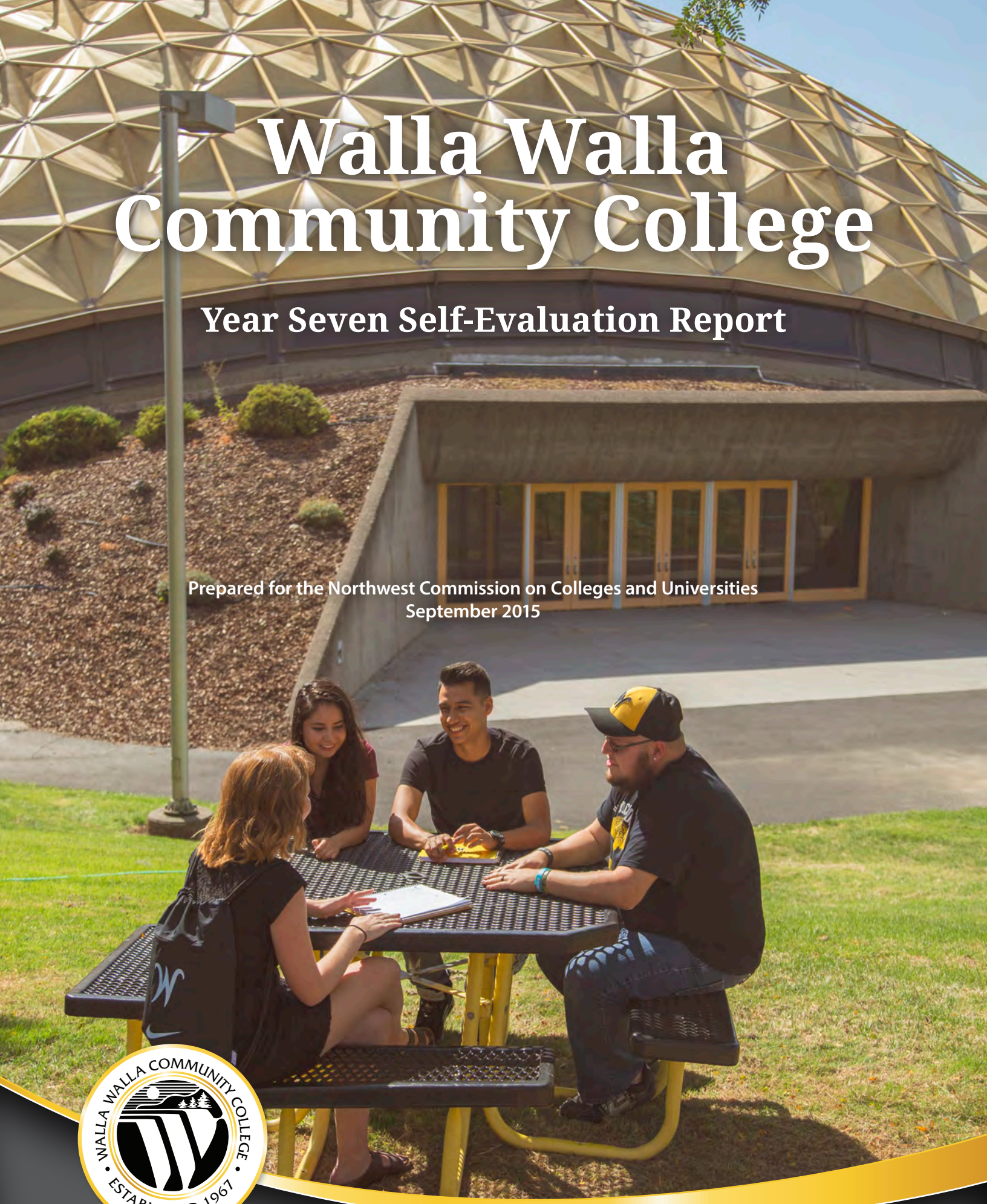
Walla Walla Community College

Year Seven Self-Evaluation Report

Prepared for the Northwest Commission on Colleges and Universities
September 2015



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INSTITUTIONAL OVERVIEW

College Profile

Walla Walla Community College (WWCC) 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 established in the late nineteenth century that serve specific student populations. In the mid-1960s it became clear that a community college was needed to provide education and training to a wider array of community members. Walla Walla Community College opened the doors of one campus in 1967 with a student body of 850 and has grown to an annual enrollment of over 10,379 students on four campuses.

Located on approximately 130 acres, the Walla Walla campus has become a center for innovation, education, training, and learning opportunities throughout the region it serves (Walla Walla, Columbia, Asotin, Garfield counties, and bordering counties in 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 Arts and Sciences Transfer, Workforce Education, Pre-College, and Basic Skills. 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.

Current Environment

The recession that began in the fall of 2008 and the resulting reductions to state funding support continue to be an ongoing challenge for WWCC. From 2008 to 2012, WWCC faced mid-year reduction measures resulting in cuts of nearly $5.7 million, or 22% of the college's state allocation. An additional 1.25% reduction of $83,657 took place in July of 2013. To compensate for these reductions, the college closed five workforce programs (Precision Machining, Corrections and Law Enforcement, Carpentry Assistant and Carpentry at both Walla Walla and Clarkston campuses), the education program at Ahtanum View Correctional facility, seven off-campus ESL/GED learning centers, and eliminated 39 full-time positions across all job classifications. During this time of decreasing resources, WWCC also experienced some of the largest student enrollment numbers in its history. The academic year 2010-11 saw a record-breaking enrollment rate of 5,694 AAFTEs and an unduplicated headcount of 12,679.

Tuition rates have been decreased 5%, but, with Washington State's economy slowly recovering and promises to backfill this revenue decrease, there is hope of minimal cuts to higher education funding and greater financial stability in the immediate years ahead. One sign of this is that the 2015-17 legislative budget has slated the first state-funded cost of living allocation (COLA) in seven years: 3% for all faculty and staff.

In 2013, WWCC became one of nineteen Washington State colleges participating in Achieving the Dream (AtD), a national organization focused on ensuring that all students have opportunity and access to successfully achieve a certificate or degree. This student success-centered framework emphasizes increasing degree attainment and success for low-income, first-generation, and students of color. This initiative has increased the research capability of the institution by creating an organizational culture of evidence-based decision making across the college. WWCC's AtD initiative is co-led by two tenured faculty members who were given 1/3 release time from their teaching responsibilities to facilitate this work. The academic year 2015-16 is the third and final year of this initiative, but the plan is to sustain and continue the good work that has been implemented by AtD.

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." In March 2013, from a pool of more than 1,000 colleges nationwide, the Aspen Institute's College Excellence Program named WWCC the Top Community College in the Nation. 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."

Throughout all the economic uncertainty and changes, the spirit of service persists at WWCC, which is defined by its commitment to helping students successfully complete courses, certificates, and degrees; developing local innovative systems to assist with advising and instruction; and building internal and external partnerships. These three strengths are the infrastructure upon which WWCC's core themes were identified and defined.

NORTHWEST COMMISSION ON COLLEGES AND UNIVERSITIES

BASIC INSTITUTIONAL DATA FORM

Information and data provided in the institutional self-evaluation are usually for the academic and fiscal year preceding the year of the evaluation committee visit. The purpose of this form is to provide Commissioners and evaluators with current data for the year of the visit. After the self-evaluation report has been finalized, complete this form to ensure the information is current for the time of the evaluation committee visit. Please provide a completed copy of this form with each copy of the self-evaluation report sent to the Commission office and to each evaluator.

To enable consistency of reporting, please refer to the glossary in the 2003 Accreditation Handbook for definitions of terms.

Institution: Walla Walla Community College

Address: 500 Tausick Way

City, State, ZIP: Walla Walla, WA 99362

Degree Levels Offered: ☐ Doctorate ☐ Masters ☐ Baccalaureate ☒ Associate ☐ Other

If part of a multi-institution system, name of system: _____

Type of Institution: ☒ Comprehensive ☐ Specialized ☐ Health-centered ☐ Religious-based ☐ Native/Tribal ☐ Other (specify) _____

Institutional control: ☒ Public ☐ City ☐ County ☐ State ☐ Federal ☐ Tribal ☐ Private/Independent (☐ Non-profit ☐ For Profit)

Institutional calendar: ☒ Quarter ☐ Semester ☐ Trimester ☐ 4-1-4 ☐ Continuous Term ☐ Other (specify) _____

Specialized/Programmatic accreditation: List program or school, degree level(s) and date of last accreditation by an agency recognized by the United States Department of Education. (Add additional pages if necessary.)

Program or School	Degree Level(s)	Recognized Agency	Date
Auto Body Technology	Associate	National Automotive Technicians Education Foundation	2012
Automotive Repair Technology	Associate	National Automotive Technicians Education Foundation	2015
Culinary Arts	Associate	American Culinary Federation Education Foundation (ACFEF)	2011
Diesel Technology	Associate	National Automotive Technicians Education Foundation	2012
Energy Systems—HVAC	Associate	HVAC Excellence	2015
Medical Assisting	Associate	Commission on Accreditation of Allied Health Education Programs	2012
Nursing	Associate in Nursing	Accreditation Commission for Education in Nursing	2014

Full-Time Equivalent (FTE) Enrollment (Formula used to compute FTE: Full-time unduplicated headcount + [Sum of part-time students' Credit Equivalency ÷ 12])

Official Fall 2014 FTE Student Enrollments

Classification	Current Year Dates: Oct 1-Dec 31 2014	One Year Prior Dates: Oct 1-Dec 31 2013	Two Years Prior Dates: Oct 1-Dec 31 2012
Undergraduate	4,122	4,400	4,227
Professional			
Unclassified			
Total all levels	4,122	4,400	4,227

Full-Time Unduplicated Headcount Enrollment. (Count students enrolled in credit courses only.)

Official Fall 2014 (most recent year) Student Headcount Enrollments

Classification	Current Year Dates: Oct 1-Dec 31 2014	One Year Prior Dates: Oct 1-Dec 31 2013	Two Years Prior Dates: Oct 1-Dec 31 2012
Undergraduate	2,899	3,123	2,973
Professional			
Unclassified			
Total all levels	2,899	3,123	2,973

Numbers of Full-Time and Part-Time Instructional and Research Faculty & Staff and Numbers of Full-Time (only) Instructional and Research Faculty & Staff by Highest Degree Earned. Include only professional personnel who are primarily assigned to instruction or research.

	Total Number		Number of Full Time (only) Faculty and Staff by Highest Degree earned					
Rank	**Full Time**	**Part Time**	**Less than Associate**	**Associate**	**Bachelor**	**Masters**	**Specialist**	**Doctorate**
Professor								
Associate Professor								
Assistant Professor								
Instructor	117	203	9	12	16	42	1	10
Lecturer and Teaching Assistant								
Research Staff and Research Assistant								

Mean Salaries and Mean Years of Service of Full-Time Instructional and Research Faculty and Staff. Include only full-time personnel with professional status who are primarily assigned to instruction or research.

Rank	Mean Salary	Mean Years of Service
Professor		
Associate Professor		
Assistant Professor		
Instructor	$53,849	11.2
Lecturer and Teaching Assistant		
Research Staff and Research Assistant		
Undesignated Rank		

Financial Information. Complete each item in the report using zero where there is nothing to report. Enter figures to the nearest dollar. Auxiliary and service enterprises of the institution (housing, food service, book stores, athletics, etc.) should be included. The institution's audit materials should be an excellent reference for completing the report.

Fiscal year of the institution:	Currently in fiscal year 2015-2016 but audit materials for fiscal year 2014-2015 are not yet available.	
Reporting of income:	Accrual Basis	For governmental accounts modified accrual. For proprietary funds accrual basis.
Reporting of expenses:	Accrual Basis	For governmental accounts modified accrual. For proprietary funds accrual basis.

BALANCE SHEET DATA

ASSETS	Last Completed FY Dates: 7/1/13-6/30/14	One Year Prior to Last Completed FY Dates: 7/1/12-6/30/13	Two Years Prior to Last Completed FY Dates: 7/1/11-6/30/12
CURRENT FUNDS			
Unrestricted			
Cash	3,221,485	3,324,763	1,189,112
Investments	5,001,919	5,002,058	6,561,862
Accounts receivable (gross)	620,913	556,964	554,609
Less allowance for bad debts	(42,900)	(34,300)	(24,200)
Inventories	974,835	391,380	349,844
Prepaid expenses and deferred charges	40,568	53,830	124,197
Other (identify)	-	-	-
Due from (Internal & External)	3,566,170	4,349,915	3,655,193
Total Unrestricted	**13,382,990**	**13,644,611**	**12,410,617**
Restricted (Funds 849 & 860)			
Cash	-	-	-
Investments	-	-	-
S/T loan receivable (gross)	211,664	214,411	25,779
Less allowance for bad debts	(13,600)	(13,100)	(400)
L/T loan receivable (gross)	932,447	949,358	1,242,712
Less allowance for bad debts	(61,800)	(63,000)	(86,800)
Due from (Internal & External)	207,149	175,633	258,402
Total Restricted	**1,275,860**	**1,263,302**	**1,439,693**
TOTAL CURRENT FUNDS	**14,658,850**	**14,907,912**	**13,850,310**
ENDOWMENT AND SIMILAR FUNDS			
Cash	-	-	-
Investments	-	-	-
Other (identify)	-	-	-
Due from (Internal & External)	-	-	-
TOTAL ENDOWMENT AND SIMILAR FUNDS	-	-	-
PLANT FUND (Fund 147)	-	-	-
Unexpended			
Cash	-	-	-
Investments	-	-	-
Accounts receivable	70,000	70,000	-

Due from (Internal & External)	(65,959)	(45,994)	453,564
Total unexpended	**4,041**	**24,006**	**453,564**
Investment in Plant (net of Depr.)			
Land	2,553,379	2,553,379	2,553,379
Improvements Other Than Buildings (IOTB)	359,427	-	-
Buildings	46,417,826	46,019,973	47,311,866
Equipment & Furnishings	2,261,734	2,381,417	1,810,733
Library resources	153,928	158,172	166,318
Other (identify)	-	-	-
Total investments in plant	**51,746,294**	**51,112,941**	**51,842,296**
Due from (Internal & External)	-	-	-
Other plant funds (identify)	-	-	-
TOTAL PLANT FUNDS	**51,750,335**	**51,136,947**	**52,295,860**
Other Assets (Amount provided for retirement of L/T obligations)	4,280,833	4,326,114	4,485,153
TOTAL OTHER ASSETS	**4,280,833**	**4,326,114**	**4,485,153**
TOTAL ASSETS	**70,690,018**	**70,370,973**	**70,631,322**
LIABILITIES	**Last Completed FY Dates: 7/1/13-6/30/14**	**One Year Prior to Last Completed FY Dates: 7/1/12-6/30/13**	**Two Years Prior to Last Completed FY Dates: 7/1/11-6/30/12**
CURRENT FUNDS			
Unrestricted			
Accounts payable	493,181	585,916	319,603
Accrued liabilities	837,882	791,368	677,515
Students' deposits	-	-	-
Deferred credits	1,006,010	1,183,387	1,021,418
Other liabilities (identify)	-	-	-
Due to (Internal & External)	858,112	939,984	100,398
Fund balance (all below)	-	-	-
Total Unrestricted	**3,195,184**	**3,500,656**	**2,118,933**
Restricted (Funds 849 & 860)			
Accrued liabilities	4,491	-	-
Other (deferred credits)	30,636	36,467	-
Due to (Internal & External)	-	-	-
Fund balance (all below)	-	-	-
Total Restricted	**35,127**	**36,467**	-
TOTAL CURRENT FUNDS	**3,230,312**	**3,537,123**	**2,118,933**
ENDOWMENT AND SIMILAR FUNDS			
Restricted	-	-	-
Quasi-endowed	-	-	-
Due to (Internal & External)	-	-	-
Fund balance (all below)	-	-	-
TOTAL ENDOWMENT AND SIMILAR FUNDS	-	-	-
PLANT FUND (Fund 147)			
Unexpended			
Accounts payable	4,041	24,006	143,350
Notes payable	-	-	-
Bonds payable	-	-	-

Other liabilities (identify)	-	-	-
Due to (Internal & External)	-	-	-
Fund balance	-	-	-
Total unexpended	**4,041**	**24,006**	**143,350**
Investment in Plant			
Notes payable	2,110,000	2,240,000	2,490,000
Bonds payable	-	-	-
Mortgage payable	-	-	-
Other liabilities (identify)	-	-	-
Due to (Internal & External)	-	-	-
Other plant fund liabilities (identify)	-	-	-
TOTAL INVESTMENTS IN PLANT FUND	**2,110,000**	**2,240,000**	**2,490,000**
OTHER LIABILITIES (L/T Leave)	2,208,215	2,119,080	2,025,052
TOTAL OTHER LIABILITIES	**2,208,215**	**2,119,080**	**2,025,052**
TOTAL LIABILITIES	**7,552,567**	**7,920,209**	**6,777,335**
FUND BALANCE (All Funds)	**63,137,451**	**62,450,764**	**63,853,987**

CURRENT FUNDS, REVENUES, EXPENDITURES, AND OTHER CHANGES

REVENUES	**Last Completed FY Dates: 7/1/13-6/30/14**	**One Year Prior to Last Completed FY Dates: 7/1/12-6/30/13**	**Two Years Prior to Last Completed FY Dates: 7/1/11-6/30/12**
Tuition and fees	13,150,052	11,676,932	10,952,125
Federal appropriations	-	-	-
State appropriations – Operations	16,180,200	14,289,297	14,815,639
State appropriations – Capital	8,822	1,580,299	571,192
Local appropriations	-	-	-
Grants and contracts (Gov't & Private)	22,005,415	21,202,463	19,294,646
Endowment income	-	-	-
Auxiliary enterprises	2,928,223	2,735,801	2,531,660
Other – Miscellaneous	1,392,672	1,377,245	1,762,454
Capital grants & gifts	170,756	630,684	747,490
Ancillary Operations	907,582	770,000	952,245
TOTAL REVENUES	**56,743,722**	**54,262,721**	**51,627,451**
EXPENDITURE & MANDATORY TRANSFERS			
Educational and General			
Instruction	18,951,998	21,282,017	19,331,094
Research	-	-	-
Public services	-	-	-
Academic support	6,651,760	3,991,820	3,814,219
Student services	4,126,529	5,217,521	5,030,124
Institutional support	6,111,380	5,254,324	4,935,389
Operation and maintenance of plant	3,679,826	3,039,671	2,920,846
Scholarships and fellowships	12,599,371	11,701,958	10,909,199
Other - Miscellaneous	430,339	484,052	281,871
Mandatory transfers for:			
Principal and interest	-	-	-
Renewal and replacements	-	-	-
Loan fund matching grants	-	-	-

Other (identify)	-	-	-
Total Educational and General	**52,551,203**	**50,971,363**	**47,222,742**
Auxiliary Enterprises			
Expenditures	3,872,034	3,475,852	3,344,356
Mandatory transfers for:			
Principal and interest	-	-	-
Renewals and replacements	-	-	-
Total Auxiliary Enterprises	**3,872,034**	**3,475,852**	**3,344,356**
TOTAL EXPENDITURE & MANDATORY TRANSFERS	**56,423,237**	**54,447,215**	**50,567,098**
OTHER TRANSFERS AND ADDITIONS/DELETIONS (identify)	-	-	-
EXCESS [deficiency of revenues over expenditures and mandatory transfers (net change in fund balances)]	320,485	(184,494)	1,060,353

INSTITUTIONAL INDEBTEDNESS

TOTAL DEBT TO OUTSIDE PARTIES	**Last Completed FY Dates: 7/1/13-6/30/14**	**One Year Prior to Last Completed FY Dates: 7/1/12-6/30/13**	**Two Years Prior to Last Completed FY Dates: 7/1/11-6/30/12**
For Capital Outlay	2,110,000	2,240,000	2,490,000
For Operations	-	-	-

Domestic Off-Campus Degree Programs and Academic Credit Sites: Report information for off-campus sites within the United States where degree programs and academic coursework is offered. (Add additional pages if necessary.)

Degree Programs – list the names of degree programs that can be completed at the site.
Academic Credit Courses – report the total number of academic credit courses offered at the site.
Student Headcount – report the total number (unduplicated headcount) of students currently enrolled in programs at the site.
Faculty Headcount – report the total number (unduplicated headcount) of faculty (full-time and part-time) teaching at the site.

PROGRAMS AND ACADEMIC CREDIT OFFERED AT OFF-CAMPUS SITES WITHIN THE UNITED STATES
FALL 2014

Location of Site Name City, State, ZIP	Degree Programs	Academic Credit Courses*	Student Headcount**	Faculty Headcount*
Clarkston Campus Clarkston, WA 99403	Associate in Arts/Science/Business – DTA	43	248	20
	AAAS – Accounting	4	16	2
	AAAS – Digital Design		1	
	AAAS – Financial Admin Assistant	10	1	5
	AAAS – Legal Admin Assistant		2	
	AAAS – Medical Admin Assistant		21	
	AAAS – Wind Energy Technology	1	3	1
	AAS-T – Early Childhood Education		1	
	AAAS – Administrative Office Professional		4	
	Associate Degree Nursing	5	230 (incl. pre-nursing)	19
	Bookkeeping Certificate	(see Acct.)	5	(see Acct.)
	Computer Application Integration	3	1	2
	Integrated Entrepreneurial Certificate	8	1	3
	Medical Billing Specialist Certificate		4	
	Medical Assisting Certificate		13	
	Nurse Aide		2	
Coyote Ridge Correction Center Connell, WA 99326	Associate in Arts – DTA	12	146	12
	Auto Repair Technology Certificate	2	14	1

	Building Maintenance: Plumbing/Electrical/HVAC Certificate	6	18	1
	Energy Systems Tech – Heat Ventilation/ Air Conditioning Certificate	11	30	3
	Graphic Design Certificate	36	78	3
	Welding/Fabrication Certificate	38	37	2
Washington State Penitentiary Walla Walla, WA 99362	Associate in Arts – DTA	13	112	10
	Auto Body Certificate	4	15	1
	Building Maintenance: Plumbing/Electrical/HVAC Certificate	12	32	3
	Carpentry Certificate	5	14	1
	Diesel Technology Certificate	5	11	1
	Energy Systems Tech – Heat Ventilation/ Air Conditioning Certificate	4	12	1
	Graphic Design Certificate	43	141	3
	Welding/Fabrication Certificate	38	35	2

* Only academic and vocational classes directly supporting programs reported. Basic Ed, pre-college, and Occupational Support classes have been omitted. Departments may support multiple programs, so class and faculty figures above may undercount. Some faculty may be duplicated if teaching in multiple programs or in multiple locations.
**Student headcount comes from student coding, not enrollment in supporting classes.

PROGRAMS AND ACADEMIC CREDIT COURSES OFFERED AT SITES OUTSIDE THE UNITED STATES

Location of Site Name City, State, ZIP	Degree Programs	Academic Credit Courses	Student Headcount	Faculty Headcount
None				

PREFACE

Institutional Changes since the Year Three Self-Evaluation Report in 2012

Even in the face of continuing economic headwinds and challenges from organizational restructuring and staff turnover, WWCC relentlessly continues its pursuit of student success. Much has been accomplished since 2012, but planning for the future remains a priority. The 2014-20 Strategic Plan and Facility Master Plan were approved and are focusing the resources of the institution on identified initiatives leading toward mission fulfillment. An equity plan and a sustainability plan are influencing decisions leading to attainment of these two priorities. Succession planning for senior administrators and staff is also underway. This planning has provided a solid foundation for measuring institutional performance and is informing ongoing planning decisions.

According to a recent comprehensive financial statement and audit, which resulted in no findings or management notes, the financial management of the institution is sound, but there are still challenges to be addressed. Improving faculty compensation is a top institutional priority. According to recently released data, progress has been made, but we have yet to achieve our goal of salaries slightly above the statewide average.

Effective planning, implementation, and outcomes-based evaluation have created strong tailwinds for the college, which led to exceptional performance and national recognition as one of the top colleges in the nation by the Aspen Institute. The *National Journal* also recognized the college as the national leader in economic development; "Walla Walla Community College in Washington State earns the rare distinction of being an institution of higher education that is reinventing the regional economy from the bottom up." Indeed, while the college is pleased to be recognized for these achievements, there is still much to be accomplished to significantly increase the educational attainment rates of the populations it serves.

These achievements have not come without disruption, however. The abrupt departure of the Dean of Arts and Sciences at the beginning of the 2014 fall quarter fueled a reaction resulting in a vote of no confidence in the President by the arts and sciences faculty. The No Confidence Initiative was led by a group of eight arts and sciences faculty and culminated in 32 of the 70 full- and part-time arts and sciences faculty casting a no confidence vote. The vote was taken without clarification of the facts leading to the dean's voluntary resignation and with no opportunity for the President to meet with the faculty to explain the reasons for accepting the dean's resignation and to address inaccurate information.

After meeting with three representatives of the arts and sciences faculty and completing the President’s annual evaluation, which included verbal input from the Chairs of the Faculty Senate and AHE, the Board of Trustees released this statement: "The Board finds that faculty have an established protocol for voice and to participate in matters of college governance through participation in College Council, Faculty Senate, Association of Higher Education, and the various committees to which faculty are appointed or elected to serve. The effective governance of the college will require that all parties work together to resolve the concerns voiced and to continue the pursuit of the college’s mission. To that end, the Board has full confidence in Dr.

VanAusdle's ability to serve as President of Walla Walla Community College and fulfill the duties he has been delegated."

During the next six months, President VanAusdle and his administrative team met with the arts and sciences faculty in a series of meetings to identify communication gaps and to answer questions regarding administrative structure, budgetary concerns, funding support for the arts and sciences, instructional leadership structure. One positive result of this was the implementation of an internal communique titled *The Insider*, which is a weekly electronic publication that keeps the entire college community updated on current events and happenings at the college. The President also met with the arts and sciences faculty on three occasions to address misunderstandings and other issues of interest and created a "Kitchen Cabinet" of arts and sciences faculty that he met with to discuss their specific concerns. arts and science faculty were also invited to actively engage in reviewing the dean of arts and sciences position description as well as participating in the search process. Dr. VanAusdle and his administrative team held budgetary meetings with each division within arts and sciences in order to consider instructional needs. Positive changes have resulted, and there is commitment to work together to do what is best for students at Walla Walla Community College.

For context, this incident followed a Personal Assessment of the College Environment (PACE) survey in April 2014 under contract with the National Initiative for Leadership and Institutional Effectiveness (NILE). Survey results were positive with the college outscoring the norm in every category, indicating the college had a "healthy campus climate."

Progress Since the Year Three Self-Study Report

In September 2012, the College submitted its Year Three Self-Study Resources and Capacity Report summarizing the efforts to meet its mission and goals as well as address the recommendations from the Commission in the 2010 Interim Report. The Year Three Self-Evaluation Peer Review committee extended four compliments and one commendation to WWCC's Year Three Report. They are as follows:

Compliments:

- The evaluators compliment President VanAusdle and his administrative team for sharing vision and energy across campus. Evaluators further recognize President VanAusdle in his sage role as one of the longest-serving community college presents in the nation, one who has helped the college and community grow together through education enhanced by entrepreneurial business and industry partnerships that provide value-added opportunities for students.
- Evaluators also compliment the College for its work of establishing clearly identified learning outcomes for General Education and assessing these outcomes through a process of random sampling. Last year, an interdisciplinary committee from across the college assessed 139 graduating students in communication, critical analysis, and diversity learning, and the A.A./A.S. Assessment Committee is analyzing the results of these assessments and data may be used to establish baseline indicators for Core Themes related student achievement.
- The evaluators compliment the College as a recognized state leader in implementing technology to support student success through providing clear educational pathways and

encouraging students to identify and refine specific educational and/or career goals. Currently, 18 of 34 community and technical colleges in the state of Washington have implemented the Advisor Data Portal (ADP) system that was developed through a collaborative effort between Student Services and Information Technology at WWCC. Finally, the Evaluation Team compliments the College on its dedication to student advising and success.

Commendation:

- The College is to be commended for demonstrated creative collaboration and entrepreneurial spirit where Information Technology personnel partnered with instruction and student services to provide exemplary services that improve student learning and success.

Recommendation:

Three recommendations were received from the Year Three Self-Study monitoring visit in October 2012. Two of these three recommendations were met with the follow-up Ad Hoc Report that was submitted in February, 2014 (http://www.wwcc.edu/wp-content/uploads/2015/01/2014-accreditation-letter.pdf). The letter read, "In accepting the report, the Commission determined that the Commission's expectations with regard to Recommendations 1 and 2 of the fall 2012 Year Three Resources and Capacity Peer-Evaluation Report have been met. However, notwithstanding the meaningful work that has begun, the Commission finds that Recommendation 3 of the fall 2012 Year Three Resources and Capacity peer-Evaluation Report does not yet meet the Commission's criteria for accreditation." The following discussion provides further detail on the status and progress to address this recommendation:

1. "The committee recommends that for each year of operation, the College undergo an external financial audit and that the results from such audits, including findings and management letter recommendations, be considered in a timely, appropriate and comprehensive many by the Board of Trustees (Eligibility Requirement 19, Standard 2.F.7).

At the time that WWCC received this recommendation, none of the 34 community and technical colleges in Washington State were required to prepare an annual financial statement or undergo an annual external financial audit. After receiving this recommendation, the Vice President of Financial and Administrative Services began working closely with colleagues around the state as well as the staff at the State Board of Community and Technical Colleges to develop a system to conduct the annual audit. The 2012-13 financial statement took time and resources to develop but was completed in February of 2014, with the first annual audit taking place in late spring of 2014. This audit went well with no concerns or findings. The College's 2013-14 financial statement was completed, and the second annual audit is scheduled to take place in fall 2015.

1

Mission, Core Themes, and Expectations

Chapter One
Mission, Core Themes, and Expectations

Executive Summary of Eligibility Requirements 2-3

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

Eligibility Requirement Two – Authority

Walla Walla Community College is one of 34 institutions of higher education under the governance of the Washington State Board for Community and Technical Colleges (SBCTC). The Community College Act of 1967, enacted by the Washington State legislature originally gave Walla Walla Community College authority to operate and offer, "thoroughly comprehensive educational, training and service programs to meet the needs of both the communities and students served by combining, with equal emphasis, high standards of excellence in academic transfer courses; realistic and practical courses in occupational education, both graded and ungraded; community services of an educational, cultural, and recreational nature; and adult education " (RCW 28B.50.020).

Eligibility Requirement Three – Mission and Core Themes

In 2014, WWCC reviewed its current vision and mission statements in a college-wide study. This year-long review was led by the Director of Planning, Research, and Assessment and included staff, faculty and administration across all college campuses. The revised vision statement states that "WWCC will be the catalyst that transforms our students' lives and the communities we serve." In order to reflect the institution's growing emphasis on equity, the mission now says, "Walla Walla Community College inspires all students to discover their potential and achieve their goals by providing relevant, equitable, and innovative learning opportunities and services." The revised vision and mission statements were approved by the Board of Trustees in the February 19, 2014, board meeting.

WWCC has three core themes, as explained in Standard 1.B.1, which reflect the unique culture, values, and goals of the college community. In accordance with RCW 28B.50.020, WWCC's purpose and focus is to provide the educational needs of students within the districts and regions it serves. WWCC is a comprehensive community college offering programs that lead to higher education degrees including the Associate of Arts, Associate of Applied Science, and Associate of Science degrees. All resources at WWCC are committed to supporting its educational mission and core themes.

Standard 1.A: Mission

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

> "Walla Walla Community College inspires all students to discover their potential and to achieve their goals by providing relevant, equitable, and innovative learning opportunities and services."

Trustees review the mission and goals as part of the strategic planning process, and during the annual planning and budget process. The current mission statement was revised and approved by the Board of Trustees in February 2014. The mission statement is widely published, appearing on the College website, in the annual catalog, as well as other College publications. WWCC's mission statement is appropriate for a comprehensive two-year educational institution focused on serving an expansive, rural region in southeast Washington, and 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 are tied to, and integrated with, indicators of effectiveness to measure and guide the institution's performance towards mission fulfillment. The core themes that were identified emerged from the mission statement and are measured accordingly by a set of objectives, outcomes, and indicators. 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 pursue academic and workforce training that will give them the ability to transfer to baccalaureate institutions or compete in today's economy.

Inspiring students is first and foremost the central theme from the mission statement, and student success is the foundational core of mission fulfillment at WWCC. The driving force behind every policy or practice is to ensure that students are fully supported in their educational pursuits at WWCC. In this spirit, the College has taken an integrative approach in developing technologies and practices that support, enhance, and track student progression and completion. The technical tools are the Advisor Data Portal (ADP), Degree Boost, and Auto Degree Confer, which were developed by the Technology Services department in partnership with Student Services. The ADP allows advisors and faculty to have web-based access to student placement and assessment scores, intent and program code, unofficial transcript, quarters of enrollment, and academic progression.

WWCC regards professional development as the cornerstone in supporting faculty and staff to renew curriculum and course materials as well as a driving source of inspirational ways of engaging students. Since 2000, twenty-five faculty have received sabbaticals. Even during the height of the recession, two faculty sabbatical requests were approved with support from the Foundation. The Exceptional Faculty Award, sponsored by the Foundation, and mini-grants, available through the Professional Development Committee, support faculty in curriculum development as well as travel to conferences and trainings that enrich campus life and student learning. The T3 Academy, supported by a Title III Grant, has given full-time and part-time faculty funding to support development of new hybrid and online courses as well as innovation in curriculum development. Other professional development sessions and workshops include

topics such as elements of a high quality online course, moving students to success in online courses, how to use an ePortfolio to enhance online learning, and interactive presentations for student engagement.

A key component of Title III was to strengthen WWCC by updating eLearning and classroom technology infrastructure. Achievements in eLearning and innovation-related objectives have resulted in significant increase in demand on technology infrastructure. The college improved and expanded the Enterprise Wi-Fi network for staff and students, upgraded new servers and storage to provide highly available, redundant virtual environments, and moved to an active cloud directory to provide stability and access to Canvas LMS. This move provided additional benefit to adding cloud-based services free to students such as Office 365, Google Apps for Education, and online storage. A site license for Respondus was purchased that provides a powerful tool for faculty to create and manage online tests, publish learning activities and educational resources directly to our Canvas LMS. Classrooms have been outfitted with iPads to engage student participation, webcams and wireless microphones to record lectures using Panopto, and SMART podiums and short-throw projectors to increase maximum instructional flexibility and student interaction. Four large classrooms were equipped with high definition ITV that have increased bandwidth to enhance participation and student learning experiences in courses shared between Walla Walla and Clarkston campuses. Finally, technology upgrades for 40 classroom teaching consoles received technology upgrades to allow instructors to fully implement eLearning strategies learned in workshop and training sessions.

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, Walla Walla Public Schools, Washington State Department of Corrections, WorkSource Walla Walla, and the Snake River Salmon Recovery Board continue to provide students with learning opportunities while simultaneously building capacity strengthen our communities. These 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: Core Themes

Walla Walla Community College has identified three core themes, each of which is defined by a set of objectives and accompanying indicators that are tied to the College's mission, enabling the evaluation of mission fulfillment. WWCC's core themes are:

Core Theme One: Student Success
Core Theme Two: Strong Communities
Core Theme Three: Resource Stewardship

WWCC's three core themes suggest the highly interdependent relationship between student success, strong communities, and resource stewardship. In combination, the core themes provide the architecture by which mission fulfillment is evaluated and monitored. The essence of the College's mission is student success. As an institution of higher learning, student success is a central focus of the College. WWCC is tied to its district, neighboring regions, and communities through partnerships that seek to leverage opportunities that mutually benefit students and the community.

In this spirit, Walla Walla Community College takes a leading role in community development and participates with numerous community-based organizations, public agencies, businesses, industries, public schools, and other higher education institutions. Such partnerships have placed considerable expectations and responsibility on WWCC's educational and economic leadership. The College also values its internal community by explicitly making decisions and taking measures that make WWCC a more equitable and inclusive environment, thus attracting and retaining talent that contribute to student success and mission fulfillment. The College also demonstrates awareness and appreciation for resource stewardship in terms of the operating environment and financial sustainability in support of the mission. Resource stewardship extends to the College's relation to the natural environment and consumption of resources. In the current era of budget reductions and uncertainties, it has become critically important to manage our resources to ensure the sustainability of the College for years to come.

The new standards have given the College renewed impetus to be strategic about tracking and monitoring student outcomes. WWCC currently uses several internal and external data sources to establish and monitor student outcomes. These include the Integrated Postsecondary Education Data System (IPEDS, Washington Adult Basic Skills Reporting System (WABERS), the State Board of Community and Technical College's (SBCTC) Student Achievement Initiative (SAI) database, the College's Student Management System (SMS), and a locally hosted data warehouse of historical institutional data prepared by the SBCTC. The College has leveraged its data sources to create exploratory research tools and information dashboards that provide the administration, faculty, and staff with information that supports institutional planning and evaluation.

Core Theme One: Student Success

In Core Theme One, Student Success, WWCC has identified five objectives: access and enrollment, retention, certificate and degree completion (attainment), transfer, and employment and earnings. Although the unit of analysis of Core Theme One is at the organizational scale, the College evaluates those indicators at a finer degree to facilitate the planning and evaluation process at the department or unit level. Depending on the indicator and data availability, the College has adopted the practice of disaggregating data whenever possible. Student outcomes data is typically disaggregated by race/ethnicity, sex, income, and first generation status.

1. Objective 1.0: Access and enrollment

Objective 1.0: Access and Enrollment

Desired Outcome(s)		Indicators	
1.1	Enrollment level that exceeds the SBCTC allocation and also meets annual plan target.	1. 1	Total state funded AAFTE enrollment
1.2	District participation rate that is equal to or exceeds the state benchmark.	1.2a	Academic Transfer Education
		1.2b	Workforce Education
		1.2c	Basic Skills Education

Rationale

Enrollment is a key measure that indicates the health of the institution and the degree programs it offers. Though enrollment is not considered an outcome indicator, it remains a crucial part of the student success equation, especially when it is coupled with access. In line with the College's strategic plan, WWCC is linking access with enrollment, which recognizes the need to address the barriers that students, both current and potential, face when planning a college education. WWCC monitors enrollment in two ways. First, total enrollment at WWCC must meet the enrollment allocation target set by the SBCTC in order to ensure a stable funding level. Enrollment that exceeds the SBCTC target results in excess enrollment revenue that can support the operating budget by funding one-time equipment purchases and student success initiatives. Second, enrollment is monitored in relation to the College's annual enrollment plan. While the SBCTC allocation is tied to a specified enrollment level, WWCC's annual enrollment plan is commonly greater than the state's allocation. Specifically, this is because WWCC is an over-enrolled institution, and its internal enrollment plan is a reflection of actual enrollment.

The participation rate is a comparison between the percentage of students attending WWCC compared to the percentage of adults in the service area, population ages 18-64 per 1,000. This indicator is presented in three ways: Academic Transfer, Workforce, and Basic Skills. The rate is benchmarked to the Washington State average.

2. Objective 2.0: Retention

Objective 2.0: Retention

Desired Outcome(s)		Indicator(s)	
2.1	Continuous improvement in institutional retention rates.	2.1a	Fall to fall retention rate by Workforce Education
		2.1b	Fall to fall retention by Academic Education

Rationale

Retention is a crucial element of student success. As referenced in the mission statement, WWCC recognizes the need for creativity and innovation when it comes to providing services that help remove barriers many students face when trying to achieve their educational goals. One of WWCC's strengths is the internal partnerships between the departments of Student Services, Technology, and Instruction that has resulted in a set of locally developed tools that allow staff and advisors to monitor and track retention each quarter. These tools provide readily available data to inform staff what students have not enrolled for the next quarter, quickly determine students' degree progress, and intervene in a timely manner. These processes simultaneously increase efficiencies and enhance retention outcomes. WWCC's institutional retention measure is reported annually (fall to fall) by student intent (Transfer and Workforce). The WWCC's Office of Planning, Research, and Assessment also tracks retention at the degree or program level and disaggregates the data by race/ethnicity, sex, income, and first generation status. The data is made available to College leadership, including instruction and student services, to inform planning.

3. Objective 3.0: Certificate and Degree Completion (Attainment)

Objective 3.0: Certificate and Degree Completion (Attainment)

Desired Outcome(s)		Indicator(s)	
3.1	Continuous improvement in the share of students who transition from lower level Basic Skills to upper levels, or transition to college-level work by the end of the fourth year.	3.1	WWCC Basic Skills transition rate compared to the Washington State system.
3.2	Continuous improvement in the share of students earning credentials.	3.2a	200% normal time to completion rate of Academic Transfer students compared to system average.
		3.2b	200% normal time to completion rate of Workforce students compared to the system average.
		3.2c	150% normal time to completion and transfer for first-time, full-time, degree seekers.

Rationale

WWCC places tremendous value on completion and works to inspire students so they can achieve their educational goals. Attainment is the pinnacle of student success - the culmination

of hard work that resides at the nexus of the student-faculty-staff relationship, and increases the likelihood of students' success as they pursue employment or further their education. Although we cannot overstate the value of completion at the individual level, increasing the attainment of higher education credentials also strengthens communities. By explicitly linking retention to completion, Student Services has developed a set of reputable evidence-informed practices that are designed to identify barriers that prevent completion for at-risk students from completing, remove those barriers, and get those students across the finish line.

WWCC measures attainment in three ways. The first measures transitions within and from basic skills. Those transitions can include movement from lower-to upper-level basic skills or college-level coursework. The second measures attainment by degree path (academic transfer or workforce) at the 200% normal time to completion rate. The third measures completion and transfer of first-time, full-time degree seekers at the 150% normal time to completion rate.

4. Objective 4.0: Transfer to Baccalaureate Institutions

Objective 4.0: Transfer to Baccalaureate Institutions

Desired Outcome(s)		Indicator(s)	
4.1	WWCC Transfer students continue their education at the baccalaureate level.	4.1a	Rate of WWCC graduates that enroll in a baccalaureate program within one year of leaving WWCC.
		4.1b	Identify the institutions that receive WWCC Transfer students.

Rationale

WWCC recognizes that the vast majority of academic transfer students intend to continue their education beyond completing their Associates of Arts or Sciences Degree, so the College tracks how many of its graduates enroll in baccalaureate institutions to further their education. Due to a lack of data availability, the College is unable to know with certainty the success of those students. However, tracking can be done with a high degree of accuracy regarding which students enroll and which institutions they transfer to. Knowing where students enroll is important because this information is used as a starting point to leverage strategic partnerships and articulation agreements as well as to support students on a designated pathway from their first class at WWCC to completion at the baccalaureate institution. Designated and clear degree pathways quicken the educational process, reduce costs to students, and support success for our graduates.

5. Objective 5.0: Employment and Earnings

Objective 5.0: Employment and Earnings

Desired Outcome(s)		Indicator(s)	
5.1	Workforce Education graduates secure family-wage employment	5.1a	Rate of WWCC workforce certificate and degree completers secure employment within one year of graduating.
		5.1b	Median adjusted earnings by graduating cohorts.

Rationale

As a comprehensive community college, the relevance of WWCC's workforce education programming is indicated in part by the employability of our graduates, so that the employment rate of program completers is monitored nine months after graduation. Though employment is important, we are also interested in earnings. WWCC monitors earnings at the institutional level, and, in some cases where the number of graduates exceeds a certain threshold, the program level. Monitoring employment and earnings serves as an indirect indicator of whether or not our program mix is appropriately aligned with the economies it serves.

Core Theme Two: Strong Communities

Walla Walla Community College emphasizes building strong communities, which are critical underpinnings to a strong and resilient society. In this core theme communities are divided into two distinct and complementary areas: internal and external community. Internal community focuses on WWCC employees and the workplace. External community emphasizes those constituents that the institution serves and partners with to shape community and economic development.

1. Objective 1.0: Attract and Retain Talent

Objective 1.0: Attract and Retain Talent

Desired Outcome(s)		Indicator(s)	
1.1	Establish and maintain a work environment where employees thrive.	1.1a	Average FT faculty salaries
		1.1b	Average FT faculty starting salaries
		1.1c	Percent of FT faculty
		1.1d	Employee engagement
		1.1e	Annual average Professional Improvement Units earned by faculty
		1.1f	Annual professional development expenditures
		1.1f	Smart Health Participation.

Rationale

WWCC acknowledges that organizational performance is a reflection of its employees and their dedication to the College mission and students. For that reason, the College explicitly recognizes value and role of *talent* as the foundation for everything it sets out to achieve. Unlike human capital, which is commonly measured by credentials and educational attainment, *talent* accounts for the mix of knowledge and capabilities that shape the attributes of a workforce. WWCC values the intersection of talent with a commitment to its mission. That intersection is captured by the indicators above, which include faculty compensation (average full-time faculty salaries, and average full-time faculty starting salaries benchmarked to the state), the share of full-time faculty as compared to the state average, the National Initiative for Leadership and Institutional Effectiveness Personnel Assessment of the College Environment (PACE) outcomes, professional development expenditures and participation outcomes, and WWCC employee participation in the statewide Smart Health program. The indicators assist the College in identifying areas that may need attention in order to maintain an environment where employees can thrive.

2. *Objective 2.0: Community and Economic Development*

Objective 2.0: Community and Economic Development

Desired Outcome(s)		Indicators	
2.1	Support local and regional economic development	2.1a	Provide leadership with City of Walla Walla and Port of Walla Walla in establishment and continued certification of the Walla Walla Innovation Partnership Zone (IPZ)
		2.1b	IPZ investments
		2.1c	Total jobs created through IPZ investments
		2.1d	Total regional earnings from IPZ investments
2.2	Support community development by providing avocational opportunities	2.2	Avocational programs participation
2.3	Increase educational attainment	2.3	Associate's degree attainment rate

Rationale

Community and economic development are key elements of the College's mission, especially as it pertains to program alignment and the employability of our workforce graduates. WWCC is a key partner with the City of Walla Walla and the Port of Walla Walla in establishing and maintaining the Walla Walla Innovation Partnership Zone (IPZ). The IPZ is a Washington State Department of Commerce economic development initiative established in 2007. IPZ designation is acquired through an application process. Since the establishment of the program, Walla Walla has had IPZ designation, and the College, the city, and port are preparing an application for re-designation for another five years. Though the IPZ initiative is unfunded, it is a proven vehicle to leverage investment in infrastructure and equipment that simultaneously supports WWCC programs and the communities it serves. The indicators above, 2.1a - 2.1d, demonstrate the positive impact of the WWCC – IPZ nexus. Indicator 2.2 examines participation in the College's non-credit learning opportunities. The College offers avocational opportunities that promote and support a culture of lifelong learning for a broad population that ranges from children to senior citizens. The effects of such programming enrich the community. Educational attainment is positively correlated with community development, economic growth, and community resilience. Aligned with the national student success agenda, WWCC seeks to impact the region's attainment rate of those who earn an associate's degree (indicator 2.3).

Core Theme Three: Resource Stewardship

Resource stewardship at WWCC refers to both the College's financial operations and the natural resources used to power the campus. The College demonstrates effective stewardship of financial resources to sustain its mission today and into the future. Located in a rural community that derives its economic vitality from the local environs, WWCC has evolved into an institution that is committed to sustainable practices and has acquired a reputation for being a model for those practices.

1. Objective 1.0: Financial Operations (Adequacy)

Objective 1.0: Financial Operations (Adequacy)

Desired Outcome(s)		Indicators	
1.1	Financial adequacy and sustainability	1.1a	Operating reserves to operating expenditures (operating ratio)
		1.1b	Local funds operating margins
		1.1c	Operating revenue to debt (coverage ratio)

Rationale

In addition to the financial operations information provided in the Data Sheet, the objective and accompanying indicators above were identified as key performance indicators because they provide information pertaining to expenses, revenues, and the overall financial resiliency of the College. The data is regularly presented and discussed among the College leadership team and the Board of Trustees. Desired outcome 1.1 addresses financial operations and adequacy, which is evaluated by accounting for the individual indicators and their overall relationship to College operations. Indicator 1.1a examines the adequacy of reserves to meet ongoing operating expenses, especially the college's ability to absorb or cushion the effect of budget reductions or revenue shortfalls. Indicator 1.1b provides information about the ability to generate and maintain reserves as well as the ability to endure changes that occur during a fiscal year. Indicator 1.1c measures the College's ability to meet its debt obligations.

2. Objective 2.0: Financial Resource Management

Objective 2.0: Financial Resource Management

Desired Outcome(s)		Indicators	
2.1	Compliance and Transparency	2.1a	Annual financial statements
		2.1b	Required audits
		2.1c	Audit findings
		2.1d	Audit management letter

Rationale

For the purposes of compliance, accountability, and transparency, the College has produced annual financial statements has been audited annually since FY 2012-13. Indicators 2.1a and 2.1b demonstrate the ways in which the College manages its financial resources in relation to established accounting practices and standards. In addition to compliance and transparency, the College strives for audits with no findings or management letters.

3. Objective 3.0: Natural Resource Stewardship

Objective 3.0: Natural Resource Stewardship

Desired Outcome(s)		Indicators	
3.1	Energy efficiency	3.1a	Greenhouse gas emissions
		3.1b	Solar energy installation
		3.1c	Wind energy installation
		3.1d	Water conservation

Rationale

As a steward of the natural environment, WWCC invests in alternative energy and reduces the consumption of resources in our daily operations. Indicators 3.1a through 3.1d demonstrate that commitment. First, the College measures greenhouse gas emissions every year. Those measurements occur every other year. 3.1b and 3.1c, measure installed solar and wind capacity, respectively. Last, indicator 3.1d reports the amount of water conserved annually. The College's recently approved Sustainability Plan provides a pathway to develop additional indicators that will measure the performance and effectiveness of its natural resource stewardship. Those indicators are tied to strategic initiatives, goals, and objectives and will likely improve upon the College's ability to report, evaluate, and plan future natural resource stewardship efforts.

2

Resources and Capacity

Chapter Two
Resources and Capacity

Executive Summary of Eligibility Requirements 4-21

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 Arts and Sciences, 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, equity, and inclusiveness (http://www.wwcc.edu/wp-content/uploads/2015/02/strategic_plan_for_equity_and_inclusion.pdf). 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 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 its 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 (http://www.wwcc.edu/CMS/fileadmin/PDF/Human_Resources/6-PoliciesandProcedures/Policies/Ethics_Policy_-_Exec_Ethics_Board_Approved_01-10-14.pdf). 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 establishing policies and maintaining 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, oversees all college operations and is accountable to the College's mission. The President is known for his entrepreneurial skills and vision. He is a distinguished and influential member of the community and a relentless advocate for the College locally, regionally, and nationally.

Eligibility Requirement Nine – Administration

WWCC employs sufficient administrative and support staff to achieve its mission and goals. Since 1998, WWCC has had a dual instructional leadership structure with two vice presidents of instruction. In 2013 the instructional leadership structure was reorganized so that one vice president of instruction was supported by several dean positions to oversee all instructional areas. These include a dean of arts and sciences, to oversee arts, sciences, and transfer division, and a dean of transitional studies, to oversee basic skills, High School 21+, GED, ESL, pre-college, I-BEST, and occupational support programs. In consideration of the scope and complexity of the workforce education programs, four dean positions were established: dean of workforce education, trades; dean of business, entrepreneurship, and extended learning; dean of ag science, energy systems, and water resources; and dean of health sciences and nursing.

WWCC administrators and their governance groups represent all major units of the college, satellite campuses, and off-site programs. Administrators engage in strategic planning, assessment, and policy development to ensure that the vision and mission of the college is achieved.

Eligibility Requirement Ten – Faculty

Annually, WWCC employs a sufficient number of appropriately qualified faculty to ensure that educational objectives are achieved. Full-time faculty are assigned to each discipline/program in which the institution awards degrees and certificates. Faculty serve on many committees, councils, and task forces where they contribute significantly to development of policies and procedures, curriculum development and review, student academic advising, and shared 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 multiple degrees and certificates on the Walla Walla and Clarkston campuses, and in two state correctional facilities (http://www.wwcc.edu/cat/program_listing.cfm?CC=200). The college offers comprehensive two-year undergraduate programs that include workforce education programs leading to short-term, one-year certificates, or A.A.A.S degrees. Students may also earn 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) (http://www.washingtoncouncil.org/icrc.htm) and Washington State Joint Transfer Council (WSJTC) guidelines for transfer degrees within Washington State.

Eligibility Requirement Twelve – General Education and Related Instruction

WWCC offers an Associate of Arts (A.A.) degree, which requires the completion of 90 college-level credits chosen from a comprehensive general education distribution list that include humanities, visual and performing arts, mathematics, natural sciences, communication, health and physical education, and social sciences. Information regarding the A.A. degree is found in printed information, brochures, and pamphlets distributed at key departments throughout the various campuses and in the online catalog on the College's website (http://www.wwcc.edu/cat/program_listing.cfm?CC=200).

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 including courses that teach communication, mathematics, human relations, and job seeking skills.

Eligibility Requirement Thirteen – Library and Information Services

Walla Walla Community College's library, information services, and technology are vital to the college's educational programs, mission, goals, and core themes. The library staff works carefully to ensure that the College's collection has the relevancy, breadth, and depth needed to support students, faculty, and staff engagement with information literacy, open-access resources, and research-based learning.

Eligibility Requirement Fourteen – Physical and Technological Infrastructure

Walla Walla Community College provides the physical and technological infrastructure needed to fulfill its mission, goals, and core themes. The Facility Master Plan (https://www.wwcc.edu/CMS/fileadmin/PDF/Research_and_Planning/Master_Plan_Report.pdf) was updated through 2020 and was approved by the Board of Trustees in February 2014. The updated Master Plan prioritizes the instructional and strategic plan in light of the regional economic changes. The updated plan guides state capital projects and grant funding requests.

WWCC provides extensive instructional and computer technology to support the learning and operational needs of students, staff, and faculty. Technology hardware and software, computer labs, learning centers, and multimedia-equipped classrooms are updated or replaced on a

scheduled cycle and maintained to deliver services regardless of delivery mode or location. Wireless internet capability has been strengthened and extended 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 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). The *WWCC Faculty Handbook* extends the definition of academic freedom to students by 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." (http://www.wwcc.edu/CMS/fileadmin/PDF/Human_Resources/9-EmployeeHandbooks/2012-2013_Faculty_Handbook_-_FINAL_10-2012.pdf)

Eligibility Requirement Sixteen – Admissions

WWCC provides access to any adult that can benefit through the "open door" admissions policy established by the State of Washington (RCW 288.50.020). 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 administered 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 (http://www.wwcc.edu/files/catalog/2015-2016-Catalog.pdf) , student handbook (http://www.wwcc.edu/wp-content/uploads/2015/06/student-handbook.pdf), online quarterly course schedule (http://www.wwcc.edu/qcat/), and other public information pieces. In these publications, students, staff, and the public find WWCC's admissions requirements and procedures, pace of progression, academic regulations, instructional calendar (http://www.wwcc.edu/wp-content/uploads/2015/06/2015-16-Instructional-Calendar.pdf), degree offerings and requirements, tuition and fees, refund policies, student rights and responsibilities, graduation and transfer information, and the academic credentials of staff, faculty, and administrators.

Eligibility Requirement Eighteen – Financial Resources

Walla Walla Community College is committed to providing financial resources to support its mission, goals, and core themes. WWCC's financial status is closely monitored with annual financial statements and audits by qualified state auditors. The college has a long history of strong fund balances, healthy reserves, and conservative investments. Budget and fund balances are reported to the board of trustees and the administrative team on a regular basis. The budget planning process is inclusive and involves ongoing review and assessment of instructional programs as well as all support activities. A variety of funding sources are pursued to ensure the

College's operations continue without accruing debt. This includes grants and contracts, entrepreneurial enterprises, and fees.

Eligibility Requirement Nineteen – Financial Accountability

WWCC is audited annually by qualified state auditors. The most recent audit in May 2014 resulted in no negative findings, and the next audit is scheduled for fall 2015. The college complies with all federal, state, OFM, and GAASB requirements. The WWCC Foundation is audited annually by an outside audit firm and has had 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 regarding its status with the commission.

Section I: Governance

Standard 2A

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 complies with those described in the Revised Code of Washington (RCW); Washington Administrative Code (WAC); State Board of Community and Technical College (SBCTC) policies; WWCC Board and Administrative policies, *Faculty Handbook*, *Student Handbook*; 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, which consists of the President, Vice President of Instruction, Vice President of Student Services, and the Vice President of Financial and 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 Technology Services; Director of Planning, Research and Assessment; Director of WWCC Clarkston Campus; Director of Facility Services and Capital Projects; Director of the Title III Grant; Dean of Ag Science, Energy, and Water Management; Dean of Arts and Sciences; Dean of Business, Entrepreneurial Programs, and Extended Learning; two Deans of Corrections Education; Dean of Health Science Education; Dean of Transitional Studies; Dean of Workforce Education and Trades; and the Co-Chairs of the Achieving the Dream Initiative.

The President's Cabinet meets weekly, and the Administrative Council meets semi-monthly 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, including staff and faculty. 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

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 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 approval of property acquisitions also falls under the authority of the SBCTC. Each year, the SBCTC develops 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.

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.

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

Walla Walla Community College actively participates in the Northwest 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). 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 restructuring of leadership through the establishment of a single vice president of instruction and multiple dean appointments. As other legislative mandates impact employees' terms and conditions of employment, the college ensures that 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") and the Violence Against Women Act (VAWA) have furthered the institution's efforts in working collaboratively across departments to foster fulfillment of the college mission.

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 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, RCQ Chapter 42.52. The board is comprised of five members appointed by the governor for five-year, renewable terms. No member of WWCC's board has a contractual, employment, or financial interest in the institution. See Tables below for board membership since 2005 Accreditation Report.

Table 1: WWCC Board of Trustees, 2015

Trustee	Term	Occupation	Community
Darcey Fugman-Small	11/21/11 – 9/30/19	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 – 9/30/17	Retired Police Detective	Walla Walla
Roland Schirman	6/22/09 – 9/30/18	Retired, WSU Cooperative Extension	Dayton

Table 2: 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 there is agreement to dispense with a meeting and the legally required cancellation notice is published. Board meetings include a general public meeting and executive or study sessions as needed. Executive sessions are held privately for confidential and legal issues in compliance with state statutes. 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 (WAC 132T-04-020). The Washington State Association of College Trustees (ACT) is the state organization by which the board of trustees participates to keep current on state and legislative initiatives and changes.

Standard 2.A.6: Policy Making

The Board of Trustees at WWCC establishes, regularly reviews, and revises institutional policies. Between 2005 and 2015, the board acted on and approved three policies. These approved policies include grade exclusion, VEBA Medical Benefits Plan, and Degree Residence Requirements (https://www.wwcc.edu/CMS/index.php?id=212) and (http://www.wwcc.edu/academic-transfer/residence-requirements/). The board of trustees also amended the Ethics Policy as it pertains to gifts (http://www.wwcc.edu/CMS/fileadmin/PDF/Human_Resources/6-PoliciesandProcedures/Policies/Ethics_Policy_-_Exec_Ethics_Board_Approved_01-10-14.pdf). The Code of Ethics amendment clarified the policy concerning sales of unsolicited complimentary textbooks by faculty. The board adopted a Tobacco Free Campus Policy (http://www.wwcc.edu/wp-content/uploads/2015/07/Tobacco-Free-Campus-Policy.pdf). The board also reviewed and did not modify the delegation of authority to the President.

Standard 2.A.7: Role of the President

The Board of Trustees appoints and annually evaluates the college president. Since 1985, the President has served under a series of three-year contracts. WAC132T-04-080 designates the president as the board secretary. The Delegation of Authority was approved by the board of trustees on April 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.”

Standard 2.A.8: Performance Evaluation of Board

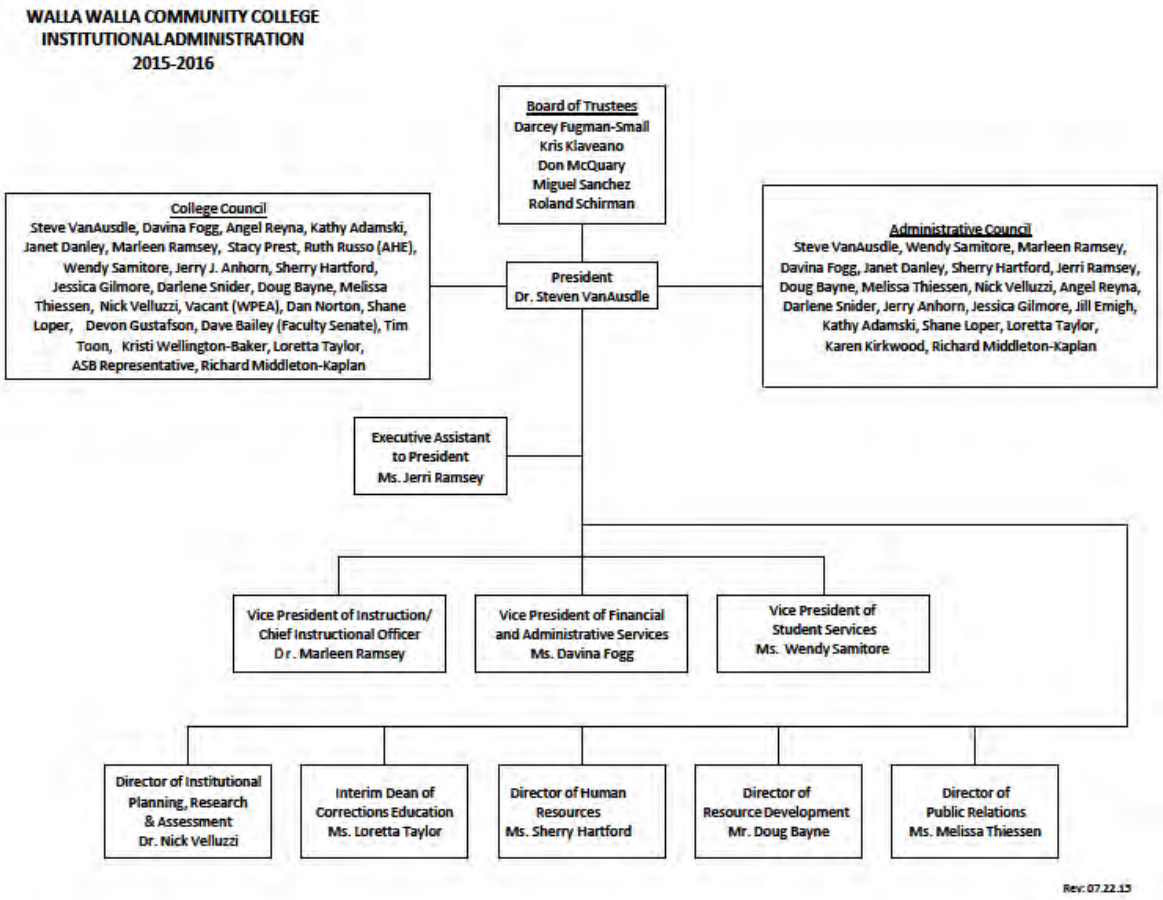
The board holds an annual retreat during which they undertake a more in-depth discussion of issues and review the institutional goals for the previous year and the operating plan for the upcoming year. Strategic planning and review of the College’s mission and goals are key priorities during the annual retreat. The board also allocates a significant block of time to

evaluate its performance and accomplishments, which also involves a self-evaluation for each member of the board.

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

WWCC administrative leadership include the President, Vice President of Instruction ,Vice President of Financial Services, Vice President of Student Services, Director of the Foundation, Director of Public Relations, Marketing, and Recruitment, Director of Planning, Research, and Assessment, Director of Human Relations, Deans, and Directors. This administrative team is responsible for planning, organizing, managing the institution, and assessing its effectiveness. Administrators are responsible for the operation of their areas in supporting mission fulfillment. The President's executive cabinet meets weekly and the Administrative Council, made up of deans and directors, meet semi-monthly. The College Council, made up representatives across the College, meets monthly. The College Council assists the Administrative Council in gathering feedback to achieve the College's Strategic Plan, goals, and initiatives. The complete set of WWCC's organizational charts can be found on the College's website (http://www.wwcc.edu/about-wwcc/organizational-charts/).

Table 3: WWCC Administrative Org Chart



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 a vigorous advocate for the College in the local community, in the state, and the nation.

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 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.

Standard 2.A.11: Administrative Structure

WWCC is fortunate to have an administrative team committed to the well-being and growth of the institution. Through the established leadership structures, which include the Cabinet, Administrative and College Councils, 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: a) Student Success, b) Strong Communities, and c) Resource Stewardship. The College has been successful at attracting highly qualified administrators with a combination of experience and credentials to provide effective educational leadership and management (see Table 4).

Table 4: WWCC Administrative Team

Position	Name	Degree/Institution
President	Steven VanAusdle	Ph.D., Ohio State University
VP of Instruction – Academic Education	Marleen Ramsey	Ph.D., Gonzaga University
VP of Student Services	Wendy Samitore	M.T.E., Eastern Oregon University
VP of Financial and Administrative Services	Davina Fogg	M.B.A., C.P.A., Washington State University
Director of Human Resources	Sherry Hartford	M.A., Gonzaga University
Administrative Assistant to the President	Jerri Ramsey	
Director of Planning, Research, and Assessment	Nicholas Velluzzi	Ph.D., University of Washington
Director of Clarkston Campus	Janet Danley	Ed.D., University of Arkansas, Little Rock
Dean of Workforce Education, Trades	Angel Reyna-Bravo	M.Ed., Washington State University
Dean of Nursing and Allied Health	Kathy Adamski	M.N., University of Washington
Dean of Ag Science, Energy, and Water	Jerry Anhorn, Jr.	M.S., Washington State University
Dean of Business, Entrepreneurial Programs, Extended Learning	Jessica Gilmore	M.A., Gonzaga University
Dean of Transitional Studies	Darlene Snider	M.A., School for International Training
Dean of Arts and Sciences	Richard Middleton-Kaplan	Ph.D., University of California, Los Angeles
Interim Dean of Corrections Education	Loretta Taylor	M.A., University of Phoenix
Director of Agriculture Center of Excellence	Bill Griffith	
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 of Energy Systems	James Bradshaw	
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
Director, Marketing, Media, and Graphics	Melissa Thiessen	B.A., Washington State University
Director of Library Services	Stacy Prest	M.L.S., University of Washington
Director of Retention & Student Development Services	Kristi Wellington-Baker	M.S.W., Walla Walla University
Director of Water & Environmental Center, Agriculture and Natural Resources	Dave Stockdale	M.S., University of Houston
Director of Enology	Tim Donahue	M.S., University of Adelaide, Australia
Director of Title III Grant	Krista Mahan	M.Ed., University of Idaho

Retaining top administrative talent and developing a succession plan continues to be a top priority at WWCC. However, administrative salaries lag significantly behind the system averages, with almost 70% of positions benchmarked below the system average. Although there have been attempts to address this disparity, the College's ability to increase pay and compensation is determined by the Washington State Legislature. For the first year of the 2015-17 biennium, legislators allocated a 3% cost of living (COLA) and a 1.8% increase for the second year. This is the first COLA since 2007-08. In 2013-14 the College hired a consultant with expertise in a comprehensive automated salary administration program to assess current administrative exempt positions, gather salary information from a wide variety of compensation survey and data providers, and build a compensation program. The goal is to have a compensation program that is competitive to the market, equitable within the college, and yet flexible enough to recognize individual differences in performance. Additionally, efforts are made to start incoming administrators with salaries that are competitive and commensurate with similar positions within the state's community and technical college system.

Standard 2.A.12: Academic Policies

The academic policies directly related to teaching, research, artistic creation, and service are published in hard copy and online in the Association of Higher Education (AHE) *Faculty*

Contract (https://www.wwcc.edu/CMS/fileadmin/PDF/Human_Resources/8-NegotiatedCBAs/AHE_2011-2014_Contract_-_amended.pdf), *Faculty Handbook* (http://www.wwcc.edu/CMS/fileadmin/PDF/Human_Resources/9-EmployeeHandbooks/2012-2013_Faculty_Handbook_-_FINAL_10-2012.pdf) and WWCC's *College Catalog* (http://www.wwcc.edu/files/catalog/2015-2016-Catalog.pdf). 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.

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 campus behavior, which includes 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 the library Facebook page (http://www.facebook.com/pages/WWCC-Library/273856862638811), which updates students and patrons to events or library-sponsored activities.

Standard 2.A.14: Transfer of Credits

WWCC complies with the Intercollegiate Relations Committee (ICRC) guidelines related to the transfer of credits (http://www.washingtoncouncil.org/ICRC%20Documents/THE%20ICRC%20HANDBOOK%20%202004%20%20Updated%20June%2010%202015%20final.pdf) and the Direct Transfer Agreement as set by the State of Washington (http://www.wwcc.edu/wp-content/uploads/2015/03/aa_dta.pdf). 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 reflect 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 and the Degree Navigation Application, innovative web-based advising portals that were locally created through collaboration of the Technology Services and Student Services departments, also assists students and advisors in tracking and monitoring academic progress.

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 in electronic versions of the WWCC *Student Handbook*

(http://www.wwcc.edu/wp-content/uploads/2015/06/student-handbook.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. 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 accommodations, including core services, for qualified students with disabilities. Information about WWCC's Disabilities Support Services 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.

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. The college currently uses multiple measures to determine the appropriate placement. These include the American College of Test (ACT) Compass placement test as well as student transcripts from high school and other colleges. Discussion is currently taking place within the state system to move away from using Compass placement and at such time this decision is finalized, WWCC will follow through and adapt with this change.

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 (General Education Diploma) 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.

Like all Washington State community and technical colleges, WWCC maintains an open enrollment policy (RCW 28.B.50.020 (1)), but admission into specific programs can vary depending on class closures or 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. Thee 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 three completion coaches who engage closely with students throughout their academic experience and assist in early intervention measures, such as 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. Progress toward these goals are tracked through a Degree Navigation Application (DNA), a tool that allows advisors to ensure that a student is on path, or needs a corrective plan to get back on path. The College uses an academic early warning (AEW) system to notify students and advisors of their academic progress each quarter, and refers students to campus resources for intervention strategies. The College also requires academic progress for enrolled students. In that context, the Financial Aid office within the Student Services division has been monitoring student Pace of Progression in compliance with recent rules by the Department of Education. Information on the Academic Standards policy and the financial aid Pace of Progression policy are communicated to newly enrolled students during mandatory new student orientation, through the *Student Handbook*, the Financial Aid website (http://www.wwcc.edu/financial-aid/financial-aid-policies) and the student policy website (http://www.wwcc.edu/CMS/index.php?id=426).

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

Since the 2005 accreditation self-study, WWCC has 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 34 sanctioned clubs and two probationary clubs on Walla Walla campus, and eight sanctioned clubs on 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.

An application and selection process is used to elect 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 a student is 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, a calendar of

upcoming college events, as well as other interesting articles. In addition, the ASB has created a Facebook page, which is visible and represented on a link from the College's website. https://www.facebook.com/wwccasb?fref=ts

WWCC is a member of the Northwest Athletic Conference (NWAC). 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 Agriculture Club, which provides agriculture students opportunities to participate in regional, state, and national industry conferences and leadership competitions.

Phi Beta Lambda (PBL) is the business program's 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 provide local program students an opportunity to gain exposure and demonstrate their skills. Similar opportunities are available to workforce program students through their program specific student clubs that are supported by the College.

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

Walla Walla Community College maintains and publishes its human resources policies and procedures (http://www.wwcc.edu/CMS/index.php?id=212&no_cache=1) 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 2). Those policies and procedures that impact specific employee groups are included in the appropriate collective bargaining agreements. These agreements are available on the college website along with links to applicable RCWs and other regulations effecting personnel.

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 3). When new employees are hired, they are provided information about work conditions, ethics, work assignments, rights and responsibilities, and requisite performance evaluation material during an on-boarding orientation process, through informal meeting with human resources staff, the new employee's supervisor, division chair, and through information and training available electronically. Copies of appropriate collective bargaining agreements and evaluation materials are shared with new members in their units during their orientation process.

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 three full-time assistants 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 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.

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 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.

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, 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. 30). Student complaints are handled by the appropriate dean or director 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.

In 2014, 132 WWCC faculty and staff participated in the Washington State Ethics in Public Service Employee Survey. Eighty-five percent of supervisors and managers responding indicated they have been given the proper resources and training to support employee's ethical behavior. Eighty percent of respondents indicated that ethical behavior is expected, and 83% indicated they would report an ethical violation if they saw it. The survey results were distributed college wide

and are available on the college web site (http://www.wwcc.edu/wp-content/uploads/2015/02/WWCC-Responses-2.pdf).

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

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" (Article 12.1).

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: (https://www.wwcc.edu/CMS/fileadmin/PDF/other/WWCC-Accreditation-Year-Three-Self-Evaluation-Report.pdf).

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 Office 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.

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 4) 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" (article 8.2). There is text included in the *WWCC Part-time Faculty Handbook* also 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."

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's 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 an assertion 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."

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.

Standard 2.A. 30: Finance Policies

WWCC uses the Financial Management System designed for Washington State community colleges. The vice president of financial and administrative 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 and 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 and administrative services and staff maintain separation of duties to ensure the College assets are safeguarded. 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 and administrative services reports at each regularly scheduled board of trustees meeting regarding the financial condition of the College. These reports include the Budget Status Report, Grants and Contracts Report, and Capital Funding Status 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 (Exhibit 5). Walla Walla Community College Board Policy Cash Management (Exhibit 6) directs business services to manage the cash flow of all funds consistent with state law and Office of Financial Management (OFM) guidelines. A reserve fund balance of 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 (Exhibit 7).

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 their own self-interest.

Input on the budget is gathered at the departmental level, the administrative council, the executive 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 trustees in April and May prior to the budget adoption in June. The trustees approve 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 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.

Standard 2.B: Human Resources

Standard 2.B.1: Employment Procedures

WWCC employs a sufficient number of qualified staff and administrators to maintain its support and operations functions. During the 2013-2014 academic year, 232 full-time administrative, professional, and support staff were employed. This represents 60% of the overall college full-time workforce. The number of full-time employees at WWCC fluctuated between 2005 and 2014. Employment reached a peak in 2008, up 12% from 2005 employment figures. With the state budget crisis and slow recovery, our total number of full-time employees is back to the 2008 level. 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 9.7). Prior to advertising a position, directors complete a staffing decision analysis that includes a job description, funding source, detailed expected outcomes, and an explanation of how the position relates to mission fulfillment through the College's process and outcomes goals. Once approved by the executive cabinet, staffing decision analyses authorize the recruitment process. Announcements 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 available online in the College catalog and web directory. All full-time employees (faculty and staff) 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.

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 and provides reminders until completed. 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 biannually 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 or faculty. The Employee Performance Appraisal System (E-PAS) used for evaluations is an electronic process that can be accessed through the employee CCNET portal, which provides accessibility, tracking, and 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.

Standard 2.B.3: Professional Development Opportunities

WWCC 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 in increasing professional development sessions using technology in teaching, including using lecture capture such as Panapto, Canvas Learning Management System (LMS), wikis, blogs, and Twitter. Recorded session remain available for faculty to access when they have a topic they wish to explore (http://web.wwcc.edu/professionaldevelopment/recorded_sessions/recorded-training-sessions-for-viewing/).

WWCC is working to increase eLearning course and program development. The instructional designer has helped to launch 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 Canvas 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 Technology Services 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 acquired in workshops and training sessions. A committee comprised of faculty and technology services 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 as part of a strategic technology implementation plan.

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 assist faculty to remain current in their teaching discipline as well as pedagogy, student motivation, and learning theory. Faculty must complete 15 Professional Improvement Units (PIUs) every five years.

Faculty are supported in their professional development activities through a faculty Professional Development Committee whose primary purpose is to assist instructors in improving their educational competence and to provide a joint faculty-administrative oversight for fair, effective, and efficient function of the Professional Development Program. The committee recommends policies and procedures, evaluates requests for funding support, and assists in management of the Faculty Sabbatical Leave Program. The committee also, in cooperation with the vice president of instruction and the president of the Association of Higher Education (AHE), 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, 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 32).

The majority of professional development for administrators, exempt-professionals, and supervisors focuses on 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-lead 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. In 2015, WWCC hosted the annual STTACC Conference with 115 classified staff attending from community colleges throughout Washington State.

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 130 full-time and approximately 324 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 for which bachelor's or master's degrees are not commonly available are deemed qualified to provide instruction in their area of specialization as demonstrated by possession of sufficient broad and comprehensive training; industry recognized certification when available; and two years relevant work experience or relevant, current teaching experience that particularly qualifies them to provide instruction in their area of experience. Current hiring practices in Transitional Studies teaching developmental education courses require full-time faculty to have earned a master's 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.

Standard 2.B.5: Faculty Workload and Responsibilities

Faculty workload is negotiated and found in the collective bargaining agreement (article 27).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.

WWCC has been very successful in hiring from a pool of talented adjuncts in order to fulfill its vision and mission of inspiring "all students to discover their potential and to achieve their goals by providing relevant, equitable, and innovative learning opportunities and services." Class enrollment caps at WWCC tend to be smaller than 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, and increased 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 and to study subjects within an optimal class environment. This includes lecture classes, labs, and specialized workforce programs.

Faculty responsibilities and workloads emphasize 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. 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 work and training beyond actual days of instruction. Faculty work assignments including time and location are the responsibility of the vice president of instruction or the deans. 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.

Standard 2.B.6: Faculty Evaluation Process

The faculty evaluation process at WWCC serves the purpose of improving student learning, encouraging professional development, and providing information necessary for personnel decisions. Evaluation is a comprehensive system that consists of multiple evaluation processes: self, peer, student, and administration. 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 by AHE and the College. The forms are available in the instruction office 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. Full-time faculty members annually 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.

Standard 2.C: Education Resources

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

WWCC and its board of trustees foster an organizational culture in which 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. The Workforce Education programs across all campuses account for about 45% of WWCC's total student enrollment. Academic Education makes up about 38%, Transitional Studies (basic skills and developmental education) about 7%, and Extended Learning accounts for about 10% of total student enrollment.

Workforce Education

Workforce Education programs focus on aligning workforce outcomes with economic demands within the district, region and state 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 State Board for Community and Technical Colleges (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 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. Program 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 considered 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 a program's effectiveness in preparing students for living wage employment.

Academic Education

WWCC offers a comprehensive two-year undergraduate program that 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/academic-transfer/). There are six instructional divisions that make up the Academic Transfer unit: Humanities, Social Sciences, Mathematics, Natural Sciences, Physical Education and Health, and Performing and Visual Arts.

WWCC works with other institutions of higher education through the Intercollegiate Relations Council (ICRC), a voluntary association of institutions in the State of Washington which are accredited by NWCCU, to ensure transferability of courses.. 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 43 degrees and 40 certificates on the Walla Walla and Clarkston campuses, and two state correctional facilities.

Table 5: WWCC Degrees and Certificates

Instructional Area	A.A.S.-T.	A.A.A.S.	A.A./A.S.	Certificate	Short Program	Instructional Area Links
Associate in Arts			✓			http://www.wwcc.edu/wp-content/uploads/2015/03/aa_dta.pdf
Associate in Science (Option I)			✓			http://www.wwcc.edu/CMS/fileadmin/PDF/Degrees/AS_OP1.pdf
Associate in Science (Option II)			✓			http://www.wwcc.edu/CMS/fileadmin/PDF/Degrees/AS_OP2.pdf
Associate in Math Education			✓			http://www.wwcc.edu/CMS/fileadmin/PDF/Degrees/AME_DTA_MRP.pdf
Associate in Biology			✓			http://www.wwcc.edu/CMS/fileadmin/PDF/Degrees/ABIO_DTA_MRP.pdf
Associate in Secondary Education Earth & Space Science			✓			http://www.wwcc.edu/CMS/fileadmin/PDF/Degrees/ASEESS_DTA_MRP.pdf
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
Carpentry		✓		✓		http://www.wwcc.edu/carpentry
Civil Engineering Technology		✓	✓	✓		http://www.wwcc.edu/civilengineering
Collision Repair Technology		✓		✓		http://www.wwcc.edu/autobody
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
High School 21+				✓		http://www.wwcc.edu/CMS/index.php?id=4130
John Deere Technology		✓				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

*Instructional areas where multiple certificates can be earned.

Transitional Studies

The Transitional Studies department offers a variety of courses and programs designed to build skills in reading, writing, oral communication, critical thinking, technology, and mathematics so adults can transition to workforce training or academic transfer programs. The Transitional Studies department is comprised of Basic Education for Adults, Developmental Education, Occupational Support, and High School Programs. Program revisions include a focus on

shortening the pathway for underprepared student populations through program development centered on strategic progression, equity, and student achievement.

eLearning

WWCC experienced a dramatic increase in eLearning enrollment from the 2005 accreditation self-study to 2009. This enrollment continued to climb into 2010 as the College continued to focus on building pathways with an increase of 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 increased student learning and retention. The focus of the Title III team was on combining instructional design principles with technology tools that could be integrated into the 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 effort to develop web-enhanced classes for faculty to assist with their traditional face-to-face teaching. Since 2010, web-enhanced and hybrid courses have accelerated in growth as more faculty move their course materials into the digital environment. During this transition, faculty were 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 the evening and eLearning coordinator and directly 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 designed to assess the quality of online and hybrid courses. In alliance with other Washington State community and technical colleges, WWCC transitioned from Angel LMS to Canvas LMS in fall 2013. WWCC followed an orientation and training plan as the College transitioned to Canvas. The training and orientation for faculty was overseen by the eLearning coordinator with the support of the instructional designer and instructional technology technician.

In 2014 the eLearning coordinator reactivated the eLearning Committee in order to ensure that departments remain focused on the overall strategic goals of the college. The eLearning Committee is made up of representatives from across all divisions on campus and acts as a recommending body for policies and practices that affect eLearning as well as provide support and training to faculty. The eLearning Committee developed a “Strategic Conversations” program that allows departments opportunities to present their strategic goals related to digital instruction to the committee and receive input and support of those goals as they related to online, hybrid, and web-enhanced course offerings. These conversations then inform professional development planning for the eLearning office. The program launched in spring 2015 and early response has been positive.

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 was completed in 2013, WSP gained the ability 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 A.A. Degree Program (offered with support from the Sunshine Lady's Foundation). The educational programs at both correctional facilities serve students of various ethnic groups: 52% Caucasian, 16% Hispanic, 5% Native American, 19% African American, 3% Asian, 4% Multi-racial/Other, 12% Unknown.

Corrections Basic Skills

Washington State Penitentiary and Coyote Ridge Correctional Institution each typically have between 200 to 250 Basic Skills students. These students are usually 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. General Education Diploma (GED) students are allowed to take the official GED tests proctored by a trained GED examiner at the time they demonstrate competency in that subject area. Once GED students complete all four GED tests, they are eligible to enroll in a workforce education program or the A.A. degree program depending on custody level, location, program availability and personal interests. GED students may take a basic computer class to prepare them for Workforce Education or A.A. Degree programs.

Since the changeover to the Pierson electronic version of the GED test, the number of students successfully completing the series of tests has dropped dramatically so the college recently implemented an I-BEST program with two vocational programs: Collision Repair and Carpentry. This allows students without a GED or high school diploma to enroll and get hands-on instruction in a vocational field while a Basic Skills instructor offers them academic support. Students who struggle with academic coursework learn this material as it is contextually

embedded in hands-on instruction in their field of work. This in turn helps them develop the academic skills needed to succeed on the GED test.

Corrections Workforce Programs

Workforce programs offered at the two correctional facilities include Automotive Repair Technology, Collision Repair, Bookkeeping, Carpentry, Diesel Technology, Graphic Design, HVAC, Building Maintenance, and Welding as well as required related instruction courses, which include Applied Math, Applied Writing and Job Psychology. Approximate enrollment numbers for each program are as follows: 170 students in Graphic Design, 140 in Bookkeeping, 32 each in Automotive Repair Technology, Collision Repair, Carpentry, Diesel Technology, HVAC, and Building Maintenance, while there are 64 students in Welding. The educational program at Washington State Penitentiary (WSP) recently added a Computer Numerical Control (CNC) program, which enrolled 17 students at the start of the new session.

Corrections Academic Education Programs

In 1996, Washington State House Bill 2010 was passed eliminating all college level courses and degrees from correctional institutions in Washington State. However, generous private donations from Doris Buffett of the Sunshine Lady Foundation, have allowed WSP and CRCC to offer academic education courses leading to an A.A. degree for offenders. In 2008, WSP again began to offer an A.A. degree program and in 2009, an A.A. program was also implemented at CRCC. Students at both facilities can earn a full two-year transfer degree. Classes are offered in a broad variety of general education courses in all of the divisions: English, math, natural science, social sciences, and humanities. The A.A. program began with only a handful of students, but the program has grown to serve approximately 300 students. From the inception of the A.A. degree program through the spring of 2015, there have been 238 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 Comprehensive Assessment System for Adult Students (CASAS) tests used to measure progress with ESL, ABE, and GED students have been reformatted for online-only testing. However, a secure electronic version has been developed since correctional students cannot have internet access. 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.

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 faculty 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, and discipline/program level outcomes are available in the OCA.

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 that 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 methods and at the completion of the course, they use these assessment methods to measure how well students achieved the learning outcomes. Through analysis of the results, instructors are able to adjust, adopt, and integrate best practices to enhance student learning success in their courses. 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 the public. Students are also able to access course syllabi through the OCA and through Canvas classroom shells. Faculty use Canvas 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 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.

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/academic-transfer/ 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 scheduled to begin using electronic documentation to support laboratory-based skill standards and learning outcomes assessment.

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 State Board for Community and Technical Colleges (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 or employment following graduation. Information provided by this analysis is being used to identify possible program design, depth, and sequence improvements.

WWCC degree programs provided at the Washington State Penitentiary (WSP) and Coyote Ridge Correctional Center (CRCC) meet the requirements set forth by the Department of Corrections (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.

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 by-laws (http://www.wwcc.edu/CMS/uploads/media/Bylaws_approved_Feb_13_2014.pdf). In recent years, the Curriculum Committee membership has significantly increased to provide representation by all areas of the college and to reflect administrative unit changes. Faculty positions include:

- Two academic faculty
- Two professional-technical faculty
    - One faculty member from Transitional Studies
    - One representative from Student Development
- Two representatives from Clarkston Center
    - One Faculty
    - One Administrator

- Two representative from Washington State Penitentiary:
  - One Faculty
  - One Administrator
- One representative from the Library

In addition to faculty representation, there are four instructional administrators included on the committee to provide context and oversight of programmatic issues and consistency across delivery locations:

- Dean of Academic Education
- Dean of Transitional Studies Education
- Dean of Workforce Education
- Dean of Health Science
- eLearning Coordinator

Finally the committee is inclusive of three ex officio non-voting members to add additional context, advice and college-wide information:

- Vice President of Instruction – ex officio – non-voting
- Registrar – ex-officio -- non-voting
- Student Representative – non-voting

The procedures of curriculum review were recently updated to reflect the administrative structure and ensure a clear flow of information about the proposed curriculum revisions prior to the Curriculum Committee meeting scheduled to review changes.

The updated Curriculum Committee website can easily be accessed from the home page or the faculty staff page (http://www.wwcc.edu/CMS/index.php?id=3164). This site provides ready access to the minutes, changes and requirements and step-by-step instructions to support faculty in understanding the process of proposing curriculum changes. To address the continuing need to update and revise curriculum, the committee now meets bi-monthly. 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=3174) .

Faculty members with teaching responsibilities all 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. 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/Curriculum_Review_Schedule_2012-16.pdf. 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: http://www.wwcc.edu/CMS/uploads/media/Curriculum_Review_Schedule_2012-16.pdf. The committee takes responsibility for informing the appropriate faculty representative and providing the relevant current information about the courses up for review.

The ORC committee has been very successfully assisting faculty in creating measurable and clear outcomes that support student learning. Each department works in teams, as appropriate, to review their course-level outcomes, remove content overlap, and increase understanding of curriculum progression through degree requirements. The ORC provides faculty with an outcomes coach who can work with the department through the review process prior to their 5 year meeting with the committee. Faculty have reported great satisfaction with the process and an increased understanding of how to construct measurable outcomes that improve student learning and are reflective of the great work they are doing in the classroom.

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 new faculty. The hiring process for full-time faculty was defined prior to 2005 in the *WWCC 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.

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

In 2009 and again in 2011, the Library's webpage underwent an extensive overhaul resulting in a more use- friendly and student-centered interface. With specific input from faculty during free trials, the library arranged to provide a majority of its journals through several heavily used online databases. EBSCOHost 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 and Historical New York Times database. The nursing faculty was actively involved in the choice of health related databases. Librarians work closely with the Nursing faculty to tailor regularly scheduled instructional sessions on using the database. To meet the needs of the newly overhauled business course of study, IBIS World was added after consultation with discipline faculty.

Faculty demands for preview of audiovisual needs are met by a library subscription to Netflix. Films on Demand's Career & Technical Education Collection and the 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 ensures 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.

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 21 classroom presentations and assignments per quarter, reaching over 1200 students in the classroom. These instructional sessions have been across the board in transitional studies, academic transfer and workforce education classes. Librarians and faculty work collaboratively 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 2012, librarians and teaching faculty came together to create a WWCC Digital and Information Competencies Rubric, 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.

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 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.

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 Board for Community and Technical Colleges as well as the policies established by the Northwest Commission on Colleges and Universities. The College website has a link (http://www.wwcc.edu/admissions/pla/) where students can access information on the process of obtaining credit for prior learning. Prior learning can be assessed using a variety of methods, including course challenge; standardized tests; credits earned through the American Council of Education's Guide to the Evaluation of Educational Experiences in the Armed Services(ACE); the systematic observation of skill demonstrations, including role plays and simulations; and the evaluation of case studies or other assignments. Credit can only be granted for college-level learning which can be demonstrated and documented.

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 of 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. This transfer and articulation umbrella policy is found within The ICRC Handbook, 2004, Last Revision: Spring 2015, along with approved guidelines for the Direct Transfer Agreement (DTA). The agreement ensures that transfer degrees fulfill the general education requirements of participating four-year colleges and universities in Washington State and allows students full articulation of an A.A. Degree and opportunity to pursue any major at the four-year college level.

The Office of Admissions and Records safeguards all student academic records. The registrar regularly attends Curriculum Committee meetings to monitor any changes that would affect the awarding of credit. An instructional dean and a student services representative attend ICRC meetings and work closely with the vice president of instruction and the Office of Admissions and Records to ensure that credit guidelines and transfer updates are clearly followed.

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 to support the A.A./A.S. Degree Learning Outcomes at Walla Walla Community College. 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/qcat/).
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.

Standard 2.C.10: Learning Outcomes for General Education Courses
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 8), a critical analysis assessment tool (Exhibit 9), and a rubric by which to assess communication skills (Exhibit 10).

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 from this pilot assessment were submitted in a Summary Report (Exhibit 11), which is available online. After 2011-12, the initial pilot year, the A.A. degree outcomes assessment was implemented at WSP and CRCC. Over the past decade, WWCC has committed considerable resources and worked mightily to improve the assessment of general education courses. The work of assessment continues as each year the A.A./A.S. Degree Learning Outcomes Committee reviews, refines, and adjusts assessment to ensure that the process or methods are based upon analysis and evidence to inform decision making.

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 Master Course Outline (MCO) 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 continued effort to offer web-enhanced, hybrid, and online-related instruction courses. This provides students with multiple means to access the course syllabi, lectures, and assignments. Reading, writing, speaking, and math content is integrated 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 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.

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 to "Encourage and support life-long learning, and create strong internal and external communities." Creative budgeting and staffing has provided new opportunity for growth between 2012 -2015.

The Extended Learning department director resigned in July 2009, and the department was moved under the supervision of the vice president of instruction. 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 Evening College and eLearning. In addition, funding was found for a Coordinator of Extended Learning in order to achieve the mission goal of encouraging and supporting life-long learning. Both the Evening/eLearning Coordinator and the Extended Learning Coordinator report directly to the Dean of Business, Entrepreneurial Programs and Extended Learning. This direct line of support from an administrator gives better oversight over strategic planning, growth opportunities and collaborations across campus that have led to growth in the department.

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

The changing needs of community businesses and organizations have 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.

Since the most recent restructure of Evening College, eLearning and Extended Learning, there has been greater focus on meeting the needs of our community at large and for credit-seeking students to access flexible course offerings. The Evening & eLearning Coordinator has focused course offering on three major pathways;

- Nursing pre-requisites
- AA Transfer Degrees
- Business DTA

Division chairs of arts and sciences coordinate regularly with the Evening and eLearning Coordinator to choose course offerings. By increasing the number of offerings in focused pathways, the team has created a pattern where students can depend on course offerings being available at times that meet their demanding work life. Students are now able to complete specific pathways in a predictable timeline, thus increasing enrollment and stability of instruction.

The evening and eLearning coordinator has offered increased opportunities for professional development in the areas of hybrid and online course development and implementation. The intentional focus on developing faculty skill in delivering curriculum in flexible formats has improved course outcomes and student satisfaction. In addition, the increased training has encouraged new faculty to embark on creating courses in flex formats.

The evening and eLearning coordinator collaborates with faculty and administration across all units to provide a consistent evaluation process. Evaluations follow the faculty contract and include student evaluation, peer reviews, and self-reflection. In addition, the coordinator can provide one-on-one training and support for faculty hoping to develop, improve or re-design a flex format course.

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 is decentralized with some specific programs providing opportunities that meet the needs of community businesses and organizations when appropriate. The extended learning coordinator works to collaborate with instructional leads across the campus and centralize training when appropriate to streamline registration and payment. This more centralized approach has allowed the department to increase offerings to meet the needs of the community. When large scale training is needed, individual departments are encouraged to work with the

Extended Learning Coordinator to centralize appropriate registration, marketing, and support efforts. This new approach has increased the total number of offering across the campus thus providing increased access to professional development training for our community. The community awareness of available training has increased with the efforts of the Extended Learning Coordinator across marketing and communication avenues. With the greater focus on community needs, it is now common for employers to reach out to the Extended Learning Coordinator to implement contract courses specific to their professional development needs. Courses are offered in Extended Learning based on need. Course proposals are approved through the Dean of Business, Entrepreneurial Programs and Extended Learning.

Quest is a membership institute serving adults 50+ years of age. Classes are provided 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 faculty at WWCC, and from Whitman College, a small and highly respected liberal arts college in Walla Walla. Programming for Quest remains strong under the umbrella of Extended Learning, and through the efforts of the extended learning coordinator, the number of offerings has increased in the last two academic years and enrollment has increase significantly indicating a greater impact in our community.

Written student evaluations are collected from all courses offered in Extended Learning and returned to the instructors and the appropriate coordinator allowing the department to 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, newsletters and social media marketing are employed quarterly to advertise the next available and upcoming offerings.

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) as it pertains to teacher professional development (Exhibit 12). These credits are tabulated according to the OSPI guidelines and are not transferable to a four-year college and do not count as prerequisites to traditional college courses. 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.

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 (IB). The IB 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 their course(s).

Standard 2.D: Student Support Resources

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 president 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. 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, "Student Success", 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 significant increase in the number of students served, from 7,565 in 2010-11 to 20,409 exams proctored in 2014-15. 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 e-COMPASS program, which has given students in remote locations greater access to testing. The increase of students testing has necessitated tighter security measures, including picture identification verification, lockers for mandatory storage of personal items, and security cameras for monitoring student testers.

The testing center developed a strategic plan to address computer based GED testing, which was 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, new testing centers were constructed on both the Walla Walla and Clarkston campuses. The College has fully implemented online GED testing on both campuses and in the off campus site at Tyson Foods to maintain access for employees at that location.

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 notifies students of campus-wide wireless access.

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 software applications and reporting services were developed through collaborations between SDC and Technology Services staff. Members of both staffs meet weekly and work to design tools that will help improve advising services and provide access to consumable data relevant to student access, retention and completion. One of the tools is the online Advisor Data Portal (ADP), a repository of student information that was previously scattered amongst various databases. Attributes of ADP include placement scores, grades, transcripts, educational plans, student achievement and degree progress data, program affiliation information and warning flags for poor performance or attendance. Another recently developed tool is the Degree Navigation Application (DNA). This tool allows advisors to plan the sequence of coursework a student will need for the completion of their identified degree as well as to track progress toward that degree. 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, faculty advisor training during the annual fall in-service, and additional professional development opportunities related to specific populations and services throughout the year. In partnership with the Technology department, the SDC team developed a Retention and Enrollment Dataset (RED) that is used to track student retention and completions through a quarterly outreach campaign.

The SDC assists students in navigating career and life pathways. Courses, workshops, and individual consultations help students define educational and career goals. Twice a year, a three-credit course, Navigating Education and Career Pathways, is offered to students. This class provides students the opportunity to explore education and career identity development. Readings, assessments, and applying theory to themselves promotes self-understanding and connects the implications of motivation, decision making and self-efficacy as it relates to educational and career pathway alignment. Students schedule appointments with staff in the SDC 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 pathways and employment opportunities in the region with links to careers that support particular fields of study offered at WWCC. All Student Development Center staff were trained as part of the first Career Coach certification training in November 2014.

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 with the DSS office. The disabilities coordinator provides accommodation letters quarterly 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 wrap-around 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. WWCC received notification that the TRIO program is funded again for five more years beginning September 1, 2015.

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 creative commons license for the 34 public community and technical colleges and four-year colleges and universities in Washington State. In 2013 the OCL project completed 81 courses most commonly used by lower division transfer students. 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.

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.

Standard 2.D.3: Recruitment and Admissions

WWCC has an open-enrollment admissions policy. This policy allows any individual admission to the college who meets the age eligibility requirements and who can benefit from offered educational programs. 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 director of Marketing, Media and Graphics centralizes the recruitment outreach efforts on campus with the support of the Strategic Enrollment Management team. 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. Recruiting personnel and Student Services staff can 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 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; 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 attend orientation are retained from fall to winter quarter.

Running start students are also required to participate in New Student Orientation. This orientation focuses on the coordination of processes with the high school, the enrollment process at WWCC, the culture of college, and college expectations.

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.

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 current 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) The college mission, to inspire all students to discover their potential and achieve their goals by providing relevant, equitable, and innovative learning opportunities and services, is displayed in the opening section of the catalog to promote the vision that WWCC will be the catalyst that transforms students' lives and the communities the College serves. The College identified three core themes that manifest essential elements of its mission. The core themes and institutional values are located with the college

mission. These core themes, student success, strong communities, and resource stewardship are fundamental aspects of the College's mission by translating it into practice and are interwoven in all WWCC services and practices.

b) Entrance requirements and procedures: Admissions policies and processes are addressed in the College Catalog and online here: (http://www.wwcc.edu/files/catalog/2015-2016-Catalog.pdf#page=11). These policies and processes are designed to accommodate all students seeking educational opportunities provided at WWCC. Walla Walla Community College District No. 20 is committed to providing equal opportunity and nondiscrimination for all students, without regard to race, color, creed, national origin, sex, sexual orientation, including gender expression/identity, genetic information, marital status, age (over 40); the presence of any sensory, mental, or physical disability; the use of a trained guide dog or service animal by a person with a disability; or, status as a Vietnam and/or disabled veteran, National Guard member or reservist; in accordance with the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, the Federal Rehabilitation of 1973, the Americans with Disabilities Act of 1990, and any other applicable Federal and Washington State laws against discrimination.

   Applicants who are age appropriate and who have the ability to benefit are accepted for enrollment at the college. 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 currently used to assess writing, reading, and math. Re-testing is required if placement scores are older than two years.

   In 2011, WWCC replaced a locally developed writing sample assessment process with a standardized, computer based eWrite 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 high school transcripts for accurate college course placement. Placement results are then 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 as well. Due to the recent notification from American College of Testing (ACT) regarding discontinuation of the COMPASS placement exam, a small committee has been created to evaluate alternative placement assessment tools to be implemented fall quarter of 2016.

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 6.

Table 6: 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. Each certificate and degree program publicizes a projected average or reasonable time to completion in that program. The statewide degree audit system, developed at Bellevue College was adopted at WWCC. The link is available in the student portal and in the Advisor Data Portal (ADP). Information regarding program and degree completion requirements, frequency of offerings and course sequences are also available online. Learning outcomes are updated regularly, monitored annually, and tracked in the office of instruction. In 2011, student progression and completion data based on the Washington State Student Achievement Initiative momentum points was added to ADP for ease of monitoring student progress. The Degree Estimator Application (DEA), which evaluates a student's progress toward the degree completion, was also recently implemented. Progression toward degree is displayed in ADP, sorted by the degree closest to completion.

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://www.wwcc.edu/directory/).

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/fileadmin/PDF/Student_Policies/Student_Code_of_Conduct_Revised.pdf).

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/paying-for-college/cost/).

h) Refund policies: Refund policies are available in print and online in the catalog and in the quarterly schedule, http://www.wwcc.edu/files/catalog/2015-2016-Catalog.pdf#page=11).

i) Financial aid: Opportunities and requirements for financial aid are communicated on the financial aid website (http://www.wwcc.edu/financial-aid/).

j) The academic calendar is on the college website (http://www.wwcc.edu/calendar/) and is accompanied by complementary calendars of important dates that are of value to current and prospective students.

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/CMS/fileadmin/flyers/QuickGuide.pdf).

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.

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 the software product, e-Halfile program and new scanning 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 WWCC'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, and 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.

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 during winter quarter.

According to the SBCTC 2014 year-end report, 72% of Walla Walla Community College students enrolled in eligible programs received need-based financial aid. The Washington State community and technical college system average is 48.8%. Total financial aid disbursement doubled from $10,077,452 in 2004-05 to $21,428,999 in 2013-14. However, loans more than doubled in half that time, from $3,477,424 in 2008 to $8,155,754 in 2013-14.

The financial aid website was also re-designed for easier access. The Financial Aid website is used to communicate key information to students. Information regarding how to complete the FAFSA, the WWCC supplemental financial aid application, loan applications, and other pertinent information is maintained there. In an effort to improve communication with students, WWCC purchased School Messenger, an automated phone, text, and email system. The financial aid office has used the system to increase timely communication with students regarding their financial aid application and award status.

A student financial aid portal to increase access to information regarding awards and status of application was implemented in 2011(http://www.wwcc.edu/financial-aid/financial-aid-portal) . The portal exposes information online to students regarding financial aid award status, required forms, student loan application, promissory note, and entrance/exit counseling. In 2012, Financial Aid and Technology Services staff developed an electronic tool, the Satisfactory Academic Progress (SAP) portal, to increase efficiency in monitoring satisfactory academic

progress. The SAP portal imports degree audit information to verify student progression toward identified degree compliance.

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 also available online.

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. Students are assigned an advisor as a new student following orientation, or are re-assigned if they are a returning student, depending on their identified pathway. Degree-seeking students are assigned 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 as well as in the College Catalog and online.

Advising is an identified best practice at Walla Walla Community College and is a highly valued service at our institution. WWCC requires all students seeking a degree to meet with an assigned advisor each quarter prior to registration to review their educational plan and identify appropriate courses to continue progress toward degree completion. Advisors are able to track students' progression through the use of ADP and the DNA software tools designed for advising support.

An assigned advising day is set aside each quarter on which most classes are suspended to provide time for faculty to meet with students and for course information updates. Advisor update sessions are scheduled at the beginning of advising day prior advising appointments. Training sessions are offered in the fall at Faculty In-service and during the year as a professional development activity. SDC staff participate in statewide councils to be apprised of changes that pertain to advising.

The transfer specialist works closely with the division chairs, the dean of arts and sciences and the vice president of instruction to keep degree information current, accurate, and accessible both in print and online. Degree guides and articulation agreements with four-year colleges are also a collaborative effort between instructional team members and transfer specialists. Entrance requirements, program admission processes, program application information, degree requirements, graduation criteria, and sequencing plans for completing degrees are available online and in print.

To promote student success the College has implemented several strategies to increase the rate of completion including quarter-to-quarter retention outreach campaigns, completion coaching and funding triage services. Students who are not enrolled within five days of their registration date and time are contacted via email and an automated calling system. Advisors are notified and provide personal outreach to the students regarding their enrollment status for the following term. Students and their advisor review a degree audit and complete a final education plan and quarterly course schedule that targets degree completion. Completion coaches provide support to any student in danger of dropping out of their educational pathway prior to completion. Faculty and staff refer students for support services, including emergency funding, transfer planning and reverse transfer support for students who transfer prior to degree completion, and wish to transfer back courses from their four-year institution to complete their degree. Students within 15 credits of degree completion are identified through reporting services and monitored by the completion coaches for early interventions as needed. Embedded in the holistic advising process is support with financial aid navigation assistance as well as emergency funding. Advisors are trained to support students with financial concerns through the funding triage process and have access to the financial aid management system to assist students in understanding what financial resources are available.

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 including 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.

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. During the 2014-15 academic year the constitution and bylaws underwent an extensive review and revision process. The revisions are set to be presented to the board of trustees in September, 2015 for approval. Officers are selected through an application process each spring. The officers are advised by the student activities director who reports to the vice president of student services. The officers plan a schedule of co-curricular activities that are offered throughout the year.

The ASB provides funding for 34 sanctioned clubs and two probationary clubs on Walla Walla campus as well as eight sanctioned clubs on the Clarkston campus. These clubs are listed in the handbook, catalog, and online, and are funded through the use of the student activity fees in support of the mission and core themes of the college. Social media has been incorporated into marketing student activities. A community service component is required of all clubs requesting funds and this policy generated 2,500 reported community service hours during 2014-15.

The students assessed themselves an additional fee several years ago in order to fund an expanded student activities 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 cultural events, motivational speakers, various recreational activities and community service events.

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

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 on the selection of items and range of services provided in the bookstore. In response to student concerns over textbooks costs, a campus-wide committee led by the bookstore staff reviewed alternative cost-effective options. As a result, textbook rentals have been offered since 2014. 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.

Standard 2.D.13: Athletics

Walla Walla Community College is a member of the Northwest Athletic Conference (NWAC) and the National Intercollegiate Rodeo Association (NIRA). All policies and procedures of the NWAC and the NIRA are strictly followed by the College. The athletic director, under the supervision of the vice president of student services, has primary responsibility for the overall operation of the Athletic department. The athletic director is assisted by the assistant athletic director. The Athletic department consists of five men's sports which include soccer, basketball, baseball, golf, and rodeo, and six women's sports which consist of soccer, basketball, softball, golf, rodeo, and volleyball. Student athletes follow the same admissions, registration, testing, and financial aid policies as all students who attend Walla Walla Community College. Student athletes may receive tuition scholarships as awarded by the head coach of each sport. These

scholarship awards must be approved by the athletic director before they are awarded. All student athlete scholarships must be in alignment with NWAC and NIRA scholarship guidelines.

Walla Walla Community College has developed highly competitive teams in the athletic arena but also maintains a high degree of academic integrity as well. The completion rate and academic progress of student athletes is published at the end of each academic year on NWAC's Presidential Report which is a report to honor the academic achievements of schools in the conference. In 2013 the Walla Walla Community College Athletic department was awarded the President's Cup for Outstanding Academic Achievement, and in 2014 the Athletic Department was the President's Cup Runner-up. The athletic director also completes the Equity in Athletics Disclosure Act (EADA) Title IX survey on an annual basis to ensure Walla Walla Community College's compliance with Title IX requirements as they relate to intercollegiate athletics. This report is submitted to the United States Department of Education Office of Postsecondary Education at the end of October of each year.

Standard 2.D.14: Identity Verification Process

Students enrolled in eLearning courses and programs verify their identity through the Net ID login system. This requires identity verification login and password protocols. Proctored quizzes and tests are conducted in the testing center for specific 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, the testing coordinator arranges proctored exams for students who live in other locations. Proctors for off-site examinations are employees of public and college libraries or official testing centers.

Standard 2.E: Library and Information Resources

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. Unused or little-used print periodicals have been eliminated. Resources are now being invested in heavily used online databases. The EbscoHost suite of databases was upgraded from Academic Search Premier to Academic Search Complete, providing additional online journals. ProQuest complements the EbscoHost product and furnishes the ProQuest Nursing & Allied Health database and the Historical New York Times database. CQ Researcher provides specialty access to social issue topics. National Geographic Virtual Library has been recently added. Accessibility to non-print items has been broadened by 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 website 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 printed bookmarks, which are issued quarterly and available at the library circulation desk. The mobile platform Boopsie was installed so that the library website is easily read on a variety of devices.

The library participates with the Walla Walla Rural Library District in a consortium, the Walla Walla Area Library Network (WALNET), which 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 loans 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, but faculty input is sought and prioritized. The Curriculum Committee requires a library representative so that the library is made aware of any changes or additions to the college curriculum and to provide input on information literacy outcomes.

The libraries at both campuses house multiple computers for student use. There are printers available for printing via the PaperCut system. Wireless internet can be accessed throughout the library to serve those students with laptops. A new photocopier has been installed with features that include duplex copying and the ability to copy to a USB drive.

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. Statistics of the online EbscoHost databases revealed that nearly 15% of searches were done in Spanish.

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 student input, the library website was overhauled in 2009 and again in 2011.

In response to the changing needs of students, the physical facility has recently undergone a few changes to make its spaces more learner-centered. A 6-chair station was set up for laptop users to be able to plug in and work efficiently without have to string electrical cords to the nearest outlet. After winning the ACRL's 2013 Outstanding Community College Library, an award of $3,000 was given to the library, which was used to create a group student rooms and install a new walk-up window in the reference librarian's office to make it more accessible to students. A new stand-up charging station, capable of charging eight devices at a time, was placed near the computer pods, so students can charge their devices while working on the computers. More comfortable furniture was purchased, some of it on wheels, along with a rolling whiteboard, so that students can make more productive use of library space. The library collaborated with the WWCC welding and auto body students to have four bar-height tables made from old wooden end panels taken from discarded library shelving. These have proved very popular because their placement along a bank of windows provides an outside view and great natural light.

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.

Toward the end of each fiscal year, a general notice goes out to all faculty at both campuses to provide the library with any titles or other resources they need that might be purchased with unspent funds.

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

The primary stakeholders are the students who use the library's resources, whether electronic or print. Beyond those resources, the librarian is the most important piece to the student's academic puzzle. Our library staff consistently partakes in continuing education, both on-campus and off, staying current in the fields of librarianship and education. In order to make and keep the

librarian visible outside of the library, our staff uses creative thinking to get students involved with the library staff. This may include collaborating with art students on turning discarded books into pieces of art or co-sponsoring the Cookin' the Books edible art contest with the culinary arts students. Just as the library's electronic resources meet students at their point of need, the library staff endeavors to reach out to students beyond the walls of the library.

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

This past decade has seen a significant shift in librarians offering classroom instruction. During the 2005-06 academic year, WWCC librarians were involved in ten formal information literacy instruction sessions. In the 2014-15 academic year, the library taught 66 sessions. That number reflects faculty collaborations on two campuses in all areas of study from nursing to English to chemistry.

Librarians regularly offer faculty in-service sessions to 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 services for a specific number of hours a week and WWCC students have 24/7 chat reference available in return. This service is available through the library homepage. Reference sessions may be tagged for follow-up at the home library, giving the WWCC librarians the opportunity for personal contact with the student.

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

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 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. The library cooperates with appropriate discipline faculty to evaluate trial subscriptions for ease of use, relevance and adequacy before purchasing them.

At the end of each academic year, usage statistics are drawn from each electronic database to ensure that it is being used and, on a more granular level, which particular academic area is seeing the most usage. Based on these figures, databases may be dropped, added or, in the recent case of EbscoHost, upgraded to the next tier of service.

During the 2014-15 academic year, the library has undertaken a massive weeding of its print collection, reducing the holdings significantly using a formula based on usage along with the item's availability in electronic format. The library has also worked with discipline instructors to determine the usefulness of certain holdings.

The library has partnered with the Technology Services department in using EZProxy software, which 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. Wi-Fi is available throughout the library.

Standard 2.F: Financial Resources

Standard 2.F.1: Demonstration of Financial Stability

WWCC's Business Services department is committed to providing accurate and timely financial information and identifying resources and strategies to support College programs and further student's outcomes and success. The College has a long-term history of strong fund balances, healthy reserves, and conservative budgeting practices. These fiscally responsible practices have allowed the College to weather declines in state funding levels due to the fluctuating economy. The Business Services department is staffed with a skilled team which is very knowledgeable about state laws, regulations and accounting requirements and ensures the College remains in compliance with those key factors. The staff reviews and analyzes current as well as future operations to foresee risks, mitigate them if possible, estimate their impacts, and create response plans as necessary.

The Annual Plan and Operating Budget is approved each June after a review and assessment of instructional programs and support activities. Throughout the fiscal year the College continues to evaluate and reallocate funds within the operating budget as needs arise or revenues change. A key strategy used to ensure financial stability is to closely monitor, on at least a monthly basis, how key components of the operating budget are performing when compared to both the approved and revenue and expenditure patterns from prior years.

Table 7 shows the ratio of operating fund reserves to operating fund expenditures. This ratio examines the adequacy of reserves to meet ongoing operating expenses, especially the college's ability to absorb or cushion the effect of budget reductions or revenue shortfalls. WWCC's ratio has remained consistent or showed a slight improvement each year from 2011 through 2015. The past history of this ratio shows a financially stable environment where reserves have been maintained despite some instability in the operating budget and an avoidance of issuing debt for capital projects like the addition to the Water and Environmental Center in 2011. The College chose to minimize impacts on the operating budget by keeping debt service expenditures at a minimum when reserves were available to cover capital project work. Two examples of that approach were to avoid taking on debt to construct the Water and Environmental Center Addition (2011) as well as using reserves to fund the purchase of 10.5 acres of land adjacent to the Walla Walla Campus (2010). Table 9 details the use of debt and the coverage ratio to sustain applicable debt service expenditures.

Another way of gauging financial stability is ensuring that reserves can cover several months of operating expenditures should an emergency situation arise. Approximately 17% would be needed for a two month reserve and 25% for a three month reserve. Governmental agencies and public institutions of higher education must ensure that an adequate amount of reserves are available and the College's reserves have consistently fallen between a two and three month reserve level.

Table 7: Operating Reserves to Operating Expenditures				
Fiscal Year	Operating Reserves	Operating Funds Expenditures	Operating Ratio	Operating Ratio as %
2011	$5,605,361	$28,555,215	0.20	19.6%
2012	$5,707,722	$27,780,851	0.21	20.5%
2013	$6,012,758	$27,571,629	0.22	21.8%
2014	$6,254,394	$28,725,776	0.22	21.8%
2015	$6,395,556	$28,771,376	0.22	22.2%

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 department or division level first before that information is compiled and presented to the Planning and Budget Committee. The planning and budget process develops with input from other stakeholder groups such as administrative council, college council, the planning and budget task Force, the vice presidents and the board of trustees. The Board of Trustees is updated on the budget as it evolves and approves the Annual Plan and Operating Budget after extensive review and discussion. The annual budget is based on projections of tuition and fees from student enrollment, grant funds, indirect revenue generated from pass-through allocations, local funds, and state funds. Approximately 85% of the operating budget covers personnel costs, so budget staff carefully constructs a baseline budget that clearly documents positions and their salary and benefit amounts when creating the budget document.

WWCC's financial condition is closely monitored throughout the fiscal year. Status reports on the operating budget, grants and contracts, and capital expenditures are reported to the Board of Trustees at monthly board meetings. The administrative team receives more detailed and comprehensive information on a monthly basis and more frequently when emerging and significant financial changes have either occurred or are likely to occur. Outside funding sources, primarily grants, are pursued to assist with the development of costly, high demand programs such as the carpentry program, which will be reinstated at the Walla Walla campus in fall 2015 through a federal grant. A variety of funding sources and budget strategies are utilized in support of College operations including the use of grants, entrepreneurial enterprises, student fees, and, occasionally, reserves for one-time purchases or short-term obligations.

One measure of fiscal health is the College's local funds operating margin which is a measure that provides information about ability to generate and maintain reserves as well ability to weather changes that occur in the middle of a fiscal year. Table 8 below shows WWCC's margin has declined significantly from a high of just 4.4% in 2011 to a low of 0.1% for the most recent fiscal year. This pattern indicates that the operating budget environment has become so tight that the College is quite vulnerable not only to the normal fluctuations that often occur, but more significantly to any major changes due to revenue declines or excess expenditures. This decline in operating margin affects both the College's ability to operate within the constraints of the Board-approved operating budget as well as being able to make mid-year or quarterly adjustments effectively. It is also an indication that it would be challenging for the College to

accumulate reserves or replace used reserves if those actions were necessary due to a decline in reserve balances.

Table 8: Local Funds Operating Margin				
Fiscal Year	Operating Funds Revenues	Operating Funds Expenditures	Excess/ (Shortfall)	Operating Margin as a %
2011	$29,883,603	$28,555,215	$1,328,388	4.4%
2012	$28,216,719	$27,780,851	$435,868	1.5%
2013	$28,230,284	$27,571,629	$658,655	2.3%
2014	$29,253,352	$28,725,776	$527,576	1.8%
2015	$28,797,140	$28,771,376	$25,764	0.1%

Conservative enrollment projections used during the budgeting process have enabled WWCC to have a relatively stable financial operating environment even during the recession. Enrollment reports are provided weekly to the President and the executive cabinet alongside enrollment numbers for the same point in the quarter for the previous year, which allows College leadership to monitor and react quickly to anomalies. The legislature reduced funding and approved significant tuition increases to help replace lost revenues., which resulted in tuition as a percentage of the budget increasing from 24% in 2011 to 30% in the recently approved 2015-16 Annual Plan and Operating Budget. These changes have created an increased reliance on enrollment-driven revenues, which results in even more monitoring and data analysis than the College has done previously.

Achieving a stable and flexible financial plan requires that College staff actively pursue funding through state and federal grants and contracts, auxiliary enterprises, ancillary programs, private donations, and partnership-based activities to supplement the budget in order to achieve the College's core themes objectives.

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 and then continues throughout the school year as changes in revenue and expenditures affect the operating budget. The College's Planning and Budget Committee consists of the Administrative Council plus the Director of Budget and Finance. Deans, directors, division chairs, and the vice presidents prioritize budget requests. Each budget proposal is evaluated against outcomes assessment measures, core themes, and unit and divisional strategic plans.

During and after the conclusion of the legislative session, the President communicates how the legislature's decisions may impact College employees, students and the operating budget. In addition, a budget hearing is held in June to provide faculty and staff an opportunity to review the outcomes of the planning and budget process before the document is prepared for the board. The entire Annual Plan and Operating Budget document is presented to the Board of Trustees in

a morning work session prior to the budget adoption. Once approved, the document is distributed broadly.

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

WWCC uses the Financial Management System (FMS) software program 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 and Administrative 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 staff ensure compliance with the State Administrative and 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.

Timely and accurate reporting is provided to all constituents. In addition to the many monthly, quarterly and annual reports generated by Business Services, the staff provides training and access to a simple query tool called FMS Query, which allows all staff to monitor revenues, expenditures, and budget status. Accounting data is updated daily allowing accurate and timely reports for financial decisions and decision makers. Several reports on financial conditions of the College are reported regularly at each scheduled board of trustees meeting: the Budget Status Report, the Grants and Contracts Report, and a Capital Expenditures Status Report.

To ensure the College's assets are safe-guarded, the Business Services department and other College staff maintain adequate 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 awards and payroll checks are distributed by staff not involved in those processes). The Business Services Department and the Financial Aid Department work together in tandem to ensure financial and accounting records are reconciled and internal controls are in place.

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. The 2014 Facility Master Plan replaces an updated plan from 2005 that had been in place for several years. Using the College's mission statement and core theme objectives, WWCC revises capital improvement plans and the use of capital funds as program and staff needs develop.

Several recent projects have been completed in the past year affecting a number of departments in need of capital improvements. The projects were appropriately sized, funded, and managed so that planned budgets were sufficient to accomplish the College's goals. For example, a minor project renovated the Business Services department spaces bringing several separate offices all under one large space. The Technology Services department space was remodeled during this project. Additions to the Water and Environmental Center, the Health Science Building in Clarkston and the Wind Energy Expansion have also been completed. WWCC is in the design phase of constructing a new Clarkston Workforce and Business Development Facility on the

Clarkston campus through a federal grant that covers approximately half of the project cost. During the grant application process, the new facility and the instructional programs within it were laid out in a business plan describing how the initial capital outlay would be matched with other funding sources. The plan also included the timing of when programs would begin and the operating budget implications for staff, utilities, debt service, and other operational costs. Business services staff work very closely with the Director of Facility Services and capital projects on key financial data.

Equipment is regularly evaluated for inclusion in the upcoming annual operating budget and is based off of needs identified on departmental and program replacement schedules. Technology Services maintains a detailed inventory of all desktop and instruction computers and recommends replacement according to a rotation cycle that, when possible, includes shifting older machines to less intensive use areas before disposal. State funds for equipment have often been augmented by grants and contracts that allow for equipment purchases, most often for instructional use. Students also directly support the purchase of lab computers and lab monitors with a student-voted technology fee that runs $3 per credit up to ten credits per quarter. The technology fee generated $255,576 in 2014-15.

Sustainability is promoted and embraced throughout the College, and significant improvements have been implemented in the area of energy efficiency and savings. New construction and renovations are also developed with sustainability as a high priority. In addition to the installation of three wind turbines, solar panels have been added to many buildings to increase campus energy efficiencies.

Debt is managed conservatively so that it does not adversely affect the operations, mission, or goals of the College's educational programming. The servicing of debt is carefully evaluated for its impact on the finances of the College as directed by the board-approved policy on the use of debt. An example of this is the use of local funds, other grants and capital allocations as match for a federal grant in lieu of issuing debt in the form of a Certificate of Participation (COP) to complete the Water and Environmental Center Addition in 2011.

The College currently has four COPs. Two of the four COPs were refinanced in 2013 with a third COP being eligible for refinancing in 2015. Refinancing opportunities allow for large interest savings over for the final ten (10) years of the life of the COP. The College's annual obligation to service debt for 2015-16 is $234,788, and this full amount is budgeted into the annual operating budget. The College also maintains a debt service schedule with a five-year debt repayment projection that is used to help monitor debt service costs for budgetary implications.

Table 9 shows the College's calculation regarding the ratio of operating revenue to debt. This ratio is a broad measure of the college's ability to meet its debt obligations. An extremely low coverage ratio could indicate that a college may have difficulty funding current operations should a significant decline in operating revenues occur. WWCC's coverage ratio has been increasing as no new debt has been issued and principal balances decline each year when debt service is paid. As discussed previously in Standard 2.F.1, WWCC has often chosen to use

reserves instead of issuing new debt which preserves limited operating budget resources for things other than an increase in annual debt service payments. Annual debt service payments average $240,000 which is less than 1% of the operating budget.

Table 9: Operating Revenue to Debt			
Fiscal Year	Debt (Principal on COPs)	Operating Funds Revenues	Operating Coverage Ratio
2011	$2,635,000	$29,883,603	11.34
2012	$2,490,000	$28,216,719	11.33
2013	$2,240,000	$28,230,284	12.60
2014	$2,110,000	$29,253,352	13.86
2015	$1,960,000	$28,797,140	14.69

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. WWCC runs the bookstore and culinary café with college staff instead of contracting the services out. The College can retain flexibility and control of these key service areas by running them internally, which allows for control of pricing and service levels. The bookstore recently began a textbook rental program for students through a third party vendor that has been very successful and appreciated by students. The bookstore also acts as ticket outlet and postal substation, and 20% of espresso profits go directly to support the athletic operating budget. The bookstore and culinary café also employ a large number of WWC students, giving them valuable work experience and income. Many of these things in support of staff or students would be lost if these enterprises were outsourced. The Bookstore had routinely contributed $20,000 in support to the operating budget up until 2014-15 when annual profits dropped off as enrollment declined. The Culinary Café has always received $25,000 annually in support from the operating budget. This amount helps the Café to break-even while still keeping pricing affordable for the students and staff.

In the spirit of WWCC's core themes, numerous departments engage in innovative, ancillary 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 Coalition, in exchange for indirect fees that supplement the operating budget. The Technology Services department markets software and services to other colleges and uses the revenue generated to improve WWCC's technological infrastructure to enhance the work and learning experience for staff and students. Student ancillary learning enterprises are offered in many 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

enterprises strengthen WWCC's three core themes focusing on student success, strengthening communities and resource stewardship.

Standard 2.F.7: External Financial Audit

WWCC is audited by the State Auditor's Office (SAO) on an annual schedule starting with fiscal year-end data for 2012-13. The most recent financial statement audit began in March of 2014 and focused primarily on the College's first set of formal, comprehensive financial statements. On November 5, 2014, WWCC received its official opinion letter on the 2013 Annual Financial Report, which included an unqualified opinion and no negative findings. The President and trustees attend both the entrance and exit conferences conducted by the SAO audit manager to ensure that direct and accurate feedback about the audit is communicated. Audit results are also shared at the next board meeting for the benefit of anyone that was not able to attend the exit conference. Had there been any areas of improvement needed, those areas would be addressed immediately by the appropriate staff with follow-up on the resolution of the issue by the President.

The SAO audit of fiscal year 2013-14 is under contract to begin in early fall 2015 and to be completed by December 2015.

Standard 2.F.8: Integrity of Fundraising Activities

The WWCC 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. The relationship between the College and the Foundation is governed by a policy that aligns with State and Federal regulations, and that defines the roles and benefits afforded to each party of the agreement (RCW 28B.50).

Fifteen board members and a director govern the Foundation's 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 independent CPA firm.

WWCC has an active Associated Student Body (ASB) organization that raises funds for numerous college clubs and activities. ASB fundraising activities must be initiated and voted on by the club's students prior to being submitted for approval by the advisor and director of student activities.

Standard 2.G: Physical and Technological Infrastructure

Standard 2.G.1: Physical Infrastructure

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 $36.34 million in growth, replacement, and renovation projects. An additional 6.74 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 8 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 10: Capital Projects and Additional Space 2005-15

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
Clarkston Health Science Addition	2013	$ 297,455	1,000
Wind Energy Technology Addition	2013	$ 1,464,848	5,000
TOTAL		$ 36,336,956	104,277
Capital Repairs	2005-15	$ 6,744,284	

One additional capital project at the Clarkston campus will add significant space for high demand programs and is currently nearing completion of the design phase. The Clarkston Workforce and Business Development Center adds 15,000 square feet of classrooms and workforce laboratory space at an estimated cost of $5.4 million. This facility will accommodate four new instructional program areas covering welding, industrial maintenance technology (IMT), electricity and energy systems, and providing some start-up space for a precision machine program. Business program instruction will relocate from the main building into this new facility with an opportunity to also expand Entrepreneurial programming opportunities at the Clarkston campus.

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 for future expansion, but 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 storage, 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. In 2015, grant funds allowed the College to add 43 electrical meters and 14 gas meters to the infrastructure throughout the Walla Walla campus, which increased its ability to analyze and control energy usage patterns and to monitor trends down to specific buildings or sections of buildings instead of flowing through several larger meters.

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, which produces electricity that is either used on campus or returned to the grid. In 2012, WWCC received a $3.48 million direct legislative appropriation to expand renewable energy production and expand energy systems training. As a result of this grant, WWCC has installed approximately 330 kW of additional solar generating capacity. The College also installed three wind turbines that generating approximately 32kW, thermal solar heating in the new Wind Energy lab, a Programmable Logic Controller (PLC) lab, a Compressed Natural Gas (CNG) station, 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 (EDA) funded a large portion of the addition to the Water and Environmental Center. Another EDA grant of $2.35 million was secured in 2014 to construct the Clarkston Workforce and Business Development Center. The $3.48 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.

When it is not being used for instruction, WWCC provides space for many community meetings, events and activities, such as candidate forums, concerts, meetings, class reunions, anniversaries, community events, and even the 4th of July fireworks. To contribute to innovation and economic growth in the region, WWCC 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, and Unibest, a soil and water analysis firm, rents 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, which 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 Service's Engineering and Architectural Services Division 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 monthly. 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 that 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.
- A Job Safety Analysis (JSA) program has been implemented for all Facility Services positions to increase awareness of potential hazards and improve safety.
- Differentially colored carpet was installed in the "Warriors Knee" (main staircase in building D) 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 installed in the parking lots at the Walla Walla campus).
- Safety instruction is included in all laboratory classes.

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 by the building maintenance supervisor who 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, the chemistry department recently removed a large quantity of old, unstable chemicals that had accumulated in the storeroom over a number of years. These chemicals were removed from the building and disposed of by a certified firm (Clean Harbors). Much smaller quantities of hazardous chemicals are now acquired or stored at any one time and experiments that do not require the use of hazardous, volatile chemicals are substituted. A “universal waste” program was adopted in 2014 to ensure proper handling and disposal of more common materials such as batteries and pesticides. In addition, custodial practices have been changed to use as many non-toxic, green cleaning products as possible.

Standard 2.G.3: Facility Master Plan

A comprehensive facility master planning process was undertaken in 2014 resulting in a new Facility Master Plan. The plan was adopted in 2014 with improvements prioritized over a 10 year period and then long term goals that extend out 20 years. This plan will guide the development and construction of a number of capital projects and repairs over those time periods. The 2014 Facility Master Plan is based on the mission, goals, values, and core themes of the College. The planning process utilized existing documents, such as the 2005 Facility Master Plan, the 2013 Facility Condition Survey, and the College’s Strategic and Instructional Plans, as well as considerable input from both internal and external stakeholders. This new master plan will guide future requests for state capital project funding as well as future grant applications.

WWCC conducts a Facility Condition Survey every two years. The Facility Condition Survey is performed by engineering staff of the State Board for Community and Technical Colleges to identify deficiencies in building structures, such as roofs, plumbing, heating and cooling, and electrical systems. Reports of documented deficiencies are then used to seek capital repair funds.

Each building is also assessed and rated to help determine where to invest repair funds to extend the useful life for most buildings and, in certain cases, which buildings need to 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 in 2011 received the LEED Gold recognition. The LEED recognition is particularly appropriate for the Water and Environmental Center because watershed ecology and water management classes are taught there. The Walla Walla Watershed Management Partnership, the Sustainable Living Center, Washington State Department of Ecology staff and the staff of the Confederated Tribes of the Umatilla Indian Reservation (CTUIR), 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 Technology Services department maintains a detailed inventory of desktop and instructional computers and makes annual recommendations regarding machines that should be replaced. Less capable machines are allocated for less intensive use and new machines are purchased for the most critical functions. Implementing the desired replacement schedules has been difficult during recent state budget reductions, but 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.

The College maintains a detailed inventory of all equipment, buildings, and land parcels, and this is reconciled annually with the year-end financial statements. All inventoried equipment is tagged with a bar code when purchased. Every two years a comprehensive inventory and reconciliation process is performed ensuring that all assets are accounted for and their current location documented.

Over the last ten years significant investments in equipment have been made to support new and expanded programs, such as 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: $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 nursing, water programs, wind energy and electricity; and, 3.48 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 augment the equipment replacement schedule or cover emerging needs.

Technology Services

Standard 2.G.5: Adequate Technology Systems and Infrastructure

It is the goal of Walla Walla Community College's Technology Services department to ensure that the technological needs of students and staff are met quickly and that concerns are addressed professionally and, at times, with humor. While it is important that the technical infrastructure (e.g., servers, desktop computers, applications, network switches, internet, phone systems, etc.) work and that these systems are secure, it is even more important to recognize that although technology focuses on expedient functionality, there is a greater mission of providing support to help fulfill WWCC's educational mission.

WWCC staff use the centrally-supported administrative systems to enter, change, view, and extract data using pre-defined screens and reports. With respect to these systems, Technology Services staff manage accounts, monitor Internet security, provide technical support, analyzes data, schedules jobs, prints reports, and maintains connectivity.

The centrally-supported systems have been in use since the early 1980s without many significant changes, except those mandated. Consequently, these systems serve their purpose, but also are limited. The SBCTC is several years into a project called CTCLink, which will transfer all Washington State colleges to a more stable platform and replace these systems with more modern systems. The first two pilot colleges went live on CTCLink in August of 2015, but Walla Walla Community College is in wave three and will most likely go live on CTCLink in 2018.

Although the centrally-supported systems provide for the basic record-keeping needs of the College, these legacy systems have their shortcomings in areas of ease of data access and functionality. To address the shortcomings of the core administrative systems, the Technology Services staff combined Title III and Title V grant funds with local expertise to develop a number of applications to increase the efficiency of all staff in fulfilling the College's mission and ultimately increasing student success and achievement. These innovations have been developed in collaboration with Student Services and include software applications such as Advisor Data Portal (ADP), Academic Early Warning (AEW) and Degree Estimates Appliance. Many of these software applications have been adopted by other colleges in the Washington State CTC system.

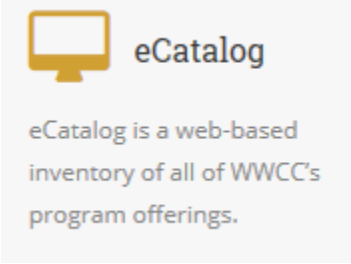
The IT department developed a staff portal (CCNET) that aggregates icons and links to provide staff with all of the most commonly used software needed to perform their jobs with a single sign-on. The CCNET home page provides access to such as applications as the Advisor Data Portal, Online Catalog Administrator, Instructor Briefcase, and Degree Audit (https://portal2.wwcc.edu/ccnet/D2_Home.aspx).

Core Theme One Student Success: Access and enrollment

WWCC's stated core themes include Student Success, Strong Communities, and Resource Stewardship. The Technology Services department supports mission fulfillment through these core themes in many ways. The College's website (http://www.wwcc.edu/) provides access to information about all of the its program offerings, degrees, courses, class schedules, syllabi, course outcomes, and faculty contacts. Students need 24 hour access to educational resources, and a significant percentage of them access college services using smart phones, so the website was developed using responsive design technology that automatically formats the data to match the characteristics of the accessing device, whether it is a smart phone, tablet, or desktop computer..

Years ago the Technology Services department developed a software program called the Online College Administrator (OCA), which pulls in data within the legacy Student Management System (SMS) and allows college staff to maintain data not in the legacy SMS, such as learning outcomes, course objectives, class offerings by quarter, and course progression by degree. Faculty can also use the OCA to upload syllabi to the eCatalog.

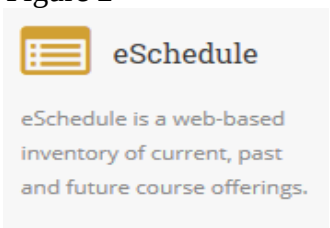
Figure 1



http://wwcc.edu/cat (external) and http://wwcc.edu/oca (internal)

The home page of WWCC's web site also has a link to the class schedule, called the eSchedule, which is dynamically updated from the legacy SMS every 15 minutes with current enrollment figures, which makes this a very useful tool for students and advisors.

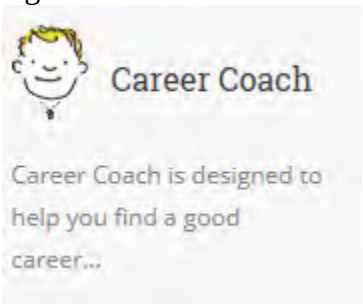
Figure 2



http://wwcc.edu/qcat

Students also use several career planning software programs on the Transfer page, including Career Coach, which has information on all careers, links to WWCC's program/degree pages related to those careers, skills requirements, current and projected employment growth in that field, as well as wages and current job openings.

Figure 3

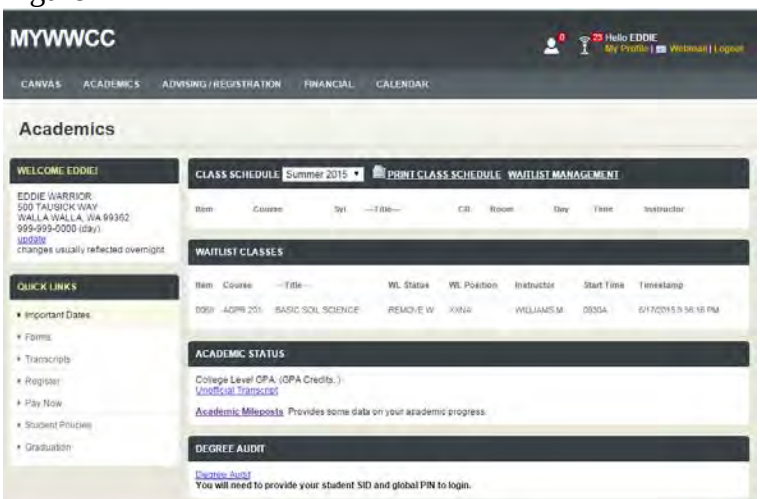


http://www.wwcc.edu/CMS/index.php?id=2782&tx_ttnews%5BpS%5D=1259491366&tx_ttnews%5Bpointer%5D=4&tx_ttnews%5Btt_news%5D=116&tx_ttnews%5BbackPid%5D=2861&cHash=1248f03b71

The College website contains information about paying for college, financial aid, transfer options and other student resources. Using web-based tools, prospective students can apply to the college and register for new student orientations.

All students who apply to the College are given a Student Identification Number (SID). The SID allows students immediate access to the student portal, MyWWCC, which allows the college to communicate with prospective students and track their progress through the admissions and enrollment phases. When students are enrolled and on a degree pathway, MyWWCC gives them quick access to their class schedule, educational plan and achievement mileposts as well as provide links to key resources, such as the degree audit system, class schedules, important dates, forms, transcripts, and the college calendar.

Figure 4



The Technology Services department has also developed a software tool that identifies students who apply to Walla Walla Community College but have not registered for classes and do not show up in the National Student Clearinghouse (NSC) database as having attended any other college. This is an important resource for advisors to identify potential students and connect them to the many educational opportunities at WWCC.

Core Theme One Student Success: Retention

The Technology Services department has developed several tools in cooperation with the Student Services and Research and Planning departments that contribute to retention of students: Advisor Data Portal (ADP), Retention and Enrollment Data (RED), Academic Early Warning, Financial Aid Dashboard (FAD), Tableau, and Sequel Server Reporting Server (SSRS).

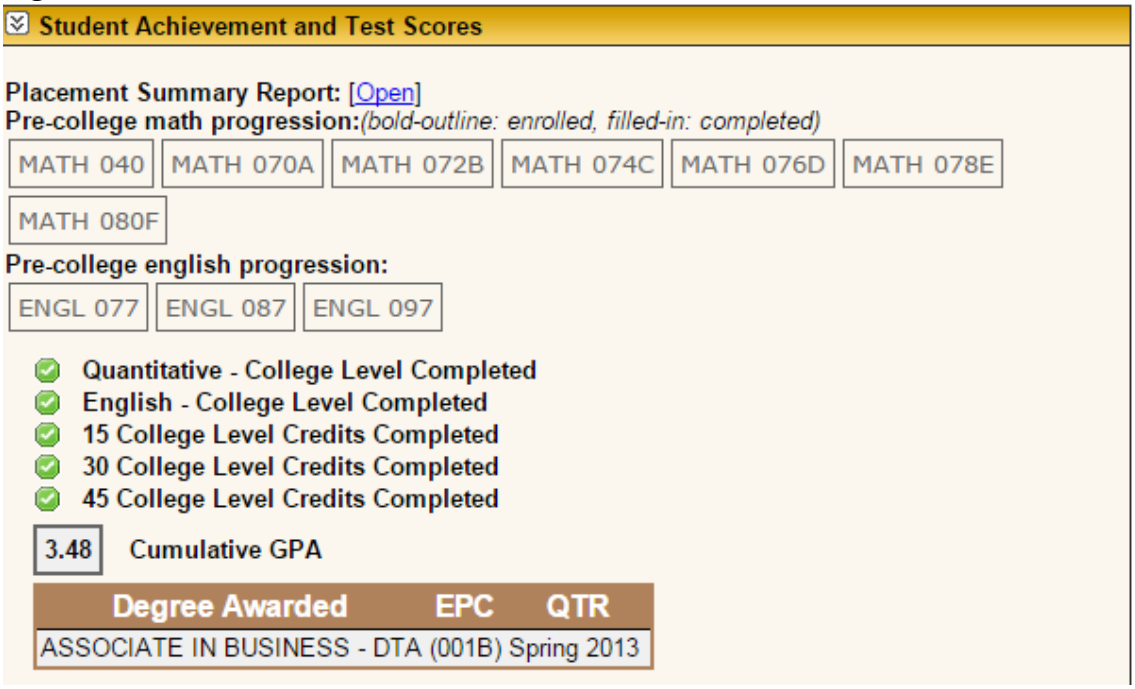
Figure 5

http://tinyurl.com/adpdemo

Advisor Data Portal (ADP)

The Advisor Data Portal (https://portal3.wwcc.edu/ADP/StudentSearch.aspx) is a locally developed web-based application that aggregates data (e.g., directory information, class schedule, transcribed courses, and degrees), from SMS, Degree Audit, eCompass tests, Comprehensive Adult Student Assessment System (CASAS) tests, Academic Early Warning (AEW), advisor notes, degree estimates, custom web links, and advisor news into one set of web-accessible screens. ADP is an excellent retention tool since all student information needed for advising purposes is located in one set of web pages. ADP has two unique features that improve student retention and outcomes. One is the calculation and visual display of Student Achievement Initiative (SAI) points, which tracks student progress through college-level math, college-level English, and first 45 credits at 15 credit intervals. The other feature displays each student's proximity to all of WWCC's certificates or degrees. By having the degree estimates for a student for all certificates and degrees visible in ADP, an advisor can easily determine what classes that student needs for completion and attainment. At Walla Walla Community College, the ADP application is used by all advisors and faculty, but it has also been adopted by twenty-two other community and technical colleges in Washington State.

Figure 6



Retention and Enrollment Data (RED)
This query uses data from the Student Management System (SMS) and the National Student Clearinghouse (NSC) to identify currently enrolled students who have not transferred or completed a degree but have not yet enrolled in the upcoming quarter. These students can be contacted by completion coaches and retention specialists to help them address tuition or financial needs and academic progress concerns. Having this data readily available during advising and enrollment periods allows staff to provide support to students at critical times in the quarter.

Academic Early Warning (AEW)
The Academic Early Warning (http://wwcc.edu/innovations) web-based system allows faculty to identify students needing assistance or intervention within the first three weeks of the quarter. Advisors, completion coaches, and retention specialists contact struggling students early in the quarter so that they can get the resources or support to successfully complete the quarter. Students encounter many obstacles, which may include the lack of transportation to the campus, the inability to obtain child care, and difficulties in getting financial aid. The AEW alerts advisors to the results of these obstacles and allows student support services to make interventions in time to help students successfully complete their coursework.

MyWWCC
Previously, MyWWCC (http://wwcc.edu) was discussed as a tool that contributes to access, but it also contributes to retention. This locally developed application is the student portal that allows students to use their Student Identification (SID) number to login to college lab computers, webmail, and MyWWCC at any time and through any computer, tablet, laptop, smart phone.

Financial Aid Dashboard (FAD)
The Financial Aid Dashboard (FAD) is used every day by the staff in the Financial Aid Department at WWCC. 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). Additionally, the FAD allows access to an outlier report that flags students who are not successful in their coursework, so advisors have an opportunity to intervene before students are placed on college- or federally-mandated academic suspension..

Tableau
The Tableau, an executive data reporting tool, was created through collaboration between Technology Services Research and Planning and Assessment departments where Tableau templates were built and populated with student data. The dashboard in Tableau contains enrollment history as well as completion and grade data. This data gives key information to College staff and administration in making evidence-based decisions during the budget and planning process

SSRS (SQL Server Reporting Server)
The SSRS reports supply Technology Services department with data on enrollment numbers and waitlisted students so that administrative staff and advisors can respond quickly to student need and aid in degree progress by adding classes during registration and advising periods.

Core Theme One Student Success: Certificate and Degree Completion

DNA (Degree Navigation Application)
In collaboration with the Student Services, the Technology Services department developed a software program called Degree Navigation Application (DNA) to assess student progression and completion. DNA application pulls class schedule data from the legacy SMS system and allows advisers to create degree pathway plans for students. Student plans are saved, allowing the storage of discrete data elements that can be readily accessed. These plans form the basis for evidence-based certificate and degree completion as well as enrollment planning projections.

Degree Audit
The Technology Services department has developed a process that allows degree audits to be run for all students and inserts the data into a database, which is later used by ADP. The data shows the complete degree audit as well as the number of completed and required credits. Completion Coaches then use this data to contact students who are close to a degree completion to ensure they stay on track to completion.

In the snapshot below is an example of an uploaded batch audit, which gives an advisor a degree audit total. In this case you can see that the student has earned 98 credits but needs 109 to compete the AAAS degree.

Figure 7

Uploaded Batch Audits

View EPC	---Degree Title---	Credits Applied/Required	Audit Date
View 784	ENERGY SYSTEMS TECHNOLOGY - ELECTRICAL (AAAS) [EPC:784] (2014 - 2015)	98.00 / 109.00	7/12/2015

Degree Estimates

The Technology Services department has developed a unique degree process that provides a completion metric for students within all certificates and degrees offered at WWCC. A student might be on one degree pathway, but the degree estimate reveals other certificates or degrees that they may be close to completing. Please see example below.

Figure 8

Degree Progress

Transcripted Degrees (SM6009)

---Degree Title---	ExitCD	Grad YRQ	PrgCompl
ASSOCIATE IN BUSINESS - DTA	F	Spring 2013	001B

Degree Progress Estimates

Degree	---Title---	Calc. Date	Progress
[001B::B451]	ASSOCIATE IN BUSINESS [EPC:001B]	1/27/2015	
[001 ::B451]	*ASSOCIATE IN ARTS [EPC:001]	1/27/2015	
[004B::B451]	ASSOCIATE IN SCIENCE - OPTION 2 [EPC:004B]	1/27/2015	
[HSC ::B451]	HIGH SCHOOL 20 CREDITS	1/27/2015	
[004A::B451]	ASSOCIATE IN SCIENCE - OPTION I [EPC:004A]	1/27/2015	

Core Theme One Student Success: Transfer

Within WWCC's degree audit system the Technology Services department created a template of Washington 45 eligible courses. Washington 45 is a SBCTC designation identifying the 45 credits deemed most appropriate for a community college student to earn for the highest opportunity for success after transferring to a four year college. Audits for any cohort of students can be processed with the batch degree audit process. Advisors use the degree audit to assess large cohorts of undeclared students to determine what additional courses students should take prepare them to transfer more successfully.

Core Theme One Student Success: Employment and Earnings

The Technology Services department contributes to future employment by providing work study, internships, and co-op experiences that help students develop both technical skills and soft skills, such as dressing professionally, that increases their chances of success in real-world work environments. The experiences in the Technology Services department help student confidence and a strong work ethic as they merge into fledgling technicians and professionals.

Core Theme Two Strong Communities: Strengthen Internal Community
A practice within the Technology Services department to strengthen internal community in the intentional hiring of talented co-op students for one quarter after graduation to give them the entry-level experience needed for that first job in technology services. Several full-time staff currently employed in WWCC's Technology Services department earned their computer science degrees. After their co-op experiences, they were then retained as permanent staff.

Core Theme Two Strong Communities: Strengthen External Community
The Technology Services department has shared locally developed software applications with other colleges within the community and technical system of Washington State. Twenty-two community colleges are currently using the Advisor Data Portal and another dozen colleges are using the Degree Estimate software. The sharing of software tools such as ADP and Degree Estimation software with community and technical colleges in the State of Washington has developed great working partnerships, promoted efficiencies, and fostered student achievement beyond WWCC.

Core Theme Three: Resource Stewardship
Resource stewardship and entrepreneurship are practiced in several ways that have support Core Theme Three. The Technology Services department has produced income by charging a fee for hosting software for other colleges and by selling implementation services. Additionally, income has been generated and efficiencies provided by selling a portion of a technical employee's time over the course of the year to another college during the economic downturn, which benefitted both WWCC and the other institution of higher education.

With respect to financial management, several applications were developed, enhanced, and installed. These include FMSQuery, which pulled away from the legacy FMS system so that financial data could be more easily accessed during the daily work day. In addition, several SSRS reports were re-formatted to save hours of time for staff in the Business Services Department. The Low Risk Forms Routing (LRFR) application was also created to relive the paper pressure of forms (e.g., travel, graphics, work orders, over time requests) that were submitted and routed on a daily basis.

With respect to practicing natural resource stewardship, a number of servers such as Virtual Machines (VM), were moved in order to save power and air-conditioning costs. In order to reduce paper and toner usage, print tracking systems were implemented. Cumulatively, these efforts have made a significant impact on power, energy, and the reduction of use on consumable materials.

Standard 2.G.6: Support on Use of Technology Systems
The Technology Services department provides consistent and easy access of technology help to all staff and students via the helpdesk, which is located in the building D on the Walla Walla campus to provide convenient walkup access. An easy-to-remember phone number, 4357, which spells **HELP** on a telephone keypad, along with the email address helpdesk@wwcc.edu, gives staff and faculty quick access to technology assistance. For after hours and weekend emergencies, the helpdesk voice mail greeting contains the cell phone numbers of two

Technology Services staff. The college maintains a separate help line and email address for the Canvas LMS system used by many students and faculty.

The Technology services department provides a rich source of information and instructions on the college web site. Training on new technologies is provided as needed and presented at the fall in-service gatherings, and throughout the year in classified staff training, staff meetings, board meetings and other college meetings.

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

WWCC's Technology Services department promotes inclusiveness in its planning process. Input is solicited and received from students, faculty, community partners, and staff. Technology Services staff are also an integral part of this planning process. A Help Desk staff member accepts requests over the telephone, in person, or online to address technology emergencies or ongoing requests.

The Technology Services 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.

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

Technological infrastructure in classrooms is assessed annually with an emphasis on processing power, software, and performance of the tools in specific classrooms (see Table 11). As faculty increasingly use tools like lecture capture software, interactive smart boards, and audio video presentations, their input based on classroom use is essential.

Table 11: College Engagement in Technological Infrastructure Planning

College Community Cohort	Engagement for Technology Planning
Students	- Annual review of lab computers, teaching consoles, data projectors and other technology. We usually know 1-3 years out what we think will need to be replaced. -Periodic web-based surveys solicit student input. -Student survey results from the CCSSE. -Input from ASB staff and officers. -Student input from 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

The Technology Services department maintains an inventory of all staff computers that is reviewed annually to prioritize needs, request, and recommendations. Computer labs are assessed annually 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 so that performance of the current machines isn't compromised. For example, the computers in the multimedia lab are replaced with updated models every year so 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.

The college currently has a 1GB internet connection to the Walla Walla campus and a 500MB internet connection to the Clarkston campus. Internet connectivity has become critical to our classroom and administrative services and requires regular administration of our perimeter equipment to ensure reliability. In addition, Technology Services performs annual reviews and develops plans for upgrades to the networking technology.

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.

3

Institutional Planning

Chapter Three
Institutional Planning

Standard 3.A.1 Institutional Planning Process

Walla Walla Community College is committed to an ongoing, participatory process of strategic planning that focuses upon continuous improvement. Over the course of 2013-14, Walla Walla Community College engaged in a process to update its strategic plan to shape the growth and development of the College through 2020. The Strategic Plan is a living document that will be revised in response to changes in the College's internal and external environment. The WWCC strategic planning process is aligned and integrated with the College's core themes. The key elements framing the plan are vision, mission, the core themes, core goals or objectives, and core indicators. The Strategic Plan reflects current and historical data from College sources, economic and labor market analysis, demographic trends, an analysis of higher education in Washington State, and direct input from WWCC faculty, staff, students, and community members.

The WWCC Strategic Plan guides the College community into the future through the established core themes, objectives, and indicators. It provides a framework and criteria through which mission fulfillment can be measured and evaluated. The Strategic Plan is publicly available on the College website (http://www.wwcc.edu/wp-content/uploads/2015/02/wwcc_strategic_plan_2014-2020.pdf).

Standard 3.A.2 Inclusive Process

Walla Walla Community College's Strategic Planning process was led by the Strategic Planning Coordinating Team, which consisted of Dr. Steven VanAusdle, President; Dr. Nick Velluzzi, Director of Planning, Research, and Assessment; James Peterson, Vice President of Administrative Services; and Ann Nelson, faculty. Throughout the planning process the team met regularly to plan, design, and monitor the process that was iterative so that each successive listening session was informed by the one prior. The intent of this iterative process was to qualitatively thicken the information gathered in each listening session. Between January 2013 and February 2014 there were a total of 75 meetings with over 175 faculty, staff, students, and community members participating. Additionally, the planning team regularly updated and received input and direction from the Board of Trustees and the College Council.

The Board of Trustees approved the Strategic Plan on February 19, 2014 in their regular monthly board meeting.

Standard 3.A.3 Evaluation of Institutional Data

The comprehensive planning process at Walla Walla Community College is informed by regular and systematic collection and analysis of data. WWCC is increasing its institutional capacity as it pertains to data, evidence, and information in relation to decision making. The ATD Data Team, which is comprised of faculty, staff, and administrators is led by the Director of Planning, Research, and Assessment. The data team meets monthly to review data from the information dashboard tools and enrollment as well as quarterly student completion and retention rates. This group also helps determine the next steps in institutional information needs and performs a crucial vetting function that ensures accuracy in the information released for use and consumption. The data team works closely with the instructional leadership and student services

team to develop interventions that address barriers to student success and to support students as they reach crucial milestones in attaining a certificate or degree. The President's annual Mission Fulfillment Report to the Board of Trustees is comprised primarily of data showing rates of access, retention, and completion of certificates and degrees. Indicators of success also include transfer rates, employment rates, and earnings after graduation (Attachment A: 2013-14 Student Success Report).

The Data Oversight Group (DOG) addresses issues of data governance and operates separately from the data team. The Data Oversight Group developed out of a partnership between the Office of Planning, Research, and Assessment and the Department of Technology Services, but it is also served by representatives from student services and instruction. This group works on technology platform issues but also addresses new or existing data concerns.

In 2013, WWCC joined ATD and has worked closely with its data coach and data team members to identify specific student populations that face significant barriers to course and degree completion. An annual reflection report is submitted each year summarizing student success data trends, direct service interventions, and progress (Exhibit 13: ATD Annual Reflection Report). The findings of these reports have been instrumental in providing WWCC the data needed to develop instructional interventions, such as the Academic I-BEST courses, which assist students in successfully acquiring skills and completing writing courses. Data evaluation has also helped in the development of paired science and study skills classes to support students in successfully completing gateway courses, such as BIOL& 160. Developing a culture that values continuous improvement has been slow to emerge, but the focus on systematic evaluation of institutional data is now firmly embedded in the College's practice and has helped to move the needle forward in using data analysis to inform the College's planning process.

Standard 3.A.4 Resource Allocation and Prioritization

Regular and consistent evaluation and analysis of data collected has supported the College's strategic planning processes to ensure that achievement gaps are identified and priorities established so that resources and institutional capacity are most effectively used. That process is guided by the College's strategic plan and takes shape throughout the annual budget and planning process. The development of the Clarkston Business and Workforce Center is a prime example of how the planning cycle supported the identification of community learning needs.

The 2013-14 strategic planning process revealed the need for increased workforce training and education opportunities for the eastern portion of WWCC's service district: Garfield and Asotin counties. Analysis of the regional economy indicated growth was occurring in the advanced manufacturing sector within the Lewiston-Clarkston Valley, and feedback collected in community listening sessions indicated a significant need for new, relevant programming. Though sector growth was underway, there were no local workforce training programs in the region geared to prepare entry-level workers to obtain the skills needed for those jobs and to increase regional competitiveness. The College identified and targeted that gap as a top consideration when it came time for budgeting and allocating resources. Subsequently, the College submitted an Economic Development Assistance (EDA) grant of $2.4 million dollars, which was awarded in 2014. Matching funds were raised and a 12,000 square foot Business and Workforce Center is currently in the design phase. The building will house industrial

maintenance, welding, precision machining, energy system, and business classes at the WWCC Clarkston campus. With capital project and program planning underway, operational planning and budgeting will occur throughout the upcoming months.

Standard 3.A.5 Emergency Preparedness

WWCC's emergency preparedness is coordinated through the Office of the Vice President of Financial Services, the Facilities and Maintenance Department, and the Safety Committee. A comprehensive safety and emergency plan is available to all employees on the college's website, (https://www.wwcc.edu/CMS/fileadmin/PDF/other/10_Emergency_Handbook.pdf), and abbreviated versions are posted in classrooms and office areas. The handbook promotes campus safety with information adapted directly from the WWCC Emergency Action Plan. Safety committee members are appointed from representatives of many departments including staff, faculty, and administrative exempt employees. The WWCC Safety Committee functions to create and maintain a safe environment for students and employees. Meetings are held the 4th Wednesday of each month.

The College conducts intermittent fire drills that include evacuation practice from all buildings. Emergency procedures and safety training workshops are conducted every year during the fall In-service. Ongoing campus safety and security training is conducted throughout the academic year, and online safety training videos are available on the campus safety and security website.

Additionally, the College's Behavioral Intervention Team (BIT) is composed of skilled helpers from the Student Development Center (SDC). The BIT includes the director of the SDC and two trained counseling faculty and student services designees who coordinate efforts to prevent or de-escalate human crises. The BIT identifies potentially dangerous student behaviors and to determine what interventions, if any, are necessary to ensure the safety of the student as well as the campus environment. The BIT collaborates and consults with local emergency agencies when appropriate.

In the spring of 2015, WWCC experienced an extensive and concerted cyber-attack from unknown outside sources, which was disruptive to the working and learning environment of staff, faculty, and students. The acute situation caused intermittent disruption for well over two weeks, making it clear that the college needed to prioritize resources to ensure greater safety measures for the Department of Technology Services. A strategic plan, which includes resource prioritization for cyber protection, is currently being developed.

4

Core Theme Planning, Assessment, and Improvement

Chapter Four
Core Theme Planning, Assessment, and Improvement

Executive Summary of Eligibility Requirement 22 and 23

Eligibility Requirement Twenty-Two – Student Achievement

Walla Walla Community College communicates its expected course, program, and degree learning outcomes in a variety of locations, including the college catalog, website, and course syllabi. Webpages for each program or discipline contain relevant learning outcomes. The course summary dashboard provides course retention and success rates and highlights achievement gaps identified through an Achieving the Dream initiative. Course learning outcomes and assessment practices are reviewed on a cyclical basis through the Outcomes Review Committee, which meets monthly during the academic year.

Eligibility Requirement Twenty-Three – Institutional Effectiveness

WWCC follows an institutional practice of ongoing planning and evaluation. This helps to regularly monitor its internal and external environments to assess changing circumstances that may impact the college and its mission. The systematic process of continuous improvement includes strategic planning, master facilities planning, evaluation of all staff and faculty, and evaluation of learning outcomes at all levels. As an ATD college, WWCC has integrated the five principles of the Student-Centered Model of Institutional Improvement that highlights, 1) committed leadership, 2) use of evidence to improve program and services, 3) broad engagement, 4) systematic institutional improvement, and 5) equity.

3.B: Core Theme Planning

Standard 3.B.1: Core Theme Planning is Consistent with Strategic Plan

The integration of the College's core themes with institutional planning provides the overarching framework that governs planning at WWCC. The core themes and their objectives are derived from the College's vision, mission, and values, and capture the essence of WWCC's institutional focus. That framework also governs operational planning by department, division, or unit levels. By integrating and embedding the core themes into the fabric of institutional planning, the College recognizes the interdependencies that exist among them to ensure that the goals and priorities of any department, division, or unit are aligned with the core theme objectives and work toward mission fulfillment.

In Table 12 (see below) the institutional strategies identified in the strategic plan represent broad, college-wide actions that are intended to move the College toward its aspirational vision while achieving its mission and core theme objectives. All strategies affect each of the core themes in some way, though each strategy is most closely aligned with one core theme. That direct alignment is indicated by ✓✓ in the cell. For instance, while strategic enrollment and retention may affect resource stewardship and rely upon the building of strong communities though leveraging partnerships in the external community, it resides firmly under student success as it directly addresses the three key junctures of the student pathway: enrollment, retention, and attainment.

Table 12: WWCC Institutional Strategies and Core Theme Alignment

Overarching Strategies	Student Success	Strong Communities	Resource Stewardship
Access and opportunity, progression and attainment	✓✓	✓	✓
Manage strategic enrollment and retention	✓✓	✓	✓
Expand partnerships	✓	✓✓	✓
Align K-20 pathways	✓✓	✓	✓
Cultivate equity	✓✓	✓	✓
Maintain financial adequacy	✓	✓	✓✓
Encourage organizational development	✓	✓✓	✓
Close skills gap/Program alignment	✓	✓✓	✓

While the majority of those strategies are oriented toward student success, they can also indirectly affect the core theme objectives of strong community and resource stewardship. WWCC recognizes the interdependent nature of the core themes and how they establish an integrated system that frames the work of the College in relation to the mission.

Standard 3.B.2: Core Theme Planning Guides Programs and Services

Core theme planning is integrated throughout the institution, be it instruction, student services, the business office, or facilities and provides the framework for operational planning. The specific ways in which those strategies work toward meeting the core theme objectives are advanced through annual planning and the day-to-day operations of implementation.

Table 13 is a presentation of the strategic planning initiatives around programs and services that emerged from the planning process and their alignment with the core themes.

Table 13: WWCC Strategic Planning Initiatives and Core Theme Alignment

STUDENT SUCCESS	STRENGTHEN COMMUNITIES	RESOURCE STEWARDSHIP
Achieving the Dream	Provide competitive compensation	Move students further faster
Expand academic and applied STEM programs	Increase ratio of full-time to part-time faculty	Reduce costs per completion
Ensure program alignment with labor market demand	Organizational development and wellness	Reduce carbon footprint
Student housing	Provide cultural and avocational opportunities	Follow Sustainability Plan
Strengthen strategic partnerships	Align workforce education with economic development	Increase capacity to secure non-state funds
Increase capacity by adding new facilities	Enhance workforce and business development capacity at Clarkston campus	Financial adequacy
Accelerate learning	Provide corrections education	Financial management

These initiatives can be understood as the next level of refinement from the institutional strategies identified in Table 12. As with the institutional strategies, a planning initiative may be tied to a specific core theme but affects other core themes. Recognizing the interdependencies between the planning initiatives and the core themes and their relationship to the institutional strategies demonstrates an appreciation for the complex environment within which work occurs at WWCC.

This complexity can be illustrated though the initiative to enhance workforce and business development capacity at the Clarkston campus. Through careful study of several regional economic surveys and reports, WWCC leadership, faculty, and staff became aware of the expanding manufacturing industry in the Clarkston-Lewiston Valley. The primary workforce education offerings at Clarkston are in nursing and allied health professions. Smaller programs include business and accounting. Through the strategic planning process, which included listening sessions in Clarkston with faculty, staff, students, and community stakeholders, it became clear that WWCC needed additional workforce programming that would train entry level workers with skills to enter the manufacturing field of precision machining, fabrication, welding, and energy systems.

With the successful award of a $2.4 million EDA grant and receipt of a $177,000 equipment grant, the workforce and business development center at the Clarkston campus is underway. A partnership with the Clarkston High School to house the equipment until construction is completed has allowed WWCC to begin training students in fall 2015. The building is scheduled to open in fall 2017.

Standard 3.B.3: Core Theme Planning Informed by Appropriately Defined Data

The annual budget and planning process at WWCC is coordinated under the leadership of the Executive Cabinet and the Administrative Council, and the Budget and Planning Task Force. The vice presidents, deans, or directors of any given administrative unit work in partnership with the Office of Planning, Research, and Assessment reviews the mission, core themes, core theme objectives and the planning framework. The Office of Planning, Research, and Assessment prepares student-related data, The Department of Human Resources prepares employee data, and the Office of Business Services prepares financial data. This process proved valuable last year when the executive team decided to plan at the division level in arts and sciences rather than at the administrative unit as had been done historically. In those planning sessions, the administrative planning team shared information pertaining to the mission, core themes, enrollment, efficiency, and budget. For many faculty this exercise was their first exposure to such detailed data, so time was well spent by explaining the data and its meaning. Faculty embraced the process and put forth a variety of initiatives that would enhance student success at WWCC. By creating a space for more faculty voice, the discussions were far more detailed and substantive and resultant plans more genuinely reflected needs of each division.

In addition to supplying input to the planning process, the Office of Planning, Research, and Assessment also provides leadership and support to the assessment and evaluation of planning initiatives. Depending on the assessment, the office assembles the data and conducts a preliminary evaluation. Additionally, the office has worked to increase the research and assessment capacity of the College by creating information dashboards and exploratory research tools. Those tools provide data to stakeholders to help them evaluate planning initiatives, cultivate a culture of evidence-based practice, and promote continuous improvement.

Standard 4.A: Assessment

Standard 4.A.1 Systematic Collection of Assessable Data

As presented in Standard 3, WWCC has taken a holistic approach to planning and assessment by integrating the core themes and core theme objectives into strategic and operational planning. The Office of Planning, Research, and Assessment makes accessible data and information that is crucial to decision making across all units. For example, data may be disaggregated in order to facilitate more nuanced planning discussions. In the case of student success, data are disaggregated by race/ethnicity, first generation status, gender, and income in order to expose equity gaps among sub-groups within the student population. The data collected and evaluated around the three core themes support informed decision making across all departments of the College.

Quantitative data are most commonly collected and deployed for evaluating institutional effectiveness. However, the College has begun to take a mixed-methods approach to deepen the collective understanding of student needs, desires, and barriers to success. Focus groups are central to WWCC's strategic planning process and play a critical role in gathering data to inform the College's strategic plan for equity and inclusion. WWCC's core theme objectives reflect and are driven by its institutional values, which in some cases cannot be reduced into something quantifiable. In those cases, the College has identified indicators that demonstrate the participation or commitment necessary to mission fulfillment.

Core Theme One: Student Success

Objective 1.0: Access and Enrollment

Access and Enrollment is broken down into three areas: enrollment of state-funded students in relation to the state allocation, the College's annual enrollment plan, and the district participation rates by academic transfer, workforce, and basic skills education. Enrollment planning, monitoring, and reporting make use of the College's transactional (live) data and the data warehouse. The data warehouse is the standard for the College and the state of Washington. Enrollment is monitored on a regular basis by the executive leadership, deans, directors, student services, and faculty. The SBCTC publishes the participation rates for each college district in the state. WWCC utilizes that data to monitor the state of enrollment by student intent (i.e., academic transfer, workforce, basic skills) in the district and in relation to the state average.

Objective 2.0: Retention

Retention is focused on ensuring the College does not impose any unnecessary barriers that would prevent a student from completing their program. At the institutional level, the College monitors the fall-to-fall retention rates for workforce and academic transfer students. The data used for these measures is published by the SBCTC in the Student Achievement Initiative database, which is part of the data warehouse. That data is also disaggregated to the program level and included in the program review process. Student services utilize a dynamic data set that is referred to as the Retention and Enrollment Data (RED) set. These data provide student services staff with the means to develop an ongoing program to conduct outreach to at-risk students and work with them to support their continued enrollment through degree completion.

Objective 3.0: Certificate and Degree Completion/Attainment
The third objective emphasizes attainment. Monitoring and tracking transition outcomes for basic skills students comes from WABERS data. Those data enable the College, the Dean of Transitional Studies, and department faculty to monitor the rate of student transitions, either from lower-level courses to upper-level courses or into college-level courses. Those data are reported to the SBCTC and enable the College to assess itself against the Washington State system.

WWCC also monitors attainment of students seeking degrees and certificates. For the purpose of the core theme objective, the College uses the SBCTC data warehouse to calculate degree completion for academic transfer and workforce students at 200% normal time to completion (4 years) and compares those rates to the system average. The College also refers to IPEDS completion and transfer data, which accounts for those first-time, full-time, degree seeking students that complete at 150% normal time (3 years).

Objective 4.0: Transfer to Baccalaureate Institutions
WWCC conducts a regularly scheduled upload of data to the National Clearinghouse. This enables the College to determine which students transfer to baccalaureate institutions and identify the institution they attend. These data provide valid transfer information with greater specificity than IPEDS, which is operationalized in student services and instruction to inform strategy on partnerships and transfer agreements.

Objective 5.0: Employment and Earnings
The fifth and final objective examines labor market outcomes for workforce education certificate and degree completers. The Washington State Office of Financial Management (OFM) maintains a data set on labor market outcomes for two- and four-year institutions by degree and program. In addition to providing institutional-level information, that data is incorporated by deans, directors, and advisory committees into discussions about program alignment, labor market demand, and the relevancy of the curriculum.

Core Theme Two: Strong Communities

Objective 1.0: Attract and Retain Talent
Objective 1.0 is evaluated by a set of seven indicators, all of which contribute to knowing whether or not WWCC is a work environment where employees thrive. These indicators address compensation and examine average full-time faculty salaries and starting salaries compared to peer institutions.

In 2014, WWCC contracted with the National Initiative for Leadership and Institutional Effectiveness at North Carolina State University to conduct the Personal Assessment of the College Environment (PACE) survey in order to assess employee engagement and satisfaction. Survey results were benchmarked to a broader data set and provided information pertaining to the College climate in relation to student success and institutional effectiveness.

Additionally, the College monitors the share of instruction taught by full-time faculty, tracks the average accrual of Personal Improvement Units (PIUs) per full-time faculty member, and reports

the level of funding in support of professional development for WWCC employees. The College established a baseline participation rate in SmartHealth, a new incentive-based statewide wellness initiative, and, as WWCC develops a more robust wellness program in accordance with the institutional strategic plan, more data will be collected, tracked, reported, and evaluated.

Objective 2.0: Community and Economic Development

There are three related outcomes associated with this objective: support local and regional economic development, improve participation in WWCC's avocational programs, and enhance educational attainment rate for the service district.

The Innovative Partnership Zone (IPZ) is a program coordinated by the Washington State Department of Commerce. WWCC, in partnership with the City of Walla Walla and the Port of Walla Walla, provides leadership to the IPZ. The College tracks investments in the IPZ that are tied to WWCC, job creation, and regional earnings. WWCC supports community development by providing avocational programs and opportunities for lifelong and continuous learning. The participation in avocational programs, which includes Kid's College, Community Education, and QUEST is tracked. The third desired outcome focuses on the educational attainment rate of the service district. Currently, the College benchmarks the associate degree educational attainment rate for Walla Walla County for the population aged 25 year and over against Washington State. The College is working to acquire the data to broaden that measure to incorporate the four-county service area.

Core Theme Three: Resource Stewardship

Objective 1.0: Financial Operations and Adequacy

WWCC's financial condition is closely monitored throughout the fiscal year. Status reports on the operating budget, grants and contracts, and capital expenditures are reported to the Board of Trustees at monthly board meetings. The administrative team receives more detailed and comprehensive information on a monthly basis or as needed.

Financial adequacy is the desired outcome for this objective and is tied to three related indicators: The ratio of operating reserves to operating expenditures (operating ratio), the local operating funds margin, and the ratio of operating revenue to debt (coverage ratio). Viewed holistically and in relation to one another, these indicators provide an overall sense of the financial health of the College and are monitored on a regular basis.

Objective 2.0: Financial Resource Management

This objective addresses the College's financial management and the upholding of accepted accounting and reporting practices. Compliance and transparency are the desired outcomes for this objective. Indicators include the production of annual financial statements and a required annual audit conducted by a third party with no findings. The WWCC business office produces the annual financial statements and reports to the Board of Trustees, the President and executive leadership, and the college community, where they are reviewed and discussed at a regular board meeting.

Objective 3.0: Natural Resource Stewardship

In 2015, WWCC approved Sustainability Plan 2015-17 (Exhibit 14), which provides a roadmap for increasing the College's capacity pertaining to greening the campus. The sustainability plan is also integrated with the College's core themes. There are four indicators linked to this outcome: reduction of greenhouse gas emissions, capacity of solar and wind energy generation, and reduction of water consumption. The data are reviewed on a regular basis and incorporated into budget and facilities planning discussions, particularly in relation to setting facilities expenditure priorities.

Standard 4.A.2: Evaluation of Programs and Services

The Outcomes Review Committee (ORC), which was formed in 2010 consists of the vice president of instruction, deans, and faculty from all major areas of instruction with the mission of regularly and systematically reviewing learning outcomes and assessments, at the course and program level, to determine that they are appropriate, clearly stated and demonstrate the ability to measure student achievement. Since that time, the ORC has met with the chair or a faculty representative from each department on a five-year cycle to review course-level outcomes and check for alignment of those outcomes at the course and program levels. During review sessions the ORC makes recommendations for changes to be approved by the Curriculum Committee before they are made to the master course outline (MCO).

Faculty from each department and division are responsible for reviewing and revising their course- and program-level outcomes prior to review by the ORC and the Curriculum Committee. A number of factors are taken into consideration during this review process: agreement among discipline-specific or program-specific faculty about the content and assessment requirements for each course; compatibility with comparable courses at other institutions, especially transfer colleges and universities; and clarity of language, to ensure that learning outcomes are measurable. Faculty are responsible for ensuring alignment between course- and program-level outcomes, but the Curriculum Committee is responsible for reviewing alignment between program- and degree-level outcomes.

Along with regular review by the ORC and the Curriculum Committee, each dean overseeing a workforce unit or professional degree regularly reviews all programs to ensure that course, program, and degree outcomes are current and in compliance with industry best practices and standards. This is done with help from program-specific advisory committees made up primarily of private sector members who volunteer their time, talent, and knowledge to help plan and strengthen educational programs. These advisory committees assist with development and review of curriculum, recruitment of potential student and staff, evaluation of final projects and facilities, and job placement upon graduation. Certain workforce education programs have specific external accreditation and certification requirements, such as HVAC-R, diesel technology, automotive repair, and collision repair. Nursing and allied health education faculty annually review program outcomes and revise as necessary. Additionally, deans initiate curriculum revision based on statewide changes as well as changes needed to meet student learning needs as evidenced by institutional data. For example, this past year, the Associates Degree in Nursing learning outcomes were revised by nursing faculty so that they aligned with the new BSN transfer agreement in Washington State.

In 2014, WWCC initiated a pilot program with arts and sciences and workforce faculty to facilitate departmental dialogues and develop best practices around course-level outcomes and how they align with assignments and program-level outcomes. Seven divisions or programs went through the process before presenting new course-level outcomes to the ORC and the Curriculum Committee for approval. This year-long activity fostered a richer understanding of learning outcomes, student success, and assessment for the faculty participants. The best practices discovered in the pilot program will be scaled in the next cycle to divisions and workforce programs scheduled for review in 2015-16.

Standard 4.A.3: Documentation of Assessment of Student Success

WWCC has worked on developing an effective, regular, and comprehensive system for assessing the achievement of clearly defined outcomes for students across all instructional units. Assessment of course and program learning outcomes in workforce degree programs are based upon licensure- or certification-specified competencies. These competencies are identified at the course level as learning outcomes and are assessed each quarter to determine students' acquisition and mastery of course-specific skills. During the final quarter of many workforce programs, capstone projects are used to assess student's knowledge and skill level of program- and degree-learning outcomes.

The work of developing a process and documenting A.A./A.S. degree outcomes began in earnest in 2010-11 when a sub-committee of the Outcomes Review Committee was tasked with identifying A.A./A.S. degree-level learning outcomes and developing a process by which these degree learning outcomes would be measured. During the 2011-12 academic year, four degree-learning outcomes were identified: communication, critical analysis, diversity, and information and digital competencies (http://www.wwcc.edu/academic-transfer/aaas-degree-outcomes/). Standards for each learning outcome, rubric, and assessment tool were also developed.

A pilot of this assessment process was conducted in the spring of 2011-12. 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 the pilot project to assess communication, critical analysis, and diversity learning outcomes. Of the 199 students randomly selected, 139 students participated, with the group evenly divided between diversity, critical thinking, and writing assessments, to provide a baseline for student achievement. A report of this pilot project was written summarizing the results (http://www.wwcc.edu/CMS/fileadmin/PDF/Research_and_Planning/AA_AS_Degree_Outcomes_Assessment_Report.pdf).

From 2012-15, the assessment process was expanded to include the correctional facilities, and the committee worked to develop a digital literacy rubric and assessment tool. At the same time, the committee continued to refine the three original assessment tools and experiment with new ways of administering them to get more representative results. For the 2012-2013 academic year, 184 graduating students participated in the assessment from all campuses. In 2013-14 the number of students participating dropped to 93, which triggered a change in how data was collected. The decision was made to have students take the assessments through the Canvas LMS to see if student participation would increase. The change to using the Canvas LMS did not significantly increase student numbers in 2014-15.

In the upcoming academic year, 2015-16, the committee's work plan is to refine a process to collect assessment data in a more sustainable way by aggregating student success statistics on course-level outcomes directly from faculty. The first step in this process will occur in the fall in-service with workshops designed to help instructors better utilize measurable course-level outcomes when designing and assessing assignments. This will be done on the Canvas gradebook to record and post grades so that data can be more systematically collected.

Data availability at the program level varies and is determined by the size of the program. For example, labor market data currently available to the College does not provide information for graduating cohorts of less than 30 students, which results in the underreporting of some WWCC graduates. An additional consideration is that the data do not include wage information from Oregon or Idaho. This is important to note because a number of WWCC graduates find employment out-of-state. Unemployment insurance reporting is the source of the wage data and excludes sole proprietorships, which excludes WWCC graduates who start their own businesses.

Standard 4.A.4: Alignment of Programs and Services with Core Themes

Over the course of the 2013-14 academic year, the College initiated a process to update its strategic plan. That process included a reexamination of the vision and mission statements and a reevaluation of the composition of the core themes and objectives. The strategic plan was approved by the Board of Trustees in February 2014. Upon approval by the board, the College disseminated the plan across campus and made it available on the website. The core themes and objectives provide the general framework that governs planning. They also drive the identification and implementation of strategic initiatives, new programs, and the provision of services. In that regard, new and existing initiatives are required to demonstrate alignment with the core theme objectives by addressing the ways in which they further the mission by contributing to student success, strong communities, or resource stewardship. An example of this is illustrated in WWCC's process for budget and planning. In 2013-14 the Annual Plan and Operating Budget committee established a new process for annual planning and budgeting. Each administrative unit provided a set of annual objectives that aligned with the core theme in the upcoming year.

Over the past decade, WWCC has demonstrated progress toward a student-centered learning organization. The momentum in this transformation has quickened with faculty-led leadership of the Achieving the Dream initiative, pre-college math re-design, and team teaching as demonstrated in I-BEST, clustered classes, and linked courses.

This past academic year, the Associated Student Body (ASB) student leadership team began using the core themes as the framework for their annual plan. All student programs, services, and initiatives are summarized within the context of the core themes in their monthly report to the board.

Standard 4.A.5: Alignment and Integration of Planning with Intended Outcomes

WWCC's ATD membership helped the College institute practices of continuous improvement more quickly. The College also recognizes that these structures and practices are dynamic and undergo constant scrutiny in order to improve effectiveness. As a result, the College has

instituted processes to holistically evaluate its programs, services, and initiatives in relation to the core theme objectives.

The Achieving the Dream (ATD) effort illustrates this process well. The ATD Core and Data Teams constantly grapple with the measurement, monitoring, planning, and evaluation of student learning, especially as it is tied to persistence, progression, and ultimately completion. One of the initial projects taken on by the ATD team resulted from an assessment of student success rates in gateway courses. It was the first time the College had ever explored that question, and it proved to be a highly beneficial exercise because it made the data accessible, which generated new conversations about student success at WWCC.

The data-informed discussions led to more questions that could not be answered by the statistics. Subsequently, the group decided to pursue focus groups with faculty to deepen its understanding of the underlying processes that could explain low success rates in those courses. After evaluating the quantitative and qualitative data, the ATD core team recommended an initiative to the executive leadership to fund a pilot project to establish supplemental instruction for those courses. The ATD leadership presented the research findings and proposal to the College Council and board. While the objective was to increase attainment rates and student success in specific gateway courses.

The ancillary effect of establishing a group process of planning, research, and evaluation helped to strengthen a culture of continuous improvement. Additionally, these practices affect the ways in which resources are allocated. An effective system of planning and evaluation provides evidence for budget discussions regarding organizational initiatives that may need additional support. In this sense, the budget allocation process is shaped by the tactical planning that is driven by the core theme objectives and tied to mission fulfillment.

Standard 4.A.6: Regular Review of Assessment Processes

WWCC regularly reviews its assessment processes to ensure they appraise authentic achievements and yield meaningful results that lead to improvement. Since 2010, the A.A./A.S. Assessment Committee has met regularly to review the associate of arts and associate of science learning outcomes and discuss modifications to assessment tools and procedures. As described in standard 4.A.3, the committee has administered diversity, communication, and critical analysis assessments to randomly selected students graduating from all WWCC campuses, evaluated the results, and made changes to the assessment tools and procedures. In order to produce more meaningful results, it has attempted to increase the sample size, modified the diversity survey for clearer wording, altered the critical thinking assessment so that it didn't rely so heavily on mathematical thinking, and attempted several methods for collecting writing samples. In addition, the committee piloted an instrument to measure digital information competency.

Every instructional discipline, division, or program is required to review course-level outcomes every five years to ensure alignment with course assignments and program-level outcomes. During this last cycle, the ORC and the Curriculum Committee have required outcomes to use verbs from Bloom's Taxonomy to ensure specific and measurable language in outcomes. During the next phase, instructors will be encouraged to integrate course-level outcomes into student assessment in order to collect consistently meaningful data on student achievement. In the Health

Science Education division, faculty have been reviewing all course and program-level outcomes yearly since 2010 and revising as necessary based on results from subjective surveys completed by graduates and their employees. Other workforce and professional degree programs are reviewed by an advisory committee, made up of faculty and industry professionals, which periodically reviews course and program-level outcomes, recommends changes in assessments and course content, and reviews program achievement. The work of regularly reviewing assessment processes is never done and is at the heart of the excellence that staff and faculty strive for at WWCC.

4.B: Improvement

Standard 4.B.1: Results of Core Themes, Programs, and Services Assessment

Walla Walla Community College is a high performance institution that that has a relentless focus on student success. The College has acquired that reputation over the past several years by third-party, independent reviewers, most notably the Aspen Institute. At the heart of the College, established systems facilitate and govern the organization's behavior. At WWCC, continuous improvement involves inquiry, planning, and assessment.

A comprehensive report on mission fulfillment and the core themes, which evolved from an annual report on student success, is presented annually at the Board of Trustees retreat. Although student success is the most frequent focus of inquiry, the executive leadership and trustees regularly discuss strong communities (internal and external) and resource stewardship. The following paragraph illustrates the process that established WWCC's strategic plan for equity and inclusion. The case illustrates a general, college-wide system of how the institution uses evidence to influence performance and bring about institutional change.

Achieving equity was identified as a priority in the development of the Strategic Plan and in the ATD efforts to narrow achievement gaps. As a rural community college, WWCC does not mirror the ethnic diversity of its urban counterparts. Nevertheless, according to federal standards WWCC is on the cusp of becoming a Hispanic Serving Institution. The College was aware that male Latino success rates were lagging. As part of its ATD work, the data and core teams investigated those gaps and found Latinos on an academic transfer path were much less successful than their counterparts in workforce education. The same issues did not bear out around Latinas. To effectively address that problem, the College realized that it needed to acquire a more holistic understanding of the dynamics driving the gaps in student achievement. The College collected socio-economic data from its service district and also hired a consultant to conduct an equity assessment of the organization.

In 2014-15 the College developed a strategic plan for equity and inclusion. The planning process entailed several listening sessions and focus groups, consisting of students (of color), faculty, staff, administrators, and members of the external community. Community representatives were individuals and organization representatives that serve the region's communities of color and brought voices into the process that would otherwise have been missing. This inclusive process helped to ensure college-wide understanding and ownership of the strategic equity plan.

By embarking down this path, the College opened itself up to change and could no longer conduct business as usual and expect improved student outcomes. The emphasis of the strategic plan is: to establish leadership in equity and inclusion, build organizational capacity in equity and inclusion competencies, alter its recruitment and hiring practices, and to strengthen its partnerships with those organizations that serve underrepresented populations in the district.

The plan was approved by the Board of Trustees in the May 2015 regular meeting. The diversity committee is preparing to recast its role and provide leadership to track and monitor the implementation process and also serve as the focal point of evaluation, with support from the Office of Planning, Research, and Assessment. The Human Resources Department has made

progress in implementing changes pertaining to the structure and operation of hiring committees, composing and distributing job announcements, and identifying hiring criteria. The evaluation of these efforts has occurred iteratively upon completion of a hiring process, and in some cases, mid-way through a hiring process. The assessment findings were digested and quickly incorporated into existing procedures so that continuous improvement was reflexive and immediate. This case illustrates how evidence is integrated with planning and evaluation.

Standard 4.B.2: Use of Assessment to Inform Planning and Practices of Student Learning

The College regularly assesses student learning in ways that inform academic planning and practices. At the class level, the Office of Planning, Research, and Assessment created a course summary dashboard, which is an exploratory research tool available to faculty and administrators. The dashboard allows users to identify any course or set of courses and then examine student success rates. Users can slice the data by a number of attributes (e.g. first generation status, gender, race/ethnicity, intent, program, location) and conduct a time-series analysis. The tool was rolled out in the summer and fall of 2014 with a series of workshops for the administrative team and faculty. One of the goals of the tool was to provide faculty with information that could be incorporated into course design and professional development plans. The data helps identify achievement gaps, gaps by mode of delivery, or changes in the composition of the teaching staff. The data also allows deans and faculty to conduct a gateway course assessment at the program level, and then use that information to develop interventions designed to mitigate blockages in the pathway and facilitate student success and completion.

The College is making and explicit effort to increase its institutional research capacity by establishing definitions, protocols, and methods by which statistical data is accessed and extracted. Creating dashboards is one way to accomplish this objective. Once the methodology is vetted, agreed upon, and established, the online tools provide users with easy access to the data. Even though dashboards are available, their widespread adoption has been slow. More work is anticipated in the upcoming 2015-16 academic year to increase capacity and the user base so that more empirically informed planning and action takes place across instruction.

At the degree level, the College has well-established practices pertaining to the assessment and evaluation of its workforce education programs (http://www.wwcc.edu/CMS/fileadmin/PDF/Research_and_Planning/workforce_ed_outcomes.pdf). Workforce education assessment is closely tied to the industry standards that govern teaching and learning outcomes, program review, and accreditation. They are also affected by advisory councils, certifications, and licensures. The workforce deans, directors, and faculty digest information from all of these factors and take measures for improvement where necessary.

The academic transfer degree is assessed annually by committee. This A.A./A.S. degree outcomes committee was established in 2010 after receiving the regular accreditation interim report from the NWCCU asking the College to identify A.A./A.S. degree level learning outcomes (http://www.wwcc.edu/academic-transfer/aaas-degree-outcomes/). The pilot project assessing degree outcomes was conducted at the end of the 2011-12 academic year and a Summary of Findings of this project was published (http://www.wwcc.edu/CMS/fileadmin/PDF/Research_and_Planning/AA_AS_Degree_Outcomes_Assessment_Report.pdf). During the 2012 Year Three Interim Report and campus visit, the

evaluation committee reviewed the progress and indicated that the Commission's expectations had been met. They also encouraged this good work to continue. In each subsequent year, the committee has focused on improving the quality of the assessments, ensuring all the outcomes were being assessed, improving the student participation, and increasing the efficiency of implementation.

Significant progress has been made over the past four years. As of the 2014-15 academic year, the committee has assessments for each degree outcome, and has moved the assessments from a paper/pen format to CANVAS, the learning management system. Moving the assessments online has increased the overall target population to include those students graduating every quarter, not just spring quarter. The 2015 fall In-service will initiate broader participation of the faculty so that course-based learning outcomes can incorporate degree outcomes. Working toward aligning course outcomes with degree outcomes will build capacity pertaining to outcomes assessment and student learning across the college.

5

Mission Fulfillment, Adaptation, and Sustainability

Chapter Five
Mission Fulfillment, Adaptation, and Sustainability

Executive Summary of Eligibility Requirement 24

Eligibility Requirement Twenty-Four – Scale and Sustainability

Walla Walla Community College has been serving a large four-county service area in southeastern Washington since 1967 and is a vital educational portal for all its constituents here and in the broader region. The recession starting in 2008 created budgetary challenges that made it necessary to strategically assess and eliminate programs while downsizing personnel. However, it is important to note that, even during the economic downturn, WWCC continued to develop new programs and offerings to meet the workforce and transfer needs of the region. The College has been very successful in obtaining alternate grants, contracts, and other resources to deliver high-quality educational programs so that its operational scale is sufficient to fulfill its mission in lean times and in the foreseeable future.

Standard 5.A.1: Institution Engages in Evidence Based Assessment

Walla Walla Community College engages in regular and participatory assessment of its mission fulfillment. In July or August the Board of Trustees holds a retreat to review the College's performance in fulfilling its mission. President VanAusdle presents a report based upon the evidence for each of the core theme objectives. This report is used for administrative and instructional planning as each unit develops a work plan for the year. Core indicators that do not meet the mission fulfillment target are analyzed further, and strategic interventions are established to make improvements. The annual core indicator report and annual operating plan give WWCC the information and framework for tracking, monitoring, and improving the College's performance to fulfill its mission.

The core indicators are tracked using a variety of data sources, which include the Student Management System (SMS), the SBCTC Data Warehouse, and IPEDS. Data are derived from regular SBCTC reporting systems as well as through tools developed through collaboration between the Technology Services Department and the Student Services Department. These tools include a variety of dashboards and reporting tools that allow staff and faculty to monitor progress and results. Demographic, course completion, persistence, degree attainment, and enrollment information is pulled regularly from these dashboards and added to knowledge received from focus groups and surveys to help WWCC gather the evidence needed to regularly and systematically assess its accomplishments.

As an Achieving the Dream College, WWCC has worked to improve student outcomes through the use of quantitative and qualitative evidence, which has led to improved programs and enhanced services for students. The instructional environment is focused on a learner-centered model in which learning opportunities are aligned with student and community needs, such as preparing students to gain literacy skills, enter or re-enter the workforce, or transfer to a baccalaureate institution. The matrices below show that WWCC demonstrates mission fulfillment through its core themes and objectives as evidenced by longitudinal measurement and comparison of its core indicators.

A scoring system was developed to assess mission fulfillment, which measures achievement by aggregating scores from individual indicators into composite scores for each core theme and the institution as a whole. Indicators are rated as superior (green), acceptable (amber), or needs improvement (red) against external and/or internal benchmarks as appropriate for the indicator. Indicators rate as acceptable if they fall within a specified range of the benchmark/target (see Attachment B: WWCC Scorecard Metrics). Many ratings also account for self-improvement over time by measuring change from one year to the next relative to the change in the benchmark. A sufficient positive relative change can shift an acceptable rating to superior while a negative relative change can shift the rate to needs improvement.

Once rated, indicators are assigned numerical values: 1 for needs improvement, 2 for acceptable, and 3 for superior (see Table 14). A composite score for each indicator is determined by averaging individual measurements to one decimal place for each performance year. Composite indicator scores aggregate for core themes, which aggregate for mission fulfillment. **Mission fulfillment is defined as a score of 2.0 or higher for the composite score** (i.e., the average of the three core theme scores).

Table 14: Indicators Scoring Criteria

●	Superior (3.0)
●	Acceptable (2.0)
●	Needs Improvement (1.0)

In addition, some indicators represent necessary preconditions for operation (e.g., a financial audit with no findings) or provide context for other indicators. These indicators cannot be scored but are noted with either a ✓ (fulfilled) or an ✗ (unfulfilled) and do not factor into the calculation of composite scores.

Composite Score 2.6

Core Theme One: Student Success

As an institution of higher education, WWCC is first and foremost focused on student success, commonly defined as degree or credential completion and attainment. While WWCC strives relentlessly toward increasing the educational attainment rate, this core theme takes a more nuanced approach to student success, which accounts for a cohort's experience as it enters WWCC, embarks on an educational pathway, crosses the finish line, and either enters the labor market or transfers to a baccalaureate institution. Presenting student success in this way provides a more holistic picture than solely focusing on completions. Furthermore, accounting for the entire pipeline helps the College to identify points where students stop-out or encounter barriers to completion.

Student Success contains five objectives: Access and enrollment, retention, completion/ attainment, transfer to baccalaureate institutions, and employment and earnings.

1. Objective 1.0: Access and Enrollment

Objective 1.0: Access and Enrollment

Desired Outcome(s)			Indicators	11-12	12-13	13-14	14-15	Composite Score
1.1	Enrollment level that exceeds the SBCTC allocation and also meets annual plan target.	1.1 a	Total state funded AAFTE enrollment, benchmarked against internal plan.	3,273 : 3,409	3,245 : 3,300	3,342 : 3,345	3,126 : 3,330	**1.8**
		1.1 b	Total state funded AAFTE enrollment, benchmarked against SBCTC allocation.	3,273 : 3,075	3,245 : 3,063	3,342 : 3,034	3,126 : 3,103	**2.8**
1.2	District participation rate of students per 1,000 residents aged 18-64 that is equal to or exceeds the state benchmark	1.2 a	Academic Transfer Education.	21.1	21.5	20.5	22.1	**3**
		1.2 b	Workforce Education.	37.4	34.2	33.9	33.7	**3**
		1.2 c	Basic Skills Education.	4.5	4.5	5.4	5.8	**2.5**

WWCC consistently scores well in access and enrollment metrics, which indicates its importance and perceived value and demonstrates its successful efforts to maintain open doors to surrounding communities. WWCC's workforce education magnet programs also attract a significant number of students from outside its service district. The College saw enrollments increase after being recognized as a college of distinction by the Aspen Institute in 2011 and then as a co-winner of the Aspen Prize for Community College Excellence in 2013. The award resulted in prestige and Aspen prize funds, which were prioritized for student scholarships designed to alleviate barriers that could prevent a student from completing their education goals. 2014-15 saw a drop in state-funded enrollments in relation to previous years. The softening in enrollment was spread throughout much of the College, but largely manifested in arts and sciences courses. Enrollment is currently trending downward across the state due to various factors: economic recovery, rapid growth in Washington's metropolitan regions, greater labor market opportunities for job seekers, demographic changes in the K-12 pipeline, and greater

barriers to higher education for those populations whose livelihoods are precarious. However, WWCC is committed to managing enrollment in the near and long term to meet these challenges.

2. Objective 2.0: Retention

Objective 2.0: Retention

Desired Outcome(s)		Indicators		Fall 2009	Fall 2010	Fall 2011	Fall 2012	Composite Score
2.1	Continuous improvement in institutional retention rates	2.1a	Fall to fall retention rate by workforce education, benchmarked against the system average.	52% (N=506)	57% (N=456)	52% (N=430)	57% (N=470)	**2.8**
		2.1b	Fall to fall retention by academic education, benchmarked against the system average.	45% (N=451)	50% (N=455)	52% (N=444)	54% (N=416)	**2.5**

Scored by incoming fall cohorts.

WWCC students persist at consistently higher rates than students at other community and technical colleges (CTCs) in the state. This is true for both academic transfer and workforce students, with the former showing the greatest improvement over the last four years: 54% of academic transfer students persisted from their first fall to the next in 2013 (2012 cohort), up from 45% in 2010 (2009 cohort). Rates are based on cohorts of first-time, degree-seeking students new in fall and compared with Washington State system averages. Lags in reporting are necessary to incorporate two, three, and four-year metrics.

3. Objective 3.0: Certificate and Degree Completion

Objective 3.0 Certificate and Degree Completion (Attainment)

Desired Outcome(s)		Indicators		Fall 2008	Fall 2009	Fall 2010	Composite Score
3.1	Continuous improvement in the share of students who transition from lower-level basic skills to upper-levels, or transition to college-level work by the end of the fourth year.	3.1	WWCC basic skills transition rate compared to the Washington State system.	27% (N=135)	23% (N=191)	19% (N=180)	**2.3**
3.2	Continuous improvement in the share of students earning credentials.	3.2a	200% normal time to completion rate of academic transfer students compared to system average.	33% (N=451)	33% (N=455)	30% (N=444)	**3**
		3.2b	200% normal time to completion rate of workforce students compared to the system average.	44% (N=506)	43% (N=456)	46% (N=430)	**3**
		3.2c	150% of normal time to completion or transfer for first-time, full-time, degree seekers compared to IPEDS peer college average.	54% (N=351)	56% (N=409)	52% (N=331)	**3**

Scored by incoming fall cohorts.

For completions, WWCC consistently ranks among the highest colleges in the state system for completions. This also holds true when comparing completion rates against similar colleges nationally via IPEDS reporting. Although not reflected here, other analyses show that young, Latino males in academic transfer education do not share this high rate of success, a situation also seen across the state and nationally. The College is committed to equity for all students, particularly in terms of access, support, and educational achievement. WWCC's ATD core and data teams continue to address this gap in achievement. Basic skills transitions from lower to upper and on to college-level courses, while at acceptable rates compared to the system average, remain an area of concern. The College sets an internal aspirational target of between 25 to 30 percent transition as acceptable.

4. Objective 4.0: Transfer to Baccalaureate Institutions

.Objective 4.0 Transfer to Baccalaureate Institutions

Desired Outcome(s)		Indicators		08-09	09-10	10-11	Composite Score
4.1	WWCC transfer students continue their education at the baccalaureate level.	4.1	Rate of WWCC graduates that enroll in a baccalaureate program within one year of leaving WWCC, benchmarked against 2001 NCES study (43%).	44% (N=583)	46% (N=534)	51% (N=525)	**2**
		4.2	Identify the institutions that receive WWCC transfer students.	✓	✓	✓	✓

Scored by exiting cohorts in an academic year.

Transfer of students from WWCC to four-year, baccalaureate institutions remains within acceptable levels. A 2001 National Center of Education Statistics (NCES) report found that 43% of community college students who were enrolled in an academic program and taking college-level courses successfully transferred to four-year institutions. The definition for that cohort used in the report most closely matches those of WWCC's academic transfer cohorts and provides a national norm against which to measure this aspect of student success. WWCC's rate of student transfers has slowly but steadily increased in the past three years. Top transfer schools include Washington State University, Lewis-Clark State College, Eastern Washington University, Walla Walla University, and Eastern Oregon University.

5. Objective 5.0: Employment and Earnings

Objective 5.0 Employment and Earnings

Desired Outcome(s)		Indicators		08-09	09-10	10-11	11-12	Composite Score
5.1	Workforce education graduates secure family-wage employment.	5.1a	Rate of WWCC workforce certificate and degree completers secure employment within one year of graduating, benchmarked against the system average.	71% (N=723)	77% (N=723)	83% (N=730)	72% (N=665)	**2**
		5.1 b	Median adjusted earnings for associate-level completers by graduating cohorts, benchmarked against the state average.	$38k (N=111)	$38k (N=141)	$37k (N=187)	$41k (N=130)	**2.3**

Scored by exiting cohorts in an academic year.

WWCC measures employment rates for exiting workforce cohorts after graduation and compares these results against the average for the state system. Results are all within acceptable levels. However, due to a lack of data sharing agreements that facilitates the exchange of unemployment insurance data (UI) and the fact that sole proprietorships are not accounted for in UI data, a mix of historical and anecdotal evidence strongly suggests that WWCC graduates are underreported in the data available. Median adjusted earnings for those degree-level graduates for whom we have data dipped to $37k within a year after graduation for the 2010-11 cohort but rose to $41k for the 2011-12 cohort, 14% higher than the system average.

Composite Score 2.2

Core Theme Two: Strong Communities

Community is a central component of WWCC's organizational identity and mission. Core Theme Two: Strong Communities accounts for WWCC's internal community as well as its external community. The internal community consists of the workplace and the people employed at the College. WWCC seeks to cultivate an organizational culture that attracts and retains talented people across all levels of the organization who are committed to the mission.

The external community metric measures the College's role in community and economic development. WWCC's vision statement is to "transform our students' lives and the communities we serve." Although the College is not formally assessing its vision statement, it is always uppermost as an aspirational goal. WWCC believes that education has a transformational impact on individuals and the communities where they reside and recognizes the important link between educational attainment on community and economic development.

WWCC values strong community connections and partnerships. This is evidenced in practice within both internal and external communities. The internal collaborations between the departments of student services and technology services resulted in several locally created advising and enrollment tracking tools (e.g., advisor data portal, degree audit navigator, and enrollment and student success dashboards). These tools have been instrumental in helping WWCC monitor enrollment, retention, and completion trends and to respond quickly with intervention measures to support student success.

Workforce education at WWCC serves the community and larger region through program offerings that address the need to close the skills gaps and provide a well-qualified workforce. Each workforce program meets semi-annually with advisory committees made up of industry professionals that review the curricula to ensure program relevancy and quality. Industry partners provide co-op and internship experiences for WWCC students. Walla Walla and Clarkston nursing programs work with community medical clinics, long-term care facilities, and hospitals to ensure that clinical sites are available for students to gain real-life work experiences within the nursing curriculum. Licensure and certification examination rates in all programs are strong, with WWCC's pass rate on the National Council Licensure Examination (NCLEX) for registered nurse (RN) licensing consistently above the 90th percentile.

WWCC partners with the Walla Walla School District and other high schools within the College's service area to strengthen educational attainment through the Running Start program, the Alternative Education Program (AEP), and Garrison Night School. Garrison Night School is a partnership with the WW School District to provide ESL instruction for migrant parents. This is a successful and long-standing relationship that has provided language, technology, and GED instruction at Garrison Middle School since 1995. Some of the College's other significant partnerships include the Migrant Labor Council, the Early Learning Coalition, the Salmon Recovery Board, the Walla Walla Sustainability Council, the Confederated Tribes of Umatilla Indian Reservation, the Walla Walla Port District, WorkSource, Tyson Fine Foods and Broetje Orchards where worksite learnings centers have been established.

Finally, WWCC shares its locally developed advising tools with other community and technical colleges (CTCs) within Washington State and has partnered with other CTCs in sharing best practices around completion coaching and pathway navigation. Currently, WWCC is working with three other CTCs in Washington State on the Working Families Success Network (WFSN) grant focusing on financial literacy and benefits counseling. Additionally, WWCC has partnered with the University of Washington and Oregon State University on a federal grant focused on renewable energy. The most recent collaboration involves a Trade Adjustment Assistance for Community College and Career Training (TAACCCT) grant shared in a consortium with eight CTCs that focuses on sustainable living.

1. Objective 1.0: Attract and Retain Talent

Objective 1.0: Attract and Retain Talent

Desired Outcome(s)		Indicators		2010-11	2011-12	2012-13	2013-14	2014-15	Composite Score
1.1	Establish and maintain a work environment where employees thrive.	1.1a	Average full-time faculty salaries, benchmarked against system average.	$53.0k (N=133)	$52.7k (N=126)	$52.4k (N=125)	$54.7k (N=130)	N/A	**1**
		1.1b	Average starting full-time faculty salaries, benchmarked against system average.	$49.2k (N=133)	$48.7k (N=126)	$48.9k (N=125)	$51.2k (N=130)	N/A	**1.3**
		1.1c	PACE employee engagement survey.	N/A	N/A	N/A	3.89 out of 5	N/A	**2.4**
		1.1d	Percent of instruction by full-time faculty, benchmarked against the system average by FTE-F.	64%	69%	63%	61%	N/A	**2.3**
		1.1e	PIUs per full-time faculty member, benchmarked against state policy average (3/yr).	6.8 (N=133)	4.4 (N=126)	4.3 (N=125)	5.1 (N=130)	3.9 (N=124)	**2.4**
		1.1f	Professional development funds per employee.	N/A	✓	✓	✓	N/A	✓
		1.1g	Employee wellness program: percent of applicable employees to qualify for SmartHealth incentives by level.	✓ baseline established (2015 data)					

Increasing the average salaries for full-time faculty at WWCC, which are consistently under the system average, remains a priority. The College sets the system average as its acceptable mark within one percentage point. Aggressive efforts to raise starting salaries resulted in noticeable improvement in fiscal year 2013-14. Despite the situation of lower salaries in comparison with the system average, employee engagement with the institution and its mission is high. The College contracted with the National Initiative for Leadership and Institutional Effectiveness (NILIE) to conduct an employee engagement survey in spring 2014. Results of the survey were strong, with the College ranking between collaborative and consultative (highest ranks) according to the Personal Assessment of the College Environment (PACE) model. The College

plans to repeat the survey every three years and incorporate the cumulative results into the identification of planning initiatives designed to address deficiencies. The rate at which faculty participate in professional development activities speaks to their commitment to continuous improvement and student success. Funds spent on professional development activities and materials are not scored, but levels are monitored and factored into decision making. Employee participation in the new SmartHealth program will also be monitored and analyzed as an indicator of employee wellness. Data for 2015 is here presented unscored as the baseline for future comparisons.

2. Objective 2.0: Community and Economic Development

Objective 2.0: Community and Economic Development

Desired Outcome(s)		Indicators		2007-11	2011-15	2015-19		
2.1	Support local and regional economic development.	2.1a	Provide successive leadership with City of Walla Walla and Port of Walla Walla in establishment and continued certification of the Walla Walla Innovation Partnership Zone (IPZ).	✓	✓	pending		
				2011	**2012**	**2013**	**2014**	**2015**
		2.1b	Track IPZ investments.	N/A	✓	N/A	✓	N/A
				2011	**2012**	**2013**	**2014**	**Composite Score**
		2.1c	Total jobs created through IPZ investments compared to 2007 baseline (3,263).	6,003	N/A	6,603	N/A	**3**
		2.1d	Total regional earnings from IPZ investments compared to 2007 baseline ($103m).	$230m	N/A	$255m	N/A	**3**
2.2	Support community development by providing avocational opportunities.			**2011-12**	**2012-13**	**2013-14**	**2014-15**	**Composite Score**
		2.2	Track avocational program enrollments, including QUEST, Kid's College, and community education.	✓	✓	✓	✓	✓
2.3	Increase the educational attainment rate of our surrounding communities.			**2008-10**	**2009-11**	**2010-12**	**2011-13**	**Composite Score**
		2.3	Percent of population aged 25 and over with an associate degree (academic transfer or workforce) for Walla Walla County, benchmarked against Washington State.	11%	13%	12%	12%	**2**

External partnerships are the primary vehicle through which WWCC impacts community and economic development. Many of the College's key partnerships are mutually beneficial because they simultaneously provide opportunities for students and build local capacity.

Walla Walla Valley Innovation Partnership Zone (IPZ) is a regional economic development planning effort that is built on a foundation of partnerships. The IPZ is led by the City of Walla

Walla in conjunction with the Port of Walla Walla and WWCC. In addition, there are several partners from the private and public sector that compose the planning committee. The IPZ provides a framework through which WWCC strengthens the surrounding community by securing investments in equipment that supports workforce training, education programming, and student learning. WWCC has also led the study of the regional economy to measure the growth of the wine and hospitality cluster and its impact on the region in terms of job growth and earnings. This research informs college programming and suggests a cumulative growth process underway in that cluster. IPZ priorities align with WWCC programs and focus areas.

WWCC's Department of Extended Learning manages avocational programming. Avocational program offerings are not scored, but enrollments are monitored and factor into programming decisions. Budgetary issues during the recession resulted in a reduction of avocational offerings, but recent years have witnessed a rebound in extended learning programs.

Educational attainment underpins the national student success agenda and is a top priority for WWCC. Educational attainment is a key factor not only in transforming individuals' lives but also in the establishment of strong communities. The attainment rate for Walla Walla County regularly exceeds that of Washington State at the associate level, which is a direct result of WWCC's efforts. The Office of Planning, Research, and Assessment is currently seeking data that would allow for that same measure to include the rest of the College's district: Columbia County, Garfield County, and Asotin County.

Composite Score 2.1

Core Theme Three: Resource Stewardship

WWCC's commitment to resource stewardship and sustainability is demonstrated in Core Theme Three. The College prioritizes financial resource management to ensure that higher education is accessible and affordable for all of its constituents. Public divestment in higher education and decreasing state support for baseline funding has driven an increased search for external grants and contracts to support mission attainment. The College takes pride in its success at acquiring competitive grants (e.g., Title III, Economic Development Administration, Trade Adjustment Assistance Community College and Career Training, and Working Families Support Network). These grants have helped to leverage building institutional capacity, program support, opportunities for students, and short-term stability for the college and its constituents. Since 2007, WWCC has met and exceeded its SBCTC baseline allocation enrollment target every year and has used the revenue from excess enrollment to support one-time equipment and technology purchases.

Resource stewardship is also seen in the College's commitment to alternate and renewable energy sources. This is a process that began over a decade ago and has culminated in a college lifestyle of prudent water, energy, and paper consumption. The College has invested in renewable energy through the installation of solar panels on several of its buildings. Additionally, three windmills have been installed as well as a renewable energy park. A careful review and assessment of WWCC's sustainable practices are instrumental in achieving and demonstrating continuous improvement and mission fulfillment of Core Theme Three.

1. Objective 1.0: Financial Operations and Adequacy

Objective 1.0: Financial Operations and Adequacy

Desired Outcome(s)		Indicators		FY 10-11	FY 11-12	FY 12-13	FY 13-14	FY 14-15	Composite Score
1.1	Financial adequacy (scored by internal review)	1.1a	Operating reserves to operating expenditures (operating ratio)	0.20	0.21	0.22	0.22	0.22	**2**
		1.1b	Local funds operating margins	4.4%	1.5%	2.3%	1.8%	0.1%	**1.4**
		1.1c	Operating revenue to debt (coverage ratio)	11.3	11.3	12.6	13.9	14.7	**3**

The indicators above are scored following an internal review process. That review process examined the College's fiscal health holistically, with each indicator understood in relation to others.

The ratio of operating fund reserves to operating fund expenditures has remained constant or showed a slight improvement annually from 2011-15. Historically, this ratio shows a financially stable environment where reserves have been maintained despite some instability in the operating budget coupled with an avoidance of issuing debt for capital projects. Local funds operating margins shows WWCC's margins are unstable and have declined significantly over the

past two fiscal years. The trend indicates that the operating budget environment increases the College's vulnerability to not only normal fluctuations but also to any major shifts that may occur due to revenue declines or excess expenditures. The implications of the decline in the operating margin affects the College's ability to effectively operate within the constraints of the Board-approved annual operating budget and find the wiggle room to make adjustments effectively over the course of the budget year. It also indicates the challenge for the College to accumulate or replace reserves if those actions were necessary due to a decline in reserve balances. The operating revenue to debt (coverage ratio), has been increasing annually since 2011-12 because no new debt has been issued and principal balance declined each year upon debt service payment. WWCC has often chosen to use reserves instead of acquiring new debt, which preserves the operating budget and avoids additional debt service expenditures from the operating budget. Annual debt service payments at WWCC amount to less than 1% of the operating budget.

2. Objective 2.0: Financial Resource Management

Objective 2.0: Financial Resource Management

Desired Outcome(s)		Indicators		FY 12-13	FY 13-14	FY 14-15	FY 15-16	Composite Score
2.1	Compliance and transparency	2.1a	Annual financial statements	✓	In process	TBD	N/A	✓
		2.1b	Required audits	✓	Begins Sept. 2015	N/A	N/A	✓
		2.1c	Audit findings	No	N/A	N/A	N/A	✓
		2.1d	Audit management letter	No	N/A	N/A	N/A	✓

None of the indicators for Objectives 2 and 3 contribute to composite scores; however, the data in these sections contribute necessary context for the scoring of Objective 1 indicators. The College assumed responsibility for compiling data and publishing an Annual Financial Statement in 2013. This was a task previously done by the SBCTC; however, at the onset of the Great Recession, this task was cut from state budgets. The Fiscal Year 2012-13 statement is complete, and work progresses for the 2013-14 report with an audit scheduled for fall 2015.These statements contribute to financial transparency and provide data for other metrics. It is an ongoing objective of the College to not receive any findings or a management letter.

3. Objective 3.0: Natural Resource Stewardship

Objective 3.0 Natural Resource Stewardship

Desired Outcome(s)		Indicators		FY 12-13 (baseline)	FY 13-14	FY 14-15	Composite Score
3.1	Practice natural resource stewardship	3.1a	Greenhouse gas emissions compared to 2012-13 baseline.	3,009 MtCo2e	2,850 MtCo2e	N/A	**3**
		3.1b	Solar energy installation	✓	N/A	✓	✓
		3.1c	Wind energy installation	N/A	N/A	✓	✓
		3.1d	Water consumption compared to 2012-13 baseline.	9,577 Ccf	12,106 Ccf	14,505 Ccf	**1**

WWCC's 2015-17 Sustainability Plan (Exhibit 14) was created in alignment with the College's vision and mission statement and core themes. It provides a roadmap to address energy production and consumption, solid waste, water use, campus and community education, procurement, processes, and data collection strategies. The indicators above address a fraction of WWCC's current sustainability efforts, though the Sustainability Plan provides guidance and direction for the College to collect, report, and evaluate data as they relate to the strategic goal and objectives of the plan. Greenhouse gas emissions decreased by five percent in 2013-14 from the 2012-13 baseline. Solar and wind energy production equipment has been installed and has reduced WWCC's outside energy consumption, and the College anticipates it alternative energy installations to come online before the end of the calendar year. Water consumption gradually increased 51% from the baseline year through 2014-15 due to leaks in the aging system that are now being fixed, so the College anticipates improvements in water consumption in upcoming months and years.

Overall Mission Fulfillment Composite Score
2.3

Standard 5.B: Adequacy and Sustainability of resources, capacity, and effectiveness of operations

As an Aspen Institute College of Distinction and winner of the Aspen Top Community College in the Nation prize in 2013, Walla Walla Community College has demonstrated commitment to educational excellence, its three core themes, and, ultimately, mission fulfillment. The effective management of the College's resources, capacity, and operating planning is the responsibility of the President and executive staff with oversight from the Board of Trustees. Within that organizational structure, and in the spirit of strong internal communities, deans and directors work with the executive staff to support effective operations at all levels. The work of making appropriate fiscal and operating adjustments to ensure relevancy and stability takes place within an evidence-based culture focused upon continuous improvement. The evidence clearly shows

that WWCC, within the context of its vision and mission, regularly evaluates and assess its resources, capacity, and operational effectiveness for adequacy.

Notwithstanding, the College has faced tremendous fiscal and operating challenges since its last comprehensive self-study in 2005. The biggest threat during this past decade was the severe economic downturn brought on by the Great Recession, which generated brutal cuts to state supported resources. During the same time period, the College experienced a significant increase in enrollment that strained its resources and continually tested its capacity to adjust, adapt, and implement interventions to maintain financial stability and effective program management. However, it cannot be overlooked that it was during the years of the Great Recession that the Aspen Institute recognized WWCC for its student success, which was revealed through substantially higher than national average rates of retention, completion, and transfer. The College has persevered during these challenging times, mitigating a 26% reduction in state supported funding by re-structuring administration and staff, reducing consumable and energy costs, eliminating five workforce programs, and pro-actively obtaining alternative funding. These exceptional results are due to the judicious stewardship and financial oversight of existing resources by the administrative team.

During the early days of the economic downturn, the President and executive staff set three priorities to guide decision making around the three core themes. These priorities were: 1) protect instructional programs and services that supported student success, 2) courageously assess every operational practice for efficiencies and make appropriate adjustments, and 3) assess energy and consumable costs to develop a strategic plan for sustainability. These three priorities have guided the college successfully through this difficult time.

The evidence is compelling that WWCC has adjusted successfully to address the economic downturn, responded positively to meeting the learning needs of its constituents, and achieved its mission during this past decade of tremendous challenges, but can the College sustain these achievements and address the challenges that emerge in the future? One foreseeable challenge is the reallocation of state resources among the operating budgets of the system's 34 community and technical colleges. Although all components of the reallocation model have not been determined, the College is preparing this year to make the adjustments needed for the 4.5% reduction that is expected to take place over the next biennium. Other challenges involve adjusting for declining enrollment rates as the economy becomes stronger and people find meaningful employment, maintaining aging infrastructure and facilities, replacing or expanding current space capacity to meet the growing demands of instructional programs and student services, and implementing a succession plan as key staff and faculty retire or leave the College for other opportunities.

Notwithstanding the economic challenges, since they will always be present, the future looks hopeful as Walla Walla Community College begins the next decade. The $2.4 million EDA grant that was awarded in the fall of 2014 has helped fund the construction of the $4.8 million Workforce and Business Center at Clarkston, with classes scheduled to begin in fall 2017. The new workforce education programs housed in this building will support the training of students needing entry-level welding, precision machining, fabrication, and energy skills to serve the growing manufacturing industries within the Lewiston-Clarkston valley. A partnership with the

Clarkston High School has facilitated the early start of the energy program by allowing WWCC to house equipment in their industrial maintenance classroom with the agreement that during the day, traditional high school students can receive instruction with the equipment. After school hours, in the late afternoon and evening, WWCC will hold classes for students preparing for certificates. This agreement is mutually beneficial to WWCC, Clarkston High School, and the constituents of the Lewiston-Clarkston valley.

The College will submit a capital project request in December 2015 for consideration in the 2017-19 biennium. If the project is funded, WWCC will be able to address the remodeling and expansion of science labs that support science, technology, engineering, and mathematics (STEM) education as well as address space shortages in student services and the library.

Finally, the college is preparing for future leadership as key administrators transition into retirement or other opportunities. WWCC is fortunate to have a talented and gifted group of mid-management level deans and directors preparing to take on greater leadership responsibilities as opportunities emerge within all departments of the college. A succession plan was developed several years ago and concerted efforts have been underway to provide leadership education and mentoring through a variety of training opportunities on the local, state, and national level. In 2017, Walla Walla Community College will celebrate 50 years of service to the citizens of Washington State, the four county district it represents, and the broader region. With the strategic budget, enrollment, and recruitment management plans, core theme indicators to measure progress, and Achieving the Dream focused on continuous improvement, the College is well situated to continue fulfilling its promise and mission to the people it serves.

6

Conclusion

Conclusion

In the fall of 2010, Walla Walla Community College began to work with the new accreditation standards by holding a college-wide In-service to begin identifying the College's core themes. This year-long effort included the entire College community and was made up of 17 working committees. By year's end, three core themes had been identified, which were reviewed and assessed with one significant core theme change, which was reported in the Year Three Self-Study report. They are meaningful, represent the values of the College, and serve to guide WWCC's direction and strategic planning for the future.

It has taken time and concerted effort to integrate the core themes into every department across the College. However, during these past five years, the new standards have afforded WWCC the opportunity to thoughtfully and strategically develop outcomes and assessment indicators that have led to the transformation of the College into an institution that strives for continuous improvement through the ongoing collection of data and evidence.

The core themes remain foremost in the minds of college administration, staff, and faculty in the strategic planning process. As the College moves forward, the vision, mission, and core themes will drive every budgetary, operating, student services, and instructional decision. WWCC has experienced challenges, but there is great confidence within the internal campus community that the College is stronger for having met those challenges, and that communication is clearer and more abundant through every level of the College. There is continuing commitment to provide access and equity to all citizenry in order to move the needle toward educational attainment. The next decade looks to be exciting as new horizons emerge. WWCC, with its internal and external partners, will continue to thrive and provide high-quality educational programs and services and play a key role in increasing educational attainment in rural Washington.

7

Appendices

Appendices

Attachment A

WWCC Mission Fulfillment 2013-14

Mission Statement: "Walla Walla Community College inspires all students to discover their potential and achieve their goals by providing relevant, equitable, and innovative learning opportunities and services."

This report summarizes key performance indicators (KPIs) for WWCC's three core themes—Student Success, Strengthen Communities, and Resource Stewardship—for the 2013-14 academic year and fits them into a meaningful context. Our core themes translate the fundamental aspects of the College's mission into practice.

Student Success

ACCESS & ENROLLMENT

WWCC offers access to education above state averages for students with an intent to transfer, workforce training, and basic skills.

Students enrolled per 1,000 aged 18-64 by intent[1]

Region	Transfer	Workforce	Basic Skills
WWCC	21.48	33.9	5.4
State	13.81	16.1	3.3

Enrollment at WWCC has grown despite shrinking across the state in part due to WWCC winning the Aspen prize. Over the past two years, Aspen Prize-funded scholarships have helped students attend WWCC and at higher levels of attendance.

Growth is most pronounced in Distance education (hybrid and fully online classes).

Annual Average Full-Time Equivalent & Headcount Enrollment (all funds)[2]

	2010-2011	2011-2012	2012-2013	2013-14
Walla Walla	2,577.1	2,327.8	2,392.3	2,323.6
Clarkston	622.9	534.8	459.1	451.6
Corrections	1,679.5	1,528.7	1,610.3	1,687.7
Distance	491.2	549.6	542.9	616.8
All Other	177.4	192.5	186.9	218.1
TOTAL	**5,548**	**5,133**	**5,192**	**5,297.8**
Unduplicated Headcount	11,678	10,371	10,379	10,536

[1] Latest data are for 2012-13 except for Transfer, which are for 2011-12. Source: SBCTC via WallaWallaTrends.ewu.edu.

[2] All data MIS-reportable students. MIS-reportable students are all students enrolled in reportable courses according to SBCTC's Tenth Day enrollment counting methodology. They represent on average 93% of gross unduplicated headcount and 98% gross AAFTE. The difference is primarily Tech Prep and state waiver students.

RETENTION

The Integrated Postsecondary Education Data System (IPEDS) provides a nationally recognized, public face to our institution, including rates for student retention, completion, and transfer. However, it is geared more towards "traditional" students (full-time, first-time students straight from high school) attending four-year Baccalaureate institutions. First-time, first-year, award-seeking students starting in fall as reported to IPEDS make up only 15 to 20 percent of our students on average. While important to know how such traditional students fare, many community colleges choose to also look at broader student cohorts that more accurately reflect their students.

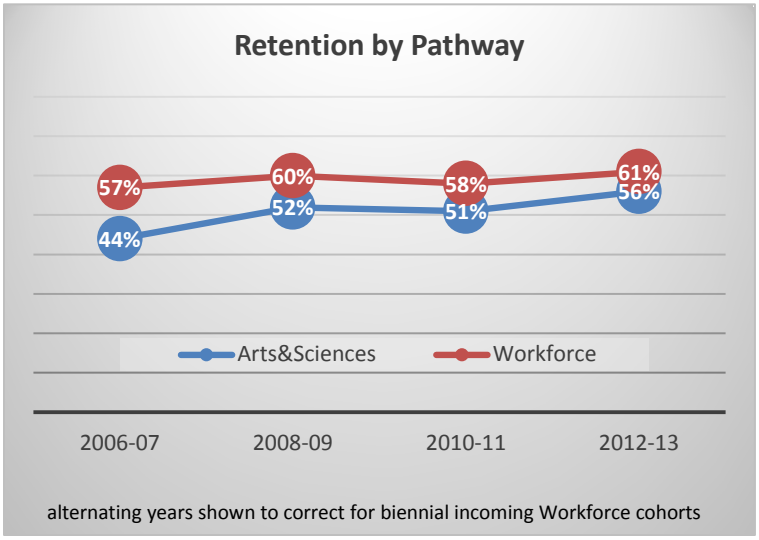
Fall-to-fall retention rates for full-time students at WWCC are typically higher than at comparison institutions (similar to WWCC in size, community, etc.).

WWCC and Peer Comparisons of Full-Time Students

Year	WWCC	Median of Comparison Institutions
2009-2010	66%	52%
2010-2011	58%	58%
2011-2012	61%	57%
2012-2013	58%	57%
2013-2014	67%	Not yet available

Part of WWCC's Achieving the Dream (ATD) work looked instead at full-time and part-time, first-year, degree/certificate-seeking students, including transfers, starting in fall and distinguishing by their academic pathway (Arts & Sciences vs. Workforce) to ***more accurately reflects our students' makeup and allow us to better assess their level of engagement***. We measure state-funded students as contract-funded student groups are smaller and face issues not shared by others. Thus, ***this is the largest, most comprehensive group of students for whom a measure of fall-to-fall retention is meaningful and reflective of the college as a whole***.

- Retention rates have increased for both Arts & Sciences and Workforce cohorts, with Arts & Sciences showing the greatest increase.
- Fall-to-fall retention for 2012-13 incoming Arts & Sciences students was 56 percent with a three-year average of 53 percent.
- Fall-to-fall retention for 2012-13 incoming Workforce students was 61 percent with a three-year average of 57 percent.



COMPLETION & TRANSFER

Within three years of entering, 52 percent of first-time, full-time, award-seeking students graduate or transfer (IPEDS fall 2010 cohort). 27 percent of students graduated within "normal time," while 37 percent graduated within three years.

Students graduated at a 20 percent higher rate than our IPEDS peer institutions (38 percent compared to 19) in 2013.

EQUITY FOCUS

Equity in student success is a central part of WWCC's mission. At 45 percent, the Hispanic/Latino attainment rate at WWCC is almost double the system average (24 percent). Hispanic/Latinos comprised approximately 14 percent of the IPEDS cohort in 2012-13.

WWCC Graduation Rates by Race and Sex within 150% "Normal Time" to Completion (IPEDS)*

	Men		Women		Total	
Race/Ethnicity	**N**	**%Complete**	**N**	**%Complete**	**N**	**%Complete**
All Students	174	37%	157	38%	331	37%
Students of Color**	39	33%	48	48%	87	41%
White	127	39%	104	36%	231	37%

*Data for 2010 incoming cohort.
**Students of Color include all students other than White for whom race/ethnicity is known.

POST COLLEGE

48 percent of Arts & Sciences graduates transfer to a four-year school within a year of leaving WWCC. Top transfer schools include WSU Pullman, WGU, and EWU Cheney.

83 percent of Workforce degree and certificate completers are employed within nine months after college. Median adjusted annual earnings were $33,786 three quarters after graduation (both based on 2011-12 completers).

ATTAINMENT

WWCC Associates Degree & Certificate Completions

Completion Type	2011-12	2012-13	2013-14*
Transfer AA/S	377	386	410
Workforce AAAS/AAS-T	355	302	382
1-Year or More Certificates	498	455	480
Less than 1-Year Certificates	763	852	938
High School Completion	56	59	48
GED® [3]	174	222	190
Total	2,224	2,278	2,448

*Data as of 10/15/2014. Figures may not agree with SBCTC reporting as not all certificates were reported in time.

[3] GED reporting requires a match of SSN, which is not required at the testing site. Thus, GED counts are assumed to be lower than actual and may represent as few as 15 percent of the total.

Nursing Associate in Applied Science-T (AAS-T) degrees increased 26 percent from last year, up to 59 from 47. The AAS-T will soon give way to the Associate in Nursing direct transfer degree. We expect participation to be high.

WWCC Associate Degree completion (Transfer & Workforce) has increased by 58 percent compared to pre-recession numbers (2008-09). Certificates of one-year or more increased by 29 percent and less than 1-year certificates by 25 percent.

STUDENT ACHIEVEMENT INITIATIVE POINTS

A revision to the Student Achievement Initiative (SAI) in 2013 has changed the way we measure student success and compare ourselves with others. SAI offers an alternative to enrollment-based funding to one that funds meaningful student outcomes.

- SAI now includes all state-funded students and all non-state funded, degree-seeking students, minus Dept. of Corrections and International students.
- Current state allocation is $4.7 million. All schools receive their proportionate share of three funding buckets' worth of funds, each worth a specified percent of total allocated funds. A school's share is determined by points from student performance.

Revised Student Achievement Points by Category 2010 – 2013

Year	Total Headcount	Basic Skills	College Readiness - English *	College Readiness - Math *	1st 15 Credits	1st 30 Credits	45 Credits *	Quantitative*	Retention Point *	Completion Point *	Total Points
2011-12	6,150	1,355	768	1,593	1,269	1,086	922	662	1,740	844	10,239
2012-13	6,150	854	689	1,498	1,280	1,108	954	709	1,536	803	9,431
2013-14	6,072	1,010	737	1,530	1,264	1,064	863	727	1,677	862	9,734

*Designates new or modified category

Student Achievement Points per Student by Kind of Student

Year	Basic Skills	Transfer	Workforce	Other
2011-12	1.54	2.18	1.74	0.18
2012-13	1.05	2.21	1.69	0.13
2013-14	1.10	2.10	1.81	0.19

Comparison with Statewide System Totals 2012-13

Funding Bucket (% total funds)	WWCC	System	%System
Completion Points (10%)	862	32,600	2.6%
Total Points less Completion (45%)	8,872	469,579	1.9%
Points-per-Student (45%)	1.63	58.6*	2.8%

*Indicates sum of all ratios; used for calculating our share. For performance comparison, system ratio was 1.69.

WWCC punches above its weight in terms of completions, especially in Workforce. In 2012-13, we ranked highest in the system in terms of Workforce completions per student and near the top for Arts & Sciences.

We are pursuing ways to maximize points without sacrificing the quality of education.

- All Workforce programs will require a college-level Occupational Support (OCSUP) course rather than pre-college math, earning Quantitative points while focusing on students' particular needs.
- Accelerated pre-college pathways aim to move students further, faster, while also increasing Basic Skills bonus points.
- We are refining initiatives to increase Retention and Completion points.

DEPARTMENT OF CORRECTIONS' STUDENT ACHIEVEMENT FUNDING

Beginning in 2014-15, $150k previously designated for GED programs will be redirected to support education programs at Department of Corrections sites ***using*** the Student Achievement Initiative (SAI) as a model. This is not incorporating the Department of Corrections into SAI, but rather awarding Corrections student performance with the same metrics and funding scheme SAI employs across the Community & Technical College system.

SBCTC ran 2012-13 data as a model to see how points and funding would be distributed. Results are below. *Funding listed is for demonstration only; no actual funds awarded.*

	Headcount	Total Points Less Completions	Completions	Points-Per-Student
WWCC	3,555	6,717	355	2.62
System Total	10,341	16,119	981	16.61
WWCC's Percent Share	34%	42%	36%	16%
Funding Awards		$28,128	$6,251	$10,657

Total WWCC Award: $45,036 (30% Total Allocation)

WWCC Corrections programs are the only programs in the state to offer a Transfer AA option, which accounted for approximately 10 percent of WWCC's total points in the model year.

Strengthen Communities

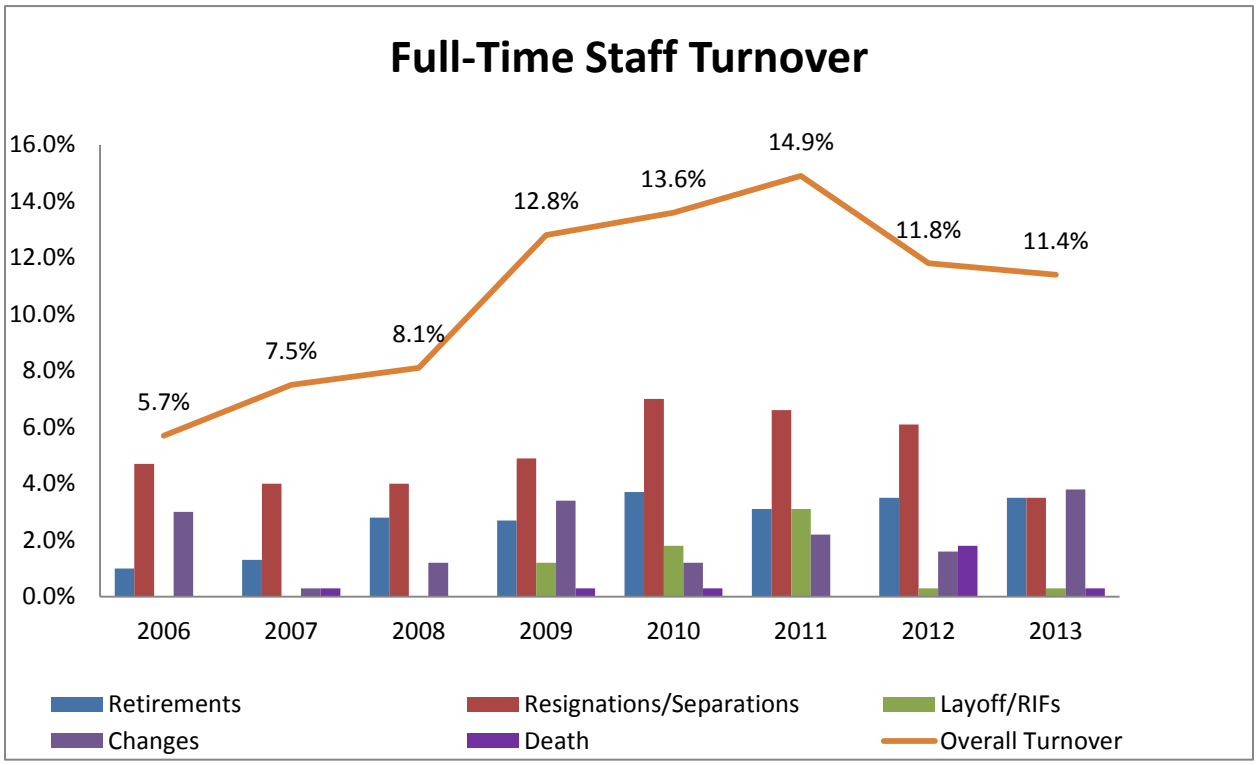
FULL-TIME/PART-TIME FACULTY RATIO

WWCC's full-time to part-time faculty ratio (by FTES) is consistently greater than the system model.

FT:PT FACULTY	2009-10		2010-11		2011-12		2012-13		2013-14	
	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT
WWCC	66%	34%	64%	36%	69%	32%	63%	37%		
System	56%	44%	55%	45%	53%	47%	54%	46%	Not yet available	

TURNOVER RATE & NEW HIRES

Full-time employee turnover has decreased 3.5 percentage points since the high in 2011-12, with the biggest changes in resignations and layoffs.



*Rates shown in calendar years.

New hires have increased 51 percent in the past year, in part a response to resignations and retirements during that period.

New Hires	2006	2007	2008	2009	2010	2011	2012	2013
	22	29	50	34	39	35	37	56

EMPLOYEE ENGAGEMENT

In April, the Personal Assessment of the College Environment (PACE) survey was administered to WWCC employees by the National Initiative for Leadership and Institutional Effectiveness (NILIE) at North Carolina State University. Approximately 35 percent (287) employees completed the survey.

The purpose of the survey is to provide data to assist WWCC in promoting more constructive and open communication among faculty, staff, and administrators.

The survey examines the relationship between leadership and several climate factors (institutional structure, supervisory relationships, teamwork, and student focus) on student success.

WWCC Climate Compared with the NILIE PACE Norm Base	WWCC	Norm Base
Institutional Structure	3.60	3.48
Supervisory Relationships	3.94	3.81
Teamwork	4.05	3.83
Student Focus	4.12	4.06
Overall	3.89	3.77

The table above shows how WWCC compares with the PACE Norm Base, which includes 69 climate studies conducted at two-year institutions since 2011. In all categories, WWCC exceeded the Norm Base and overall scored 3.89, which is near the border of the Consultative and Collaborative leadership model.

The Collaborative model is seen as ideal, and both Teamwork and Student Focus scores fell into that category. The remaining factors (Institutional Structure, Supervisory Relationship, and Overall) fell in the mid and upper end of the Consultative model.

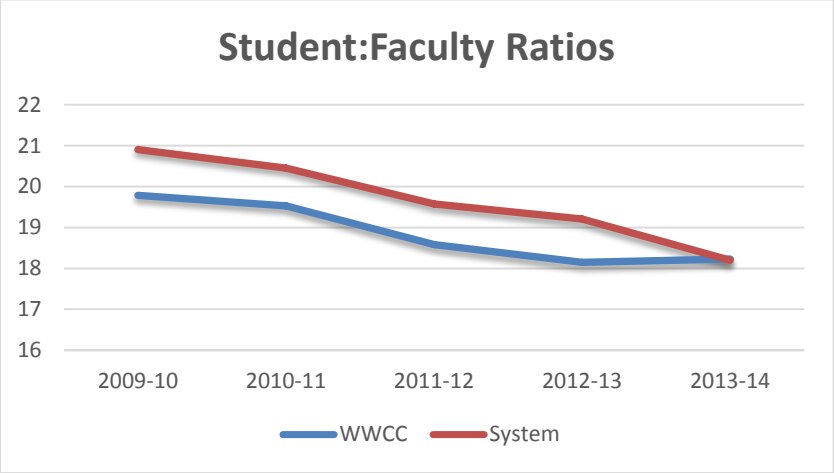
Our next steps are to locate and prioritize areas for improvement and develop interventions to address those issues.

Resource Stewardship

Most measures of financial adequacy and financial management will be separately addressed by WWCC's Vice President of Financial Services. Subsequent updates will be included here. Those measures not addressed elsewhere are currently included below.

FINANCIAL MANAGEMENT

WWCC's ***student to faculty ratio*** for state-funded classes was 18.23 in 2013-14, up slightly from 18.15 the previous year. This is at parity with the system model, which has declined 13 percent since 2009-10 as a result of decreased enrollments without equivalent decreases in offerings.



SUSTAINABLE PRACTICES

The following tables highlight key performance indicators of WWCC's commitment to sustainable practices. Results are mixed.

ENERGY Goal: Create efficiencies to minimize use, generate renewable energy on-site & procure clean energy.	
Strategy	***Status or results***
Reduce energy (electric and natural gas) consumption by 5% over a three year period.	KWH reduced by 18.1% from CY11 to CY13 (but with a slight increase of 1.3% from CY12 to CY13); NG costs declined 11.7% from FYE08 to FYE09 and declined 13.3% from FYE12 to FYE13
Develop and generate renewable energy on site.	Solar power generation is taking place in multiple locations on campus; CY11 generation was 64,650 kwh and CY13 generation was 92,228 kwh
Reduce peak energy use by 5%.	Peak use demand decreased by 3% from FYE12 to FYE13

LANDSCAPED ENVIRONMENT Goal: Protect and maintain the natural environment through restoration, conservation & education.	
Strategy	***Status or results***
Alter campus landscaping practices to maintain Salmon Safe Certification.	Certification is being maintained

TRANSPORTATION Goal: Encourage efficient vehicle use for student events and staff travel.	
Strategy	***Status or results***
Target a 20% reduction in petroleum use in the operation of state vehicles.	Fuel use rose 3.6% from FYE12 to FYE13

WASTE Goal: Reduce solid waste as an inefficient or improper use of resources.	
Strategy	***Status or results***
Reduce paper usage on campus by 30%.	Paper usage reduced by 35.5% from FYE12 to FYE13

WATER Goal: Decrease potable water use on campus while conserving water resources within the campus watershed through efficiency measures, collection technologies, and re-use.	
Strategy	***Status or results***
Seek a 25% reduction of potable, non-irrigation water consumption per gross square foot of building space.	Some water-reducing fixtures have been retrofitted. Calculations for Dome capital project estimate a 45% reduction in water use due to the installation of low flow fixtures. Campus water use was reduced by 3.1% from FYE09 to FYE10

Attachment B

WWCC Scorecard
Metrics

CORE THEME 1: STUDENT SUCCESS

1.1a&b Total State-Funded AAFTE Enrollment
Source: SBCTC
Benchmarked against both internal plan and allocation targets. "Acceptable" within plus or minus five percent of target.

1.2/3/4 Academic Transfer/Workforce/Basic Skills Students per 1000 Residents Aged 18-64
Source: Walla Walla Trends (http://www.wallawallatrends.ewu.edu/category.cfm?id=2) from US Census and SBCTC data.

"Acceptable" at or above WA State rate to within 150 percent.

2.1a&b Fall-to-Fall Retention by Educational Pathway (Academic Transfer and Workforce)
Source: SBCTC ATD Data Tool (from SA Cohorts).
Early completers are not removed from the calculation. Results may not match other reporting.

"Acceptable" within plus or minus five percentage points of system average. Relative change between WWCC and the system greater than 10 percentage points from one year to the next can adjust rating to "superior" or "needs improvement" depending on if positive or negative.

3.1 Transition from Basic Skills within Four Years
Source: SBCTC ATD Data Tool (from SA Cohorts). 2010 cohorts data from SA Cohorts Measures due to metrics being dropped form ATD Data Tool. WWCC included in system average for 2010 cohort.
Rate represents the number of students who transitioned from lower level Basic Skills (levels 1, 2 or 3) to upper levels (4, 5 or 6) or transitioned to college level course work by the end of the fourth year.

"Acceptable" within plus or minus five percentage points of system average. Relative change between WWCC and the system greater than 10 percentage points from one year to the next can adjust rating to "superior" or "needs improvement" depending on if positive or negative.

3.2a&b 200% Normal Time to Completion (four years) of Academic Transfer and Workforce Students
Source: SBCTC ATD Data Tool (from SA Cohorts). 2010 cohorts data from SA Cohorts Measures due to metrics being dropped form ATD Data Tool. WWCC included in system average for 2010 cohorts.
Rate represents the number of students in the cohort who, within four years, have earned a degree, apprenticeship, or long certificate (≥20 college credits). Prior to the 2010 cohort, short certificates included anything under 45 college credits.

"Acceptable" within plus or minus five percentage points of system average. Relative change between WWCC and the system greater than 10 percentage points from one year to the next can adjust rating to "superior" or "needs improvement" depending on if positive or negative.

3.2c 150% Normal Time to Completion or Transfer (three years) for First-time, Full-time, Degree Seekers
Source: IPEDS

Rates are combination of completion and transfer out for all educational pathways. Peer colleges matched by characteristics such as size, being public institutions, geography, and distance from metropolitan centers.

"Acceptable" within plus or minus five percentage points of peer colleges average. Relative change between WWCC and peers greater than 10 percentage points from one year to the next can adjust rating to "superior" or "needs improvement" depending on if positive or negative.
4.1 Transfer of WWCC Graduates to Four-Year (Baccalaureate) Colleges
Source: National Center for Education Statistics (NCES) and SBCTC Data Linking for Outcomes Assessment (DLOA).

DLOA "completers" are by exiting transfer cohorts with no enrollment in the system for a year after exit and include early leavers with at least 45 college-level credits to more accurately compare to benchmark.

Benchmark set by 2001 NCES study (U.S. Department of Education. National Center for Education Statistics. Community College Transfer Rates to 4-year Institutions Using Alternative Definitions of Transfer, NCES 2001–197, by Ellen M. Bradburn and David G. Hurst. Project Officer, Samuel Peng. Washington, DC: 2001 <http://nces.ed.gov/pubs2001/2001197.pdf>). The study presents alternative definitions for degree-seeking students for community colleges and presents transfer rates for each. The benchmark used here corresponds to the "Pursuing academic major or taking courses toward bachelor's or both" category as the closest to our definition of state-funded degree seeker and uses the "ever transferred" rate, which includes students who first transferred to another less-than-four-year institution before transferring to a four-year institution.

"Acceptable" within plus or minus five percentage points of benchmark. Change greater than 10 percentage points from one year to the next can adjust rating to "superior" or "needs improvement" depending on if positive or negative.

5.1 Employment of Workforce Students within One Year of Completion
Source: SBCTC Annual Report.

Rates by exiting cohorts with no enrollment in the system for a year after exit. WWCC included in system average.

"Acceptable" within plus or minus five percentage points of system average. Relative change between WWCC and the system greater than 10 percentage points from one year to the next can adjust rating to "superior" or "needs improvement" depending on if positive or negative.

5.2 Median Wage One Year After Graduation
Source: Washington State Education Research & Data Center (ERDC).

Data for AA-level completers only. WWCC included in benchmark comparisons.
"Acceptable" within plus or minus $5k of benchmark average.

CORE THEME 2: STRONG COMMUNITIES

1.1a Average Full-Time Faculty Salaries
Source: SBCTC Annual Report.

Includes full-time permanent teaching faculty on nine or 10-month contracts only. Counselors and librarians not included. Salaries not adjusted for inflation.

"Acceptable" within one percent of system average.

1.1b Average Starting Full-time Faculty Salaries
Source: SBCTC Annual Report.

Includes full-time permanent teaching faculty on nine or 10-month contracts only. Counselors and librarians not included. Salaries not adjusted for inflation.

"Acceptable" within five percent of system average.

1.1c PACE Employee Engagement Survey
Source: PACE survey conducted in spring 2014. Metrics are its own.
The survey's five-point score is converted to a three-point scale for scoring towards mission fulfillment (5 becomes 3, 4 becomes 2.5, etc.). Only the overall rating is scored for mission fulfillment.

1.1d Percent of Instruction by Full-time Faculty
Source: SBCTC Annual Report

Percent of state-funded courses taught by full-time and moonlight employees by FTE-F. “Acceptable” at or above system average to within 105 percent.

1.1e PIUs per Full-Time Faculty Member
Source: College's own data.

According to state policy, each faculty member should earn 15 PIUs within a five-year period. That average of three per year is here used as a benchmark. "Acceptable" at or above the benchmark up to 4.9 PIUs per full-time faculty member per year.

1.1f Professional Development Funds per Employee
Source: College's own data.

1.1g Percent of Employees to Qualify for SmartHealth Incentives by Level
Source: Washington State Health Care Authority
2.1a/b/c/d Innovation Partnership Zone (IPZ) data

Source: College's own and IPZ Biennial Reporting (http://www.wwcc.edu/CMS/index.php?id=1759). Job creation and wage data by career cluster from Economic Modeling Specialists International (EMSI).

2.2 Avocational Program Enrollments
Source: College's Student Management Information System (SMIS).
2.3 Percent of Population Aged 25 and Over with an Associate Degree (Academic Transfer or Workforce)
Source: Walla Walla Trends from US Census and SBCTC data.

Walla Walla County compared to Washington State. "Acceptable" within five percentage points of state rate.

CORE THEME 3: RESOURCE STEWARDSHIP

1.1a Operating Reserves to Operating Expenditures (Operating Ratio)
Source: SBCTC Fiscal Health Measures report.
Scored by internal review.

1.1b Local Funds Operating Margin
Source: SBCTC Fiscal Health Measures report.
Scored by internal review.

1.1c Operating Revenue to Debt
Source: SBCTC Fiscal Health Measures report.
Scored by internal review.

2.1a/b/c/d Financial Management Indicators
Source: College's own data.
The College assumed responsibility from SBCTC for compiling data and publishing an Annual Financial Statement in 2013. The process also includes an internal financial audit.

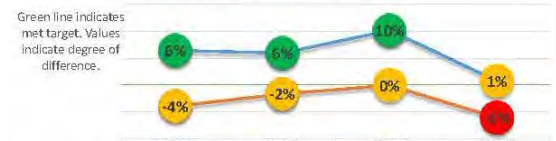
3.1a/b/c/d Natural Resource Stewardship Indicators
Source: College's own data.

Only 3.1a and 3.1d (greenhouse gas emissions and water consumption) are scored. "Acceptable" is within a five percent decrease from the baseline (2012-13).

WWCC Scorecard

Core Theme 1: Student Success

State AAFTE to Plan & Allocation

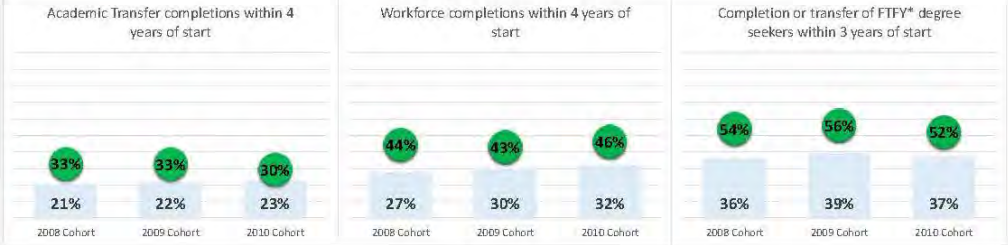


	2011-12	2012-13	2013-14	2014-15
State AAFTEs (actual)	3,273	3,245	3,342	3,126
Plan	3,409	3,300	3,345	3,330
State Allocation	3,075	3,063	3,034	3,103
%DiffPlan	-4%	-2%	0%	-6%
%DiffAllocation	6%	6%	10%	1%

Students per 1000 residents aged 18-64

Fall to Fall Retention

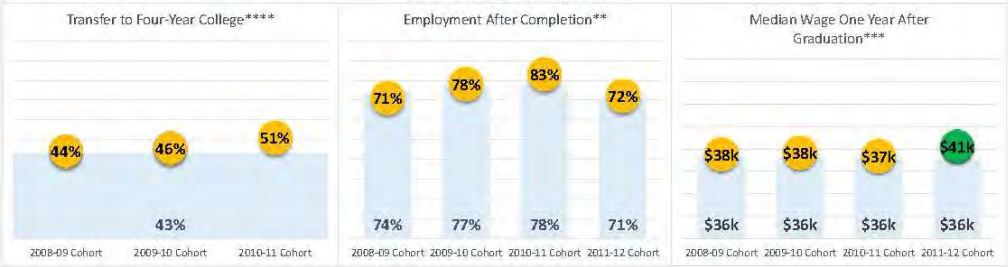
Completion or Transfer



Transition from Basic Skills in Four Years

Aspirational target shown for information only; does not affect scores.

Post-College Outcomes



Post-college outcomes based on exiting cohorts.

Entering Fall Cohorts

	Transfer	Workforce	Basic Skills	FTFY*
2008	451	478	135	351
2009	455	506	191	409
2010	444	456	180	331
2011	411	430	108	
2012	416	470	119	

**Full-time, first-year, degree-seeking IPEDS fall cohort*
Other fall cohorts include full and part-time, new, degree-seeking students (state funded)

Benchmarks shown in bars, WWCC in circles

- Superior
- Acceptable
- Needs improvement

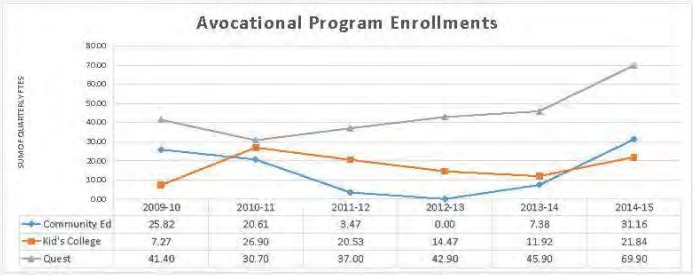
Exiting Cohorts

	Job Prep**	Wage cohort***	Transfer****
2008-09	723	583	583
2009-10	723	534	534
2010-11	730	525	525
2011-12	665		

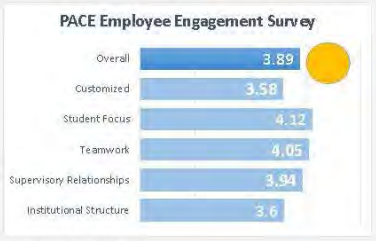
***includes degree, certificate, and apprenticeship completers*
****includes AAAS/AAS-T level completers only*
*****includes graduates and those earning 45 college-level credits prior to exit*

WWCC Scorecard

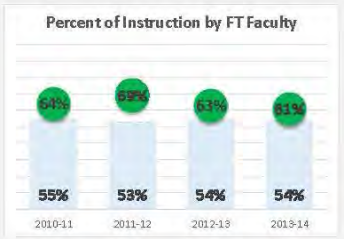
Core Theme 2: Strong Communities

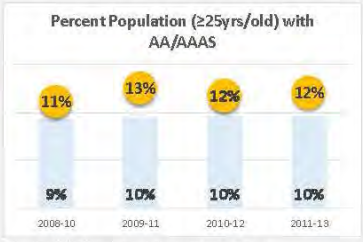


Not scored



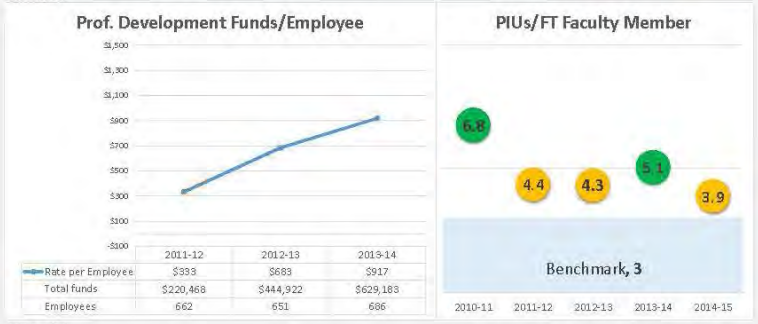
Only overall rating scored





Walla Walla County (circles) vs. WA State (bars)

Not scored



Not scored

WWCC Scorecard

Core Theme 3: Resource Stewardship

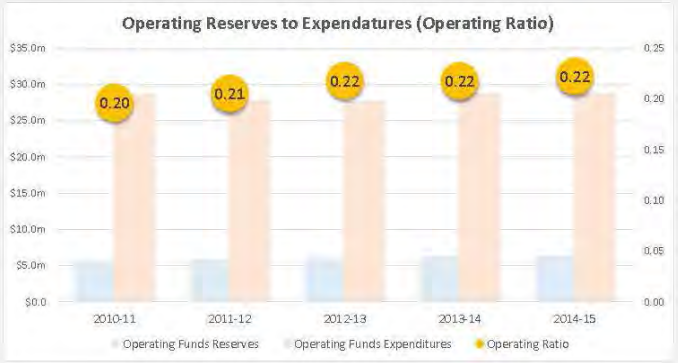
Financial Management

	2012-13	2013-14	2014-15	2015-16
Annual Financial Statement	Completed March 2014	In Process August 2015	TBD	N/A
Required Audits	Completed November 2014	Begins September 2015	N/A	N/A
Audit Findings	No	N/A	N/A	N/A
Audit Management Letter	No	N/A	N/A	N/A

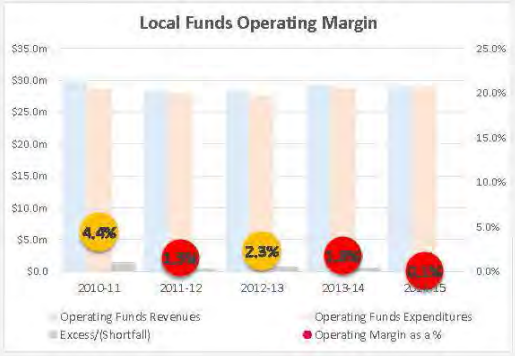
Natural Resource Stewardship

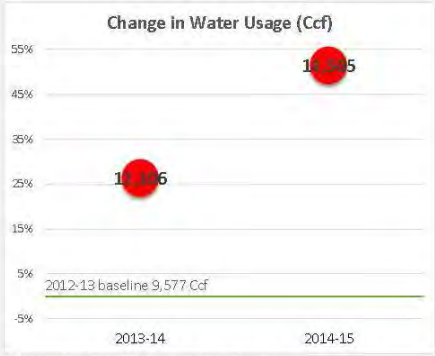
	2012-13	2013-14	2014-15	2015-16
Solar Energy	143.7 kw capacity in place	N/A	Added 251 kw capacity (394.7 total)	N/A
Wind Energy	N/A	N/A	32 kw capacity installed	N/A

Data in tables not scored



2014-15 data currently unavailable.





Acceptable within 5% decrease from baseline.