evaluation process and notifies employees and responsible supervisors when evaluations are scheduled to be conducted. The department monitors the date of an individual's most recent evaluation and the date their next evaluation is due. Completion of evaluations is also monitored. Supervisors not performing timely evaluation of employees are provided two reminders, with their second-level supervisor notified the third time. Administrators and professional staff are evaluated regularly with regard to performance of work duties and responsibilities. They are evaluated each year of their first three years of employment and biennially thereafter. The evaluation process includes a self-evaluation, as well as evaluations from peers. If the professional is in a supervisory position, the process also includes evaluations from staff and/or faculty. The Employee Performance Appraisal System (E-PAS) is used for evaluations and is an electronic process that can be accessed through the employee CCNET portal. This allows for easy access, tracking, and maintains confidentiality. Administrative performance evaluations are due either in winter quarter (February 1st) or in spring quarter (May 1st). Classified employees are evaluated during their probationary period and annually thereafter utilizing the forms negotiated through their collective bargaining agreement. All employees are trained regarding the performance evaluation system they will be using and encouraged to review their job description as part of the evaluation process (2.B.2).

Standard 2.B.3: Professional Development Opportunities

WWCC encourages and provides faculty, staff, administrators, and other employees with appropriate opportunities and support for professional growth and development to enhance their effectiveness in fulfilling their roles, duties, and responsibilities. In 2010, WWCC received a Title III grant. One of the initiatives of this grant was to strengthen faculty professional development by increasing learning opportunities focusing on both pedagogy and multiple modes of instructional delivery. Under this Title III initiative, increased funding is made available for travel, innovative grants, and re-designing courses. These professional development opportunities are provided for all full-time and part-time faculty at the Walla Walla and Clarkston campuses as well as at both correctional facilities. Many of these instructional sessions have been recorded and are available online. WWCC has made significant progress increasing professional development sessions using technology in teaching, including using lecture capture such as Tegrity, ANGEL Learning Management System (LMS), wikis, blogs, and Twitter. Teaching and curriculum planning training with the ASSURE and SECTIONS models have been explored.

WWCC is working to increase eLearning course and program development. With the guidance of our Instructional Designer we have launched several initiatives to promote faculty development in the areas of online pedagogy and course design. Full- and part-time faculty from Walla Walla, Clarkston, and Corrections education are encouraged to participate. The College provides workshops to train faculty members who teach online in

the Quality Matters design evaluation rubric as well as workshops for course development using ANGEL LMS.

To carry out this mission WWCC provides the necessary eLearning infrastructure and classroom technology required for continued advancement of goals. The Instructional Designer, in collaboration with the Information Technology Department, has acquired and installed essential upgrades to the Faculty Support Center and Resource Room for faculty training. In addition, technology upgrades for 27 classroom teaching consoles were updated to allow instructors to fully implement eLearning strategies learned in workshops and training sessions. A committee comprised of faculty and IT personnel was assembled to conduct individual classroom assessments to evaluate classroom design/layout for effective use of technology in teaching. This committee created a prioritized list of needs.

In addition to Title III initiatives, WWCC supports all faculty members in attending conferences, webinars, and other activities in fulfillment of the college mission. Many of these opportunities are grant funded, allowing for professional development to continue during difficult economic times. Full-time faculty have contractual obligations to their own professional development. They must create and maintain a five-year Professional Development Plan that is on file in the Instruction Office. Professional development activities should facilitate faculty remaining current in their teaching discipline as well as assistance in pedagogy, how to motivate students, and in areas addressing how students learn. Faculty must complete 15 Professional Improvement Units every five years.

Faculty are supported in their professional development activities through their Professional Development Committee. The primary purpose of the Professional Development Committee is to assist instructors in improving their educational competence and to provide a joint faculty-administration oversight for fair, effective, and efficient function of the Professional Development Program. The committee recommends policies and procedures, evaluates the value and acceptability of an activity when a faculty member has appealed a decision by his/her appropriate administrator, and assists in management of the Faculty Sabbatical Leave Program. The committee also, in cooperation with the Vice President of Instruction, Academic Education and the President of the Association of Higher Education, recruits, screens, interviews, and recommends a professional development coordinator. The committee is composed of four (4) faculty members (selected by the Association of Higher Education), Vice President of Instruction, Academic Education, Vice President of Instruction, Workforce Education, and two additional administrators appointed by the President of the College.

Opportunities for faculty professional development are also available through sabbaticals, mini-grant applications, and Exceptional Faculty Awards (through the Foundation) as outlined in the AHE negotiated collective bargaining agreement (Article 10.3).

The majority of professional development for administrators, exempt-professionals, and supervisors centers around those activities considered most beneficial in the completion of

the individual's assigned responsibilities. WWCC is a member of The Association, a professional development organization for administrative and exempt/professional employees of community and technical colleges in Washington State. WWCC professionals are encouraged to attend The Association's conferences that focus on timely issues for all levels and divisions of community and technical colleges' leaders and are held at various locations around the state. Staff are also encouraged to attend "Leading from the Middle", a series of four day-long modules focusing on broad topics: Leadership, Human Resources, Budget and Finance, and Understanding the SBCTC and the Legislative process. This program is offered around the state and is intended to enhance leadership skills. Additionally, WWCC supports leadership activities through employee attendance at programs such as Leadership Walla Walla, Washington Executive Leadership Academy (WELA), and the Sherwood Trust Leadership Program.

Professional development for classified staff is arranged by the respective supervisor on a needs basis for the specific position. For example, a program assistant hired for a specific grant initiative might need to be trained on the particulars of the grant. In order to encourage professional development, the Classified Employee Training committee (CETC), a classified employee-driven committee, meets regularly to select and schedule trainings for classified employees. The committee is a member of the Staff Training for Technical and Community Colleges (STTACC), a statewide organization charged with providing support for, and information on, training for classified employees of the state community and technical college system. CETC sponsors employee attendance at the STTACC conference, an annual two-day event (2.B.3).

Standard 2.B.4: Faculty Qualifications

Consistent with its mission, core themes, programs, services, and characteristics, WWCC employs appropriately qualified faculty sufficient in number to achieve its educational objectives, establish and oversee academic policies, and assure the integrity and continuity of its academic programs. The College employs 122 full-time and approximately 480 part-time faculty. The number of part-time faculty fluctuates quarterly, depending on course offerings and enrollment. Qualifications for faculty members are contained in WAC 131-16-090 and further defined in the AHE collective bargaining agreement.

Faculty credentials are reviewed by hiring departments and supervisors. The Human Resource Department requires the submission of official transcripts, licensures, or credentials for each new full-time and part-time faculty hired. Official transcripts are maintained in the faculty's personnel file. Faculty teaching academic transfer courses must hold at least a Master's Degree in the appropriate discipline. Faculty teaching in workforce education programs must meet the standards for their profession, which, at a minimum, includes industry certification and experience, but more commonly includes a B.A. or M.A. degree. Current hiring practices in Transitional Studies teaching developmental education courses require full-time faculty to have earned a Masters Degree. Part-time faculty teaching in learning labs must hold a minimum of a B.A. degree with two year's teaching experience in the field.

Faculty are actively involved in overseeing the academic policies, educational objectives and assuring the integrity and continuity of academic programs. Faculty actively participate in Faculty Senate, Curriculum Committee, the eLearning Committee, the Educational Effectiveness Council, the Assessment Committee, and the Tenure Review Committee (4 faculty) (2.B.4).

Standard 2.B.5: Faculty Workload and Responsibilities

Class capacities are addressed in course outlines and approved by the Curriculum Committee. The capacities reflect the level of the course, style of delivery, and restrictions based on special program needs. WWCC employs enough instructors to maintain these class capacities. To help achieve educational objectives and to maintain integrity of academic programs, the administration reviews past enrollment reports, incoming student demographics, course waitlists, and community workforce needs in the planning of quarterly schedules.

The 2008 recession has affected the College's ability to replace key staff and faculty retirements during the past four years. Nevertheless, WWCC has been very successful in hiring from a pool of talented adjuncts in order to fulfill its mission and goals of "inspiring students to discover their potential and to achieve their goals by providing diverse and challenging learning opportunities." Class enrollment caps at WWCC tend to be smaller in comparison to other community and technical colleges in the state system. Research findings and teaching practice indicate that smaller class size supports more individualized learning, greater accessibility of faculty , greater course retention, progression, and completion. Typically, English and science lab courses are capped at 24 students, math courses at 30 students, and larger lecture courses found in the humanities and social sciences are capped primarily at 35 students with a few of the survey courses capped at 40 students. The goal is to keep class capacity at a level that enhances students' ability to access more one-on-one learning if needed, and to study subjects within an optimal class environment. This includes lecture classes, labs, and specialized workforce programs.

Faculty responsibilities and workloads center on instruction and division responsibilities. Faculty workload is negotiated in the AHE collective bargaining agreement using an instructional unit basis that is contained in Article 27 (p. 20-21). Workloads are compiled on an annual basis. The annual contract for full-time employees is 176 days, which includes approximately 18 days of on-campus requirement beyond actual days of instruction. Faculty work assignments including time and location are the responsibility of both Vice Presidents of Instruction or their designees. Reassignment to one of WWCC's contracted correctional education facilities is on a voluntary basis. The on-campus requirement for instructional, counseling, and library employees is thirty-five (35) hours per week (2.B.5).

Standard 2.B.6: Faculty Evaluation Process

The faculty evaluation process at WWCC serves the purpose of improving student learning, encouraging, and supporting professional development, and providing information

necessary for personnel decisions. Evaluation is a comprehensive system. It consists of multiple evaluation processes: self, peer, student, and administrative reviews. Evaluations are reflective of the mission and goals of the College and its emphasis on student learning. Faculty evaluation criteria focus on an assessment of faculty ability to create learning environments that contribute to students' academic growth and development; professional development, such as evidence of continuing preparation and study through scholarly and creative activity; professional accomplishments and contributions to the profession of education; and service to the College. Faculty are evaluated using the instruments and procedures agreed upon by AHE and the College and are in compliance with RCW 28B.50.856 (Faculty Tenure) and 28B.50.872 (Periodic Tenure Evaluation). The instruments and any subsequent changes to the instruments or procedures of faculty evaluation are mutually agreed upon between AHE and the College. The forms are available in the Instruction Office, *Faculty Handbook*, and online.

Full-time faculty hired into tenure-track positions follow the tenure evaluation process outlined in the AHE collective bargaining agreement, (Article 29.5). This three-year process includes self, peer, and supervisor evaluation with annual reports submitted to the Board of Trustees. Once tenure has been awarded, faculty members are placed on a five-year evaluation cycle. Annually, full-time faculty members report their participation in professional development, community service, and committee work as part of ongoing institutional assessments. Evaluation of full-time faculty hired into special faculty appointments (non tenure-track) consists of a similar process that involves student, peer, self, and supervisor evaluation. These appointments are for one-year assignments only. After successfully completing three years of employment, full-time faculty on special appointments are placed on a five-year evaluation cycle. Part-time faculty undergo a comprehensive evaluation process that includes a student evaluation during their first quarter of teaching, student and peer evaluations on the second quarter of teaching, and a self evaluation during the third quarter of teaching at the College.

The AHE collective bargaining agreement identifies procedures to follow for corrective actions necessitated by concerns rising from evaluations or complaints against faculty members. Concerns and complaints must be documented in writing and all corrective plans are signed by the affected faculty member and supervisor. The College strives to maintain confidentiality in disciplinary actions by including only those directly involved in communication and planning (2.B.6).

SECTION III: EDUCATION RESOURCES
STANDARD 2.C

Standard 2.C.1: Programs, Degrees, and Certificates

WWCC and its Board of Trustees foster an organizational culture where commitment to student learning and achievement drives every instructional, student service, and budgetary decision. The mission of the College focuses first and foremost on inspiring students towards their educational dreams and then providing the educational support to make these dreams a reality. Nearly 13,000 students are served annually within the College's service district and at the four primary instructional campuses. These campuses include the Walla Walla, Clarkston, Washington State Penitentiary, and Coyote Ridge Correctional Program. Enrollment across all campuses result in Workforce Education programs accounting for about 38% of WWCC's total student enrollment. Academic Education makes up about 40%, Transitional Studies (basic skills and developmental education) about 12%, and Extended Learning accounts for about 10% of total student enrollment.

Workforce Education

Workforce Education focuses on alignment of workforce programs with economic demands within the district, state, and region as well as developing curriculum to support student success from basic skills through college-level transfer and employment. All workforce education degree and certificate programs must be approved by the SBCTC prior to course or program implementation. Workforce Education degree and certificate requirements are established in alignment with recognized industry standards and measured student learning outcomes. Supplemental instructional elements are identified through active use of program level industry advisory committees and reviews of peer institution programs. Each community and technical college is required to have an industry advisory committee for each program area and to follow approved College Advisory Committee Procedures (RCW 28B.50.252). In all instances a critical element of program development is an emphasis on integration of academic skills into industry aligned workforce coursework.

In the process of preparing students for the 21st century workforce, creation and refinement of workforce curriculum involves regular reviews of current and projected labor market data with business and employer focus groups (e.g. General Workforce Advisory Committee). In addition, the College applies Developing a Curriculum (DACUM) processes to ensure curriculum compatibility with industry workforce needs. DACUM processes involve industry personnel in identifying critical industry skill standards necessary for employment success as a program completer.

The College conducts internal program reviews as part of the annual evaluation, planning, and budgeting process. Reviews are designed to assess instructional alignment with

industry and institutional accreditation standards and places a strong emphasis on enrollment, retention, completion, employment, and assessment of the curriculum's ability to meet current industry workforce needs. Externally accredited workforce programs (e.g., Nursing, Welding, Diesel Mechanics, Auto Mechanics, Collision Repair, Medical Assistant, Cosmetology, Commercial Truck Driving, etc.) additionally participate in formal and in-depth reviews a minimum of once each five years. These accreditation visitations involve extensive review and assessment of all elements of the program area to ensure industry alignment, instructor preparation, completion results and integration of academics. Regional labor market demand data serves as an additional element applied when assessing program need and post-completion student employment data as tracked through the SBCTC's Data Linking Outcomes Assessment (DLOA) assists the College in assessing program effectiveness in preparing students for living wage employment.

Academic Education

WWCC offers a comprehensive two-year undergraduate program which includes a traditional Associate in Arts (A.A.) transfer degree as well as several Associate degrees specializing in Biology, Math Education, Business, Elementary Education, and Science (A.S.). These degrees align with Intercollege Relations Commission (ICRC) guidelines for transfer degrees within Washington State (http://www.wwcc.edu/CMS/fileadmin/PDF/Degrees/Cat_Degrees.pdf). There are five instructional divisions that make up the Academic Transfer unit. These include humanities, social sciences, mathematics, natural sciences, and performing and visual arts.

WWCC's Academic Education consults with other institutions of higher education through the College's Transfer Center and ICRC, a voluntary association of institutions in the State of Washington which are accredited by NWCCU. The ICRC helps to facilitate the transfer of students between institutions of postsecondary education. A college representative works through the ICRC to assure that WWCC programs and course offerings include appropriate content, rigor, breadth, depth, sequencing, learning, and assessment. The process provides for review, input, and collaboration by faculty who teach courses within each degree or certificate. As a part of development and review of all proposed courses, programs, degrees, and certificates, the Curriculum Committee, the Educational Effectiveness Council, and the College Council review the educational program mission, goals, and learning outcomes regularly. Ultimately, new degrees are approved by the Board of Trustees.

The mission and core themes are achieved through 53 degrees and 50 certificates on the Walla Walla and Clarkston campuses, and two state correctional facilities.

Table V: WWCC Degrees and Certificates

***Instructional areas where multiple certificates can be earned.**

Instructional Area	A.A.S.-T.	A.A.A.S.	A.A./ A.S.	Certificate	Short Program	Instructional Area Links
Associate in Arts			✓			See Academic Transfer url below:
Associate in Science (Option I)			✓			http://www.wwcc.edu/CMS/index.php?id=3500
Associate in Science (Option II)			✓			See url above
Associate in Math Education			✓			See url above
Associate in Biology			✓			See url above
Associate in Secondary Education			✓			See url above
Accounting Technology		✓		✓		http://www.wwcc.edu/accounting
Agriculture Science & Technology		✓		✓	✓	http://www.wwcc.edu/agscience
Agri-Business		✓	✓	✓		http://www.wwcc.edu/agbusiness
*Allied Health & Safety					✓	http://www.wwcc.edu/alliedhealth
Auto Body Repair Technology		✓		✓		http://www.wwcc.edu/autobody
Automotive Repair Technology		✓		✓		http://www.wwcc.edu/autorepair
*Business Administration		✓	✓	✓		http://www.wwcc.edu/business
Civil Engineering Technology		✓	✓	✓		http://www.wwcc.edu/civilengineering
Commercial Truck Driving				✓	✓	http://www.wwcc.edu/truckdriving
*Computer Science		✓		✓		http://wwcc.edu/computer
Cosmetology		✓				http://www.wwcc.edu/cosmetology
Criminal Justice			✓			http://www.wwcc.edu/criminaljustice
Culinary Arts		✓		✓		http://www.wwcc.edu/culinaryarts
Diesel Technology		✓		✓		http://www.wwcc.edu/dieselequipment
Early Childhood Education	✓	✓		✓	✓	http://www.wwcc.edu/earlychildhood
Education			✓			http://www.wwcc.edu/education
Energy Systems Technology – Electrical		✓		✓	✓	http://www.wwcc.edu/electrical
Enology & Viticulture		✓		✓		http://www.wwcc.edu/enology
Energy Systems Technology- Refrigeration & Air Conditioning		✓		✓	✓	http://www.wwcc.edu/energy
Farrier Science		✓		✓	✓	http://www.wwcc.edu/farrier
Fire Science		✓		✓		http://www.wwcc.edu/fire
GED				✓		http://www.wwcc.edu/ged
John Deere Technology & Dealership Management		✓				http://www.wwcc.edu/johndeere
Medical Assisting				✓		http://www.wwcc.edu/medicalassisting
Nursing	✓	✓	✓ ADN	✓ LPN		http://www.wwcc.edu/nursing
*Office Technology		✓		✓	✓	http://www.wwcc.edu/office
Outdoor Power Equipment		✓		✓		www.wwcc.edu/outdoorpower
Professional Golf Management		✓		✓		http://www.wwcc.edu/golf
Turf Management		✓		✓		http://www.wwcc.edu/turfmanagement
Water Management		✓		✓		http://www.wwcc.edu/water
Watershed Ecology		✓		✓		http://www.wwcc.edu/watershedecology
Welding Technology		✓		✓		http://www.wwcc.edu/welding
Wind Energy Technology		✓		✓		http://www.wwcc.edu/wind

Transitional Studies

The Transitional Studies Department is made up of basic skills and developmental education programs. In 2010, this department was moved under the leadership of the Vice President of Instruction, Academic Education. The transfer was undertaken to ensure that the educational interests of the basic skills, developmental education, students, faculty, and staff received the visibility, support, and attention from administration to reflect their importance to the mission of WWCC. In addition, the College has been concentrating on shortening the learning pathways for basic skills and developmental education students, specifically in regards to English and math. The transfer of Transitional Studies to Academic Instruction leadership was strategic to ensure that academic "progression lines" in English and math were clearly outlined from developmental education through college level.

Distance Learning

WWCC experienced a dramatic increase of distance learning enrollment from the 2005 accreditation self-study to 2009. This enrollment peaked in 2010 as the College reached a saturation point for fully online courses. In 2010, WWCC received a Title III grant with a primary objective for Faculty Professional Development, specifically supporting full- and part-time faculty in gaining knowledge and expertise in developing effective pedagogical practices that increase student learning and retention. The focus of the Title III team is on combining instructional design principles with technology tools that can be integrated into WWCC's ANGEL Learning Management System (LMS) and accommodate multiple student learning styles.

The Title III team developed training materials and programs to serve as an instructional support system to help faculty transition traditional face-to-face courses to web-enhanced, hybrid, or fully online. With the support of the Title III grant there has also been a concentrated focus to develop web-enhanced classrooms for faculty to assist with their traditional face-to-face courses. Since 2010, web-enhanced classrooms and hybrid courses have accelerated in growth as more faculty move their course materials into the electronic environment. During this transition faculty is strongly encouraged to incorporate open education resources (OER) by reviewing a course created in the Open Course Library (OCL) system.

In 2010, WWCC hired a full-time Instructional Designer. The Instructional Designer works with faculty to ensure that hybrid and online courses are constructed with student success and achievement as the guiding principle. The instructional designer also evaluates course design, integrity, and the rigor of distance learning courses through Quality Matters (QM), a faculty-centered, peer review process that is aimed to assess the quality of online and hybrid courses. In alliance with other Washington State community and technical colleges, WWCC currently uses ANGEL as the online management system. The entire Washington State CTC online management system will transition to CANVAS by 2014. WWCC has developed a calendar for orientation and training as the College transitions to CANVAS, scheduled for fall 2013. The training and orientation for faculty will be overseen by the

Instructional Designer. Lastly, a new program aimed at student success called Online Student Peer Mentoring Program was implemented to provide assistance for any student enrolled in an online class or any student who may need additional computer and technical skills help. Online Student Peer Mentors are WWCC students who have participated in online classes and are skilled lab monitors.

Correctional Education Program
(Washington State Penitentiary and Coyote Ridge Corrections Center)

WWCC contracts with the Department of Corrections (DOC) to provide education to offenders at Washington State Penitentiary (WSP) in Walla Walla, and Coyote Ridge Corrections Center (CRCC) in Connell, Washington. The College provided educational programs at the Ahtanum View Correctional Complex in Yakima but this facility was closed in 2009 due to state budget cuts. WSP currently houses 2,100 offenders, while CRCC houses 2,500. When some refitting of current units and the construction of new living units are completed in 2013, WSP will house 2,700 offenders. The DOC's contract with WWCC is facilitated through the State Board of Community and Technical Colleges. The priorities of DOC include Basic Skills, Workforce Education Programs, Offender Change Intervention classes, and the new A.A. Degree Program. The educational programs at both correctional facilities serve students of various ethnic groups which are made up of about 39% Caucasian, 16% Hispanic, 22% Native American, 19% African American, and 4% Asian.

Corrections Basic Skills

There are approximately 200 Basic Skills students at WSP and 240 students at CRCC. Students in the Basic Skills programs are typically tested first and screened at the Washington Corrections Center (WCC) in Shelton, WA. This facility serves as the intake center for all offenders coming into the Washington prison system. ABE or GED students coming from WCC have already been tested in reading and math with the Comprehensive Adult Student Assessment System (CASAS). ESL students are tested for listening and reading. If students have not been tested when they arrive, they complete their testing and placement at WSP or CRCC and are placed in the appropriate class and level.

The progress of all Basic Skills students is measured at least once per quarter (after a minimum of 45 contact hours) with the CASAS tests. ESL students can be moved up a level based on improved test scores, or may be promoted into an ABE/GED classroom once they reach a CASAS assessment score designating they are learning at an ABE level. GED students are allowed to take the official GED tests proctored by a trained GED examiner once they have proved competency in that subject area. Once GED students pass all five tests with a sufficient cumulative score, they will be eligible to enroll in a workforce education program or the A.A. degree program depending on custody level, location, and personal interests. GED students may take a basic computer class to prepare them for workforce or A.A. Degree programs.

Corrections Workforce Programs

Workforce programs offered at the two correctional facilities include Automotive Repair Technology, Bookkeeping, Carpentry, Diesel Technology, Graphic Design, HVAC, Building Maintenance, and Welding as well as required related instruction courses. These include Applied Math, Applied Writing and Job Psychology. Stress and Anger Management classes are also offered as part of the Offender Change Intervention (OCI) program. At any one time, there are approximately 170 students in Graphic Design, 140 in Bookkeeping, 32 each in Automotive Repair Technology, Carpentry, Diesel Technology, HVAC, and Building Maintenance, while there are 64 students in Welding.

Corrections Academic Education Programs

In 2008, WSP again began to offer an A.A. degree program. In 2009, an A.A. program was also implemented at CRCC. Washington State House Bill 2010, which was passed in 1996, eliminated all college level courses and degrees from correctional institutions in Washington State. However, generous private donations from Doris Buffett of the Sunshine Lady Foundation, along with federal grants, have allowed WSP and CRCC to again offer academic education courses leading to an A.A. degree for offenders. Students at both facilities can earn a full two-year college degree. Classes are offered in a broad variety of general education courses in all of the divisions in English, math, natural science, social sciences, and humanities. The A.A. program began with only a handful of students, however the program has grown to serve approximately 260 students. Since the inception of the A.A. Degree program there have 106 graduates.

Since the 2005 accreditation report, college placement assessments have been added to the battery of tests to ensure that students going into the A.A. degree program are appropriately placed. These assessments are the same tests used at the Walla Walla and Clarkston Campuses. They include the Advanced Support System for Emulation Test (ASSET) and COMPASS test. The CASAS tests used to measure progress with ESL, ABE, and GED students are being reformatted for online-only testing. However, students cannot have internet access at DOC facilities so WWCC plans to develop some type of intranet testing program or go to another form of standardized testing. Many students who begin courses within the correctional programs are not proficient with computers when they begin their classes. To meet this need, basic computer classes are offered during or after GED programs to support student learning as they prepare for higher level computer classes (2.C.1).

Standard 2.C.2: Course, Program, and Degree Learning Outcomes

WWCC identifies and publishes expected course, program, and degree learning outcomes http://www.wwcc.edu/CMS/index.php?id=3694. Expected student learning outcomes for courses are included in the Master Course Outlines (MCOs) as well as course syllabi. All full-time and a significant number of part-time faculty develop and measure discipline and

course level outcomes. Faculty, staff, students, and the public can easily access course level learning outcomes on Master Course Outlines (MCOs) and syllabi as well as discipline/program level outcomes. This information can be found on the WWCC website under Online Catalog Administrator (OCA) which is a repository for instructional assessment outcomes.

Workforce Education faculty maintain program, course, and degree learning outcomes that are continually updated to assist faculty and students in assessing educational progress and assist in career pathway planning. Course syllabi, estimated program costs, faculty contact information, and program specific handbooks are additionally available to students to assist in successfully completing a chosen program of study. Workforce Education faculty assess course learning outcomes on a quarterly basis and complete formal curriculum reviews every five years. This process is supplemented by extensive internal and external review, which includes members of industry serving on program advisory committees. To ensure information is current, electronic information across all systems is updated when course or curriculum changes or modifications are identified during the review process.

When a new course is developed and added to the curriculum, learning outcomes are established and placed in the MCO. Instructors use course and discipline level learning outcomes as they design activities and assignments. Instructors also create assessment plans before the course is taught, and at the completion of the course they use varied methods to measure how well students have learned course material. Through analysis of the results, instructors are able to adjust, adopt, and integrate best practices to enhance student learning success in their courses. Faculty publishes assessment plans and results in the OCA to share with their colleagues. Best teaching and assessment practices are also highlighted each year at the Instructional EXPO during the Fall In-service.

Syllabi are uploaded each quarter on the OCA for easy access to students and to the public. Students are also able to access course syllabi through the OCA and through ANGEL classroom shells. Faculty use ANGEL classroom shells to hold syllabi and other course related information for students. Online and face-to-face instructors use this as a medium to communicate with students registered in courses. The newly developed Advisor Data Portal (ADP) provides all students, advisors, and college administrators with a one site login location to view Student Management System (SMS) data, Washington Adult Basic Education Reporting System (WABERS) data, placement scores, transcripts, Academic Early Warning(AEW) information, and financial aid status. This tool is extremely comprehensive and is used with greater frequency as faculty and staff receive updated training and gain experience using this system with students. Students not only view their current status, but also are able to formulate an education plan based upon their understanding of the progress they are making toward their educational goal (2.C.2).

Standard 2.C.3: Awarding of Credits and Degrees

All credit and degree achievement is documented and awarded in compliance with ICRC, SBCTC, and WWCC's institutional policy. Credit and degree achievement guidelines are followed for Academic Education, Workforce Education, and Transitional Studies. The Office of Admissions (OAR) is responsible for documenting credits earned by students transferring into WWCC. The OAR is also charged with the development and safeguarding of all WWCC student academic records. Online transfer guides http://www.wwcc.edu/CMS/index.php?id=3228 are accessible to students and provide information on how courses will transfer to state and regional baccalaureate institutions.

Student performance and achievement of identified industry skill standards associated with course and program completion is typically documented through both written and hands-on assessment processes. Selected program areas (e.g., Diesel, Automotive, Auto Body Repair, etc.) integrate electronic documentation processes during laboratory instruction phases to track and monitor student performance, progress, and achievement of identified industry skill standards. Additional program areas are anticipated to initiate use of electronic documentation supporting laboratory based skill standards and learning outcomes assessment (2.C.3).

Standard 2.C.4: Admission to Degree Programs and Graduation

WWCC has an "open door" admissions policy. However, certain workforce programs, (e.g., nursing) have required pre-requisites and academic standards that are used as admissions guidelines in accepting students into the program. All workforce education programs require SBCTC approval. SBCTC requirements necessitate that approved programs be coherent in design and sequence. National industry accreditation reviews and recognition standards are also applied to workforce programs to ensure coherent design and sequence. Additionally, all workforce programs are required to address identified industry workforce skill standards, including provision of general education skill requirements. Currently, all workforce program areas are under review to assess timely completion, transfer and/or employment following graduation. Information provided by this analysis is being used to identify possible program design, depth, and sequence changes.

WWCC degree programs provided at WSP and CRCC meet the requirements set forth by DOC Policy 500.000, Washington SBCTC, all applicable advisory board standards, WWCC requirements for courses, and instructors' credential and experience requirements. All Workforce Education and A.A. degree programs at WSP and CRCC have the same content and sequencing of courses as the WWCC campus programs (2.C.4).

Standard 2.C.5 Faculty Involvement in Design, Approval, and Implementation of Curriculum

Faculty members at WWCC participate in significant ways in the planning and implementation of new curriculum as well as the revision of existing curriculum. In recent years the Curriculum Committee made changes (Appendices A, B, and C) to include additional information related to

the design, approval, implementation, and revision of curriculum (http://www.wwcc.edu/CMS/fileadmin/PDF/Curriculum_Committee/Bylaws_approved_Nov_07_amended_Jan_08_and_Nov_01.pdf). Additionally, the Curriculum Committee addressed issues allowing for more faculty involvement in curriculum development or revision. Curriculum Committee membership was increased to include a librarian and an academic division chair. The addition and revisions have provided more clearly articulated steps for course development, evaluation, and appropriate processes for changes to existing courses.

The newly designed and developed Curriculum Committee website can easily be accessed from the home page or the faculty staff page (http://www.wwcc.edu/CMS/index.php?id=190). This site provides ready access to the minutes, changes, and requirements. To address the continuing need to update and revise curriculum, the committee now meets twice each month during the academic year. The minutes are taken by the Administrative Assistant to the Vice President of Instruction and are posted to the website following approval by the committee (http://www.wwcc.edu/CMS/index.php?id=3164) .

Ongoing review of courses and programs offered at the college undergo a five year review. Each program and division follows a schedule published on the Curriculum Committee website http://www.wwcc.edu/CMS/uploads/media/WWCC_Curriculum_Committee_Review_Schedule_01.pdf. The committee takes responsibility for informing the appropriate faculty representative and providing the relevant current information about the courses up for review.

All faculty with teaching responsibilities participate in assessing student achievement through learning outcomes that are approved through the course development process which the Curriculum Committee oversees. The Outcomes Review Committee (ORC) continues to assess the learning outcomes for each degree or certificate program. The ORC develops and monitors a five-year Outcomes Review Schedule for all divisions and programs to ensure that program level learning outcomes are reviewed on a planned and regular schedule (Exhibit 8). During the Fall 2012 In-service, faculty will be provided with professional development credit to review their course level learning outcomes and to gain greater understanding of the differences between learning objectives and learning outcomes.

Workforce program faculty are encouraged to participate in professional networking, industry based training, and program specific workshops to provide maximum awareness of industry workforce needs and potential new technology that must be integrated into existing curriculum. Workforce faculty communicate closely with industry partners, advisory committees, and external accreditation bodies to identify curriculum and program design needed to support workforce skill standard requirements.

Faculty members actively participate in the selection of faculty. The hiring process for full-time faculty was defined prior to 2005 in the *Faculty Handbook* and remains unchanged except for the addition of the requirement that any new full-time faculty position be posted electronically for at least ten days (2.C.5).

Standard 2.C.6: Use of Library and Information Resources

In 2009 and again in 2011, Library's webpage underwent extensive overhaul resulting in a more user friendly and student-centered interface. With specific input from faculty during free trials, the library arranged to provide a majority of its online databases through several heavily used databases. EBSCOHost product provides electronic access to interdisciplinary databases that vary from mainstream academic research journals to more discipline-specific titles, many of which are available immediately in full text. About 15% of student searches on the EBSCO Product are done in Spanish. To supplement the broad medical/health coverage by EBSCO, the library also offers the specialized ProQuest product, Nursing and Allied Health Source, along with the ProQuest Research Library database. The nursing faculty was actively involved in this decision. Librarians work closely with the Nursing faculty to tailor regularly scheduled instructional sessions on using the database. With input from faculty in new environmentally-focused courses of study (watershed, wind & water), the Gale database Global Reference on Energy, the Environment and Natural Resources (GREENR) was also recently added to the library collection.

Faculty demands for preview of audiovisual needs are met by a library subscription to Netflix. The purchase of Films on Demand's Career & Technical Education Collection and Humanities and Social Science Collection from InfoBase Learning, allow faculty to stream directly into their classrooms without having to check out audiovisual items from the library. By actively seeking faculty input, the library's collection development process assures that the library's print collection is relevant across the curriculum. With input from all areas of study, the library maintains a collection that serves the Spanish speaker, the new reader, the academic transfer and the work force student. Membership in a local library consortium increases the library's ability to furnish students, in a timely manner, with books that the WWCC library doesn't own.

WWCC's digital and information competencies rubric is designed to help faculty in all teaching areas integrate information literacy directly into the curriculum. The librarian's classroom involvement begins with participating in assignment formation and continues through assessment. Collaboration between teaching faculty and librarians results in a strong foundation for students to achieve information literacy that spans all courses of study and results in lifelong learning skills. The library continues to monitor effectiveness of innovations and usefulness of resources through data analysis of well-defined parameters such as usefulness of resources, and of value added through integration of media resources into courses.

The blending of librarians into classroom instruction is now the norm. Statistics for the last academic year show that librarians were involved in an average of 35-40 classroom presentations and assignments per quarter. These instructional sessions have been across the board in Transitional Studies, Academic and Workforce Education classes. Librarians and faculty are working well together to deliver information literacy instruction directly to the student.

Faculty are invited on a regular basis to participate in professional development presentations given by library staff. These presentations typically occur every quarter. A broad spectrum of topics have been offered by library staff on current topics such as

copyright and fair use, open source textbooks, and other issues which keep the faculty involved in library skills, bibliographic instruction, and information literacy.

In 2010, WWCC librarians and writing faculty coordinated and hosted a 1-day retreat with writing faculty and librarians from two other local colleges. The focus of the retreat was to share ideas and collaborate with peers, focusing on techniques that each college's library employs in teaching research skills. The result of the workshop was further examination of the confluence between writing and research skills.

In 2012, Librarians and teaching faculty came together to create a WWCC Digital and Information Competencies Rubric:

Table VI: WWCC Digital and Information Competencies Rubric

	High	Medium	Low
Questioning	-Formulates a searchable question appropriate for the assignment -Chooses a topic equal to the size/scope of the assignment.	Formulates a searchable question that is inappropriate for the assignment. -Chooses a topic either too broad or narrow for the size/scope of the assignment.	-Proposes a question that cannot be addressed with available research. -Chooses a topic at a level too difficult or easy for the course.
Extent of Research	-References sources related to the topic. -Chooses sources that cover multiple relevant viewpoints. -Chooses credible and relevant information to support ideas.	-References sources that are mostly related to the topic. -Chooses sources from multiple viewpoints, but the majority tends to favor one perspective.	-References sources mostly unrelated to the topic. -Chooses sources that stick firmly to one viewpoint. -Chooses information that is not relevant for use to support ideas.
Responsible Use	-Accurately uses information to support ideas. -Identifies and uses all information sources as required by the assignment. -Demonstrates how researched information influences the learner's ideas. Uses information and media legally and ethically (including appropriate quotation and paraphrasing techniques, as required).	-Uses information to support some ideas. -Identifies and uses some of the information sources required by the assignment. -Sometimes makes a clear connection between researched information and its influence on the learner's ideas. -Uses information and media legally and ethically most of the time.	-Doesn't use information to support ideas. -Fails to identify and/or use all information sources as required by the assignment. -Fails to make a clear connection between researched information and its influence on the learner's ideas. -Plagiarizes directly or fails to acknowledge information sources (in text or on reference page as required).
Presentation	-Correctly formats citations (as required). -Presents completed assignment effectively in the most technologically appropriate media.	-Formats citations incorrectly at times. -Presents completed assignment in an appropriate technology media but fails to use it effectively.	-Doesn't present citations, or the citations are inadequate to help an audience locate information sources. -Presents completed assignment in a technology media that does not align with the goals of the assignment.

The WWCC library facilities at WSP are limited and unstaffed. Internet access is not available to inmates. This has created difficulties for faculty teaching courses that have a

research requirement. In the past WWCC Library staff has collected research material and been the main provider of articles and books for incarcerated students working on research papers. Knowing that some of the "authenticity" of the search process is breached by the DOC Internet restrictions, in 2012 the WWCC Library worked with one of its database vendors, EBSCO Publishing, to provide a DVD-based (rather than Internet based) version of EbscoHost to the WSP program. This DVD based version now allows WSP students to have direct access to an electronic research database. Although WWCC reference librarians will continue to visit WSP classes to give presentations on how to access information while researching a topic, the focus will shift from retrieving articles for students to teaching the students to do their own research (2.C.6).

Standard 2.C.7: Credit for Prior Experiential Learning

WWCC awards credit for prior experiential learning. The awarding of credits adheres to the principles of best practices published by the Washington State Community and Technical Colleges, as well as the policies established by the Northwest Commission on Colleges and Universities. The College website has a link (www.wwcc.edu/pla) where students can access information on the process of obtaining credit for prior experiential learning. WWCC awards college credit by challenge exams, Advanced Placement (AP), DANTES, CLEP, and International Baccalaureate (IB). The College's catalog has a table listing the courses, amount of credit, and exam titles for Advanced Placement (AP) credit (http://www.wwcc.edu/CMS/fileadmin/PDF/Degrees/Cat_Academic_Information.pdf).

Standard 2.C.8: Transfer Credits

WWCC recognizes academic credits earned at other regionally accredited institutions with grades of D (1.0) or higher, provided they are essentially equivalent in academic level and nature to work offered at the College. WWCC subscribes to the statewide policy on Intercollege Transfer and Articulation among Washington Colleges and Universities, which is endorsed by all the public and private colleges and universities in Washington State. The College's transfer policies and procedures are clearly stated in the college catalog. The ICRC approved the current guidelines for the Direct Transfer Agreement (DTA) in 1996, which ensures that transfer degrees fulfill the general education requirements of participating four-year colleges and universities in Washington State. This agreement allows students full articulation of an A.A. degree and opportunity to pursue any major at the four-year college level.

The Admissions Office safeguards all student academic records. The transcript evaluator regularly attends Curriculum Committee meetings to be aware of any changes that would affect the awarding of credit. The Director of Admissions represents Walla Walla Community College at ICRC meetings and works closely with the Vice President of Instruction, Academic Education, and the Vice President of Instruction, Workforce Education, to ensure that credit guidelines and transfer updates are clearly followed (2.C.8).

Standard 2.C.9: General Education Component of the Undergraduate Program

In 2008, a task force was developed to evaluate the Associate of Arts (A.A.) degree requirements in light of the ICRC requirement changes. Following a rigorous review of all course offerings which included a faculty survey, the additional requirements above the minimum ICRC requirements were retained. However, elective credits were decreased to 24 with nine of these credits required to be fully transferable. The remaining 15 electives may be taken in college-level courses as defined by WWCC. The final outcome of this rigorous review process resulted in the required credits to obtain an A.A. degree dropping from 93 to 90 credits.

In 2010, a diversity requirement was added to the A.A. degree. The diversity requirement supports the Core Theme Two at Walla Walla Community College: "Encourage Innovative and Diverse Learning Opportunities." Courses that have been evaluated by the Curriculum Committee to meet the criteria developed by the Diversity Committee are designated by a "D" in the college catalog. These are distributed throughout the general education categories and can serve to meet the diversity and distribution requirement. To graduate with an A.A. degree a student must successfully complete one of these designated courses. The College provides a list of approved diversity courses, which is routinely updated, on the WWCC website (http://www.wwcc.edu/CMS/fileadmin/PDF/Degrees/DIV_REQ_AA_DTA.pdf). The Diversity Committee reviews submitted courses for approval to the Curriculum Committee and additional courses continue to be reviewed on an ongoing basis.

Workforce program curriculum and design is mandated by SBCTC and institutional and external industry accreditation bodies to provide general education components as a coherent sequence of courses leading to either a certificate or degree. The core of general education requirements represents basic knowledge in humanities, mathematics, social sciences, communications that align with and support workforce program goals and learning outcomes. Related instruction components (most commonly mathematics and communications) are integrated in workforce program curriculum whenever possible. This integrated process does not replace the general education course requirement for certificate or degree completion, but it does provide the student additional opportunity to apply general education learning outcomes in the workplace environment (2.C.9).

Standard 2.C.10: Learning Outcomes for General Education Courses

In the 2010 regular interim accreditation report, WWCC received a recommendation stating, "The Committee recommends that the College report measurable outcomes for the A.A. and A.S. transfer degrees and document that outcomes are being met for these degrees" (Standard 2.B.2). The College has worked for the past two academic years on addressing this recommendation and to identify how well students graduating with an A.A./A.S. degree have achieved the identified degree learning outcomes. During the 2010-11 academic year the A.A./A.S. degree Outcomes and Assessment Committee was formed to review, identify, and develop standards and measurable indicators. This committee is made up of the Vice President of Instruction, Academic Education; Director of Institutional

Researcher; Director of Planning and Assessment; Instructional Designer; and faculty represented from the library, science, English, math, and social science divisions from both Walla Walla and Clarkston campuses. The A.A./A.S. Assessment Committee met monthly throughout the 2010-11 academic year working on identifying the degree outcomes as well as developing a matrix outlining standards and indicators (Exhibit 9). The focus was to identify and develop degree level outcomes that were broad enough to cover the curriculum, but specific enough to be measurable. The General Education components of the A.A./A.S. transfer degrees have identifiable learning outcomes. These Learning Outcomes have been posted online at the following link, (http://www.wwcc.edu/CMS/index.php?id=3694).

Five degree level learning outcomes were identified. These include:

1. **Communication Learning Outcome**
    - 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; and,
    - 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 materials, ideas, or data using appropriate attitudes and skills;
    - Evaluate different evidence-based perspectives in the formulation and analysis of a problem or question;
    - Support a position with appropriate and compelling evidence; and,
    - Use quantitative reasoning effectively as demonstrated by ability to interpret and draw inferences from tables, formulas, and graphs.
3. **Diversity Learning Outcome**
    - Demonstrate an understanding of human similarities and differences; and,
    - Demonstrate an understanding of issues related to diversity and the role of power, privilege, and social relationships regarding these issues (i.e., race, gender, mental disabilities, physical disabilities, sexual orientation, age, culture, religion, class, and socioeconomic status).
4. **Digital and Information Competencies Learning Outcome**
    - Find, access, and review needed information using appropriate media and technology tools;
    - Synthesize, create, share, and distribute information using appropriate media and technology tools; and,
    - Demonstrate ethical and responsible use of media and information.
5. **Mastery of Discipline Level Learning Outcome**
    - Explain and apply major terms, methods, concepts, and/or theories relevant to the discipline and/or area of concentration.

During the 2011-12 academic year the A.A./A.S. Assessment Committee concentrated on developing assessment tools as well as a process for measuring the identified standards of the degree learning outcomes. This involved the development of a diversity survey (Exhibit 10), a critical analysis assessment tool (Exhibit 11), and a rubric by which to assess communication skills (Exhibit 12). The diversity survey was piloted to a small group of students in winter quarter 2012. The results of this pilot were analyzed and small changes made to the survey.

In the spring quarter of 2012, the Assessment Committee worked closely with the Registrar's Office to identify all A.A./A.S. graduates. One-hundred and ninety-nine students from the Walla Walla and Clarkston campuses were randomly selected from a pool of 375 students graduating with an A.A./A.S. degree to participate in an assessment project to measure Communication, Critical Analysis, and Diversity learning outcomes. Of the 199 students randomly selected, 136 students participated in this assessment project. The analysis, results, and conclusions resulting from this pilot assessment were submitted in a Summary Report (Exhibit 13) and are available online. The assessment of degree outcomes this past year focused on students at the Walla Walla and Clarkston campuses. However, WWCC is committed to ensuring that quality assessment of learning outcomes occurs at the course, discipline, and degree level across all campuses. During the 2012-13 year the A.A./A.S. Assessment Committee will focus on replicating this assessment process at the WSP and CRCC campuses. In addition, an assessment instrument and process for measuring Digital Information Competencies Learning Outcomes will be developed and piloted.

In the spring of 2012, the communication learning outcomes for the A.A./A.S. degree was evaluated by assessing student writing from a randomly selected group of graduating students. Sixteen faculty volunteers from both Walla Walla and Clarkston campuses and across all academic divisions participated in the assessment of communication skills. Eight teams of two faculty members read five papers (a total of 42 papers) that had been submitted for assessment by graduating students. Each faculty team read the same five papers and assessed them based upon the Writing Rubric that was developed and used by the English faculty. If the faculty team did not agree that the papers passed according to the rubric, a third reader was brought in to determine whether the papers passed or failed.

Each quarter, all faculty members continue to assess one aspect of the discipline level outcomes and post the results of that assessment online through a web based program, the OCA. This has been a consistent piece of our degree level assessment since 2004. These assessments can be viewed at the OCA Share Center found at the following link, (http://www.wwcc.edu/oca/share_center.cfm).

2.C.11: Learning Outcomes for Related Instruction Components of Workforce Programs

WWCC faculty and administrative staff continuously and systematically evaluate related instruction classes in order to align course content with workforce program applied

certificates and degrees. Each program has identified competencies and learning outcomes as part of the degree requirements. Workforce programs require related instruction in written communication, oral communication, mathematics, human relations, job seeking skills, and leadership. Leadership courses provide students with professional skills in leadership, time management, and professionalism. These courses have been offered as stand-alone classes, or integrated into content within program areas. Highly qualified faculty teach workforce and related instruction courses.

The MCOs for courses are consistently reviewed to ensure that courses have clearly stated measurable outcomes for each program area. Courses align with program outcomes and Curriculum Committee policies to ensure that appropriate faculty and program administrators review changes prior to final approval and implementation.

There is an effort being made to offer web enhanced, hybrid, and online related instruction courses. This provides students with multiple means to access the course syllabi, lectures, and assignments. Integrated reading, writing, speaking, and math content is embedded into course work.

The applied math sequence was aligned to pre-college and college level placements in 2010 in order to allow students and advisors to identify appropriate math courses for students registering in related instruction and/or transferring out of workforce programs into the academic transfer pathway. The addition of OCSUP 107 has addressed the skill gap between two math courses required for several workforce programs (e.g., Wind Energy program, Civil Engineering, and Watershed Ecology programs). This was also the beginning of an effort to align math curriculum with degree and program level outcomes. The plan is to replicate this study in the WRITE 100 applied writing course in order to create a cross placement with ENG& 101 (2.C.11).

Standard 2.C.12-15: Graduate Programs are not applicable

Standard 2.C.16: Continuing Education and Non-Credit Programs

Continuing education and non-credit courses offered through the Extended Learning Department are crucial to WWCC's mission and the outcome goal, "Encourage and support life-long learning." However, attrition, funding cuts, and changes in the models of training delivery have directly altered and impacted the Department of Extended Learning. This has resulted in significant change and restructuring of staff and administration in this department since the 2005 accreditation self-study.

The Extended Learning Department director resigned in July 2009 and the department was moved under the supervision of the Vice President of Instruction, Academic Education. The coordinator for the Center for Business and Professional Development was not replaced after her resignation in July 2010. The Small Business Center also closed in August 2010. Club Ed, formerly titled Community Education, a program primarily established on self-support classes was suspended winter quarter 2011. With the retirement of the

coordinator for Extended and Lifelong Learning program in 2012, this half-time position was combined with the half-time position of the Evening College coordinator. This created a full-time position to support the rebuilding of Extended Learning in order to achieve the mission goal of encouraging and supporting life-long learning (2.C.16).

Standard 2.C.17: Academic Integrity and Quality of Continuing Education Courses

The changing needs of community businesses and organizations have also altered the offerings in the Extended Learning Department. For years, computer training was one of the staples of programming for The Center for Business and Professional Development. It became more difficult to attract enough students to sustain a site-based class at any specific time as online and web-based training programs became widely available and used by industry professionals. The slump in the economy also created a need for many businesses to hold onto resources, to "do more with less" and to seek training in a more cost-effective way than sending groups of staff out of the office for site-based training.

The Department of Extended Learning at one time provided continuing education for the professionals of some of the Workforce Education programs that the college sponsors. Continuing Education has now been decentralized with specific programs providing learning needs and opportunities to provide for the needs of community businesses and organizations. The Department of Enology and Viticulture, an area that once turned to Extended Learning for programming, now coordinates and provides its own programs. The John Deere program also provides continuing education training. Allied Health, at one time a part of Extended Learning, has been affiliated with the Department of Nursing since 2007 and thrives with continuing education programming for health related professionals. The Water and Environmental Center likewise offers a host of educational options to the community. Continuing Education is now more decentralized in its offerings to industry professionals.

Programming for lifelong learners remains strong under the umbrella of Extended learning. The programs of Quest, a membership institute serving adults 50+ years, and Lifelong Learning, with classes for adults 60+ years, serve a population of adults who desire classes in academics, fitness, technology, and art. Course proposals for Quest are taken to a Steering Committee for input and approval on the offerings. Skilled instructors for the classes are drawn from the community, from the WWCC faculty, and from Whitman College, a small and highly respected liberal arts college in Walla Walla.

Written student evaluations are collected from the classes so the coordinator can critically assess the outcome of the class. Records for all of the non-credit extended learning classes are kept in the same manner as the credit bearing programs in the college's SMS system. Promotional flyers are distributed quarterly to advertise the next quarter's offerings (2.C.17).

Standard 2.C.18: Granting of Continuing Education Units (CEUs)

WWCC offers classes, workshops, and seminars for Continuing Education Units (CEUs) according to the NWCCU guidelines in Policy A-9 (*Non-Credit, Extension, and Continuing Education Studies*). The College also follows Washington State guidelines for CEUs provided by the Office of the Superintendent of Public Instruction (OSPI) (Exhibit 14). Students earn CEUs for certification or licensing with their professional fields. These credits are tabulated according to the OSPI guidelines and are not transferable to a four-year college or count as prerequisites to traditional college courses.

Credits for CEUs in all Extended Learning and Workforce Education programs are tabulated according to the rate of 1 CEU equals 1 hour of instruction. Program coordinators maintain records on registered students, attendance, grades, learning outcomes, and course descriptions which are written in brochures or class schedules. These records describe the nature, level, and quantity of service provided for the non-credit courses (2.C.18).

Standard 2.C.19: Maintenance of Records for Non-Credit Instruction

Students enrolling in a non-credit class are enrolled in the College's Student Management System (SMS) in the same manner as a student taking a credit class. In addition, course rosters are available through the online Instructors Briefcase (IBC). The IBC is an electronic gradebook system where instructors can access course rosters, classroom assignments, start and end dates as well as the days and times of the course(s) (2.C.19).

SECTION IV: STUDENT SUPPORT RESOURCES STANDARD 2.D

Standard 2.D.1-14: Programs and Services that Support Student Learning Needs

WWCC provides a comprehensive selection of student resources that serve to support and enrich a student's educational experience. Students are informed about these services in a variety of ways including new student orientations, information on the web, referrals by an advisor or instructor, and through information sent to students in the academic early warning process. The College offers these programs and services to improve access to educational opportunity and success once a student is enrolled. These resources are available in various locations under the supervision of the Vice Presidents of Instruction and Vice President of Student Services.

The College uses a variety of assessment processes to evaluate these resources both in the number of students who access the services and the satisfaction and effectiveness of those programs. WWCC administered the Community College Survey of Student Engagement (CCSSE) in fall 2008, and administered a locally developed instrument that was implemented in spring 2012. Results are not yet available from that survey. Evaluations are collected at every new student orientation. Survey Monkey, a survey software tool, and focus groups are used to evaluate services. Workforce Education staff and advisors solicit input from the community through the advisory board process as an evaluation tool for workforce programs.

Tutoring and Learning Center (TLC)

In the spirit of WWCC's core theme one, "promote student success and achievement", tutoring services are available and free to all enrolled WWCC students. Each campus has a designated Tutoring and Learning Center (TLC) to support students in persisting and completing challenging courses. The TLCs provide assistance in mathematics, science, writing, and study skills. Tutoring for students in specific workforce education programs (e.g., nursing) is also available. The TLC uses the College Reading and Learning Association national standards for tutor training. All peer tutors undergo orientation and training before becoming a part of the TLC staff. In 2007, the space for the Walla Walla TLC was expanded through a capital budget project and with the generous support of the Associated Student Body. Increased funding from the ASB has supported the increase of operational hours of the TLCs on the Walla Walla and Clarkston campuses. Recent equipment investments include computer upgrades, installation of a smart board, and the use of learning manipulative tools.

Testing Center

Since the 2005 self-study evaluation, the testing center has experienced a 41% increase in the number of students served with 5,373 tests given in 2004-05 and 7,565 in 2010-11. The growth in the number of web-enhanced, hybrid, online courses, and students with

disabilities has contributed to this increase. To accommodate this increase testing hours have been expanded. The center has also implemented the eCOMPASS program, which has given students in remote locations greater access to testing. The increase of students testing has necessitated tighter security measures. A security process that includes picture identification verification for all students testing and the installation of lockers for mandatory storage of personal items was implemented.

The testing center developed a strategic plan to address computer based GED testing, which will be implemented nationally in 2014. The Pearson Vue compliancy specifications require expanded testing space as well as upgraded computer equipment and technology. In order to comply with these new specifications a new testing center will be constructed on the Walla Walla campus summer 2012 with planned occupancy in fall 2012. The College plans to fully implement the online GED testing by 2013. A strategic plan for implementing these new GED requirements on the Clarkston campus is currently being developed.

Computer Labs

Computer labs are available for student use at both the Walla Walla and Clarkston campuses. Labs are staffed by skilled monitors to help students with computer software programs and course assignments. Extended lab hours are available during the week, with some weekend hours available in Walla Walla. In the spring of 2012, WWCC made the commitment to provide more robust and pervasive campus-wide wireless hotspots on both Walla Walla and Clarkston campuses. Wireless access to the internet is now available to students, staff, and visitors on both of these campuses. Signage indicating campus-wide wireless access will be posted to communicate this significant change. A process is being developed and will be implemented during winter, 2013, allowing guests or visitors to access WiFi on campus, yet ensure wireless security at WWCC.

Student Development Center (SDC)

The Student Development Center houses counseling and advising services, disability services, veterans' services, testing, and the transfer center. Counselors and advisors help students identify academic and career pathways, develop quarterly schedules, and set personal goals. SDC staff members serve as advocates assisting students in developing problem-solving skills.

Several innovative technology tools were developed through collaborations between SDC and Technology Services staff. Members of both staffs meet weekly and work together to design tools that will help improve advising and student completions. One of the tools is the online Advisor Data Portal (ADP), a repository of student information that was previously scattered. Attributes of ADP include placement scores, grades, transcripts, educational plans, student achievement data, degree progress data, and warning flags for poor performance or attendance. SDC staff provide training on the use of advising tools and processes. These advising updates are offered each quarter during the campus-wide advising day as well as during the annual Fall In-service.

The SDC assists students in developing career and life plans. Courses, workshops, and individual consultations help students define educational and career goals. Twice a year, a three-credit course, Career and Life Planning, is offered to students. This class offers the

opportunity to explore personal values, interests, abilities, and to use this information to identify education and career pathways. The Discover program is also used to make career and occupational decisions. Students schedule appointments with staff in the SDC or the Career and Employment Services Center (CESC) to take career assessments, and to have the results interpreted. Career Coach, a software program developed by Economic Modeling Specialists, Inc., is also available at WWCC. This software program allows students access to information regarding occupational and employment opportunities in the region.

In addition to academic and career guidance, short-term personal counseling services are available to all enrolled students. The goal is to provide support services for students dealing with personal issues that interfere with learning and classroom performance. Students requiring long-term counseling services are referred to other resources or agencies in the community.

Disability Support Services (DSS)

WWCC provides access to all college programs and activities for students with disabilities. This is in compliance with the American Disability Act (ADA), and Section 504 of the Rehabilitation Act. DSS strives to ensure barrier-free facilities by providing appropriate accommodations for students with documented disabilities and by educating the campus community on concerns regarding disability accommodations. Students who have identified disabilities register each quarter with the DSS office. The Disabilities Coordinator provides accommodation letters to instructors; ensures that students with disabilities have access to accommodations (e.g., proctored testing and books on tape); and, monitors follow-up visits with students and faculty regarding the implementation of accommodations.

TRiO Student Support Services

The TRiO Student Support Services (SSS), a federal grant program administered through the Department of Education, serves 280 students annually. These students must meet the established eligibility criteria: first generation college student, low-income family, or students with disabilities. The purpose of SSS is to help students persist through graduation and transfer to baccalaureate institutions. TRiO SSS provides wraparound support services including individual tutoring, intrusive advising, financial aid literacy, computer literacy, college-success coaching and mentoring, workshops, and four-year college visitations. WWCC has had a TRiO SSS program since 1989. The current grant is funded from 2010 through 2015.

Online Peer Mentoring System

With the support of the Title III grant, a student online peer mentoring system was implemented. Peer mentors are students who have successfully taken online courses and they serve as mentors to students who are experiencing difficulties in online classes. Student success and completion data is being collected and will be used to evaluate and strengthen this new service.

Open Course Library (OCL)

In 2010-11, WWCC participated in the Open Course Library (OCL), a program sponsored by the Washington State Board for Community and Technical Colleges (SBCTC). The OCL is a collection of educational materials developed by faculty for 42 highly enrolled college courses. OCL course materials, including textbooks, syllabi, activities, readings, and assessments, cost $30 or less per student and are available online under an open usage license for the 34 public community and technical colleges and four-year colleges and universities in Washington State. The OCL project is set to expand to 81 courses by 2013. The goal of this nationally recognized program is to reduce textbook costs, improve course completion rates, and to help students earn industry-recognized degrees and credentials (2.D.1).

Standard 2.D.2: Safety and Security

WWCC has a college-wide Safety and Security Committee. This committee developed and implemented a strategic plan outlining response strategies to handle campus emergencies. Two teams were formed: a Campus Response Team and a Student Services Intervention Team. Required disclosures are available online and in print within the *Student Handbook.* The *Student Handbook* is published each year in compliance with the Student Right to Know and Campus Security Act (Public Law 101-542), Higher Education Opportunity Act (Public Law 110-315), and the Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act (20.U.S.C.1092).

Each year, WWCC participates in the U.S. Department of Education Campus Safety and Security survey. The Safety and Security committee developed and distributed an *Emergency Procedures Handbook* that is revised and updated annually. A safety officer was hired to oversee updates and revision of the handbook.

WWCC has purchased and installed signage for all buildings to aid Emergency Medical Services responders. Additional evacuation chairs have been purchased and installed for stairwell emergency evacuation. Automatic External Defibrillator (AED) machines were installed in various locations around campus. The campus response team was trained on the use of the machines. An additional fire suppression system has been installed in critical areas including the Technology Services server room. The safety committee identified and implemented an emergency notification system, Mapstorm, which provides an optional text and telephone notification system in collaboration with the Federal Emergency Management Administration (FEMA). A safety and security budget was established for purchase of relevant equipment and training. More details about security are included in 2.G of this document (2.D.2).

Standard 2.D.3: Recruitment and Admissions

WWCC has an open-door admissions policy. This policy allows any individual who meets the age eligibility requirements and who can benefit admission to the college. WWCC follows the admissions process established by the State of Washington and governed by the

SBCTC. Students may apply to the college online or by submitting a paper application. WWCC does not charge an application fee. The Office of Admissions and Records (OAR) sends letters of acceptance to students, and provides information on the testing and orientation processes for enrollment to the college.

The coordinator of recruitment centralizes the outreach efforts on campus. The use of the internet for recruitment has increased through the use of the College's website and departmental webpages. The College has centralized all internet inquiries. Student Services staff provide timely responses to these inquiries. Student ambassadors have been trained to assist with campus visitations to accommodate scheduled and drop-in visits. A part-time recruiter is housed in OAR and provides outreach efforts to our service district. As part of recruitment efforts, WWCC participates in regional college fairs, hosts information spots on local radio and television stations, provides Running Start parents with information sessions, provides information sessions to local high schools, and participates in regional high school counselor workshops.

WWCC has implemented a student orientation program that is mandatory for all new students who wish to enroll each year. Between 600 and 700 students participate in the orientation program. The orientation includes general information about college culture; WWCC's programs and degrees; the student portal (MyWWCC) and the online tools for accessing and monitoring grades, academic progress, schedule planning, registration, and transcripts; and, financial aid processes and deadlines. An equivalent online orientation was launched in summer 2010, providing greater access to students who are unable to attend the on-campus program. Orientation retention data shows that approximately 80% of students who attended orientation summer 2010 were retained in winter 2011.

Running start students are required to participate in a separate orientation session. This orientation focuses on the coordination of processes with the high school, the enrollment process at WWCC, and the culture of college and college expectations (2.D.3).

Standard 2.D.4: Process to Support Students When a Program is Eliminated

Workforce programs are annually reviewed for curriculum relevancy and labor market demands. Fiscally responsible enrollment levels in workforce programs are continually monitored. When it is necessary to discontinue a workforce education program, a team of Student Services and administrative staff are involved in the process so that students are properly informed and supported through the transition. Students receive assistance when it is necessary to transfer to another college that has the program that is being discontinued. If students are place bound, advisors assist in identifying other WWCC programs that align with students' academic or career pathway goals (2.D.4).

Standard 2.D.5: College Catalog

WWCC annually reviews, updates, and publishes its college catalog each year. This process was implemented in 2010-11. The 2012-13 catalog includes these content areas: About

WWCC, Admissions and Registration, Academic Information, Degrees, Areas of study, Course Descriptions, Faculty, Staff and /Administrators, and Campus Maps.

The catalog is available in both print and electronic formats. In an effort to promote sustainability, WWCC has reduced significantly the number of printed catalogs. The eSchedule, WWCC's online course schedule is available quarterly and reflects updates that occur after catalog publication. All divisions and departments review and update the information included in the published catalog to ensure accuracy.

a) Institutional mission and core themes: WWCC inspires students to discover their potential and to achieve their goals by providing diverse and challenging learning opportunities. Three core themes are interwoven in all WWCC services and practices: promote student success and achievement; encourage innovative and diverse learning opportunities; and strengthen community.
b) Entrance requirements and procedures: Admissions policies and processes are addressed in the College Catalog and online (http://www.wwcc.edu/CMS/fileadmin/PDF/Degrees/Cat_Admissions_and_Registration.pdf). These policies and processes are designed to accommodate all students seeking educational opportunities provided at WWCC. The College has an open door and accepts individuals without discrimination of race, ethnicity, religion, or disability. Applicants who are age appropriate and who have the ability to benefit are accepted. Some potential students (i.e., international and underage students) must meet additional requirements upon application. Certain Workforce Education programs also have additional admission requirements. To ensure appropriate placement and to assist in educational planning, individuals who have applied for admission are required to take a placement test prior to enrolling in classes. The Computer Adaptive Placement Assessment and Support System (COMPASS) test is used to assess writing, reading, and math. Re-testing is required if placement scores are older than five years. In 2011, WWCC replaced a locally developed writing sample assessment process with a standardized, computer based e-write tool for assessing pre-college writing placement. WWCC also expanded student math placement alternatives for recent area high school graduates. WWCC math faculty collaborated with area high school math instructors to develop a rubric to evaluate math transcripts for accurate college course placement. These assessments are administered by SDC staff who review the results with students in a post-test session. Placement results are used to design education plans appropriate to students' academic skills and intended educational goals. Students who have previous college transcripts may use those credits for placement into courses. New student orientation sessions are scheduled each quarter to provide information about programs and degrees, college expectations, WWCC online tools including the student portal, MyWWCC, and basic financial literacy. Students meet with an academic advisor following the orientation session, select classes, and register. There are separate orientations for targeted populations including Running Start and Alternative Education Program. Online orientation was piloted in 2010 with

great success, and continues to be an excellent resource for those who are not able to attend the on-campus session.

c) Grading policy: The WWCC grading system provides a permanent record of grade evaluations which reflect the student's course achievement. Grades are available on the WWCC website approximately one week after the end of the quarter. See the grade scale in Table VII.

Table VII: WWCC Grade Scale

A	4.0
A-	3.7
B+	3.3
B	3.0
B-	2.7
C+	2.3
C	2.0
C-	1.7
D+	1.3
D	1.0
F	0

Grades not included in the GPA calculation include: I (Incomplete); N (Audit); P (Passing); W (Withdrawal); Y (In progress); Z (No credit); and M/S/U (Mastery/Satisfactory/Unsatisfactory). In 2010, a grade exclusion policy was implemented allowing returning students to petition the Academic Standards Committee to review academic records with the intent of excluding grades earned at WWCC from the cumulative GPA. This policy is designed for students who had academic difficulties (generally characterized by grades below "C" or 2.0 GPA) in earlier quarter(s), exited WWCC, returned later, and demonstrated improved academic achievement.

d) Academic programs: WWCC publishes and makes available information on academic programs and courses, including degree and program completion requirements, expected learning outcomes, required course sequences, and projected timelines to completion based on normal student progress and the frequency of course offerings. Recently, the new statewide degree audit system, including the simple academic planner tool was adopted. The link is available in the student portal and in the ADP. Information regarding program and degree completion requirements and frequency of offerings and course sequences are available online. Learning outcomes are updated quarterly, monitored annually, and tracked in the OCA. In 2011, student achievement data was added to the ADP to monitor individual student progress. The Degree Estimator Appliance, which monitors a student's progress toward the closest five degrees was also recently implemented. Each certificate and degree program publicizes a projected average or reasonable time to completion in that program.

e) Credentials Verification: Names, titles, degrees held, and conferring institutions for

administrators and full-time faculty are available on a searchable, online directory of staff, faculty and administrators located on the WWCC website (http://portal2.wwcc.edu/C200/EmployeeDirectory/Alpha/A).

f) Student code of conduct: Rules and regulations for students' conduct, rights, and responsibilities are encompassed in the Student Code of Conduct, which is available in the *Student Handbook* and distributed at orientation. The Student Code of Conduct and policies pertaining to student rights and responsibilities are also available online (http://www.wwcc.edu/CMS/index.php?id=426).

g) Educational Costs: Information regarding tuition, fees and program specific costs are available online (http://www.wwcc.edu/CMS/index.php?id=3173). Information is also available online for gainful employment in specific programs. In addition to the program costs and tuition and fee schedule, the College also posts an estimated cost of attendance, which includes information on room, board, and living expenses for residents and non-residents in the Walla Walla region. That information is posted on financial aid webpage (http://www.wwcc.edu/CMS/index.php?id=2785).

h) Refund policies: Refund policies are available in print and online in the catalog and in the quarterly schedule, (http://www.wwcc.edu/CMS/index.php?id=3544).

i) Financial aid: Opportunities and requirements for financial aid are communicated on the financial aid website http://www.wwcc.edu/CMS/index.php?id=2753).

j) The academic calendar is on the college website (http://www.wwcc.edu/CMS/index.php?id=3544) and is accompanied by complementary calendars of "important dates" that are of value to current and prospective students (2.D.5).

Standard 2.D.6: Publications of Educational Programs include Accurate Information on:

a) **National and/or state legal eligibility requirements for licensure or entry into an occupation or profession for which education and training are offered**; The College produces several documents describing its educational programs in an accurate and concise manner. A series of Quick Guides are available online to provide detailed descriptions, requirements, and program sequences about each Workforce Education program offered (http://www.wwcc.edu/CMSX/main.php?module=departmentlist).

b) **Descriptions of unique requirements for employment and advancement in the occupation or profession** are published online for program and department, where applicable. In those cases, each program has also incorporated information in accordance to Gainful Employment rules (2.D.6).

Standard 2.D.7: Policies Regarding the Retention of Student Records

WWCC follows federal and state policies regarding the retention of student records. Documents including college transcripts and official transcript evaluations are scanned in a systematic manner for increased reliability of records retention using new software (eHalfile) and new equipment. This allows for electronic access of these documents. High

school records, diplomas or completions are also scanned for additional security and access. These electronic records are stored on a WWCC server and are password protected. The Technology Services staff also provide backup for all stored documents.

WWCC abides by the regulations set forth by the Family Educational Rights and Privacy Act (FERPA). FERPA guidelines, including the identification of data that is considered directory information, is available online. Staff members are trained on FERPA regulations before they are given access to the college's Student Management System (SMS) or the ADP. FERPA trainings are offered annually to college staff and an online option was implemented in 2011. WWCC also implemented the adoption of a required confidentiality notice in the student employment handbook A FERPA confidentiality notice of understanding is incorporated into the advisor portal access process as a frequent reminder of FERPA regulations and staff agreement information is retained in a database (2.D.7).

Standard 2.D.8: Effective and Accountable Financial Aid Program

WWCC provides an effective and accountable financial aid program consistent with its mission, student needs, and institutional resources. The financial aid staff awards federal, state, private, institutional grants, loans, scholarships, and agency support in accordance with state and federal guidelines. Veterans' education benefits for eligible veterans and family members are also provided in accordance with federal guidelines.

A variety of media resources, including online and campus-wide brochures inform students of financial aid deadlines and scholarship opportunities. Each year, TRiO staff also offer scholarship workshops to all students in January and February. Students receive a CD of available scholarships when they attend the workshop.

WWCC has the highest percentage of students in Washington State community and technical colleges receiving need-based financial aid. Approximately 80% of WWCC students receive need-based aid while the system total average is 46.7%. The number of financial aid recipients has increased significantly over the past several years. In 2008-09 WWCC received 3,974 applications for financial aid. In 2010-11, 5,305 applications were received, a 33% increase. Total financial aid disbursed went from $10,077,452 in 2004-05 to $19,508,394 in 2010-11. Scholarships funding increased from $867,957 to $1,057,382 during that same period, a 22% increase. The largest area of increase has been in student loans. Loans went from $3,477,424 in 2008 to $7,185,523, in 2011, a 106% increase.

A financial aid portal to simplify viewing financial aid status, was implemented in 2011. This allows information to be available at all times to students regarding financial aid budget, tuition costs, financial aid forms, student loan application, promissory note, and entrance/exit counseling. In 2012, Financial Aid and Technology Services staff developed an electronic tool for increased efficiencies in cohort reporting of satisfactory academic progress. The degree audit system is used for determining accurate graduation dates and for verification of courses toward degree compliance. In 2011, policies and practices regarding pace of progression, a new federal financial aid policy, was implemented.

To improve the ability to inform students several communication strategies were implemented. A student information kiosk is now located directly outside the financial aid office providing online access to current financial aid information. The financial aid website was re-designed for easier access. The Financial Aid Management (FAM) portal is used to inform students of financial aid application issues, office closures, and other pertinent information. The College also purchased School Messenger, a software program, which is capable of mass communicating any information (e.g., financial aid) to students by telephone, text, and email. (2.D.8).

Standard 2.D. 9: Repayment Obligations

Students who receive financial aid are informed of any repayment obligations. The College regularly monitors its student loan programs and the institution's loan default rate. The default rate has increased over past five years. To address this concern, the College implemented a thirty day hold on disbursement of funds for first time borrowers. Internally, the College reconciles the Direct Loan program on a monthly basis and annually with the federal government. Prior to summer 2010, loan counseling was provided by the Northwest Education Loan Association. Since that date, the federal government mandated that colleges process all student loans through the federal government as Direct Loans. The institution now provides its own loan counseling, which is available online (2.D.9)

Standard 2.D.10: Academic Advising

Academic advising is an important function at WWCC. Advising is the responsibility of full-time faculty, advising staff in student services, and staff in the Transitional Studies Department. A select group of seasoned adjunct faculty are contracted to advise students as well. Students are assigned an advisor as a new student following orientation, or are re-assigned if they are a returning student. Degree seeking students are required to have an advisor. The credentials of advising staff and faculty are available in the college catalog. Advising requirements are available in the student handbook and distributed at orientation. They are also available in the college catalog and online.

Advising is a valued service at our institution. In the 2008 CCSSE, approximately 70% of WWCC students rated academic advising and planning as "very important", and about 85% were satisfied with those services. WWCC requires all students seeking a degree to meet with an assigned advisor each quarter prior to registration. Students meet with an advisor to develop an educational plan or quarterly schedule.

There is an assigned advising day each quarter when classes are suspended so that faculty can meet with advisees. Advisor training sessions are scheduled at the beginning of advising day prior to the first advising appointment. Training sessions are offered in the fall at Faculty In-service, and during the year as a professional development activity. SDC staff attend statewide councils to apprised of changes that pertain to advising.

The Transfer Specialist works closely with the Vice President of Instruction, Academic Education, to keep degrees current and accurate, to maintain the printed and online degree guides, and to work on the articulation agreements with four-year colleges. Entrance requirements, program admission processes, program application information, degree requirements, criteria graduation, and sequencing plans for completing degrees are now available online and in print.

To promote student success and achievement as stated in WWCC's core themes, the College has implemented several strategies to increase the rate of completion. This includes the Degree Boost system that identifies students within a quarter of graduation. Students meet with an advisor to review a degree audit and complete a final education plan that ensures degree completion. Another completion strategy is the Graduation Blitz program that identifies students who have earned enough credits to complete a degree. Advising staff call these students and encourage them to apply for their degree and to participate in graduation.

Transitional Studies staff identified a need for trained advisors to assist students transitioning from basic skills to pre-college and college-level coursework. A year-long training program for pre-college faculty was implemented using the National Academic Advising Association (NACADA) best practices as the model. This includes training on the college's systems, competency in financial aid application processes, career development, and educational and program planning. A Transitions Specialist identifies students who are within two tests of GED completion and assists them with college transition planning. This Transitions Specialist also visits on and off-site ABE and ESL classrooms to make early connections. Approximately 176 students met with the Transitions Specialist during the 2010-11 academic year. The progress of these students is being monitored.

The 2012-13 advising focus will be on completion and two new completion coaches were hired to help with this process. Their role is to connect with students who have exited the College without completing and who are within a quarter of completing a degree. Another goal for this year is a project called Declared and Prepared. Students in the transfer path will be contacted to make sure they have identified a career pathway, a four-year college or university, and a major area of study. We have partnered with College Fish to meet this goal (2.D. 10).

Standard 2.D.11: Co-curricular Activities

Student government membership and activities are structured and governed by the Associated Student Body (ASB) constitution and bylaws. Officers are elected by the student body and WWCC staff each spring. The officers are advised by the Student Activities Director who reports to the Vice President of Student Services. The officers plan the co-curricular activities that will be offered throughout the year.

The ASB provides funding for 41 clubs through the use of student activity fee funds supporting the equity mission and core themes of the college. These clubs are listed in the

handbook, catalog, and online. Social media has been incorporated into marketing student activities. A community service component is required of all clubs requesting funds, which generated 1750 reported community service hours during 2011-12.

The students assessed themselves an additional fee several years ago in order to fund expanded student space. As a result approximately 8,600 square feet was added for a Student Activity Center on the second floor of an enhanced teaching and learning culinary kitchen remodel. Space for the Tutoring and Learning Center was also expanded. Activities offered to the students include movie and theater tickets, bus passes, ice skating, bowling, football nights, family movie nights, food drives, Thanksgiving and Christmas basket distribution, pool tournaments, and karaoke night. To promote civic responsibility, ASB sponsored a visit with Washington's Secretary of State and conducted voter registration in conjunction with the event.

The student activity fee budget sheet indicating the use of the funds is included in the college's annual budget book (2.D.11).

Standard 2.D.12: Auxiliary Services

A. WWCC Bookstore

The WWCC bookstore is a college owned and operated enterprise that is an integral part of the educational network of the College. Students provide input as to the selection of items provided in the bookstore. Students are also surveyed on the range of services provided by the bookstore. In response to student concerns over textbooks costs, a campus-wide committee led by the bookstore staff is reviewing alternative options. Operation is overseen by the College's Business Services Division. Services provided by the bookstore include:

- A comprehensive selection of textbooks and other educational supplies
- Apparel with the college's logo and mascot
- Snack foods and espresso bar
- Ticket sales for college events
- ATM service
- Postal substation
- Gift items and cards

The bookstore also provides an independent company space to allow students with a book buy- back option at the end of each quarter.

B. Titus Creek Café

Titus Creek Café is designed to be a learning environment for students enrolled in the Culinary Arts program of the Wine Country Culinary Institute. The menu offerings change according to the instruction schedule. Food is prepared by students in the state-of-the-art demonstration kitchen where guests can observe student chefs preparing a wide variety of offerings for the dining room (2.D.12).

Standard 2.D.13: Athletics

WWCC is a member of the Northwest Athletic Association of Community Colleges (NWAACC) and the National Intercollegiate Rodeo Association (NIRA). All policies and procedures of these two governing bodies are strictly followed by the College. The Athletic Director, under the direct supervision of the President, has primary responsibility for the athletic department, and is assisted by the Assistant Athletic Director. The Athletic Department has five men's sports and six women's sports. Men's programs include soccer, basketball, rodeo, golf, and baseball. Women's programs include soccer, volleyball, basketball rodeo, golf and softball. Student athletes follow the same admissions, registration, testing, and financial aid policies as other students.

WWCC has developed competitive teams, but academic achievement is also the focus. The completion rate of student athletes is published in a report each spring (exhibit 15). The athletic director also completes the Title IX equity report each year that is submitted to the NWACC (2.D.13).

Standard 2.D.14: Identity Verification Process

Students enrolled in distance education courses and programs verify their identity through the Net ID login system. This requires identity verification log-in and password protocols. Proctored quizzes and tests are conducted in the testing centers for some face-to-face, hybrid, and online classes. Students are required to check in at the Testing Center counter with photo identification. To maintain academic integrity, arrangements for proctoring exams for students who live in other locations are arranged by the testing coordinator. Proctors for off-site examinations are employees of public and college libraries, or official testing centers. WWCC is also exploring an online testing software program that uses cameras through a current Title III grant. This capability will be especially helpful for students with disabilities or who have distance or transportation barriers to testing on the WWCC campus (2.D.14).

SECTION V: LIBRARY AND INFORMATION RESOURCES STANDARD 2.E

Standard 2.E.1: Access to Library and Information Resources

The library's mission states in part, "The library connects our community with information resources… in a technologically challenging and multicultural world." The library's resources are under constant scrutiny in order to meet the students' changing needs. Traditional print resources that had little usage have been replaced by online databases that are being accessed in greater numbers and from a variety of locations and timeframes. While the *ProQuest* journal database was sufficient a few years ago, the addition of the *EbscoHost* suite of databases has resulted in an enormous jump in the number of searches as has the switch from the print version of *CQ Researcher* to its online database. Specialty online databases such as *ProQuest Nursing & Allied Health Source* and Gale's Environmental Energy and Natural Resources (GREENR) database, have been heavily used by students in those respective fields. Accessibility to non-print items has been broadened by the addition of subscriptions to *Netflix* and *Films on Demand*. The libraries at Walla Walla and the Clarkston campuses have full and equal access to all the databases and all are available remotely with student or employee authentication.

The library maintains a dynamic webpage that provides basic information to anyone with an internet connection. The library's hours, staff members, and basic borrowing information are easily accessed. Most forms are available electronically, including library card requests, interlibrary loan requests, and purchase suggestions. Other non-restricted information, such as study guides, lists of newly purchased books, and citation information is found online. Some of these are also available in print upon request. Operating hours and borrowing information can also be found on the printed bookmarks which are issued quarterly and available at the library circulation desk.

The library participates with the Walla Walla Rural Library District in a consortium, the Walla Walla Area Library Network (WALNET) that provides access to holdings located in five other libraries in the county. Requested items are normally delivered via a local courier service, but are also available on a walk-in basis. The use of *WorldCat* for interlibrary loan service is a high demand service that is offered at no charge to WWCC students who are unable to locate materials locally. The reference librarian is the primary collection development specialist, and with input from the instructional librarians on the Walla Walla and Clarkston campuses, forwards purchase requests to the library director. All librarians work closely with students and faculty to keep up with demands in all areas of instruction. The librarians use industry review journals to make purchase recommendations. Faculty input is sought and prioritized. The library representative is a voting member of the Curriculum Committee, keeping aware of any changes or additions to the college class offerings.

The libraries at both campuses house multiple computers for student use. There are printers available for printing via the PaperCut system. In-house check-out of laptop computers is also available. Wireless internet can be accessed throughout the library to serve those students with laptops.

In response to the growing Spanish-speaking population, the library maintains a Spanish-language and Spanish-English collection of more than 800 items that are easily located. DVDs in Spanish are also popular with this population of library users. All directional signage in the library is bi-lingual and several staff members have taken short courses in Spanish. In 2011-12, usage statistics of the online *EbscoHost* databases revealed that nearly 15% of searches were done in Spanish.

The WWCC Library also supports instruction at two correctional facilities. Due to restrictions placed on incarcerated students, internet usage is not allowed. Librarians make scheduled classroom visits to the Washington State Penitentiary to assist students with their research requests. In order to provide a more authentic search experience, the library has recommended to the Department of Corrections (DOC) an option to purchase the *EbscoHost* online database in CD format. Pending DOC's approval, this will be installed on WSP's computers fall 2012 eliminating the need for internet access (2.E.1).

Standard 2.E.2: Inclusion of Stakeholders in Library Planning of Resources

Library planning has been guided by regular student surveys, including the Community College Survey of Student Engagement (CCSSE). In the 2008 survey, when asked, "How satisfied are you with the library resources (e.g., books, periodicals, or databases)?" over 78% of the respondents were very or somewhat satisfied. With active and sought-after student input, the library webpage was overhauled in 2009 and again in 2011.

In addition to student driven change and planning, input also comes from faculty across the disciplines. The faculty librarians regularly attend and present at faculty in-service sessions. This is a prime opportunity to network with other faculty. In 2011, the library hosted a Writing and Research in Teaching Exchange (WRITE) retreat that included WWCC English instructors and librarians as well as colleagues from two other local colleges. Sharing ideas with peers helps library staff evaluate programs and strengthens the collegial efforts between English instructors and librarians.

Librarians are represented on campus committees including Curriculum Committee, College Council, Educational Effectiveness Council, Accreditation Steering Committee, Planning and Budget Committee, Honors Committee, and the Learning Outcomes Committee. By being visible, active, and approachable, the library encourages campus-wide input to drive its decisions (2.E.2).

Standard 2.E.3: Support for Students, Faculty, and Staff Regarding Library Resources

The library has shifted its emphasis in recent years to increasing its efforts in bibliographic instruction. During the 2005-06 academic year, WWCC librarians were involved in ten formal information literacy instruction sessions. In 2010-11, the library taught 100 sessions. That number reflects faculty collaborations on three campuses, twelve education divisions and fifteen educational fields. Pre-college Information Literacy Research (PILR) grants helped the library reach out beyond college level instruction, allowing librarians to work on instructional curriculum with pre-college reading instructors.

Librarians regularly offer faculty in-service sessions to inform and instruct faculty in the latest innovations of library services or of changing topics (i.e., new technology or copyright law). These are well attended by faculty members as well as providing Professional Improvement Units (PIUs).

One-on-one reference service is available during the library's open hours. Additionally, the library participates in the *Ask Washington Question Point* program. A WWCC librarian provides online reference for a specific number of hours a week and in return students have 24/7 chat reference available. Although this is a relatively new service to students, feedback has been positive.

The library provides customized tours to faculty, staff, or students, upon request. Tours, introducing library services to students, are available during orientation sessions (2.E.3).

Standard 2.E.4: Evaluation of Quality, Utilization, and Security of Library

Available usage statistics help the library staff determine what resources, whether electronic or print, are being used or circulated. A significant decrease in print journal usage drove the decision to cancel certain journal subscriptions that were not circulating. The savings in print resources has been invested in online databases where statistics indicate steady usage. Input from specific faculty groups, such as the Nursing and Allied Health faculty, have led to several changes in database subscriptions. Trial subscriptions, shared with appropriate discipline faculty are often used to determine ease of use, relevance, and adequacy before purchase by the library.

The library has partnered with the Technology Services Department in using *EZProxy* software that allows access to the library's subscription databases only after user authentication is determined. This restricts access to those who are current students or employees only (2.E.4).

SECTION VI: FINANCIAL RESOURCES
STANDARD 2.F

Standard 2.F.1: Demonstration of Financial Stability

WWCC's Business Services Department is committed to providing financial resources to support all college offerings. The College has a long-term history of strong fund balances, healthy reserves, and conservative investments. These fiscally responsible practices have assisted the College during severe budgetary cuts since the 2008 recession. The Business Services Department is staffed with a skilled team which adheres to regulations and accounting procedures. The staff reviews and analyzes current as well as future operations to foresee risks, estimate the impacts, and create response plans to mitigate risks if they should arise. Timely, accurate reports and transactions are provided to all constituents.

WWCC's financial status is closely monitored. Budget and fund balances are reported to the Board of Trustees and the administrative team on a regular basis. Budget planning involves ongoing review and assessment of instructional programs as well as all support activities. Even though the College has faced large reductions in state funding, it has been able to fund high demand programs identified through assessment of the local job market needs (i.e., Wind Energy program, which began in 2011). A variety of funding sources are pursued to ensure the College's operations continue without accruing debt. This includes grants, entrepreneurial enterprises, fees, as well as government funds.

The Business Services Department supports student success and achievement, one of the College's core themes, by establishing support systems that assist students in accessing financial resources. Earlier disbursement of financial aid, implementation of a payment plan, and a pay card system for financial aid are examples of student success strategies (2.F.1).

Standard 2.F.2: Realistic Budget and Enrollment Management

The operating budget is prioritized to accomplish the mission and goals of WWCC. Input on the budget is gathered at the departmental level, the Administrative Council, the Vice Presidents, the Board of Trustees, and other stakeholders. The Board of Trustees approves the Annual Plan and Operating Budget after extensive review and discussion. The annual budget is based on projections of enrollment, federal grant funds, indirect percentage from pass-through allocations, local funds, and state funding for the upcoming biennium. As much as 84% of the operating budget relates to personnel costs. Business Services incorporates anticipated salary and benefit changes, as well as the addition or deletion of programs and positions when creating the budget document.

Debt is managed conservatively so it does not adversely affect the operations, mission, or goals of the College's educational programming. The servicing of debt is meticulously evaluated for its impact on the finances of the College as directed by the Board approved

policy on the use of debt. The amount borrowed is monitored by the College's Business Services Department which incorporates judicial evaluation and management of debt service to reduce interest expenditures. An example of this is the fund balance used in lieu of a Certificate of Participation (COP) for the College portion of the appropriations used for the addition to the Water and Environmental Center. Included in this policy is a maximum percentage for debt obligation relative to the annual general operating revenues. As of fiscal year end June 30, 2012, the College's debt was $2,490,000. The College's annual obligation to service debt for 2012-13 is $247,592. The College maintains a Debt Service Schedule with a five-year debt repayment projection. The four COPs (Clarkston Campus Acquisition, Walla Walla Campus Acquisition, Walla Walla Health Science, and Clarkston Health Science encompass all of the College's debt).

Conservative enrollment projections used during the budgeting process enable WWCC to continue offering innovative and diverse learning opportunities due to the College's financial strength. The State's shift from allocation to reduction funding has reduced state financial aid allocations and increased tuition and fees for students, resulting in declining enrollment. Enrollment reports are provided weekly to the President's Cabinet and are compared to approximately the same point in the quarter for the previous year.

WWCC actively pursues funding through grants and contracts, Federal pass-throughs, state grants, consortium activities, private donations, and partnership activities to supplement the budget in order to achieve the College's core themes of promoting student success and encouraging innovative and diverse learning opportunities (2.F.2).

Standard 2.F.3: Policies, Guidelines, and Processes for Financial Planning and Budget Development

The annual budget development process engages staff, faculty, and administrators. WWCC's budget planning process begins with assessment of needs at the classroom, student service, and administrative support service levels. The budget and planning process continues throughout the school year as changes in revenue and expenditures affect the operating budget. The College Planning and Budget Committee consists of the Administrative Council, the Director of Budget and Finance, the Director of Institutional Planning and Assessment, the Director of Library Services, and the Director of Transitional Studies.

The unit administrators, along with division chairs and department managers, and Vice Presidents prioritize budget requests. Outcomes assessment measures, core themes, and unit and divisional strategic plans are evaluated regarding each budget proposal. The WWCC Staffing Decision Analysis Matrix is completed when hiring personnel to document actual and expected processes and outcomes relating to the position.

At the conclusion of the legislative session, the President holds a college-wide meeting to solicit input from all staff to communicate legislative impacts. In addition, a budget hearing is held in June to provide faculty and staff an opportunity to review the planning and

budget document. Planning and budget reports are presented to the Board of Trustees prior to the budget adoption. An annual budget book is distributed to college departments (2.F.3).

Standard 2.F.4: Timely and Accurate Financial Information

WWCC uses the Financial Management System (FMS) designed for Washington State Community and Technical Colleges. Financial functions are centralized in the Business Services Department, under the leadership of the Vice President of Financial Services, who reports directly to the President. All expenditures and revenues are monitored to ensure compliance with Generally Accepted Accounting Principles (GAAP), as well as compliance with Washington State requirements and regulations. Business Services remain current with the State Administrative & Accounting Manual (SAAM), the Office of Financial Management (OFM), the State Board of Community and Technical Colleges (SBCTC), and the Washington State legislative requirements and mandates.

The Business Services Department, with assistance from Technology Services, incorporates FMS Query to assist all staff in monitoring revenues, expenditures, and budget status. Accounting data is updated daily allowing accurate and timely reports for financial decisions. Financial conditions of the College are reported regularly at each scheduled Board of Trustees meeting (Exhibit 16). This report includes the Budget Status Report and a Grants and Contracts Report.

To ensure the College's assets are safe-guarded, the Business Services Department and College staff maintains separation of duties. The College complies with the SAAM internal control and auditing procedures as set forth by OFM. Funds are not distributed by the department authorizing the expenditure or award (e.g., financial aid award and payroll checks are distributed by the Business Services Department). The Business Services Department assists the Financial Aid Department in reconciling reports when necessary (2.F.4).

Standard 2.F.5: Reflection of Mission and Core Themes in Capital Budget

The Business Services Department works closely with Facility Services in developing and implementing the Facility Master Plan and the capital budget. Using the College's mission statement and core theme objectives, WWCC revises building plans and capital budgets as program and staff needs develop.

Sustainability is promoted and embraced in Business Services (e.g., the reduction of copies made during the previous three years and the use of recycled paper). New construction and renovations are also developed with sustainability as a high priority. The addition to the Water and Environmental Center is an example of this as it uses solar energy to offset more environmentally stressful energy sources.

Recent remodel projects for the College include the Student Activities Center Lounge, the addition to the Water and Environmental Center, the Health Science and Performing Arts

building on the Walla Walla campus, the Health Science building on the Clarkston campus, Titus Creek Café, and the Basic Skills addition. In the near future, the Wind Energy program will be adding class and training areas, old offices will be renovated, and the Walla Walla campus will be adding a skill center. Equipment needs for the campuses are regularly evaluated and included in the operating budget.

The College currently has four COPs and has used fund balances to support recent projects and land acquisitions in lieu of taking out new COPs. Debt for capital outlay purposes is continually reviewed and managed (2.F.5).

Standard 2.F.6: Demonstration of Financial Relationship Between General Operations and Auxiliary Enterprises

WWCC provides multiple auxiliary enterprises to support the core themes and facilitate student learning by providing more opportunities for real-world job activities. These enterprises generate revenues to offset their costs, and budgets are reviewed and approved by the Board of Trustees.

In the spirit of WWCC's core themes, numerous departments engage in innovative, auxiliary activities to enhance the operating budget and expand the services the College can offer to encourage student success and strengthen community. The Business Services Department offers its financial expertise for community partners, such as the Snake River Salmon Recovery Board, the Community Network, and the Early Learning Center, in exchange for indirect fees which supplement the operating budget. The Technology Services Department markets software and services to other colleges using the revenue generated to improve WWCC's technological infrastructure to enhance the work and learning experience for staff and students. Facility Services generates power through a solar installation at the Water and Environmental Center. The College has plans to purchase a wind turbine for the Wind Energy program to enhance the learning experience as well as generating power for campus sustainability.

The Bookstore continually adds to the college operating budget, while its espresso bar sales contribute to ASB activities. In the Culinary Arts program, the Titus Creek Café, Titus Creek Catering, and the Student Activities Center Pit Stop provide training in various aspects of culinary preparation and food services. The Titus Creek Café, Titus Creek Catering, and the Pit Stop have required very little supplemental college support from the operating budget.

Student auxiliary learning enterprises are offered in many of our Workforce Education programs. These include Automotive Repair Technology, Auto Body, Diesel Technology, Farrier Science, Turf Equipment and Management, John Deere Equipment, Cosmetology, and others. These auxiliary enterprises strengthen WWCC's three core themes focusing on providing innovative and diverse learning opportunities, student success and achievement, and strengthening community.

The WWCC Foundation employs multiple methods to provide support for programs and scholarships. Vehicles are purchased for students to repair and sell for a profit. The College facilities are rented to outside entities. Land and permits were purchased for the Carpentry Program to build a house. The College was reimbursed for its investment in the house, and the Foundation used the proceeds to benefit students. The Foundation hosts several events, including Entwine, to raise funds to support students, program needs, and scholarships. College Cellars, a limited liability company, was established by the Foundation to facilitate the marketing of WWCC's Enology and Viticulture program wine. The Foundation operates with an independent Board of Governors. WWCC supplements Wolford's Way agreement for on-campus childcare at a small cost to the operating budget. The agreement allows students with children to have safe, convenient childcare on campus at a reduced rate. Students are given priority for childcare spots (2.F.6).

Standard 2.F.7: External Financial Audit

WWCC is audited by the state as mandated. The most recent audit, completed in March of 2012, focused on tuition waivers with no negative findings. The College complies with all Federal, State, OFM, and GAASB requirements. The WWCC Foundation is audited annually by an outside audit firm and has no findings. All audit results are reported to the President and the Board of Trustees. Any areas noted in the exit interviews are addressed immediately to resolve compliance issues, with the President and Board of Trustees' approval (2.F.7).

Standard 2.F.8: Integrity of Fundraising Activities

The Foundation is helping the College meet today's challenges by supporting students, faculty, and activities designed to enhance the cultural, educational, and learning atmosphere. The Foundation is a non-profit organization under the Internal Revenue Code 501(c)(3) and is registered with the Washington Secretary of State Office pursuant to the Charitable Solicitation Act. WWCC and the Foundation follow policy that is aligned with State and Federal regulations to define their roles (RCW 28B.50).

Seventeen board members and a director govern the Foundation policy and operations. The College President is a non-voting member of the Foundation board. The Foundation Director and Executive Committee administer the endowments, scholarships, program support, and investments. Foundation financial records are maintained in compliance with GAAP and are audited annually by an outside agency.

WWCC has an active ASB which raises funds for numerous college clubs and activities. ASB fundraising activities must be initiated and voted on by the students prior to being submitted for approval by the advisor and Director of Student Activities. Phi Beta Lambda (PBL) is the most active fundraising club as it sends up to 20 students to a national competition each year (2.F.8).

SECTION VII: PHYSICAL AND TECHNOLOGICAL INFRASTRUCTURE STANDARD 2.G

Standard 2.G.1; Physical Infrastructure

Since the last full scale accreditation visit in 2005, WWCC has added significant physical infrastructure at both the Walla Walla and Clarkston campuses. The new facilities have been strategically envisioned, designed and constructed to carry out the mission of the College, contribute to accomplishment of College goals, and support the core themes of the institution. Capital investment for new facilities at WWCC since 2005 represents $34.57 million in growth, replacement, and renovation projects. An additional $6 million has been invested in capital repair projects during this time to prevent deterioration, protect the investment, and extend the useful life of buildings. Table VIII identifies the investments and increases in square footage added since 2005. Two of the projects included significant remodel and renovation of existing square footage to accommodate instructional program changes.

Table VIII: Capital Projects and Additional Space 2005-12

Capital Projects	Year Completed	Investment	Square Feet Added
Health Science and Performing Arts	2007	$ 10,025,399	36,164
Clarkston Health Science	2007	$ 2,280,000	8,900
Basic Skills Addition and Remodel	2007	$ 9,254,300	17,493
Water and Environmental Center	2007	$ 2,945,793	10,751
Culinary and Student Services Addition (remodel of existing space)	2010	$ 4,178,687	8,888
Water and Environmental Center Addition	2011	$ 5,890,474	16,081
TOTAL		$ 34,574,653	98,277
Capital Repairs	2005-12	$ 3,360,000	

Two additional capital projects that will add space for high demand programs are currently under construction. One is a 1,000 square foot classroom addition to the Clarkston Health Science building to accommodate larger classes. The other is a 5,000 square foot addition on the Walla Walla campus to improve laboratory space and accommodate program growth in Wind Energy Technology.

In 2010, approximately 5,000 square feet of lab space that was previously used for Precision Machine Technology (PMT) was renovated for Wind Energy Technology after the PMT program closed. This is an example of how existing space is modified to accommodate emerging workforce education programs.

WWCC has expanded land area at both the Clarkston and Walla Walla campuses. In 2006, the College purchased 4.57 acres across Fair Street from the existing campus in Clarkston. This land was purchased for future expansion of the Clarkston campus. It is currently used for parking and a community garden. In 2010 the College acquired an additional 10.5 acres of land that adjoins the Walla Walla campus on the east. This land was purchased for future expansion and is currently being used for storage of equipment, diesel mechanics projects, and a buffer between the College and its adjacent property.

In addition to new construction and capital repairs, WWCC is constantly investing in facility modifications that will result in energy savings. A major effort completed in 2011 was a $1.65 million energy efficiency project in the Dietrich Activity Center where heating was converted from electric resistance to natural gas and cooling was added to the central chiller plant. A significant effort has been made by the Facility Services staff to expand the energy management system and improve energy efficiency throughout the College.

To partially implement the college-wide sustainability plan, WWCC has entered the world of renewable energy production. The addition to the Water and Environmental Center that was completed in 2011 included the installation of a 75 kW photovoltaic (PV) solar array. Since its installation this solar array has produced 135,000 kWh of electricity which has been used on campus or returned to the grid. In 2012, WWCC received a $3.62 million direct legislative appropriation to expand renewable energy production and training capacity to expand energy systems training. As a result of this grant, WWCC will install approximately 130 kW of additional PV solar generating capacity. The College will also install two wind turbines, a large utility grade wind turbine, thermal solar heating in the new Wind Energy lab, two micro-hydro generators, a Programmable Logic Controller (PLC) lab, and an electric car charging station.

State capital funds have been augmented and leveraged by additional funding sources. Students voted to tax themselves to partially fund the Culinary and Student Services addition and remodel. Student funding was used to partially fund the Clarkston Health Science building and the addition that is currently under construction. A Washington State Department of Commerce grant provided nearly one-third of the funding for the Dietrich Activity Center energy efficiency project. A $3 million grant from the U.S. Department of Commerce, Economic Development Administration, funded a large portion of the addition to the Water and Environmental Center. The $3.62 million direct legislative appropriation is the result of a request to the legislature through the Innovation Partnership Zone (IPZ). WWCC has received three Blue Sky foundation grants from Pacific Power Corporation to support construction of renewable energy resources.

In addition to well maintained, functional buildings, WWCC is known for its beautiful campus. The campus grounds and a large expanse of green space contribute to an effective learning environment for students, support intercollegiate athletics, and represent a strong commitment to student engagement and retention.

As revealed in the Table VIII, much of the facility growth has been focused on high demand workforce programs. Four specific areas have been the focus of recent facility growth to support growth in training capacity to respond to work place needs: Health Science (i.e., nursing), Watershed Ecology and Water management, Culinary Arts, and Energy Systems (i.e., Wind Turbine Technology). These strategic initiatives follow the establishment of the Center for Enology and Viticulture in 2003 to provide a trained workforce for Washington State's burgeoning wine industry.

In addition to funded capital projects, the Facility Services staff has implemented smaller projects using college employees. These projects include classroom and office modifications, new equipment installation, and grounds improvement projects. During the summer of 2012 Facility Services staff completed a remodel to create a new testing lab that will meet new requirements for GED testing which will be implemented in January of 2013. The testing center will also support distance learning and provide approved disability testing accommodations. New student work stations have been purchased for the chemistry lab and will be installed by fall quarter 2012. The new work stations will improve teaching and learning as a result of better access to sinks and new, safe electric outlets. A new explosion proof freezer and an additional fume hood will also be installed in the chemistry lab.

WWCC provides space for many community meetings, events and activities when spaces are not used for instruction. Candidate forums, concerts, meetings, class reunions, anniversaries, community events, and even the 4th of July fireworks occur at WWCC. The College has also formed partnerships with two high tech firms that are supporting the local economy. ETS Labs, a wine and grape testing lab, rents space in the Enology and Viticulture building. Unibest, a soil and water analysis firm has rented space in the Water and Environmental Center. These firms contribute to innovation and economic growth in our region.

The College is compliant with Section 504 of the Americans with Disabilities Act (ADA) and State of Washington RCW 70.92.100 that states, "It is the intent of the legislature that, notwithstanding law to the contrary, plans and specifications for the erection of buildings through the use of public or private funds shall make special provisions for elderly or physically disabled persons." All capital construction projects are reviewed by Washington State Department of Enterprise Services, Division of Engineering and Architectural Services for ADA compliance. The College has a Disability Services Coordinator who advocates for people with disabilities and provides expert advice to assure that the college facilities are accessible and safe.

WWCC has paid particular attention to safety, security, and emergency preparedness. Steps taken to keep WWCC safe and secure include the following:

- A Safety Committee with members representing faculty, classified and exempt employees meets regularly. Incident reports are reviewed and recommendations made.
- The Emergency Procedures Plan was updated in the summer of 2012. Revised copies have been distributed.
- A designated emergency representative from the College Emergency Response Team (CERT) is in each building or area of a building. The CERT member is issued a back pack that includes a flashlight, emergency vest, two way emergency radio and other items. The emergency radio system is tested at least monthly.
- Evacuation maps are available in each building and each room.
- An emergency notification system has been implemented which will generate voice, text, and email announcements in the event of an emergency. This system is periodically tested.
- National Incident Management Systems (NIMS) training has been provided for Safety Committee members and senior administrators.
- Differentially colored carpet was installed in the "Warriors Knee" area to make steps more visible and prevent falls.
- Hand rails were installed on the sloped sidewalk to the Health Science building to increase safety when the sidewalk is icy.
- A video monitoring system with a dedicated server and 25 cameras has been purchased and is being installed.
- Safety instruction is included in all laboratory classes (2.G.1).

Standard 2.G.2: Hazardous and Toxic Materials

The College maintains Hazardous Materials Procedures within the Hazard Communication Plan and the Emergency Action Plan. These procedures include requirements to maintain Material Safety Data Sheets (MSDS) for all chemical substances used at WWCC. A master set of MSDS are maintained in purchasing. Each user of chemical substances is to have a MSDS in their work area for substances they use. Employees are expected to maintain labels on all chemical substances, and comply with environmentally correct hazardous materials management procedures regarding handling, storage, use, and proper disposal. Instructors are responsible for identification, labeling, and storage of small quantities for hazardous materials until they can be removed. The Maintenance Supervisor is responsible for proper disposal of identified hazardous materials. This individual arranges for disposal and maintains records of hazardous materials disposal to satisfy Department of Ecology requirements. The College has reduced the quantity of hazardous waste disposal to the point that it is considered a "Small Quantity Generator" by Department of Ecology.

Reduction in hazardous waste is a portion of the WWCC Sustainability Plan. For example, this summer the Chemistry Department removed a large quantity of old, unstable

chemicals from the storeroom. These chemicals were removed from the building and disposed of by a certified firm. In the future much smaller quantities of hazardous chemicals will be acquired or stored at any one time. Experiments which do not require the use of hazardous, volatile chemicals will be substituted. When possible, custodial practices have been changed to use as many non-toxic, green cleaning products as possible (2.G.2).

Standard 2.G.3: Facility Master Plan

The WWCC Facility Master Plan was updated in 2005. The current plan covers the timeframe from 2005-2015. That plan has guided the development and construction of the capital projects and repairs that have been completed since that time. The Facility Master Plan is based on the mission, goals, values, instructional plan, and core themes of the College. Although the mission of the College has been constant, the emerging training needs of the regional economy are changing rapidly. Thus, the Facility Master Plan must be updated often. WWCC has engaged an architect to assist with updating the master plan. That process will begin in early September, 2012. The updated plan will address priorities of the instructional plan and the Strategic Plan. The updated plan will also guide future requests for state capital project funding and future grant requests.

In addition to the Facility Master Plan, WWCC does a Facility Condition Survey every two years. The Facility Condition Survey is conducted by third party architects and engineers. Building systems such as roofs, plumbing, heating and cooling, and electrical systems are inspected. Deficiencies are identified. Reports of documented deficiencies are then used to seek capital repair funds. Each building is also assessed and rated. This process helps determine where to invest repair funds to extend the useful life for most buildings and in certain cases which buildings should be replaced or renovated.

WWCC has been a pioneer and leader in energy conservation and sustainability. As new buildings are planned, additional sustainability features are incorporated into the design process. The Water and Environmental Center which was completed in 2007 received the Leadership in Environmental and Energy Design (LEED) Silver recognition from the United States Green Building Council. The addition to the Water and Environmental Center was designed to the LEED Gold level. Documentation has been submitted. We are awaiting the results of the certification process. The LEED recognition is particularly appropriate for the Water and Environmental Center. Watershed Ecology and Water Management classes are taught there. The Walla Walla Valley Watershed Management Partnership, the Sustainable Living Center, and staff of the Confederated Tribes of the Umatilla Indian Reservation who work on habitat restoration and fish recovery are co-locators in the Water and Environmental Center.

Standard 2.G.4: Equipment

Departments and programs keep equipment replacement schedules. The Information Technology unit maintains a detailed inventory of desktop and instructional computers and makes annual recommendations regarding machines which should be replaced. Less capable machines are moved to less intensive use and new machines are placed in most

critical functions. Implementing the desired replacement schedules has been difficult during recent state budget reductions. During this time, equipment budgets have been protected as much as possible.

State funding for equipment purchases through the operating budget have been augmented by other special funding. Students pay a $3 per quarter credit Technology Fee to help fund additions to instructional technology and provide access to computer resources on both the Walla Walla and Clarkston campuses. Other creative solutions to supplement equipment budgets include donations, strategic use of state and federal surplus property distribution, grants (i.e., state, federal, and private), special state funding, and public and private partnerships. Co-locators at the Center for Enology and Viticulture and the Water and Environmental Center bring significant investment in state-of-the art and innovative equipment.

All equipment has bar coded tags affixed to it when purchased. Each year each building is inspected and each piece of equipment is located and identified so that an accurate tracking of equipment is accomplished. The College maintains a detailed inventory of all equipment, buildings, and land parcels.

Over the last ten years significant investments in equipment have been made to support new and expanded programs. These include: Enology and Viticulture, Watershed Ecology, Culinary Arts, and Wind Energy Technology. The College has been successful in receiving grants to fund much of the new equipment for these programs. Examples include: $100,000 grant from USDA for winery equipment; $250,000 grant from US Department of Commerce for equipment in the Water and Environmental Center (i.e., Watershed Ecology and Water Management); $203,200 in three separate grants from Pacific Power for solar installations to support Energy Systems Technology; a special high demand equipment grant from Washington State of $352,676 to support equipment purchases for equipment for nursing, water programs, wind energy and electricity; and, $3.62 million from the Washington State legislature for renewable energy components and a new Programmable Logic Controller lab. Unanticipated operating budget balances at the end of a fiscal year are often invested in one-time strategic equipment purchases to implement equipment purchase plans and emerging needs. A video monitoring system for an emerging safety and security need was purchased with 2011-12 utility savings (2.G.4).

Standard 2.G.5: Technological Infrastructure

WWCC is one of 34 technical and community colleges spread throughout Washington State. This system consists of 34 discrete service districts, colleges, boards, and college presidents, which respond to local educational needs. At the same time, this system maintains its identity under the umbrella of the SBCTC that coordinates the activities of all 34 colleges through state-wide commissions and councils, a coordinated capital and operating budget funding process, and a set of centralized administrative software applications. The centrally hosted and supported application systems are student management system (SMS), financial management system (FMS), financial aid management

(FAM), and payroll and personnel Management System (PPMS). In addition, there are several system-recommend and supported software programs such Angel, Tegrity (Lecture Capture), Blackboard Collaborate (online meetings, advising, faculty office hours), and a library system.

WWCC staff use the centrally-supported administrative systems to enter, change, view, and extract data using mostly pre-defined screens and reports. In regards to these systems, Technology Services staff maintain accounts, Internet security, provide tech support, understand the data, schedule jobs, print reports, and maintain connectivity.

The centrally-supported systems have been in use since the early 1980s without any significant changes, except those mandated. Consequently, these systems serve their purpose, but also are limited. The State is several years into a process to migrate these systems to a more stable platform (accomplished in May 2011) and replace them with more modern systems. The project is called CTCLink and may take as long as five or more years to complete all 34 colleges.
Though the centrally-supported systems provide for the basic record-keeping needs of the College, local innovations proved necessary to the development of new data tools and systems that affect College effectiveness and efficiencies. Table IX shows technologies and systems supported by the Technology Services department.

Table IX: Systems and Technologies

Systems	Technologies
Phone Based (PBX)	500+ Accounts on Walla Walla and Clarkston Campuses
Web Sites	-Main college web site: http://wwcc.edu -Staff web sites: http://web.wwcc.edu -College Cellars (Foundation: http://collegecellars.com -Titus Creek Café: http://tituscreekcafe.com -Wine Country Culinary Institute: http://winecountryculinary.com -Ag Center of Excellence: http://agcenterofexcellence.com -Hardwoods of bio-fuels Grant: http://ahb-nw.com/ -Adverse Childhood Experience: http://resiliencetrumpsaces.org/ -Online Bookstore (Cloud): TBD
Interactive Television (ITV)	Instructional (e.g., nursing) and administrative application

Technology Services contributes to the College's core themes by supporting internal and external partners to carry out their respective missions. Those partnerships (Table X) result in increasing capacity, impact, and the ability to develop and implement educational and community-based programs in the service district.

Table X: College Partnerships

Internal Partners	External Partners
Water & Environment Center	Confederated Tribes of Umatilla Indian Reservation
WWCC off Campus ESL Programs	Sustainable Living Center
WALNET Library – now in the "Cloud"	Washington State Department of Ecology
Enology Testing Services (ETS)	Walla Walla Watershed Management Partnership
WWCC Educational Programs at WSP	Walla Walla School District (Garrison Night School)
WWCC Educational Programs at CRCC	Tyson Foods Learning Center
	WorkSource Walla Walla
	Learning Center for Non-Profits
	John Deere Corporation
	Snake River Salmon Recovery Board
	Walla Walla Valley Early Learning Coalition
	18 CTCs in Washington State Who Have Adopted WWCC's Advisor Data Portal

The Technology Services staff is represented and involved in numerous committees and councils. They coordinate weekly meetings with Student Services, and bi-weekly meetings with Business Services, Facilities Services, and the Web Committee. The Director of Technology Services participates in Administrative and College Council. Technology Services is represented and takes an active role in College operations and planning on the eLearning Committee, the Title III Steering Committee, the Institutional Effectiveness and Research Committee, and the Enrollment Planning Committee. There is also close collaboration with Faculty Senate and ASB.

In order to adapt to changing instructional needs and new programs the Technology Services department has installed, updated, and supported an extensive number of new software applications and made numerous infrastructure improvements. To address the shortcomings of the core administrative systems, the Technology Services staff has developed a number of applications. Combining Title III and Title V grant funds with local expertise, WWCC created several web-based applications. These tools increase the efficiency of all staff in fulfilling the College's mission and ultimately increasing student success and achievement. Many of these software applications have been adopted by other colleges in our system. Some of those applications are:

Online Catalog Administrator (OCA) http://wwcc.edu/oca

Staff maintains instructional department information, degree sequences, course descriptions, master course outlines, learning outcomes, and departmental advisors. Faculty upload syllabi,

create assessment plans and responses, and share them with colleagues. Much of the data for the public, online eCatalog and printed catalog is derived from the OCA. Degree-level and program level assessments have been added in recent years.

eCatalog **http://wwcc.edu/cat**

Data from the OCA is available to all students, staff and the general public through an online, searchable database. Most recent changes include direct links to A.A./A.S. transfer degree information, gainful employment information by degree, and degree requirements both by discipline and by quarter.

eSchedule **http://wwcc.edu/qcat**

Data from the OCA and SMS is presented to students, staff, and the general public via a searchable web-based application. The most recent improvements include the addition of a waitlist summary, the updating of enrollment counts every 10 minutes from the legacy SMS located in Olympia, and graphical indicators of class delivery method (face-to-face, online, hybrid, web-enhanced).

Advisor Data Portal (ADP) **http://tinyurl.com/adpdemo**

This web-based application aggregates data from SMS (e.g., biographic, class schedule, transcribed courses, and degrees), Degree Audit, eCompass tests, CASAS tests, Academic Early Warning (AEW), advisor notes, degree estimates, custom web links, and advisor news into one set of screens. This application is used by all advisors and faculty and has been adopted by 18 other community and technical colleges in Washington State.

Degree Estimates **http://wwcc.edu/innovations**

This innovative system, unique in Washington State if not regionally, mines SMS and Degree Audit (degree requirements) to determine a student's proximity to any degree. All students and all degrees/certificates are electronically reviewed. The results are exposed to advisors, faculty, and students.

Academic Early Warning **http://wwcc.edu/innovations**

This web-based system allows faculty to report students needing assistance or recommended for honors. The result is that students are contacted early in the quarter and offered tutoring and other interventions. Recently, the data was also exposed in ADP and used for research.

MyWWCC **http://wwcc.edu** (home page login)

This locally developed application is the student portal. Students use the same Student Identification (SID) number to login to college lab computers, webmail, and MyWWCC. MyWWCC shows grades, degrees, and student achievement progress from ADP (e.g., math and English progression, degree estimates). It allows single sign-on to ANGEL, links to web registration, and use of the Student Portal Communicator. It will soon have data-triggered as

well as scheduled "popup" messages to students, such as "Congratulations, you are only 20 credits from your declared degree".

CCNET **http://wwcc.edu** (home page login)

This is the staff version of a portal. It was also developed at WWCC. It aggregates the most used applications on one set of pages, allows single sign on to ANGEL, ADP, and Time and Leave Reporting (TLR).

Financial Aid Dashboard (FAD)

This WWCC-developed application aggregates SMS and FA data into one screen for use in award reviews, Pace of Progression (POP) and Satisfactory Academic Progress (SAP) as well as an outlier report that filters for students who fail on any of the above criteria that would place them on college or federally mandated academic suspension.

FMSQuery

This application was initially developed at Green River Community College but later received limited support from the SBCTC. WWCC enhanced the application by adding several new reports and query options. This application is used heavily by the business services department and those on campus who manage budgets.

GLQuery

This locally developed application was added to the FMSQuery system menu but exposes a different set of data – GL data.

Dashboard: **http://www.wwcc.edu/CMS/index.php?id=3441**

WWCC Technical Services staff has developed a dashboard that allows quick and easy access to information around enrollment, grants, and a number of administrative reports.

SSRS (SQL Server Reporting Server)

This sub-system makes use of Microsoft's SSRS software and data stored on a local database server to expose queries by type in a web-based folder system. Users select or enter input parameters, which produce data reports with drill-down capability. The data can be exported to Excel and pivot tables used for research.

The IT department regularly assesses if the support and systems provided to staff and students are adequate. This includes Web analytics, which are tracked, analyzed, and used to make changes to the website. Internet usage to and from the campus is monitored and analyzed for trends. This information is used to make changes to the infrastructure. Usage statistics of the student portal, MyWWCC, and ADP are regularly tracked. An annual review of major projects is conducted to ensure IT priorities align with the College mission. Students also provide feedback through a survey presented during registration (2.G.5).

Standard 2.G.6: Support on Use of Technology Systems

The Technology Services department works closely with the Instructional Designer to ensure that faculty are oriented and trained to use new technology systems and tools. Many of these instructional sessions have been recorded and archived, and are available online. WWCC has made significant progress towards increasing professional development sessions using technology in teaching (2.G.6).

Standard 2.G.7: Technological Infrastructure Planning is Inclusive

WWCC's Technology Services department promotes inclusiveness in its planning process. This includes soliciting and receiving input from students, faculty, community partners, and staff. Technology Services staff are also an integral part of this planning process since they are key to supporting the installation and maintenance of technology. The infrastructure planning process includes staffing a help desk that accepts requests over the phone or in person; providing an online request form for technology services; the implementation of a locally developed web-based technology request template, referred to as the Low Risk Forms Routing (LRFR); regularly meeting with college departments, such as Student Services, Facilities Services, Business Services; and, participation on Administrative and College Council, Title III, and other college committees (2.G.7). Table XI illustrates specific college cohorts involvement in technological infrastructure planning.

With input from faculty, technological infrastructure in classrooms is assessed annually. The assessment focuses on processing power, software, and performance of the tools in a specific room. With the increased use of lecture capture software such as Tegrity, interactive smart boards, and audio video presentations input from faculty using those consoles is essential. Console upgrades are not on a scheduled table but are addressed upon an as needed basis (2.G.7).

Table XI: College Engagement in Technological Infrastructure Planning

College Community Cohort	Engagement for Technology Planning
Students	-Periodic web-based surveys solicit student input. -Student survey results from the CCSSE. -Input from ASB staff and officers. -Student input to lab monitors. -Student walkups to the Help Desk.
Community Partners	-Supporting co-located partners technology needs. -Consulting and web-related work for community non-profit organizations. -Workforce Education advisory committees input.
Faculty	-Faculty Senate participation as requested. -Meeting with instructional departments who use computer labs. -Participation on technology review committee(s). -Annual review of computer labs and technology in the classroom
Staff	-Annual review of staff computers with recommendation to budget authority for upgrades.
Technology Services Staff	-Bi-weekly Network Planning & Review (NPR) meetings with Technology Services staff. -Weekly meetings with Clarkston Technology Services staff and ITV support staff. -Open door policy

Standard 2.G.8: Process for Regular Review of Technology Updates and Replacements

An annual review is conducted by the technology staff to establish a performance baseline that meets the computing needs of faculty, staff, and students. Software demands and hardware performance are assessed and those systems not meeting the baseline criteria are listed for upgrades or replacement. Replacement or upgrade requests are routed through the vice president overseeing that department for approval.

Computer labs are annually assessed according to software demands, hardware performance, and overall use. During these assessments, department heads and instructors are asked for input on the current lab performance and any future software upgrades or additions they may have planned. Minimum system requirements are researched and this information is evaluated as to the effect on performance of the current machines. A multimedia lab was created and a decision was made to replace these machines every year in order to have the highest performing computers to run the most intensive software. This approach ensures that student success is not jeopardized by inadequate hardware.

WWCC infrastructure planning is an ongoing effort by the institution to address areas of current and future needs and to ensure our technology supports the core operations, programs, and services of the College. This includes reviewing, maintaining, and updating both our wired and wireless network infrastructure to provide the high-capacity network infrastructure and connectivity needed to deliver technology services. The network backbone includes both fiber and copper media connected in a star-topology. WWCC has also implemented the use of Point-2-Point wireless radio technology to include out buildings otherwise off the network and to cut the expense of trenching and cable installation. The services delivered and managed over this network include mainframe, web, file, application, print, email, video-conferencing, and Voice-over-IP. Facility Services is also a part of technology infrastructure planning in relation to the physical space, environmental controls, and power needed for the technology infrastructure.

WWCC Technology Services currently has a 100MB fiber internet connection supported by the K-20 Network to each campus location to accommodate internet services. Internet connectivity has become critical to our classroom and administrative services, and requires regular administration of our perimeter equipment for bandwidth quality and security to ensure reliability. In addition, Technology Services performs annual reviews and planning of network technology and bandwidth development and trends, with consideration given to both private and public links for redundancy, increased speeds, and cost-effective solutions. There will be increasing demand for internet connectivity as more services include online interaction or are hosted in the cloud; and it is WWCC's goal to efficiently manage the current bandwidth, but also to be flexible and prepared for change as the needs arise.

The data center that houses the server equipment and college data is another component of the technology infrastructure. Key members of the Technology Services team maintain, plan, and implement a secure server environment with the emphasis on fault tolerance and redundancy for data integrity and service availability. The Technology Services department has implemented virtual server technology over the last two years as a sustainable and efficient means of achieving these goals, and plans to continue in this effort for future servers and possibly desktop virtualization (2.G.8).

SECTION VII: CONCLUSION

In this Year Three Report, WWCC has prepared and provided two reports in response to the NWCCU's revised accreditation standards. These include *Standard One: Mission, Core Themes, and Expectations*, and *Standard Two: Resources and Capacity.* A Year Five Self-Evaluation Report that encompasses two additional standards, *Standard Three: Planning and Implementation* and *Standard Four, Effectiveness and Improvement* will be submitted in fall, 2013. Year Seven Self-Evaluation Report will accumulatively include all previously submitted standards as well as *Standard Five: Mission Fulfillment, Adaptation, and Sustainability,* and will be submitted in fall, 2014. The Year Seven Report will complete WWCC's accreditation reporting cycle addressing the new standards. Each year's report will carry forward WWCC's ongoing cycle of accreditation and improvements identified through all five standards and four reports. Year Three Self-Evaluation has given the entire WWCC's community opportunity to review, evaluate, and assess mission fulfillment and core values of the College. WWCC'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.

Standard One involved a yearlong process engaging staff and faculty from across many departments and across all campuses in order to identify the College's core themes. 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 nine objectives involved the analysis and synthesis of input from a broad base of college staff, faculty, and administrators.

Walla Walla Community College will measure mission fulfillment through the achievement of the eight objectives identified in Standard One core themes. The forty-eight indicators include measurement criteria that are assessable, quantifiable, and meaningful. The rationale and desired outcomes for these indicators were included in this report. These outcomes articulate WWCC's continued drive and commitment for excellence in encouraging student success and achievement, providing and creating innovative and diverse learning environments, and strengthening community.

Standard Two documents WWCC's infrastructure of resources and capacity by which mission fulfillment is obtained through the core themes. Standard Two's Accreditation Steering committee (Appendix C) was made up of representatives from each of the departments represented in Standard Two as well as staff, faculty, and administrators from all campuses. WWCC's Accreditation Steering committee will be an integral part and contribute significantly to the 2012-14 strategic planning efforts.

APPENDICES

APPENDIX A

Standard One Accreditation Leadership Team

Dr. Marleen Ramsey, *Vice President of Instruction*
Dr. Mindy Nelson, *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 B
Greg Farrens—Leader
Ron Rooks—Group Organizer
Peter Van Dyke
Brenda Anderson
Traci Krebs

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

Group D
Janet Danley—Group Leader
John VanSlyke—Group Organizer
Melinda Brennan—Group Reporter
Debra Erikson
Eric Schulz
Tim Ault
Kirsten Telander
Jeanine Kay-Shoemake

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

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

Group G
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 H
Mona Himmelberger – Group Leader

Jerry Kjack – Group Organizer
Gary Benefiel – Group Reporter
Tim Donahue
Mike Mahan
Mike Adams
Jeff Reinland

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

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

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

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

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

Group Q
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
A.A./A.S. DEGREE LEVEL LEARNING OUTCOMES MATRIX

WWCC Learning Outcomes	A.A. Degree	AS Degree
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.
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.

Digital and Information Competencies Learning Outcome	Find, access, and review needed information using appropriate media and technology tools.	Find, access, and review needed information using appropriate media and technology tools.
	Synthesize, create, share, and distribute information using appropriate media and technology tools.	Synthesize, create, share, and distribute information using appropriate media and technology tools.
	Demonstrate ethical and responsible use of media and information.	Demonstrate ethical and responsible use of media and information.
Diversity Learning Outcome	Demonstrate an understanding of human similarities and differences.	Demonstrate an understanding of human similarities and differences.
	Demonstrate an understanding of issues related to diversity and the role these issues play in the distribution of power and privilege (i.e., race, gender, mental and/or physical disabilities, sexual orientation, age, culture, socioeconomic status, and religion) .	
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

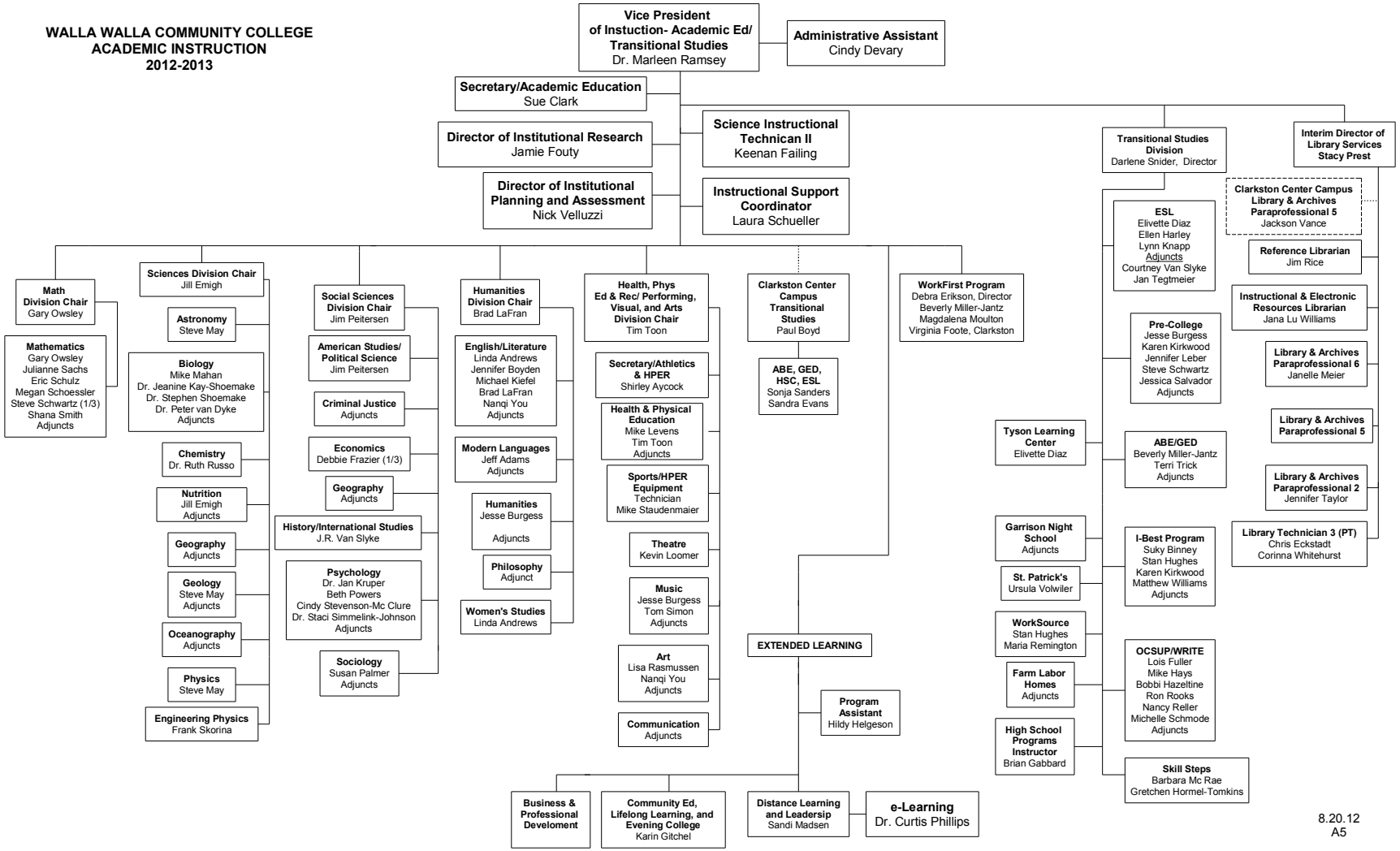
APPENDIX C

Walla Walla Community College Steering
Accreditation Steering Committee Members

Marleen Ramsey, Chair
Forrest Baker
Brent Caulk
Janet Danley
Cynthia Devary
Jill Emigh
Davina Fogg
Jamie Fouty
Sherry Hartford
Mona Himmelberger
Nancy Kress
Sandi Madsen
Krista Mahan
Don Miller
Chad Miltenberger
Mindy Neissl
Mindy Nelson
James Peterson
Stacy Prest
Jerri Ramsey
James Rice
Wendy Samitore
Joe Semall
Darlene Snider
Bill Storms
Loretta Taylor
Steven VanAusdle
Nicholas D Velluzzi
Kristi Wellington-Baker
Sue Willis

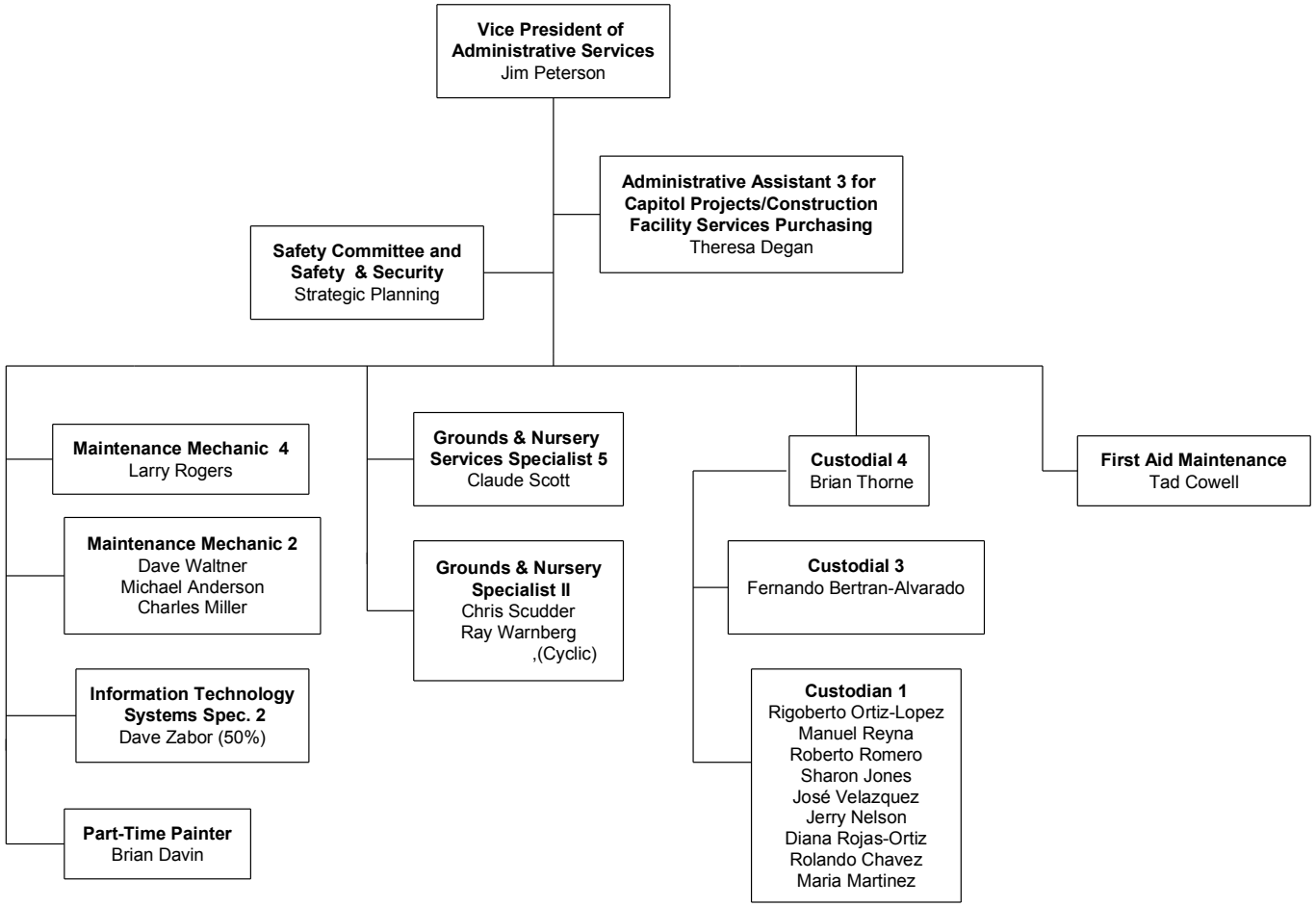
APPENDIX D
WWCC'S ORGANIZATIONAL CHARTS

Appendix 2.A.9. Organizational Chart #1: Academic Instruction



Appendix 2.A.9. Organizational Chart #2: Administrative Services

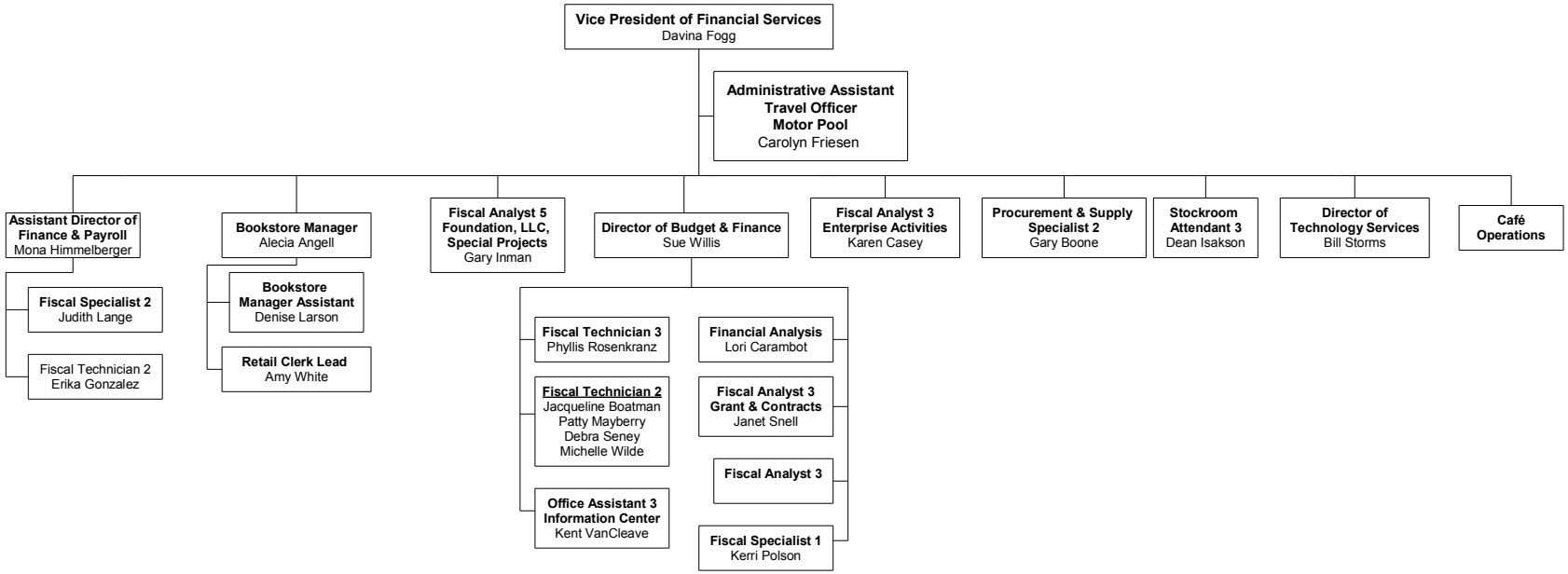
WALLA WALLA COMMUNITY COLLEGE
ADMINISTRATIVE SERVICES
2012-2013



Rev: 7.11.12
A6

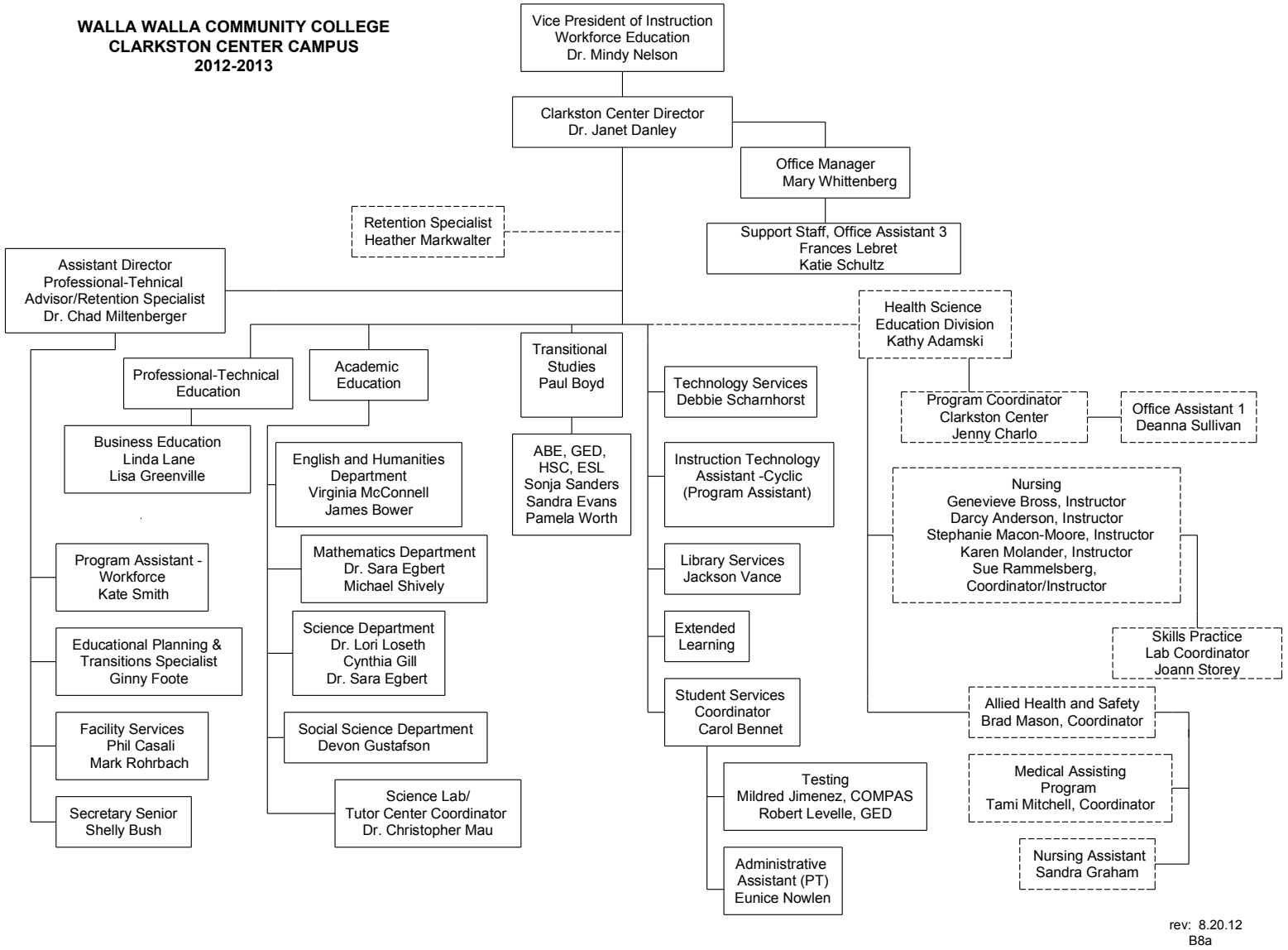
Appendix 2.A.9. Organizational Chart #3: Business Services

WALLA WALLA COMMUNITY COLLEGE
BUSINESS SERVICES
2012-2013



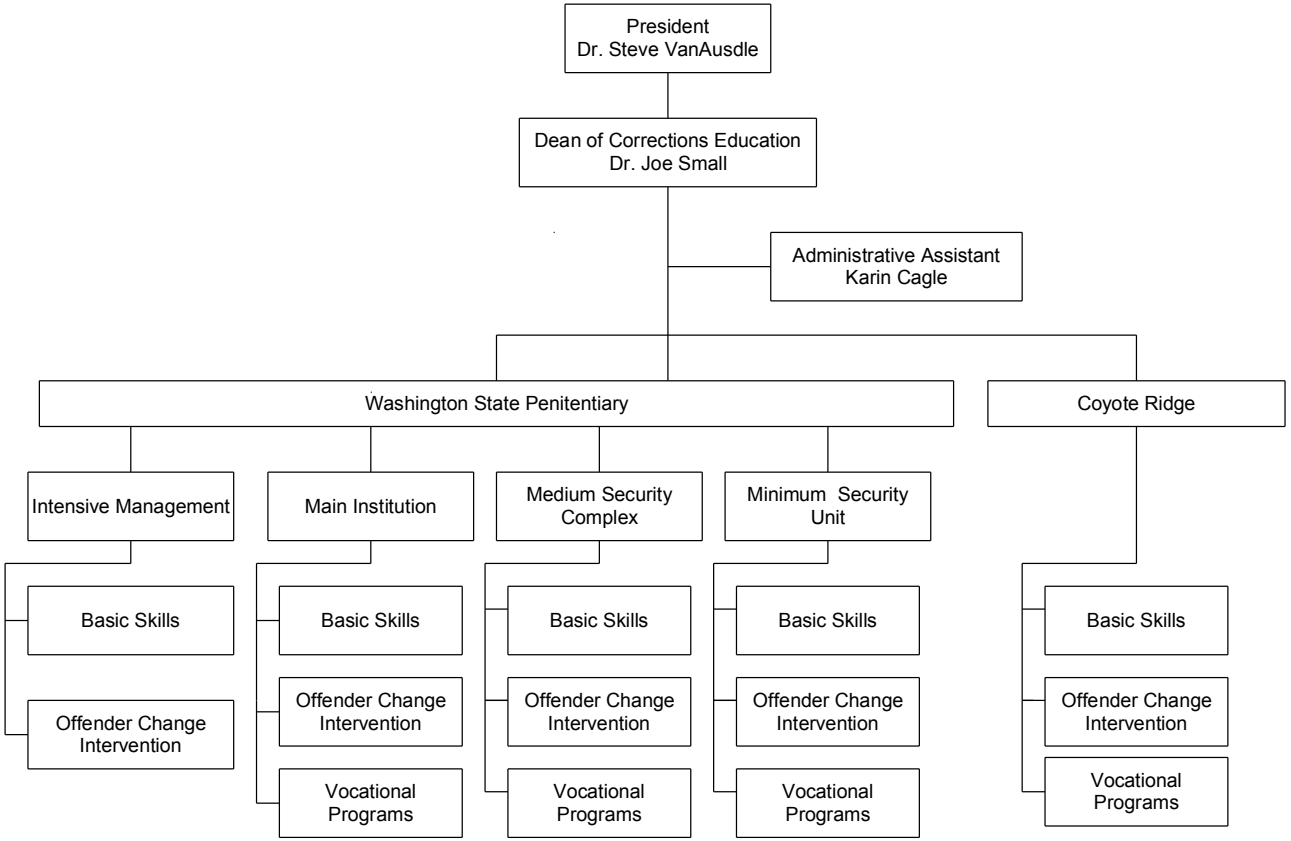
rev: 8.8.12
A7

Appendix 2.A.9. Organizational Chart #4: Clarkston Center Campus



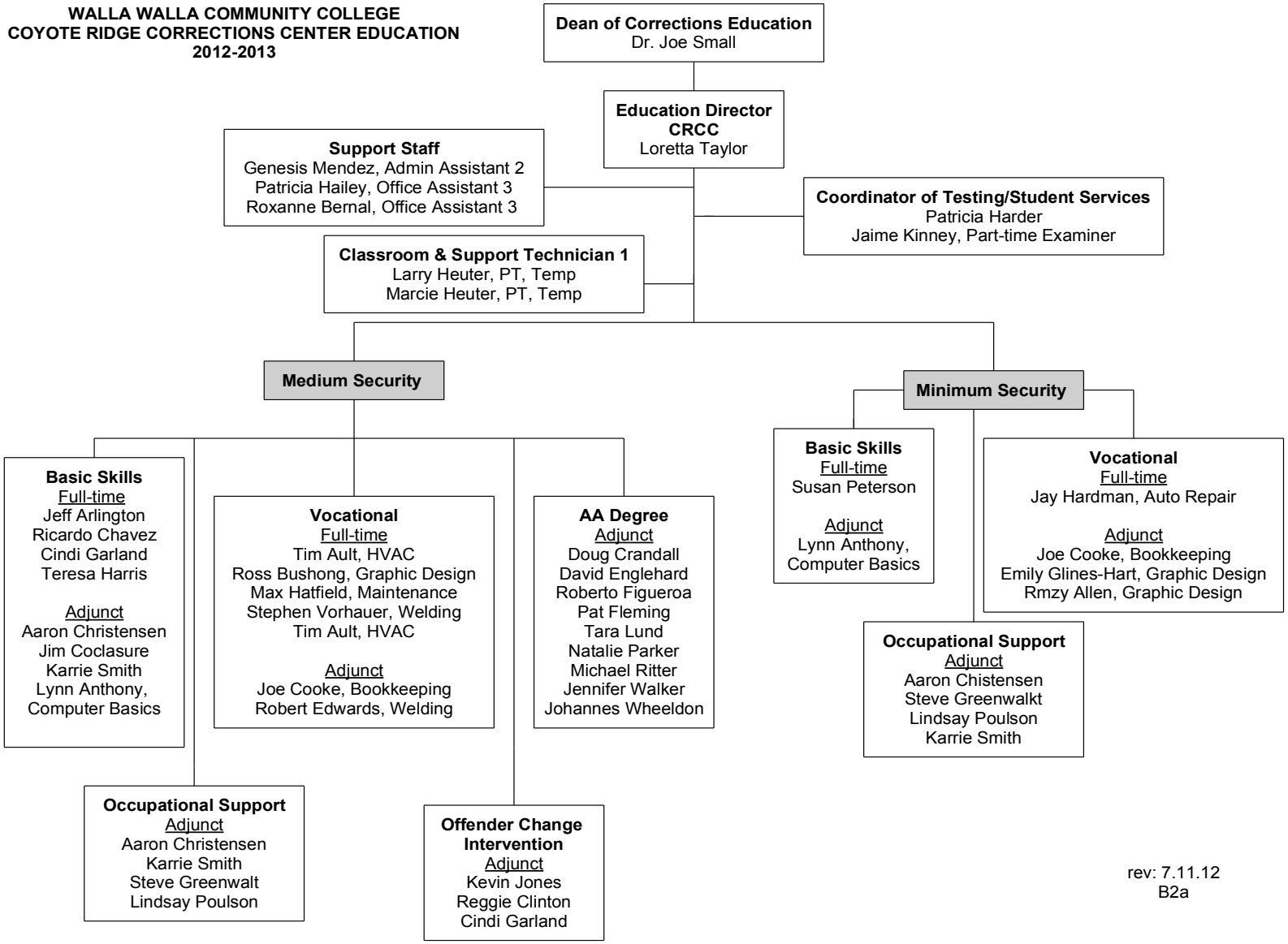
Appendix 2.A.9. Organizational Chart #5: Corrections Education

WALLA WALLA COMMUNITY COLLEGE
CORRECTIONS EDUCATION
2012-2013



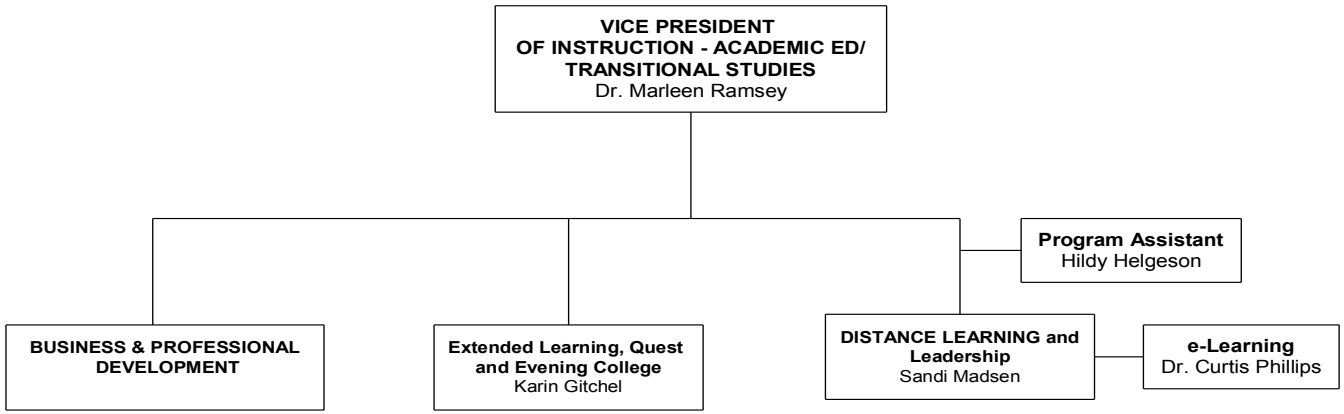
rev.7.11.12
A2

Appendix 2.A.9. Organizational Chart #6: Coyote Ridge Corrections Center Education



Appendix 2.A.9. Organizational Chart #7: Extended Learning

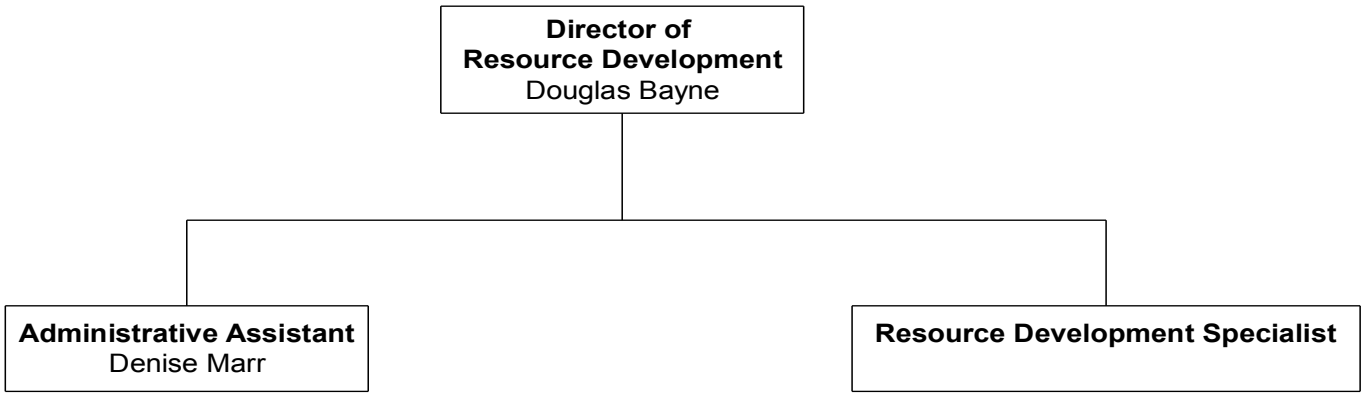
WALLA WALLA COMMUNITY COLLEGE
EXTENDED LEARNING
2012-2013



rev: 7.30.12
B5a

Appendix 2.A.9. Organizational Chart #8: Foundation Office

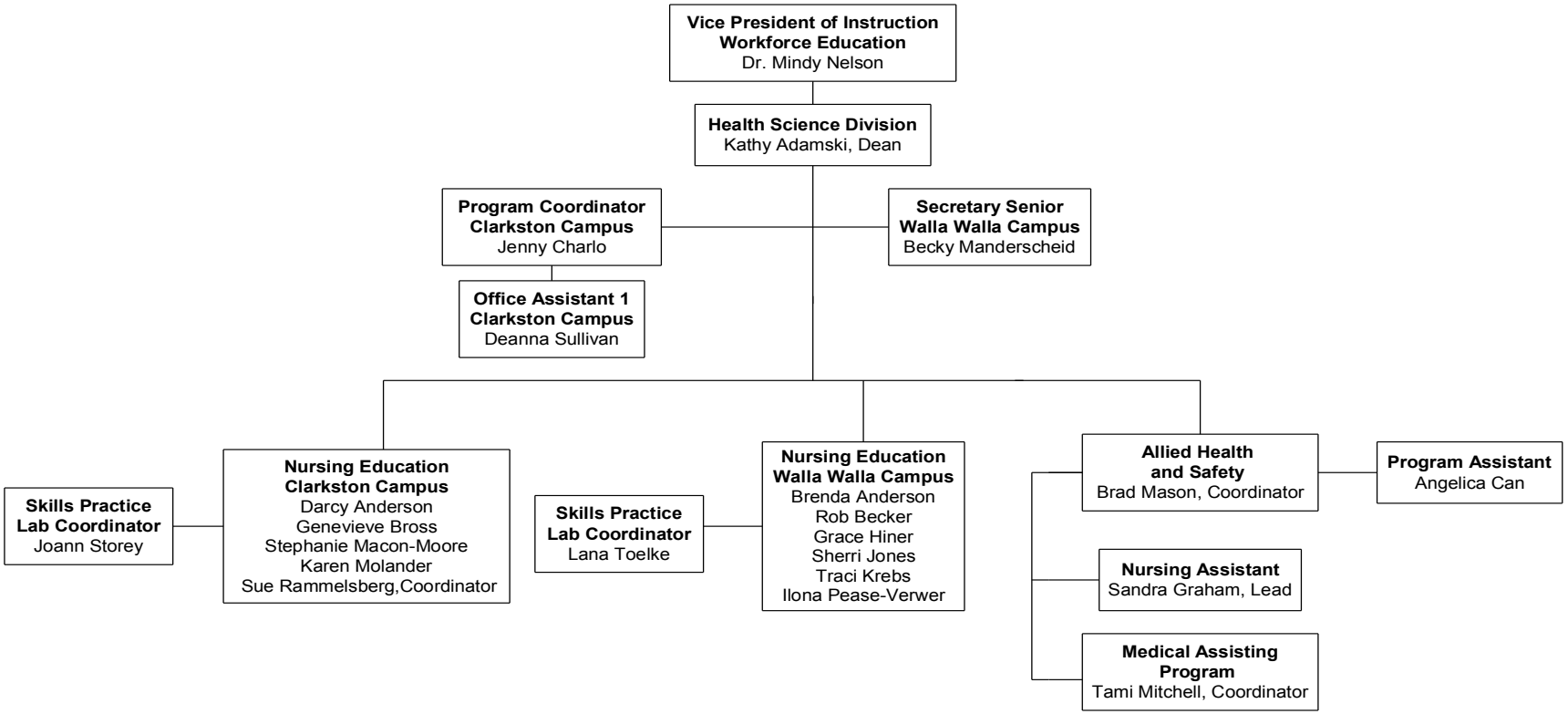
WALLA WALLA COMMUNITY COLLEGE
FOUNDATION OFFICE
2012 - 2013



New: 7.11.12
A3

Appendix 2.A.9. Organizational Chart #9: Health Science Division

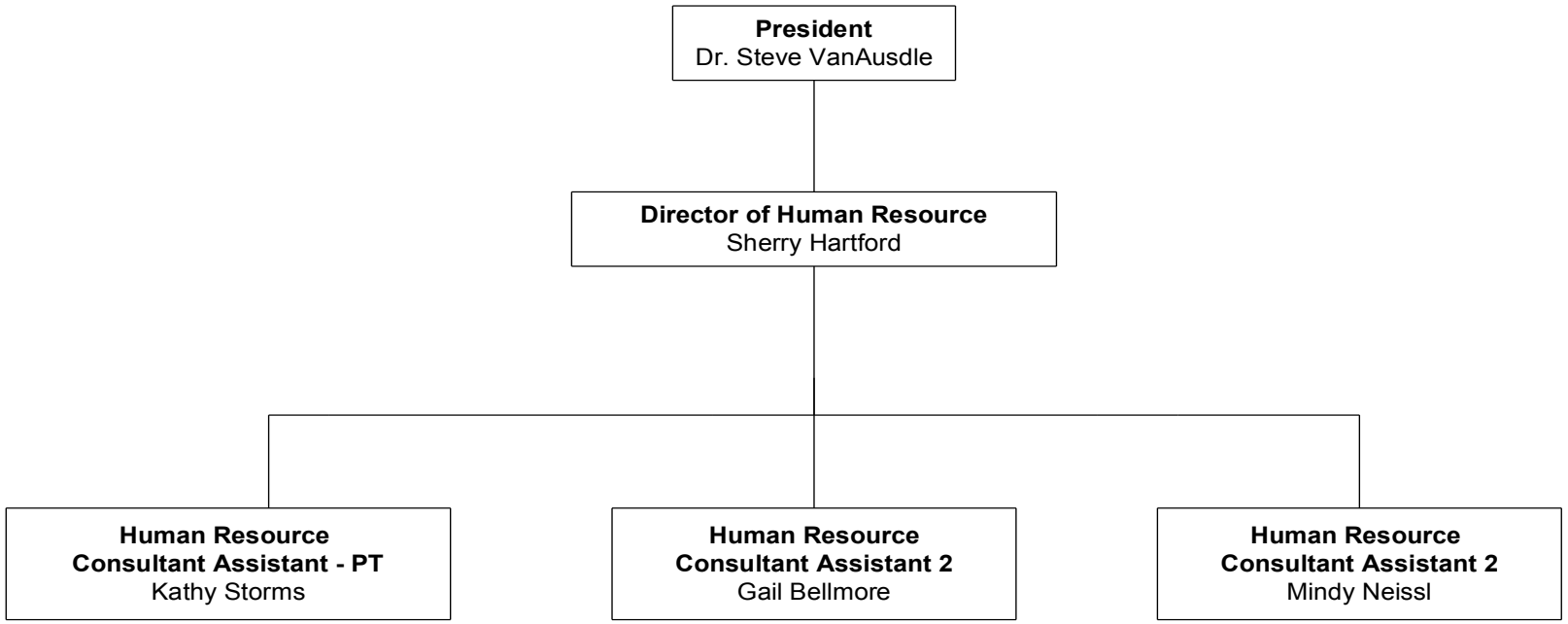
WALLA WALLA COMMUNITY COLLEGE
HEALTH SCIENCE DIVISION
2012-2013



rev: 8.20.12
B8b

Appendix 2.A.9. Organizational Chart #10: Human Resources

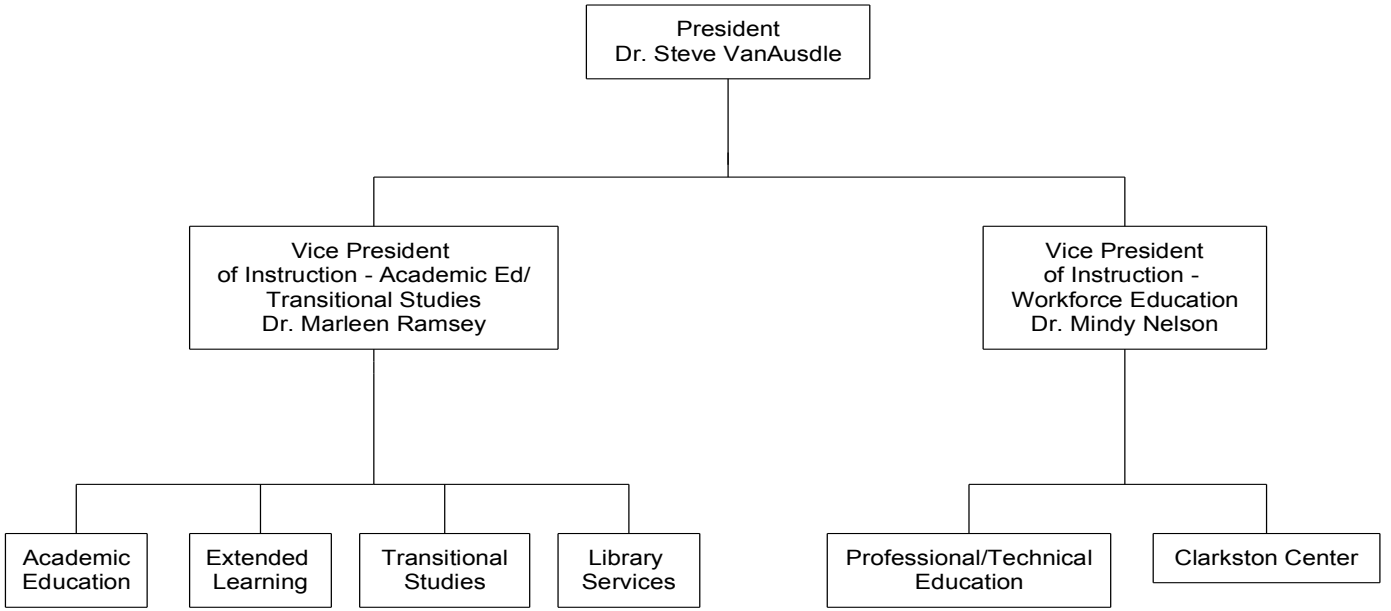
WALLA WALLA COMMUNITY COLLEGE
HUMAN RESOURCES
2012-2013



rev. 7.11.12
A4

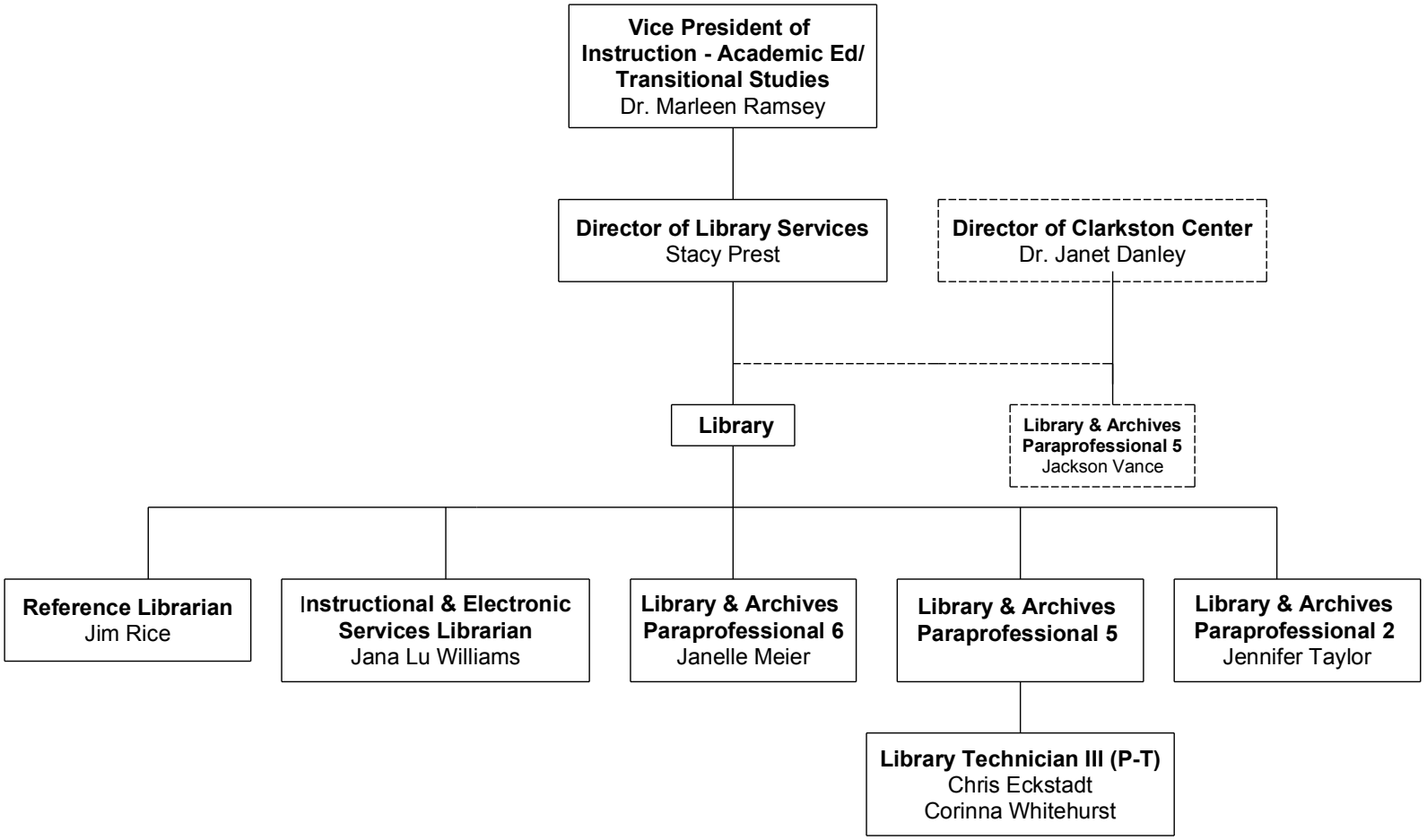
Appendix 2.A.9. Organizational Chart #11: Instruction

WALLA WALLA COMMUNITY COLLEGE
INSTRUCTION
2012-2013



Appendix 2.A.9. Organizational Chart #12: Library Services

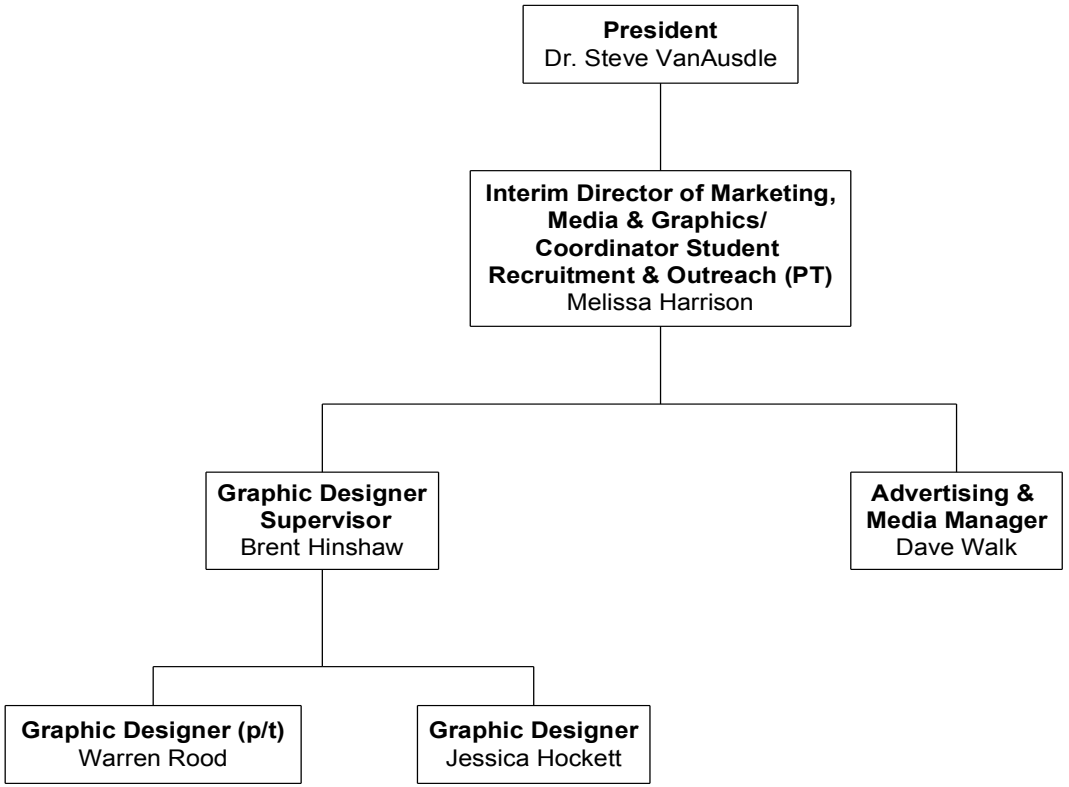
WALLA WALLA COMMUNITY COLLEGE
LIBRARY SERVICES
2012-2013



rev. 7.30.12
B5b

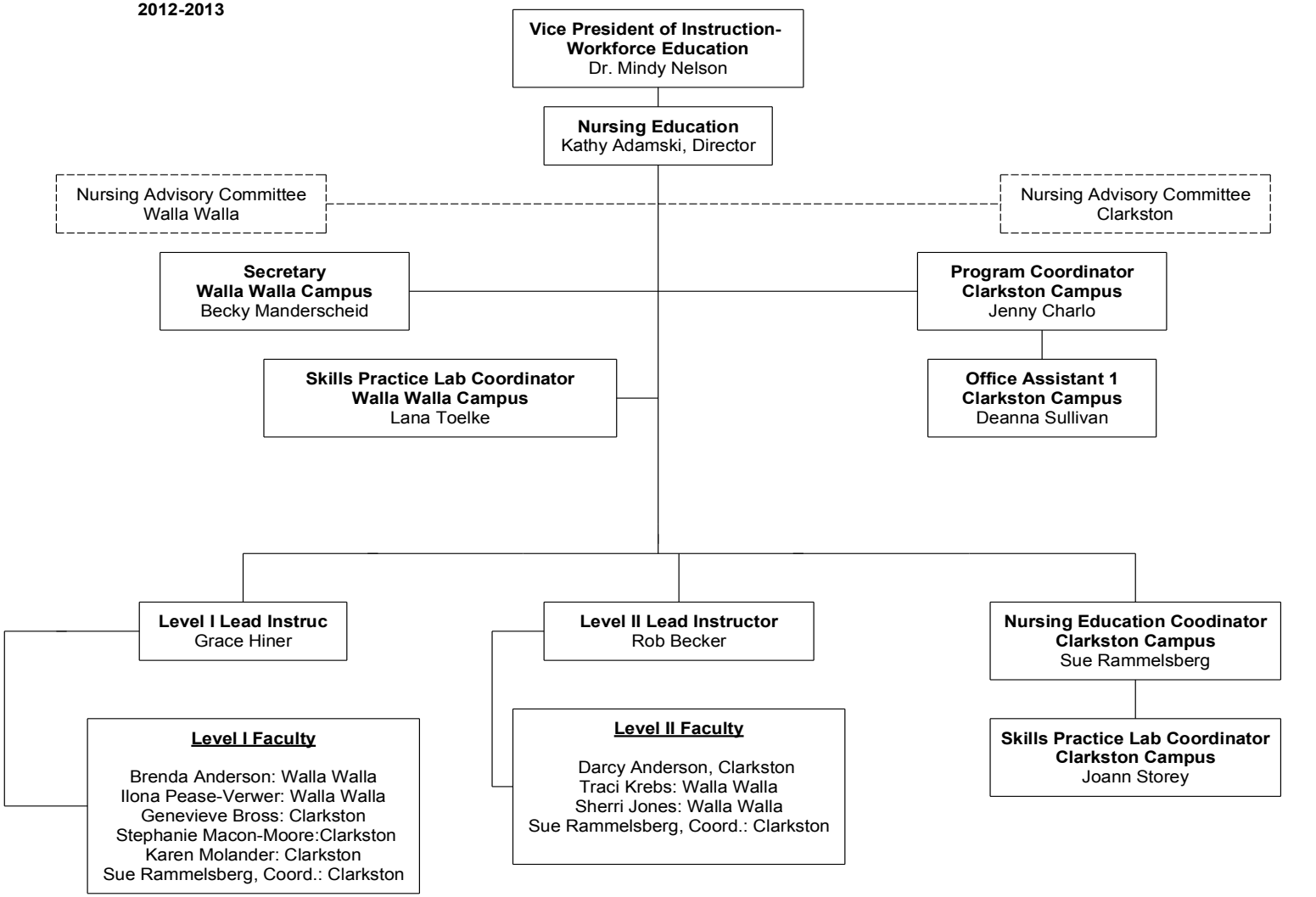
Appendix 2.A.9. Organizational Chart #13: Marketing, Media & Graphics

WALLA WALLA COMMUNITY COLLEGE
MARKETING, MEDIA & GRAPHICS
2012-2013



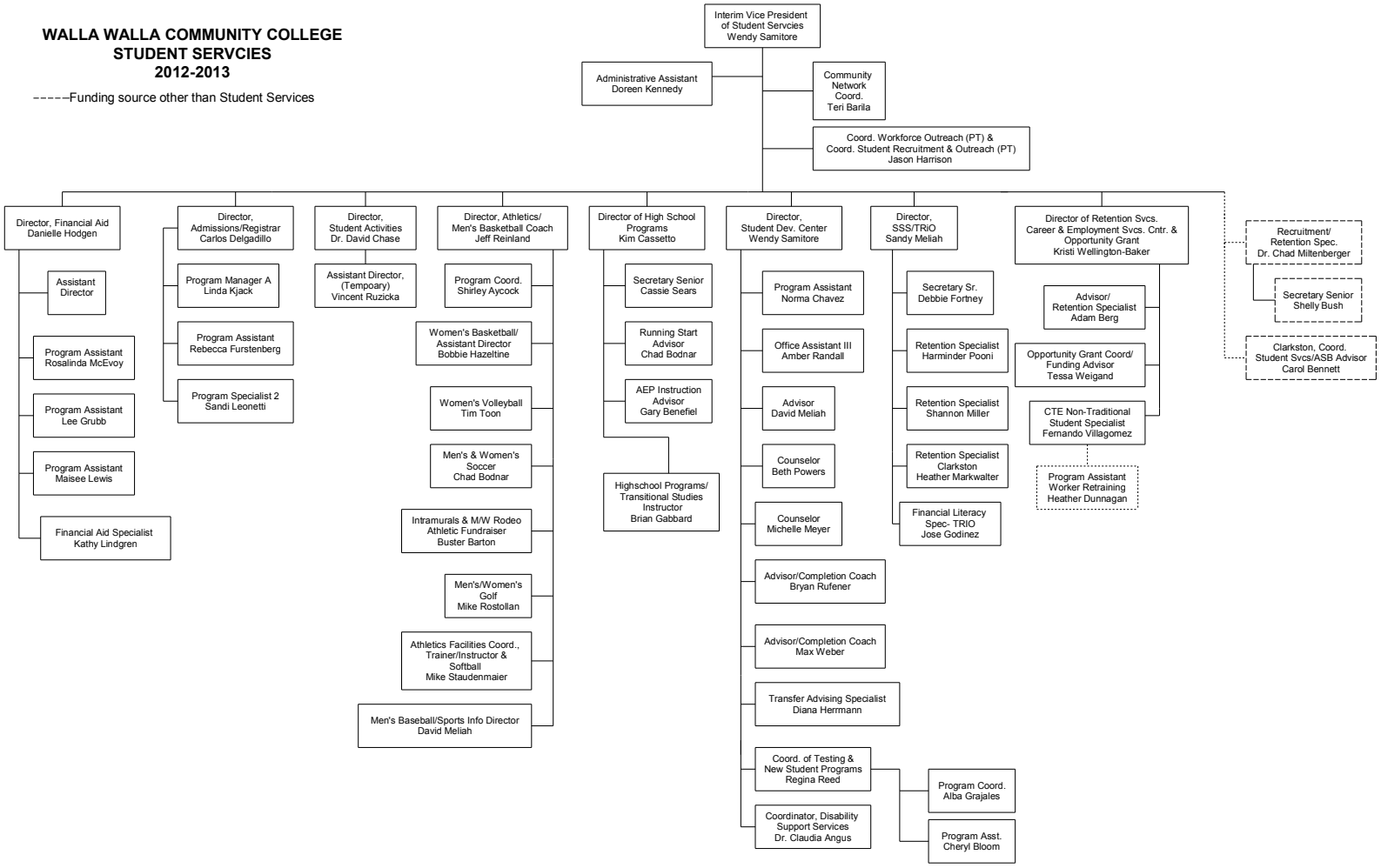
Appendix 2.A.9. Organizational Chart #14: Nursing Education

WALLA WALLA COMMUNITY COLLEGE
NURSING EDUCATION
2012-2013



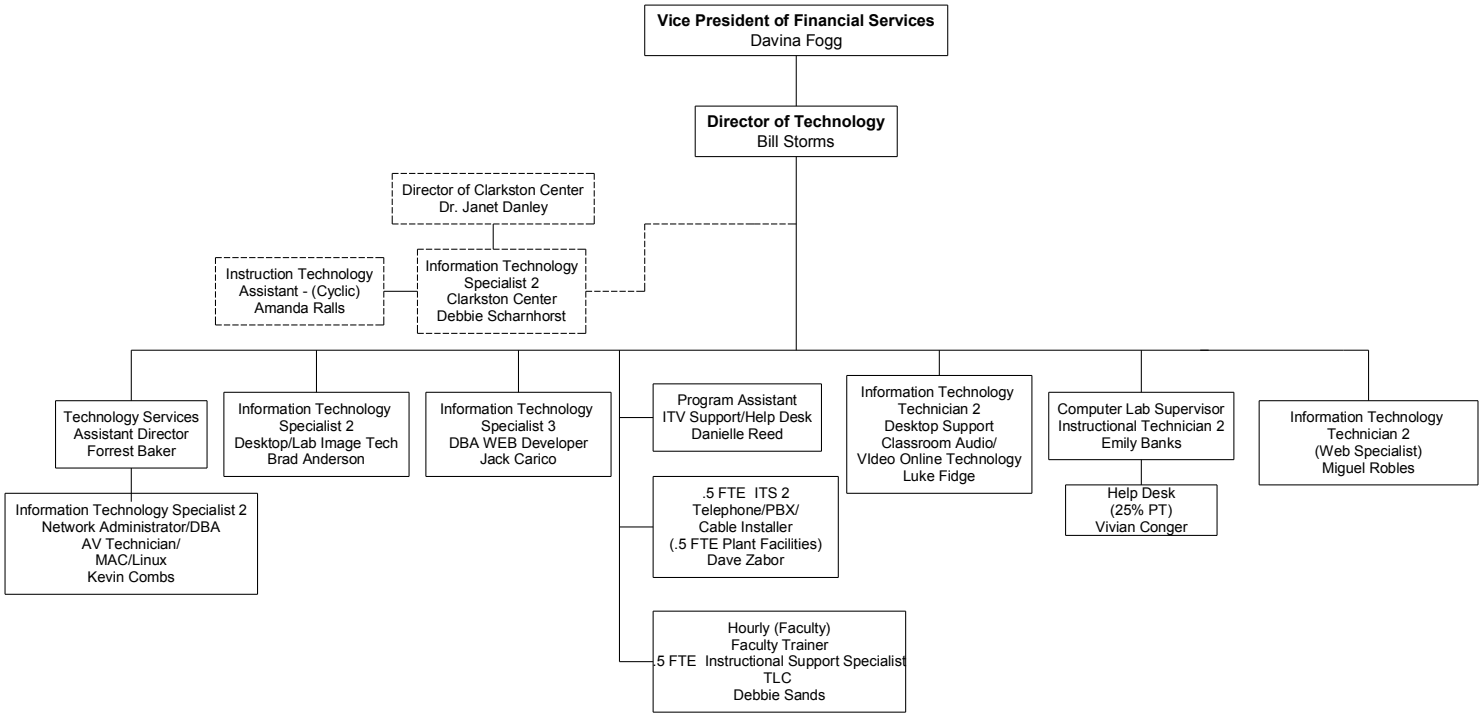
Rev. 8.20.12
C8c

Appendix 2.A.9. Organizational Chart #15: Student Services



Appendix 2.A.9. Organizational Chart #16: Technology Services

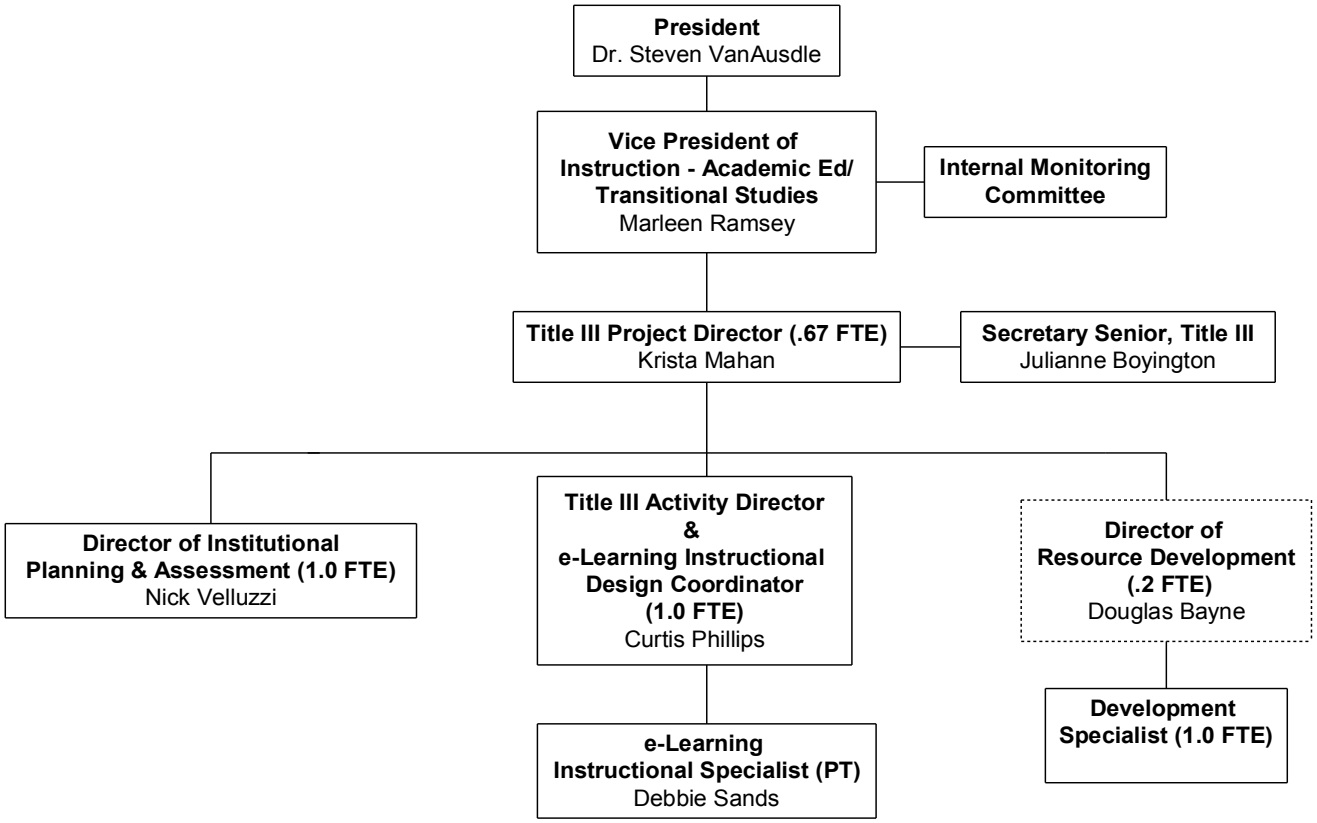
WALLA WALLA COMMUNITY COLLEGE
TECHNOLOGY SERVICES
2012-2013



rev: 7.11.12
B7a

Appendix 2.A.9. Organizational Chart #17: Title III

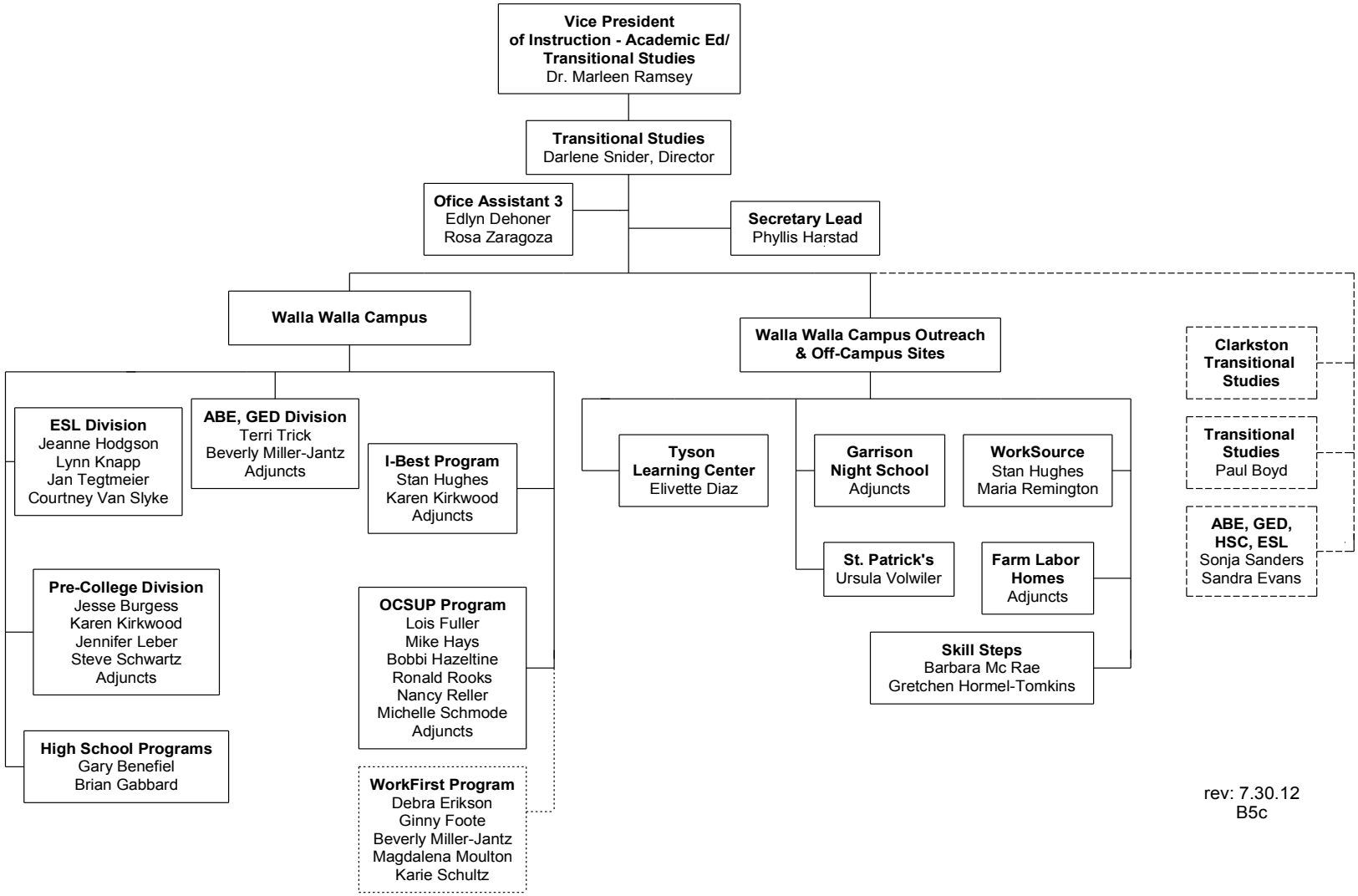
WALLA WALLA COMMUNITY COLLEGE
TITLE III
2012-2013



New: 7.11.12
B5d

Appendix 2.A.9. Organizational Chart #18: Transitional Studies

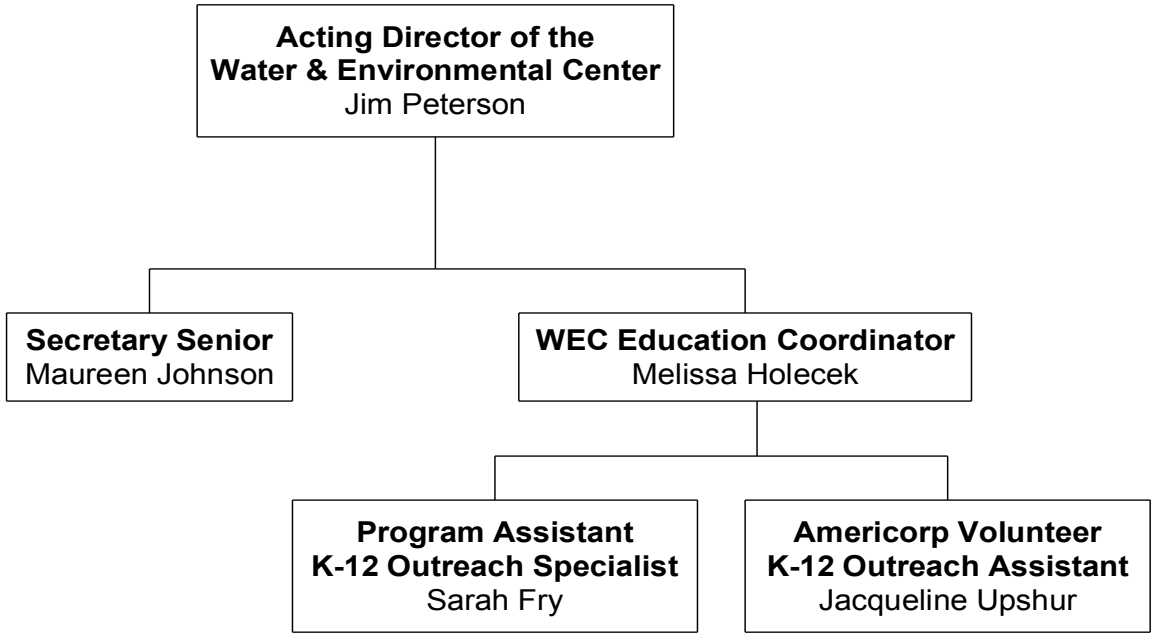
WALLA WALLA COMMUNITY COLLEGE
TRANSITIONAL STUDIES
2012-2013



rev: 7.30.12
B5c

Appendix 2.A.9. Organizational Chart #19: Water & Environmental Center

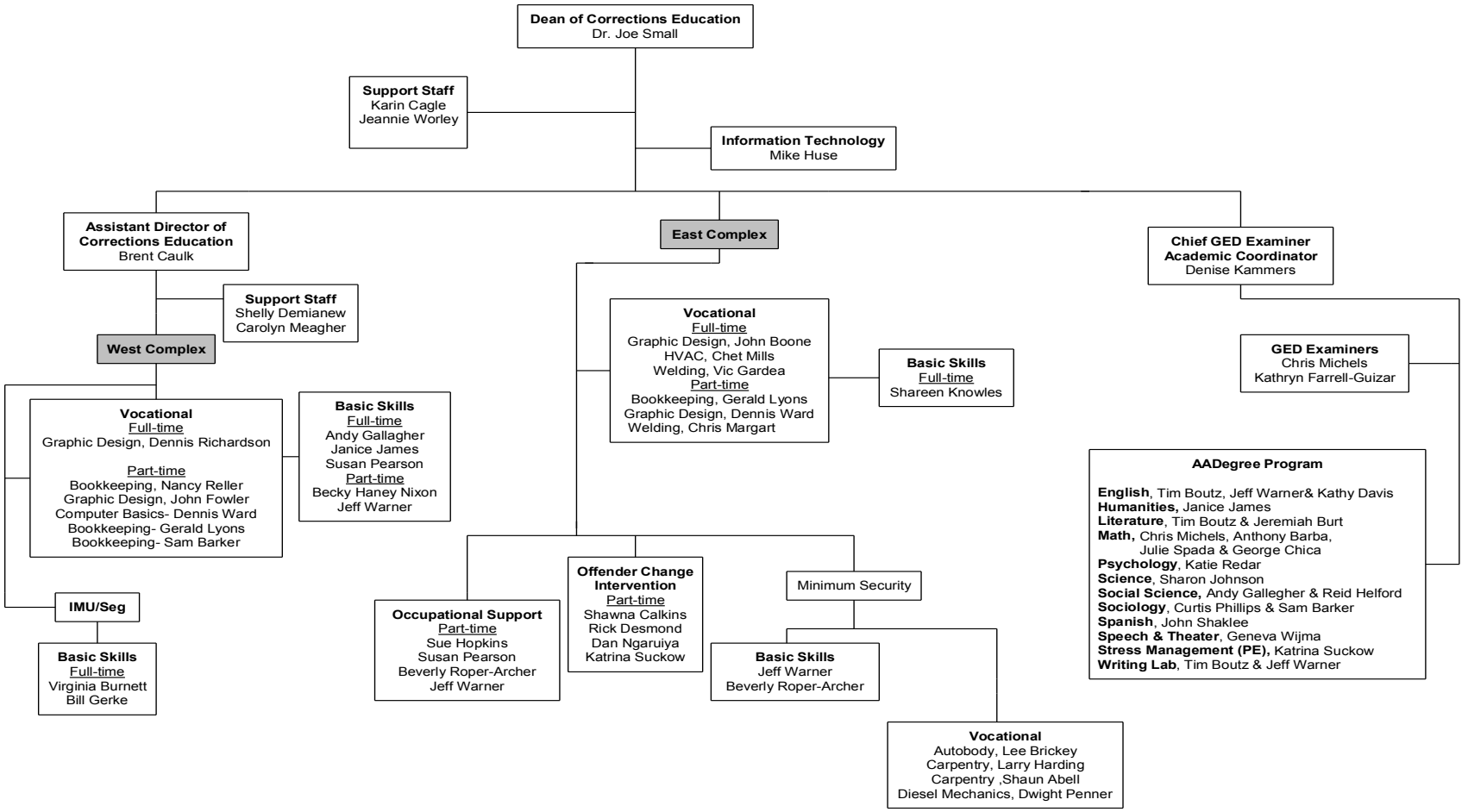
WALLA WALLA COMMUNITY COLLEGE
WATER & ENVIRONMENTAL CENTER
2012-2013



New: 7.1.12
B6a

Appendix 2.A.9. Organizational Chart #20: Washington State Penitentiary Campus

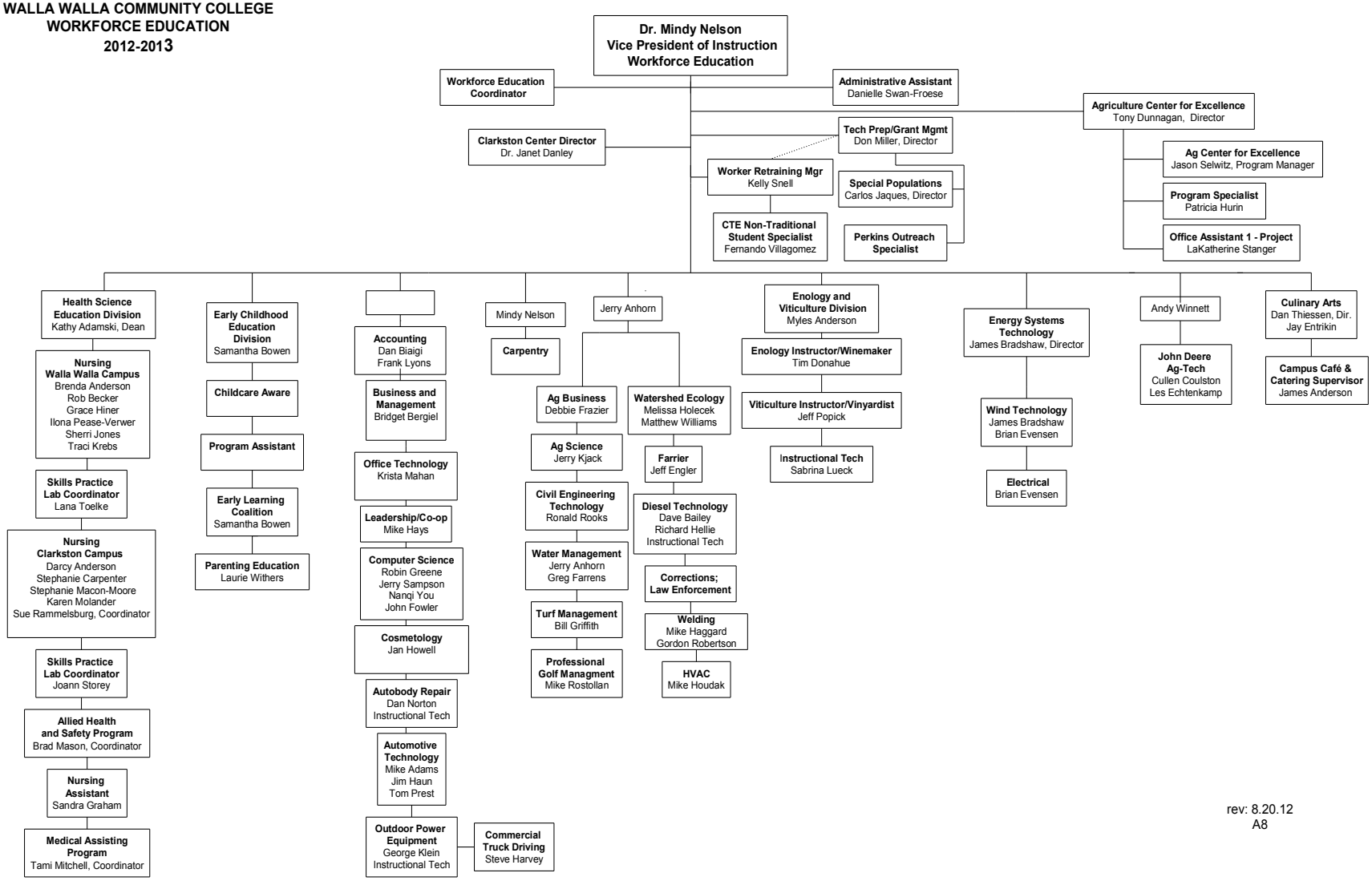
WALLA WALLA COMMUNITY COLLEGE
WASHINGTON STATE PENITENTIARY CAMPUS
2012- 2013



Rev. 7.11.12
B2b

Appendix 2.A.9. Organizational Chart #21: Workforce Education

WALLA WALLA COMMUNITY COLLEGE
WORKFORCE EDUCATION
2012-2013



rev: 8.20.12
A8