Prepared for the Northwest Commission on Colleges and Universities
by Walla Walla Community College

Submitted August 15, 2022

Walla Walla Community College
Year Seven Self-Evaluation

WALLA WALLA COMMUNITY COLLEGE · ESTABLISHED 1967

ATTENTION READER

Thank you for taking the time to learn more about the good work coming from Walla Walla Community College (WWCC). This report serves as a self-assessment of the college's strengths, identifies opportunities for growth, and charts the path forward with respect to improving institutional effectiveness and advancing the college's mission, Northwest Commission on Colleges and Universities (NWCCU) Standard 1.

Aligned with the college's commitment to equity, diversity, and inclusion (EDI), this document has been created with accessibility in mind and has been designed to be screen reader friendly. Hyperlinks to exhibits contained within this document are set to open in a separate window. For the best user experience, we recommend that you download this report and open it using Adobe PDF viewer. The interactive experience may vary when this report is opened in a different way.

Jessica Clark, *ALO and Report Project Manager*

Sara Egbert, *Accreditation Steering Committee Chair/Accreditation Report Co-Writer*

Karl Easttorp, *Accreditation Report Co-Writer/Copy Editor*

Graydon Stanley, *Accreditation Report Co-Writer*

Doreen Kennedy, *Copy Editor*

Elisa Cabrales, *Copy Editor*

Walla Walla Community College

YEAR SEVEN SELF-EVALUATION

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Contributors

Board of Trustees: Bill Warren, Chair; Michelle Liberty, Vice Chair; Tim Burt; Sergio Hernandez; Tara Leer

Executive Leadership Team: Chad Hickox, Margarita Banderas, Jessica Clark, Jessica Cook, Karl Easttorp, Doreen Kennedy, Peggy Lauerman, Brooke Marshall, Graydon Stanley, Nicholas Velluzzi

Accreditation Liaison Officer: Jessica Clark

Accreditation Steering Committee: Sara Egbert, Chair; Colton Doering; Karl Easttorp; Linda Lane; Richard Middleton-Kaplan; Joshua Slepin; Graydon Stanley; Matthew Williams

Copy Editors: Karl Easttorp, Elisa Cabrales, Doreen Kennedy

Design and Layout: Brent Hinshaw

Support and Coordination: Cynthia Devary

Section Contributors: Kathleen Adamski, Jerry Anhorn, Jr., Robert Becker, Erika Bockmann, Jeremiah Burt, Lisa Chamberlin, Lauren Conrad-Goff, Cristie Crawford, Christy Doyle, Devon Gustafson, Sherry Hartford, Diana Herrmann, Howard Holland, Denise Kammers, Alyssa Keene, Tessa Kimball, Jan Kruper, Kevin Loomer, Lori Loseth, Nyx Mann, Kristopher Margart, Nicole McCauley, Michelle Mckibben, Chris Mehl, Chad Miltenberger, Denise Ortiz, Jim Peitersen, Alan Raeder, Jeff Reinland, Miguel Robles, Melissa Rodriguez, Warren Rood, Mike Rostollan, Julianne Sachs, Gerald Sampson, Kendra Sanford, Tracy Sereda, Staci Simmelink, Pete van Dyke, Jennifer Vaughn, Lindsey Williams, Stephen Wilson, Laura Wooster

APPENDIX J:
INSTITUTIONAL REPORT CERTIFICATION FORM

Please use this certification form for all institutional reports (Self-Evaluation, Annual, Mid-Cycle, PRFR, Evaluation of Institutional Effectiveness, Candidacy, Ad-Hoc, or Special)

NWCCU
NORTHWEST COMMISSION ON
COLLEGES AND UNIVERSITIES

Institutional Report Certification Form

On behalf of the Institution, I certify that:

☑ There was broad participation/review by the campus community in the preparation of this report.

☑ The Institution remains in compliance with NWCCU Eligibility Requirements.

☑ The Institution will continue to remain in compliance throughout the duration of the institution's cycle of accreditation.

I understand that information provided in this report may affect the continued Candidacy or Accreditation of my institution. I certify that the information and data provided in the report are true and correct to the best of my knowledge.

Walla Walla Community College
(Name of Institution)

Chad Hickox, President
(Name of Chief Executive Officer)

Chad Hickox

Digitally signed by Chad Hickox
Date: 2022.07.14 16:02:34 -07'00'

(Signature of Chief Executive Officer)

07/14/2022
(Date)

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Acronym Glossary

- ACEN: Accreditation Commission for Education in Nursing
- ADA: Americans with Disabilities Act
- AHE: Association for Higher Education (faculty union)
- ALO: Accreditation Liaison Officer
- ATI TEAS V: Assessment Technologies Institute Test of Essential Academic Skills
- BAS: Bachelor of Applied Science
- CCSSE: Community College Survey of Student Engagement
- CiHS: College in the High School
- CLOs: Course Learning Outcomes
- CRCC: Coyote Ridge Corrections Center
- CwOLA: College-wide Outcomes and Learning Assessment
- EDI: Equity, Diversity, and Inclusion
- ELT: Executive Leadership Team (WWCC)
- ERP: Enterprise Resource Planning System (Peoplesoft)
- FAST: Fiscal Analysis for Sustainability Taskforce (WWCC)
- FIPSE: Fund for the Improvement of Post-Secondary Education
- HSI: Hispanic-Serving Institution
- HU SoC: Historically Underrepresented Students of Color
- I-BEST: Integrated Basic Education Skills and Training
- IEC: Institutional Effectiveness Council (WWCC)
- ILOs: Institutional Learning Outcomes
- IPEDS: Integrated Postsecondary Education Data System
- IRE: Institutional Research and Effectiveness (WWCC)
- IT: Information Technology (called Technology Services at WWCC)

- Latinx: Latino/Latina
- LMS: Learning Management System (Canvas)
- NACEP: National Alliance of Concurrent Enrollment Partnerships
- NCORE: National Conference on Race and Ethnicity in Higher Education
- NWCCU: Northwest Commission on Colleges and Universities
- NWREC: NW Regional Equity Conference
- PACE: Personal Assessment of the College Environment
- PDP: Postsecondary Data Partnership (National Student Clearinghouse)
- PLOs: Program Learning Outcomes
- PRFR: 2021 Policies, Regulations, and Financial Review
- SBCTC: Washington State Board for Community and Technical Colleges (statewide college system)
- SENSE: Survey of Entering Student Engagement
- SFOCC: Staff and Faculty of Color Conference
- SJLI: Social Justice Leadership Institute
- STEPS: Standardized Evaluation of Programs and Services
- VPAS: Vice President of Administrative Services
- VPESIE: Vice President of Enrollment Services and Institutional Effectiveness
- VPHR: Vice President of Human Resources
- VPI: Vice President of Instruction
- VPSS: Vice President of Student Services
- WAC: Washington Administrative Code
- WPEA: Washington Public Employees Association (classified employee union)
- WSP: Washington State Penitentiary
- WWCC: Walla Walla Community College

Institutional Overview

Established in 1967, WWCC is a dynamic and highly respected institution designed to meet the needs of the region by offering a comprehensive curriculum of academic and workforce transfer and training programs. Major areas of study include Academic Transfer, Workforce Transfer and Trades, and Transitional Studies (also known as Pre-College and Basic Skills). Located in rural southeast Washington State, WWCC currently offers a variety of degrees and certificates across its four sites — Walla Walla Campus, Clarkston Campus, Washington State Penitentiary (WSP; in Walla Walla, WA), and Coyote Ridge Corrections Center (CRCC; in Connell, WA) — and serves a combined total population of approximately 89,000 in addition to serving bordering counties in Oregon and Idaho.

As an open enrollment multi-campus institution, WWCC provides pathways to a diverse population of students as reflected by the 2020-2021 State Board for Community and Technical Colleges (SBCTC) student demographic data presented in table 1. Tuition is designed to be accessible: $4,850 for full-time study (defined as 15 credits per quarter) per year (core expenses per full-time student are approximately $15,000). Overall, WWCC currently serves more than 7,500 students and an estimated 3,119 full-time equivalents.

Table 1: WWCC 2020-2021 Demographic Data for all campuses and state campuses.

WWCC 2020-2021 Demographic Data, All Campuses		WWCC 2020-2021 Demographic Data, WW and Clarkston	
n	5942	n	2876
First-Generation	40%	First-Generation	58%
HU SoC	37%	HU SoC	33%
Latino/Latina (Latinx)	24%	Latino/Latina (Latinx)	28%
Female	42%	Female	64%
w/Children	19%	w/Children	24%
Disability	3%	Disability	7%
Received Aid	23%	Received Aid	46%
Aid Eligible	33%	Aid Eligible	53%

WWCC has a robust academic transfer degree program and is widely recognized for aligning Workforce Education programs with current and emerging economic needs of the region. Notable Workforce Education programs include nursing and allied health professions, agriculture, energy

systems technology, business administration, enology and viticulture, automotive and diesel trades, culinary, and a long-standing partnership with the John Deere Corporation to train agricultural technicians. WWCC is also home to College Cellars, a campus-based, student-run commercial winery.

WWCC has recently added two Bachelor of Applied Science (BAS) degrees to its offerings to meet student and regional needs to include Business Management-Entrepreneurship Concentration and Agriculture Systems. 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. This includes the educational and engaging Kids' College in the Summer for young learners, as well as Quest, a program designed to deliver short courses for active learners 50+ years of age.

WWCC values external partnerships and community engagement. The college has built enduring partnerships with K-12 and neighboring institutions, including Lewis-Clark State College, Whitman College, and Walla Walla University, as well as several other baccalaureate institutions in the Pacific Northwest. The college has also explored the benefits of bringing community partners to campus on a more permanent basis. For example, the William A. Grant Water and Environmental Center at Walla Walla Campus has four co-locators occupying offices and/or laboratories: Confederated Tribes of the Umatilla Indian Reservation, Sustainable Living Center, Agriculture and Natural Resource Center of Excellence, and Washington State Department of Ecology. This consortium successfully embodies the spirit and intent of the center by supporting collaborative projects with the college, one another, and other regional entities.

WWCC has achieved local, state, and national recognition for student achievement and economic development. Locally, the Walla Walla Valley Chamber of Commerce selected the college for its Community Catalyst Award, recognizing the college's leadership and role in leading transformation of the regional economy. WWCC's enology and viticulture program is also the recipient of the Award for Governor's Best Practices. In 2013, WWCC was awarded the Aspen Prize for Community College Excellence.

The college supports equal employment and educational opportunities regardless of race, religion, color, national origin, age, sex, sexual orientation, veteran status, or disability in accordance with the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, the Federal Rehabilitation Act of 1973, the Americans with Disabilities Act (ADA) of 1990, and any other applicable federal and Washington State laws against discrimination.

The college is accredited by the NWCCU and several program-specific governing entities.

Exhibits

- About Us (Webpage)
- Quick Facts (Webpage)

Brief update on institutional changes since the institution's last report.

Since the Year Six Report on Policies, Regulations, and Financial Review (PRFR), the college has continued to rebuild amidst challenging conditions (e.g., leadership changes, declining enrollment, global pandemic). The college, like other institutions of higher education, benefited significantly from relief monies provided by the federal government related to COVID-19. These monies provided an opportunity for the college to invest strategically to increase enrollment, retention, and completion.

LEADERSHIP

Early in his presidency, Chad Hickox acknowledged the need to rebuild the institution's Executive Leadership Team (ELT). This work continued throughout this past year; changes since submission of the PRFR follow:

1. Karl Easttorp, PhD: director of Marketing and Communications;
    assumed role September 2021
2. Graydon Stanley, EdD: vice president of Student Services (VPSS);
    assumed role January 2022
3. Brooke Marshall, JD: vice president of Human Resources (VPHR);
    assumed role August 2022

As of the date of this report, the college has a fully staffed ELT for the first time since the 2015-2016 academic year.

The transition in leadership personnel is not isolated to the executive level, as the college has seen turnover of employees at all levels of the institution (mirroring the nationwide trend of the Great Resignation/Retirement Era). Although these changes are not without challenges, they have also presented the college with opportunities to restructure, thereby increasing efficiencies and effectiveness (e.g., consolidation of Corrections Education programs under one dean instead of two; creation of Access and Opportunity division to better support instructional services and pre-college programs).

PARTICIPATORY GOVERNANCE & STRUCTURE

The college is committed to better defining and aligning participatory governance. Members of ELT have invested in listening to and learning from the college community this past year, noting a need for: a) improved communication — a community desire to understand the "why;" and b) increased opportunities to provide input. In response to this ask, the president is drafting a policy and procedure on participatory governance to introduce at Fall Conference 2022 to jump-start conversation among campus stakeholders on design of the participatory governance

structure. This policy and procedure will expand the definition of participatory governance, moving responsibility of participatory governance beyond that of Governance Council to a full-fledged council, committee, and task force structure connected to executive leadership.

Listening and learning has also inspired executive leaders to examine organizational structures and institutional nomenclature to increase capacity and understanding. For example, this past year the vice president of Instruction (VPI), in collaboration with area deans and faculty, invested in creating reporting structures that allowed for not only management but also leadership. Teams were reconfigured around the idea of each dean having no more than seven to ten programs/departments to oversee, and with each program being supported by either a faculty chair or director. This has been further supported by the establishment of common nomenclature for institutional organization to end inconsistencies regarding terms like division, area, unit, and program. Moving forward, other divisions (e.g., Student Services) will embark on this strategic reorganization to improve capacity and communication.

Division	➡	Vice President/Executive Leader
Area	➡	Dean
Department/Program	➡	Director/Chair

INSTITUTIONAL EFFECTIVENESS

To improve strategic planning, the accreditation liaison officer (ALO) created a task force this year to formally develop an institution-wide program review process. At the same time, the college sponsored two faculty members to participate in the 2021-2022 NWCCU's Fellowship program designed to support colleges in developing projects that advance mission fulfillment. In consultation with the ALO, the faculty fellows focused their project on researching program review processes. Using the research gathered by the faculty fellows, the task force produced a final product that has evolved into the foundation for the institution's new Mission Fulfillment Review. This task force launched year zero (foundation year) during summer 2022 and plans to start year one during Fall Conference in September 2022.

Since the PRFR submission, the college has also prioritized policy and procedure development. The ALO, in collaboration with the executive assistant to the president, performed a gap analysis with members of ELT to identify policies and procedures required by commission, state, federal, and/or best practice. A five-year review schedule was established to ensure continued progress in mitigating gaps in policies and procedures. The college has made a concerted effort to improve the current state of its policies and procedures by contracting with a local doctoral student and Collaborative Brain Trust to revise, draft, and create policies and procedures identified as high need in the Year Six PRFR. To date, the college has increased its policies and procedures by 22 and has more than three times as many in various draft form and/or approval stages.

FACILITIES & INFRASTRUCTURE

This past year, the college undertook significant changes in facilities and infrastructure; both areas have been under new leadership since submission of the PRFR. Upon hire, the new director of Facilities assumed responsibility for the college's current capital construction project, a state-of-the-art Physical Science wing integrated into the main building at Walla Walla Campus, set to open fall 2022.

In the area of Technology Services, executive leadership hired a consultant (CampusWorks) to perform an assessment of operations. Conducted in winter 2022, this assessment revealed a need for additional support prior to implementation of a new enterprise resource planning (ERP) system (Peoplesoft) and prioritized development of three key areas within Technology Services: 1) leadership; 2) security; and 3) project and budget management. Through this assessment, the college contracted with CampusWorks to address these areas and improve operations during the 2022-2023 academic year.

Exhibits

- [Organizational Charts](#) (Webpage)
- [Director of Marketing and Communications, Karl Easttorp, CV](#) (Word)
- [Vice President of Student Services, Graydon Stanley, CV](#) (Word)
- [Vice President of Human Resources, Brooke Marshall, CV](#) (PDF)
- [Governance Policy Draft](#) (Webpage)
- [Instructional Council-Committee-Task Force Draft](#) (PDF)
- [AHE Negotiated Chair Responsibilities](#) (PDF, pages 56-57)
- [Administrative Policy 2710 – Mission Fulfillment Review](#) (Webpage PDF)
- [Administrative Procedure 2710 – Mission Fulfillment Review](#) (Webpage PDF)
- [Mission Fulfillment Review Cycle](#) (PDF)
- [Mission Fulfillment Review Workshop Presentation June 2022](#) (PDF)
- [Fall Conference 2022 – Draft Schedule](#) (PDF)
- [Policy and Procedure Gap Analysis and Review Calendar](#) (Excel)
- [Physical Science Addition Digital Blueprint 2020](#) (PDF)
- [IT Assessment Report 2021](#) (PDF)
- [Year Six, Policies, Regulations, and Financial Review – PRFR](#) (PDF)
- [NWCCU PRFR Letter and Assessment](#) (PDF)
- [PRFR Follow-Up Letter – October 14, 2021](#) (PDF)

Response to topics previously requested by the Commission (i.e., Addenda).

Please see exhibit titled PFRF Follow-up Letter (October 14, 2021) for response to topics previously requested by the Commission.
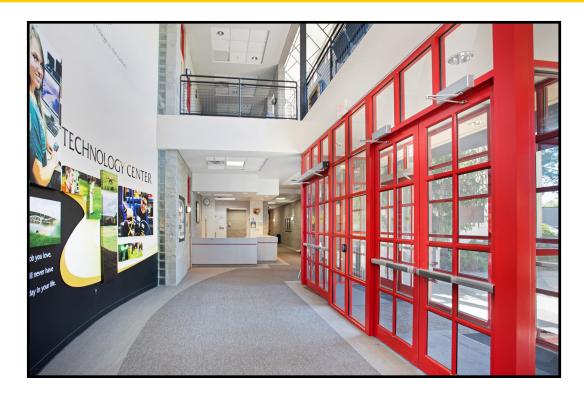
Exhibits

- [PRFR Follow-Up Letter – October 14, 2021](#) (PDF)

Standard 1
Institutional Mission, Improving Institutional Effectiveness, Student learning, and Student Achievement

1.A Institutional Mission

STANDARD 1.A.1 MISSION

The institution's mission statement defines its broad educational purposes and its commitment to student learning and achievement.

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.

REFLECTION

Created in 2000 and reviewed/revised in 2014, the college's Mission Statement has defined the institution's purpose, identity, and scope for nearly two decades. It articulates the college's commitment to student discovery and success. It also reflects a strong dedication to educational opportunities — emphasizing equity and innovation. The college's Vision (created in 2005, reviewed/revised in 2014) and Values (created in 2005, reviewed/revised in 2009) complement the Mission and guide the college in serving its communities.

Exhibits

- Board Policy 1010 – College Mission Statement (Webpage PDF)
- Board Policy 1020 – College Vision Statement (Webpage PDF)
- Board Policy 1030 – College Values (Webpage PDF)
- Our Mission, Vision, and Values (Webpage)
- Mission Fulfillment Workshop Presentation (PDF)
- Strategic Plan, 2021-2023 (Webpage PDF)
- Year Seven – Accreditation Visit, Public Notice (Webpage)
- Fall Conference 2022 – Draft Schedule (PDF)
- Year Six, Policies, Regulations, and Financial Review – PRFR (PDF)
- PRFR Follow-Up Letter – October 14, 2021 (PDF)

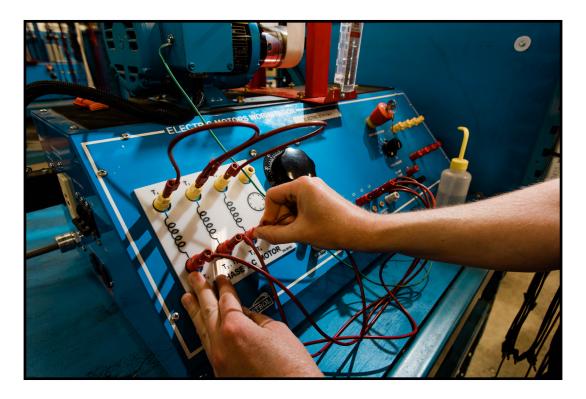### *NEXT STEPS (CONTINUOUS IMPROVEMENT)*

Since the last formal review of Mission, Vision, and Values occurred nearly a decade ago, the college has an obligation to review them for relevancy and accuracy. Furthermore, the college is approaching the conclusion of its 2021-2023 Strategic Plan while also completing year seven of the accreditation cycle. Recognizing the incredible opportunity presented by these concurrent events, the president has made the decision to lead the college through a mission, vision, values, and strategic planning process in the upcoming 2022-2023 academic year. In other words, the college will reimagine, redefine, and rebuild itself to more broadly serve the current needs and anticipate the future needs of its constituents and communities.

As mentioned in the Preface, the college has experienced significant changes since the last accreditation visit: new leadership, economic crises, enrollment declines, a global pandemic, layoffs/furloughs, resignations/retirements, and new facilities and initiatives (e.g., additional square footage for science programs, participatory governance, Guided Pathways, HyFlex teaching). These changes reaffirm the need to redefine who we are, who we serve, the problems we solve, and the transformation we deliver in a relevant way. Thus, in the upcoming year, the college is committed to reviewing and revising its:

- Mission
- Vision
- Values
- Strategic Plan

To launch this work, the administration has dedicated the 2022 Fall Conference (more commonly known as Convocation or In-Service) to laying the foundation for "Creating a Culture of Continuous Improvement." To inspire and sustain campuswide conversations focused on Mission, Vision, Values, and Strategic Plan, Dr. Sonny Ramaswamy from the NWCCU will present the keynote address focused on the "why" behind mission fulfillment. With clarity of purpose, the college will engage in a yearlong process of reviewing and revising its Mission, Vision, and Values and developing a Strategic Plan. Using the redefined Vision and Strategic Plan as a road map, the vice president of Enrollment Services and Institutional Effectiveness (VPESIE) will lead the effort to create key performance indicators by the end of the 2022-2023 academic year that are aligned with the new Strategic Plan and inform progress toward mission fulfillment and improving institutional effectiveness.

1.B. Improving Institutional Effectiveness

STANDARD 1.B.1 - EVALUATION & PLANNING

The institution demonstrates a continuous process to assess institutional effectiveness, including student learning/achievement and support services. The institution uses an ongoing and systematic evaluation and planning process to inform and refine its effectiveness, assign resources, and improve student learning and achievement.

The office of Institutional Research and Effectiveness (IRE) supports college planning processes and targeted assessments by providing access to quality, reliable, and relevant data needed to facilitate decision-making and planning processes on an ad hoc basis. Under its current operational structure, IRE is primarily responsible for housing, evaluating, and providing access to institutional data. In addition, IRE manages the Institutional Review Board process for evaluating research requests from internal and external audiences. Planning and evaluation processes used to assess institutional effectiveness occur consistently in some areas of the college; nonetheless, the college recognizes an opportunity to establish systematic and regular processes for assessing institutional effectiveness across all areas and levels of the college.

Table 2: Institution, division, and targeted methods of assessing institutional effectiveness at WWCC.

	Assessment	Process	Cycles
INSTITUTIONAL FOCUS	Strategic Plan	Strategic Planning	3-5 Years
	Finances/Budget	Budgeting	Annual
	Infrastructure	Facilities Master Plan	5 Years
		IT Assessment	Periodic
		Technology Services Master Plan	Ongoing
	College Climate	Climate Surveys	Periodic
			3 Year Cycle
DIVISIONAL FOCUS	Mission Fulfillment Review	Program Review	Annual
		Annual Planning (Standardized Evaluation of Programs and Services, STEPS)	5 Years
TARGET WORK FOCUS	Student Learning	Assessment data review and analysis	Ongoing
			Annual
			5 Years
	Student Achievement and Success; Institutional Effectiveness	Project Specific	Ongoing, as needed

INSTITUTION-LEVEL ASSESSMENT

Strategic Planning

The 2014-2020 Strategic Plan guided the college from the last self-evaluation through creation of the current Strategic Plan, which is set to expire in spring 2023. The 2014-2020 Strategic Plan was led by the Strategic Planning Coordinating Team that consisted of the president; vice president of Administrative Services (VPAS); director of Institutional Planning, Research and Assessment; and a faculty member. The planning process involved regular meetings to plan, design, and monitor the process. The approach involved successive listening sessions. More than 75 meetings and listening sessions were held, and more than 175 faculty, staff, students, and community members participated. The plan included:

- A refined and updated Vision Statement.
- A refined and updated Mission Statement.
- A reaffirmed statement of our Values.
- Refined and updated core themes, objectives, and indicators.
- A defined set of overarching institutional strategies.
- A set of core theme-based strategic initiatives.

In addition, the college had a separate strategic plan for equity and inclusion. The 2014-2020 Strategic Plan for Equity and Inclusion was an extension of the institutional 2014-2020 Strategic Plan and was also one of the pillars of the college's Achieving the Dream initiative. The college contracted with EquityWorksNW to conduct an equity and inclusion assessment. Findings from this assessment laid the foundation for the college's Equity and Inclusion Strategic Plan. The strategic goals and objectives provided a vehicle for the college to improve outcomes pertaining to student success and strengthening internal and external communities. This led to the creation of the first Mission and Vision statements for equity and inclusion at the college. The strategic goals that emerged from the planning process are listed below:

Equity and Inclusion Strategic Goals, 2014-2023	
1	Establish a leadership-level position for a "Chief" Equity and Inclusion Officer.
2	Build equity, diversity, and inclusion competencies for WWCC employees through sustained professional development and training.
3	Increase recruitment of faculty and staff from underrepresented groups.
4	Increase the retention of faculty and staff from underrepresented groups.
5	Strengthen partnerships with community-based organizations and provide services to underrepresented populations in the district.

Following the 2014-2020 Strategic Plan, the college adopted its 2021-2023 plan. Given the conditions (i.e., change in presidential leadership, budgetary crisis and global pandemic), the college opted for a short-term strategic plan rooted in EDI. The process for developing this plan was collaborative, inclusive of internal and external stakeholders and informed by data related to the internal and external environments. Strategic planning resources included demographics, a climate and needs assessment survey and community survey. The current strategic plan consists of three goals:

Strategic Plan Goals, 2021-2023	
1	WWCC will provide high-quality pathways for education and training for all students to meet the needs of our communities.
2	WWCC will be a fiscally sustainable organization.
3	WWCC will be welcoming, inclusive, supportive of, and responsive to all communities we serve.

Budget & Finance

WWCC is committed to providing accurate and timely financial information and identifying resources and strategies to support the college's Mission, Vision, and Strategic Plan as described in Standard 2.E.2 in the PRFR. In 2019, under new leadership in Business Services, the college shifted to a zero-based budget process. Significant cuts to operating expenditures were required to eliminate reliance on reserves and ensure financial stability moving forward. Frequent fluctuation of enrollment and state support create constant sources of revenue volatility in the General Fund. In response, the college has committed to maintaining adequate reserves and continues to seek opportunities to minimize costs without sacrificing its mission and vision. Since implementation of a zero-based budget, the college has steadily increased its reserves, allowing for the college to operate from a position of strength and affording opportunities to respond proactively to the changing environment.

The annual budget process is inclusive of the college community and information is gathered at the departmental level within the divisions of Instruction, Student Services, and college operations. Area and division leadership review and adjust budget proposals prior to presentation of the proposals to executive leadership. ELT assesses area proposals for alignment with the college's Mission, Vision, and Strategic Plan and uses this information to prioritize allocations. Once this process is complete, ELT hosts an all-college budget forum. Following the forum, the budget is further refined and sent to the Board of Trustees for final approval.

Expanding upon its current departmental budget process, the college integrated equity action plans into each area of the college in alignment with goals 2 and 3 of the 2021-2023 Strategic Plan. Equity action plans were developed to view financial resources through an equity lens and assist areas of the college in connecting strategic goals to the budget process.

The framework for equitable action involves the following six steps:

- Define what you want people to learn or accomplish.
- Identify where people are not succeeding.
- Look to see if there are groups of people who are not being successful.
- Discover the experiences of those people who are not succeeding.
- Create solutions to barriers.
- Measure your success and look at what is next.

Equity action plans were used to frame the budget process through an equity lens. For example, the college created two navigator positions funded through the Guided Pathways state allocation to improve equity and accessibility in academic transfer pathways in alignment with Strategic Goal 1, and prioritized funding for two outreach coordinator positions in Enrollment Services utilizing MacKenzie Scott and EDI funds (SB 5194) with the goal of increasing recruitment, retention, and completion in alignment with Strategic Goals 1 and 3.

Campus Climate
To assess the overall campus climate, the college has engaged employees and students in the Personal Assessment of the College Environment (PACE) climate survey in addition to surveying various aspects of the student experience (e.g., satisfaction and engagement, first-year experience, wellness, access to basic needs). Surveys, accessible to both the internal and external community, are published on the IRE webpage under "Reports." WWCC conducted several student surveys, including the Survey of Entering Student Engagement (SENSE) and Community College Survey of Student Engagement (CCSSE) in 2016, the HOPE Center #RealCollege Survey of Basic Needs Insecurity from 2019 through 2021, and the PACE climate survey in 2018 and 2022.

Infrastructure
Recognizing the role of infrastructure in supporting institutional effectiveness by providing welcoming and accessible spaces that support student learning and retention efforts, the college contracted with ALSC Architects in 2017 to update the Facilities Master Plan for Walla Walla and Clarkston Campuses. The plan included the following over-arching strategies:

- Strengthen student diversity and access.
- Strengthen student enrollment, retention, and outcomes.
- Strengthen and expand programs, academic/business partnerships, financial resources, and alternative sources of revenue.
- Support Clarkston facilities expansion.
- Nurture, expand, and leverage WWCC's presence in surrounding communities.

Through this Facilities Master Plan, Clarkston Campus celebrated the opening of a new 15,000-square-foot Workforce and Business Development Center in 2017 and a 2,100-square-foot Student Activities Center addition to the main building in 2019. At Walla Walla Campus, a new 18,800-square-foot Student Recreation Center opened in 2020 and a new 16,000-square-foot Physical Science addition, designed to provide access to modernized laboratory, classroom, and office space, is currently under construction and set to open in fall 2022. Facility Services conducts regular assessments of physical spaces per Washington State requirements and SBCTC guidelines. In 2021-2022, members of ELT met with capital project liaisons through SBCTC to strategize on future infrastructure projects and the creation of a new Facilities Master Plan, which includes a tentative master plan for upgrades to Main Building D at Walla Walla Campus.

As part of the 2021-2022 infrastructure review, administration prioritized examining Technology Services and areas of opportunity therein. The results of this analysis led the administration to contract with an outside agency, CampusWorks, to assess institutional operations related to information technology (IT). This assessment involved institutional research (archival documents), survey data analysis, focus groups, listening sessions, and individual one-on-one meetings. The results of the assessment were provided to the college in spring 2022 and have led to prioritization of improvements in the following areas:

- IT Leadership and Strategic Planning
- Project Management
- Cybersecurity/IT Security

- Budget Development
- Policy and Procedure Development

Effective June 2022, an interim chief information officer was contracted from CampusWorks for the purpose of responding to the findings of the IT assessment, including creation of the first Technology Services Master Plan since 2012-2013.

Recognizing the need for a more systematic approach to evaluating program needs with respect to facilities and technology, infrastructure assessment was incorporated into the Mission Fulfillment Review process described below.

PROGRAM-LEVEL ASSESSMENT

The newly appointed VPI/ALO prioritized development of a user-friendly, comprehensive, and inclusive program review process to expand capacity for assessing institutional effectiveness. A small group of stakeholders convened in 2021 to lay the foundation for the program review process. Leaning on research and resources provided by the NWCCU Mission Fulfillment Fellowship, the faculty assessment coordinator presented a model for annual program reporting designed to connect the college's Mission, Vision, and strategic goals to program processes and planning. This new process folds in the use of program data (including disaggregated data), where available, and other valuable college processes (e.g., equity action plans referenced above), to eliminate redundancy and support programs in making evidence-informed decisions related to program improvement.

Using this framework, the group worked collaboratively to refine the model and develop a policy and procedure regarding its use. Since the initial proposal in 2021, the annual program reporting process, known as Standardized Evaluation of Programs and Services (STEPS), has evolved to include a comprehensive five-year Mission Fulfillment Review that uses information collected in the annual STEPS report to incrementally inform the larger program

review. Both the STEPS report and Mission Fulfillment Review processes are unique in that they can be equitably applied to all areas of the college, including instructional programs, student services, and college operations, and are designed to assist each area in measuring progress toward mission fulfillment. Each process is informed by data and encourages action, including resource allocation, aligned with the college's Mission, Vision, and Strategic Plan.

The Mission Fulfillment Review process has been presented broadly across college constituent groups, and policies and procedures have been approved by ELT. In summer 2022, chairs, directors, and program delegates participated in workshops centered around introduction of the purpose, process, and planning for Mission Fulfillment Review. Embedded in the presentations and workshops was an opportunity to collect user feedback to refine and improve templates and processes prior to the formal launch of year one work, scheduled to begin in fall 2022.

TARGETED ASSESSMENT

Student Learning
Acknowledging that effective learning outcomes assessment (course, program, and institution) is one of the ways faculty directly engage in advancing mission fulfillment, the college has made learning outcomes assessment a top priority. A faculty assessment coordinator position was created through the collective bargaining process to provide leadership in student learning outcomes assessment. This position is primarily responsible for developing the process for assessing and tracking student learning outcomes, supporting a culture of continuous improvement, and training faculty in effective assessment processes. The newly established Center for Integrated Learning will assist the faculty assessment coordinator with methodology related to tracking and mapping outcomes in the college's learning management system (LMS), Canvas. Additional details pertaining to faculty-led assessment of student learning outcomes are provided in Standards 1.B.2, 1.C.5, and 1.C.6.

Student Achievement & Success
WWCC recognizes potential for growth in the regular use of student achievement and success metrics (expanded on in Standard 1.D), including disaggregated data (e.g., course and program persistence, retention, success, completion) to inform institutional effectiveness. The ability to effectively assess student achievement and success has been prioritized under new college leadership. The creation of a faculty assessment coordinator position in 2021, in combination with development of a standardized process for data-informed program review with the accompanying administrative policy and procedure in less than one year's time, demonstrates the institution's commitment toward continuous improvement in this area. The college has now positioned itself to launch year one of STEPS and Mission Fulfillment Review in fall 2022 and is looking forward to the results. In support of these efforts, Curriculum Council (described in Standard 1.C.1) will facilitate processes related to course learning outcomes (CLOs) and program learning outcomes (PLOs) review, which will include feedback

on STEPS reports; IRE will assume responsibility for institutional learning outcomes (ILOs) as well as Mission Fulfillment Review.

Additional Targeted Efforts

In 2020-2021, in response to a fiscal crisis created by declining enrollment, the Fiscal Analysis for Sustainability Taskforce (FAST) was assembled to develop a tool for program prioritization (borrowed from Robert Dickeson's work) to help inform the budget planning process. Reports were generated by area leadership and reviewed by two to three stakeholders. FAST results were mixed, with participants expressing a need for additional training, support, and a longer timeline. Upon reflection of FAST implementation and results, the college opted to refocus efforts on an asset versus elimination model and shifted efforts toward establishing a single, unified process for program assessment for all areas of the college in alignment with Mission, Vision, and ILOs.

The college also implemented a corequisite mathematics model in fall 2021 — an example of how faculty demonstrated a commitment to innovation and support of equitable outcomes for students through curricular redesign. This curricular shift was informed by data and led by mathematics faculty. Consistent with the four pillars of Guided Pathways, the corequisite model was centered in equity and designed to support student achievement by reducing the pathway (and cost) to college-level mathematics completion. The department set an ambitious goal of doubling the number of students who successfully complete college-level mathematics within their first year of college. In addition to curricular redesign, the department selected to shift from a more traditional placement tool (ACCUPLACER) to an asset-focused, guided self-placement survey to identify and place students with the potential to benefit from a support course linked to the college-level mathematics course. It is too soon to assess the effectiveness of the corequisite model as data are limited to one year, which was shaped by the global pandemic, remote learning, and last-minute instructional changes owed to the statewide vaccine mandate. Faculty and leadership continue to carefully monitor the corequisite data regarding the effectiveness of this model in improving student outcomes and have begun to explore potential alternatives, such as Integrated Basic Education Skills and Training (I-BEST).

Exhibits

- [Institutional Research and Effectiveness](#) (Webpage)
- [2014-2020 Strategic Plan](#) (Webpage PDF)
- [2014-2020 Equity and Inclusion Plan](#) (Webpage PDF)
- [Achieving the Dream](#) (Webpage)
- [2021-2023 WWCC Strategic Plan](#) (Webpage PDF)
- [2021-2023 Strategic Planning Resources](#) (Webpage)

- [2021-2023 Strategic Plan Timeline](#) (Webpage)
- [Strategic Planning Process](#) (Webpage PDF)
- [Arts & Science Equity Action Plan](#) (Word)
- [SENSE Survey](#) (Webpage PDF)
- [CCSSE Survey](#) (Webpage PDF)
- [#RealCollege 2021: Basic Needs Insecurity During the Ongoing Pandemic](#) (Webpage PDF)
- [PACE Climate Survey](#) (Webpage PDF)
- [Facility Master Plan](#) (Webpage)
- [Clarkston Workforce and Business Development Center](#) (PDF)
- [Physical Science Addition](#) (PDF)
- [IT Assessment](#) (PDF)
- [Faculty Assessment Coordinator Position Description](#) (PDF)
- [Annual STEPS Report – Instructional Programs and Pathways template](#) (PDF)
- [Annual STEPS Report – College Operations and Services template](#) (PDF)
- [Mission Fulfillment Review template](#) (PDF)
- [Mission Fulfillment Review 5-Year Cycle](#) (PDF)
- [Administrative Policy 2710 – Mission Fulfillment Review](#) (Webpage PDF)
- [Administrative Procedure 2710 – Mission Fulfillment Review](#) (Webpage PDF)
- [Mission Fulfillment Review Workshop 2022 presentation](#) (PDF)
- [FAST Organizational Resource Review](#) (PDF)
- [FAST Standards](#) (Excel)
- [College Spark – Mathematics Corequisite Grant Proposal](#) (PDF)
- [Guided Self-Placement](#) (Webpage)
- [Guided Self-Placement – Student Link](#) (Webpage)
- [Guided Self-Placement – Diagram](#) (Excel)
- [Washington SBCTC I-BEST](#) (External Webpage)
- [Year Six, Policies, Regulations, and Financial Review – PRFR](#) (PDF)
- [PRFR Follow-Up Letter – October 14, 2021](#) (PDF)

SELF-ASSESSMENT

WWCC assesses itself as emerging in the establishment of systematic processes for planning and assessing institutional effectiveness for the purposes of improving student learning and achievement.

NEXT STEPS (CONTINUOUS IMPROVEMENT)

Under new leadership, the college plans to refresh its Mission, Vision, and Values during the 2022-2023 academic year in preparation for the upcoming strategic planning process. Related to these efforts, the president and ALO have requested that IRE, under leadership of the VPESIE, prioritize development of key performance indicators for the institution. IRE has committed to centralization of assessment efforts, including Mission Fulfillment Review, improving accessibility to internal data sets, and creating a strategic calendar for assessment activities for the purposes of monitoring mission fulfillment and institutional effectiveness with a higher degree of intentionality. In fall 2022, IRE will further support assessment efforts by initiating the first collegewide EDI campus climate survey designed for students, staff, and faculty.

The college will continue to develop a transparent budget process that is inclusive of the college community. This will be supported through the formation of a Budget Advisory Council (i.e., participatory governance) that will create opportunities throughout the year to share information and collect feedback from across the institution. To accomplish this goal, the council will be responsible for developing a strategic budget calendar and hosting related activities (e.g., forums, training, collecting feedback).

The college recognizes existing opportunities for expanding student learning outcomes and assessment; plans for improvement are detailed specifically in Standard 1.C.5.

STANDARD 1.B.2 - INDICATORS OF MISSION FULFILLMENT

The institution sets and articulates meaningful goals, objectives, and indicators of its goals to define mission fulfillment and to improve its effectiveness in the context of and in comparison with regional and national peer institutions.

The college has established processes for setting goals and objectives (e.g., Strategic Plan, Mission Fulfillment Review), and indicators for measuring institutional effectiveness continue to be discussed. SBCTC and annual Integrated Postsecondary Education Data System (IPEDS) reports have been used to identify regional and national peers for the purposes of assessment and evaluation of college operations and planning.

STRATEGIC PLANNING

The 2021-2023 Strategic Plan guides the direction and priorities of the college. Under new leadership, EDI principles have been integrated into the college's strategic goals and objectives. This aligns resources, decisions, and actions with the Mission, Vision, and Values. The Strategic Plan provides a road map for how to deliver high-quality education, achieve fiscal sustainability, and nurture a welcoming, inclusive, and supportive learning environment — all with the unwavering commitment to student success and achievement. The Strategic Plan focuses on three primary goals and the objectives contained within each goal:

Goal 1:	WWCC will provide high-quality pathways for education and training for all students to meet the needs of our communities.
Objective 1	The college will prioritize equity and accessibility across all instructional modalities and campuses, as well as identify gaps to increase access and improve outcomes for underserved communities.
Objective 2	The college will increase student recruitment, retention, completion, and transition (assisting students with transition from basic education for adults, transfer for further study, and college-to-career preparedness and placement).
Objective 3	The college will explore and develop pathways, programs, and training that are relevant to the current and future needs of students and the communities we serve.
Goal 2:	**WWCC will be a fiscally sustainable organization.**
Objective 1	The college will continue to develop and prioritize effective outreach, marketing, and recruitment to increase enrollment.
Objective 2	The college will implement a financial decision-making process that optimizes and prioritizes equitable allocation of resources and creates transparency in developing and managing budgets, that builds understanding, trust, and that facilitates communication among all stakeholders.
Objective 3	The college will develop and use resources, both personnel and financial, to support its strategic directions and increase efficiencies while generating additional revenue to meet the needs of the communities we serve.
Goal 3:	**WWCC will be welcoming, inclusive, supportive of, and responsive to all communities we serve.**
Objective 1	The college will create an equitable environment where all people associated with WWCC, but especially historically underserved individuals and groups, feel heard, valued, and supported.
Objective 2	The college will foster trust and inclusiveness in equitable decision making, utilizing participatory governance and transparent communication across all campuses and communities.
Objective 3	The college will work with community partners (e.g., industries, employers, other education providers, nonprofits) to develop and grow pathways and programs to increase educational attainment and to enhance regional economic viability.
Objective 4	The college will be a respected voice in critical conversations in the communities we serve.

The process of developing the current Strategic Plan was collaborative and inclusive of internal and external stakeholders; additional information is presented in Standard 1.B.1.

INSTITUTIONAL LEARNING OUTCOMES REVIEW

In 2015, supported by the College-wide Outcomes and Learning Assessment (CwOLA) Committee, the college identified ILOs and established processes for assessment. Through the work, four ILOs were identified:

Institutional Learning Outcomes	
Community Engagement	Express the value of cultural differences and commonalities among people and engage with others in the learning environment and community with respect for those differences.
Information Literacy and Technology	Use modern technology and data to accomplish tasks.
Communication	The ability to create meaning and enhance understanding between author and audience by listening, reading, speaking, and writing effectively.
Critical Thinking	Comprehensively explore ideas, issues, artifacts, and experiences across college disciplines, then transfer learning to new, complex situations within and beyond the campus. This includes both quantitative and non-quantitative problem solving.

Following development and adoption of ILOs, CwOLA redirected efforts toward assisting the Curriculum Committee in mapping CLOs to ILOs at the expense of developing an institutional process of assessment. To realign this process, Mission Fulfillment Review (i.e., program review process) was instituted in the 2021-2022 academic year.

MISSION FULFILLMENT REVIEW

In the new Mission Fulfillment Review, standardized institutional nomenclature was adopted and assessment tools were developed to ensure that each college program is positioned to carry out the mission, vision, values, and strategic goals. While the Strategic Plan sets the direction, Mission Fulfillment Review serves to mark the waypoints along the path in alignment with the ILOs referenced above. It fosters accountability, provides structure for assessment, and encourages the use of evidence to inform decisions that promote a culture of continuous improvement. The scaffolding and support embedded within this tool were intentionally designed to:

- Be inclusive of all stakeholders
- Inform programs and services of progress toward mission fulfillment in a manner that is inclusive and equitable

- Approach assessment from an asset model — identify areas of strength and opportunities for growth
- Sustain the process of continuous improvement by encouraging action that is informed by data and aligned with the college's Mission, Vision, and Strategic Plan

This effort supports both an annual reporting process as well as a more comprehensive five-year program review. Together, the affiliated policy and procedure establish a uniform process for annual reporting (STEPS) and a comprehensive five-year program review (Mission Fulfillment Review). During the annual STEPS reporting process, all college programs and services will review and address the following:

- Mission, Vision, and Goals
- Courses and Outcomes Review (Instruction) or Services Review (Operations and Services)
- Published Materials
- Data Trends (quantitative and/or qualitative)
- EDI
- Continuous Improvement
- Improving the Tool — Reflection on the Process

Four STEPS (or four years' worth of data) leads each college program or service to a five-year Mission Fulfillment Review that includes a summary of information collected from annual STEPS reports (above) over a four-year period, in addition to the assessment of the following areas:

- Internal Community
  - o Human Resources
  - o Infrastructure - Facilities & Technology
- External Community
  - o Community Engagement
- Summary of Action Plans from STEPS

Institutional Effectiveness Council (IEC) is the primary council responsible for the Mission Fulfillment Review process, including providing feedback and archiving annual reports and five-year reviews. Internally, the annual STEPS feedback from IEC will be used by programs and services to inform progress toward mission fulfillment. The five-year Mission Fulfillment Reviews and feedback will be presented at Fall Conference in an open, collegewide forum with members of executive leadership and the Board of Trustees present. The Mission Fulfillment Review presentations provide individual programs and services with the opportunity to showcase and celebrate accomplishments, discuss opportunities for growth, promote a broader awareness of each area, and encourage collegewide discussions related to continuous improvement.

For additional information, see Standard 1.B.1.

INSTITUTIONAL DATA

WWCC maintains a strong relationship with SBCTC and regularly utilizes their data dashboards. Recent updates to the state dashboards include the ability to compare student achievement and success metrics (e.g., enrollment, retention, completion) within Washington's community and technical college system and the addition of first-generation status. With these improvements, the system serves as a regional peer consortium offering comparisons with common definitions and reporting structures to ensure comparisons are meaningful. The college also uses other data and measures to evaluate progress and success, including IPEDS, which allows for self-analysis and/or peer comparisons at the national level (e.g., IPEDS data was used to inform the IT assessment introduced in Standard 1.B.1).

In 2016, a Data Oversight Group was established for the purposes of assuring the integrity and accuracy of the college's internal data and data reporting systems, setting guidelines for data use, coordinating with the SBCTC Data Governance Committee, and promoting a culture of data informed decision making. The Data Oversight Group's efforts were temporarily redirected due to recent changes and challenges at the college, including the additional workload associated with the planning and implementation of the college's new ERP (PeopleSoft) during spring 2022.

Exhibits

- 2021-2023 WWCC Strategic Plan (Webpage PDF)
- WWCC Strategic Planning – Demographic Backgrounder (Webpage PDF)
- WWCC NILIE PACE Climate Survey Report 2018 (PDF)
- WWCC Strategic Planning Community Survey Report 2021 (PDF)
- WWCC Institutional Research and Effectiveness (Webpage)
- IPEDS Data Feedback Report 2021 (Webpage PDF)
- CwOLA Home (Webpage)
- Annual STEPS Report – Instructional Programs and Pathways Template (PDF)
- Annual STEPS Report – College Operations and Service Programs (PDF)
- Mission Fulfillment Review Template (PDF)
- Mission Fulfillment Review – Pre-Nursing Pathway Science Data (PDF)
- Data Oversight Group (Webpage)

SELF-ASSESSMENT

At present, WWCC self-assesses as initial to emerging with respect to the methods used to set meaningful goals and objectives to define mission fulfillment and improve effectiveness.

NEXT STEPS (CONTINUOUS IMPROVEMENT)

With the current Strategic Plan set to expire in 2023, a new strategic plan will be developed and used to inform various master plans, including the Academic Master Plan, Strategic Enrollment Master Plan, Technology Services Master Plan, and Facility Master Plan.

 The college will also continue to build upon this year's establishment of Mission Fulfillment Review, ensuring that it is sustained as a routine and standardized means of program assessment and improvement. In support of these efforts, IRE has committed to finalizing a STEPS Tableau data dashboard (currently in beta testing) in preparation for Fall Conference 2022 workshops and training. STEPS data dashboards will be designed to provide access to program and pathway data related to student persistence, success, and completion. Users will have the option to examine single-year or multi-year data sets, where available, to observe trends within programs and pathways and disaggregate data to identify and mitigate equity gaps to promote equitable outcomes for all students at the college.

Recognizing a need to enhance the ability to leverage data in a way that informs progress toward mission fulfillment, WWCC joined the National Student Clearinghouse's Postsecondary Data Partnership (PDP) in 2022. The college is excited about this partnership and optimistic that PDP will provide access to richer data resources, thereby enhancing efforts to identify and close equity gaps, use data to inform decisions, and benchmark/compare progress against peer institutions for the purposes of assessing and improving effectiveness. Once the college has carefully evaluated and selected peer institutions and inventoried the data available through PDP, IRE, under the direction of the VPESIE, will establish indicators of mission fulfillment (key performance indicators) as a part of the upcoming strategic planning process during the 2022-2023 academic year.

STANDARD 1.B.3 - INCLUSIVE PLANNING

The institution provides evidence that its planning process is inclusive and offers opportunities for comment by appropriate constituencies, allocates necessary resources, and leads to improvement of institutional effectiveness.

Inclusive by design, participatory governance informs decision making and planning across all levels of the college for the purposes of advancing institutional effectiveness.

INCLUSIVE INSTITUTION-LEVEL PLANNING

Board of Trustees
The Board of Trustees has final authorization over the college's Mission, Vision, and Values, as well as those items that are critical in how the college achieves it, such as the Strategic Plan, board policy, and operational budget. This alignment of strategy, policy, and resources provides the college and its employees with the direction and assets needed to operationalize the college's Mission.

Executive Leadership Team (ELT)

Acting as the principle administrative officer, the president of the college is responsible for carrying out the college Mission and Vision as set by the Board of Trustees through the general supervision of all operations and programs of the institution. Entrusted with this responsibility, the president has established an ELT that is inclusive of a diverse group of leaders representing different areas of the college. ELT meets weekly and serves to advise the president, and one another, on a vast array of topics and decisions that influence the ways in which the college advances its Mission and Vision.

Executive Leadership Team
Chad Hickox, President
Doreen Kennedy, Executive Assistant
Margarita Banderas, Director of Equity, Diversity, and Inclusion
Jessica Clark, Vice President of Instruction
Jessica Cook, Executive Director, WWCC Foundation
Karl Easttorp, Director of Marketing and Communications
Peggy Lauerman, Vice President of Administrative Services
Brooke Marshall, Vice President of Human Resources
Graydon Stanley, Vice President of Student Services
Nick Velluzzi, Vice President of Enrollment Services and Institutional Effectiveness

ELT demonstrates a commitment to transparent two-way communication and inclusive decision making by hosting regular all-college forums three to four times per year. Forums are conducted via video streaming technology so employees at all locations may participate. During these forums, ELT presents current topics relating to planning, policy, and resources. Employees may seek clarification, ask questions, and/or provide feedback following each presentation.

Aside from all-college forums hosted by ELT, additional avenues exist for regularly communicating important information to constituents within the campus community. Examples include the VPI Communique (which includes ELT meeting summaries) and regular biweekly Faculty Meet-to-Learn sessions with the VPI. In addition, the college has recently improved its ability to effectively communicate information to both internal and external audiences through the hire of a new director of Marketing and Communications in 2021, a position that had been vacant since 2016. In this position, the director of Marketing and Communications is strategically positioned to ensure information reaches appropriate college groups and maintains an open channel of information flow across the institution. For example, the director of Marketing and Communications repurposed an existing newsletter from the

Office of the President into an all-college employee newsletter where all departments and offices are given opportunities to share news, events, information, and appreciation.

Governance Council
Established in 2019, the college launched participatory governance at an institution that had long operated under a more hierarchical manner. WWCC's Governance Council was created to serve in an advisory capacity to the president and was tasked with owning participatory governance at the institution. Presently, the Governance Council membership is composed of students, classified and exempt staff, full-time and adjunct instructors, and college administrators. In addition, there is representation from each campus—Clarkston, CRCC, Walla Walla, and WSP. Hispanic Caucus, the college's largest interest group, also holds a seat on the council. Any employee or student in good standing is eligible to fill an available seat. The primary role of Governance Council is to facilitate participation in the overall governance of the college and serve as one of the many conduits between the president, ELT, and college community.

Governance Council Makeup

Constituent Groups

Staff
- 1 Instructional Support
- 1 Operations
- 1 Student Support

Administration
3 seats to be filled by no more than 1 each of:
Dean, Asst. Dean, Director, or Asst. Director

Faculty
- 1 Adjunct
- 1 Full-time (incl. tenure, tenure-track, annual)
- 1 Faculty Senate Member

Campuses
- 1 Clarkston
- 1 WA State Penitentiary
- 1 Coyote Ridge Corrections

Student
- SGA Main Campus President
- SGA Clarkston President
- 1 Executive Board Choice

The resulting membership is inclusive of diverse opinions, experiences, and perspectives. The Governance Council meets regularly, and members are expected to communicate with

their constituent groups to ensure that feedback and recommendations are representative of the college community. The president, ELT, and others meet with Governance Council to solicit feedback on topics that are critical to institutional effectiveness, such as policy, process, budget, and organizational culture. The Governance Council chair also meets regularly with the president to share updates, make recommendations, and prioritize action items.

Faculty Senate

Faculty Senate facilitates faculty participation in college governance and planning processes. Faculty Senate serves as a forum for discussing college affairs, studying issues of concern, identifying areas of opportunity, submitting feedback on policies and procedures related to instruction, and recommending action. Membership is structured to ensure a diverse representation of faculty, including adjuncts, from across the college and is inclusive of all campuses (Walla Walla, Clarkston, CRCC, and WSP). Representatives serve as a conduit between the Faculty Senate and their constituents through the transmission of information and collection of feedback. Faculty Senate meets monthly during the academic year and the agenda is influenced during a regular standing appointment that includes the Faculty Senate chair, past chair, Association for Higher Education (AHE) president, VPI, and college president. At Faculty Senate meetings, faculty share feedback and recommend actions on behalf of their constituents. Members of the college community may also attend Faculty Senate meetings to pose items for feedback, seek input, or address concerns. The Board of Trustees also holds a standing report for the Faculty Senate chair to maintain an open line of communication with faculty.

Classified & Faculty Unions

The Washington Public Employees Association (WPEA), a classified employee union, and AHE faculty union provide additional avenues for college leadership to engage in critical conversations and gather feedback related to college affairs and institutional planning. The Board of Trustees also holds a standing report for the AHE president to maintain an open line of communication with the faculty union.

Policy & Procedure

At WWCC, the creation of college policies unfolds in one of two ways — they are either approved by the Board of Trustees or college administration. In 2019-2020, the Board of Trustees underwent training in Policy Governance that helped to inform their role and responsibility in policy creation and implementation. In 2022, ELT adopted an administrative policy and procedure that outlines policy and procedure development at the administrative level (Policy and Procedure 2000). All new and updated policies and procedures are reviewed by ELT and, depending on their nature, may also require review by groups directly impacted by their content (e.g., Governance Council, Faculty Senate). WWCC also posts policies and procedures under review to the public website when the scope of the policy or procedure would warrant an opportunity for public reading prior to approval. In addition, select policies and procedures generated from federal or state requirements must be codified through a

Washington Administrative Code (WAC) process and/or externally reviewed by the Assistant Attorney General's office.

The Year Six PRFR revealed a significant gap in college policies and procedures, and addressing this finding became one of the ALO's top priorities for the 2021-2022 academic year. The college performed an extensive gap analysis and hired two consultants to assist with policy and procedure development and conduct area research aligned with best practices and compliance standards at the state and federal level. During this time, a combined total of 22 policies and procedures were approved; an additional 76 are in draft form or waiting approval, six of which must be vetted through the state WAC process, including WAC 132T-190-010 Administrative Policy/Procedure 2230 (Use of College Facilities for Expressive Speech).

INCLUSIVE AREA-LEVEL PLANNING

Individual areas, departments, and/or programs are essential in not only carrying out plans designed to advance the mission but also in regulating how the college sources information for decision-making and planning processes. The annual STEPS and Mission Fulfillment Review provides a consistent way to ensure planning processes are inclusive of area faculty and staff and are aligned with the college's Mission, Vision, and goals. College supervisors are responsible for facilitating area-level planning and will continue to play a crucial role in maintaining processes that are inclusive and collaborative. In addition to holding regular meetings (in-person, online, or HyFlex), many supervisors have adopted college supported applications for real-time communication (e.g., Microsoft Teams, Microsoft Forms) to share information, collect feedback, archive important documents, and encourage team building.

Exhibits

- [Board of Trustees](#) (Webpage)
- [Board Agenda (March 24, 2021), Reference to Policy Governance](#) (PDF)
- [Board Policy 1370 – Delegation of Authority](#) (Webpage PDF)
- [Executive Leadership Team](#) (Webpage)
- [Governance Council](#) (Webpage)
- [Governance Council Members](#) (Webpage)
- [Governance Council Timeline for Strategic Planning](#) (PDF)
- [Faculty Senate](#) (Webpage)
- [Faculty Senate Members](#) (Webpage)
- [Board Packet (June 22, 2022) – Faculty Senate Chair Report](#) (PDF page 5)
- [Board Packet (June 22, 2022) – AHE President Report](#) (PDF page 1)
- [2021-2023 WPEA Collective Bargaining Agreement](#) (PDF)

- [2022-2025 AHE Faculty Contract](#) (PDF)
- [2021-2023 WWCC Strategic Plan](#) (Webpage PDF)
- [Collaborative Brain Trust](#) (External Webpage)
- [Policies and Procedures](#) (Webpage)
- [Policies Under Review](#) (Webpage)
- [Administrative Policy 2000 – Policy and Procedure Development](#) (Webpage PDF)
- [Administrative Procedure 2000 – Policy and Procedure Development](#) (Webpage PDF)
- [WAC 132T-190-010 – Use of the College Facilities DRAFT](#) (PDF)
- [Administrative Policy 2230 – Use of College Facilities for Expressive Speech](#) (Webpage PDF)
- [Administrative Procedure 2230 – Use of College Facilities for Expressive Speech](#) (Webpage PDF)

SELF-ASSESSMENT

WWCC is committed to increasing its capacity for participatory governance and is continuously developing and improving the organizational structure of individual councils in a way that encourages effective participation, unites constituencies, and is strengthened by diversity in experience and thought.

NEXT STEPS (CONTINUOUS IMPROVEMENT)

WWCC will continue to emphasize a shared and inclusive approach to planning and reporting as the college progresses toward a model of true participatory governance. This will be achieved, in part, through the president's commitment to perform an in-depth analysis of ELT and college governing structures to assess areas of strength, identify opportunities for growth, mitigate gaps, eliminate redundancies, and ensure opportunities exist to include and elevate a diverse range of voices at the college. This information will be used to inform a restructuring of ELT and college governance in a manner that promotes inclusivity, unity, and cohesion in collegewide planning and decision making moving forward. In alignment with this work, the college president is writing a policy and procedure regarding participatory governance at the institution defining councils as the advisory groups to executive leadership, committees as operational entities for councils, and task forces as temporary workgroups. College leadership is also acutely attuned to the relationship between resource allocation and the ability of the college, and individual areas within, to achieve strategic goals and advance the college's Mission. As such, IRE, under the direction of the VPESIE, will lead the college community through the process of identifying meaningful objectives and measurable indicators of institutional effectiveness that can be operationalized in department- and institution-level planning to inform allocation of college resources and measure progress toward mission fulfillment during the upcoming academic year.

STANDARD 1.B.4 - ENVIRONMENTAL SCANNING & GOVERNANCE

The institution monitors its internal and external environments to identify current and emerging patterns, trends, and expectations. Through its governance system it considers such findings to assess its strategic position, define its future direction, and review and revise, as necessary, its mission, planning, intended outcomes of its programs and services, and indicators of achievement of its goals.

WWCC recognizes that mission fulfillment cannot be achieved without careful environmental monitoring to ensure it is positioned to quickly adapt and respond to the needs of the students and communities it serves.

INSTITUTION-LEVEL ENVIRONMENTAL SCANNING

The college monitors its external and internal environments through a variety of sources (e.g., regional demographics, advisory committees, student data, surveys), as noted in table 3. Data collected through environmental monitoring guides institutional decision making and planning in a way that is responsive to the immediate and future needs of students and area communities. To support this effort, college leadership stays apprised of environmental trends by actively engaging in local, regional, and state organizations/work groups and shares relevant information with appropriate areas of the college. For example, information gleaned from small agriculture representatives attending the local industry listening sessions hosted by the college was used to inform a proposal for a cross-disciplinary 'Farm-to-Fork' program. Through collaborative efforts of area faculty and the institutional grant writer, several grant applications related to this program were submitted during the 2021-2022 academic year, including the US Economic Development Administration Build Back Better grant and United States Department of Agriculture (USDA) Hispanic Serving Institutions (HSI) Education grant. In July 2022, the college received $654,000 in federal grant funds from the U.S. Department of Education under the Fund for the Improvement of Post-Secondary Education (FIPSE) program. These funds are designated to support the college in broadly improving enrollment and proactively addressing other associated impacts of COVID-19.

Table 3: Sources for monitoring external and internal environments at WWCC.

	Environmental Monitoring	Used to Inform
External Monitoring	Regional Demographics	Future enrollment trends and student profile information
	Labor Market Research	Program decisions based on emerging markets and employer demands
	Advisory Committees	Program improvements based on employer needs
	Local Industry Listening Sessions	The college's contributions to the economic sustainability and vitality of the region
	Legislation	Adjustments needed to maintain compliance, resource allocation
	Comparative Regional & National Student Data	Benchmarking indicators of institutional effectiveness, campus needs (e.g., infrastructure and human resources)
	External Surveys	Programs, marketing, and outreach
Internal Monitoring	Student Data	Improvements to instruction at the course and program level
	Financial Projections	Budget forecasting and planning
	Mission Fulfillment Review	Improvements to programs and services through data-driven action plans
	Internal Surveys	Campus climate, students and employee needs, engagement and satisfaction

As described in Standard 1.B.1, information collected from internal and external environmental monitoring has been used to inform various college planning processes. For example, the 2021-2023 Strategic Plan included a collegewide review of regional demographic information, as well as internal environmental scans through campus surveys and budget forecasting. In fall 2020, the college participated in a statewide media preferences marketing survey conducted by Interact Communications. Results from the survey informed the 2020-2021 budget planning process related to marketing investments and planning pertaining to strategic use of social media platforms, radio, and print media. In 2022, the college contracted with an external

agency, CampusWorks, to assess the internal operations of Technology Services, which included extensive surveys and focus groups with internal stakeholders. The results of this assessment are currently being used to inform development of the Technology Services Master Plan as well as structural improvements relating to leadership and security within this department. The college also views the accreditation process and associated activities as a means for internal reflection on institutional effectiveness and gathering of input and recommendations from external resources for the purposes of continuous improvement.

AREA-LEVEL ENVIRONMENTAL SCANNING

The use of environmental monitoring to inform programs and services has been an evolving process (see Standards 1.B.1 and 1.B.2) at the institution and is now on a solid foundation with Mission Fulfillment Review. The annual program report (STEPS) focuses internally, and the comprehensive five-year Mission Fulfillment Review also incorporates external monitoring through the inclusion of an external reviewer and assessment of community engagement. One example of how internal data was used to inform program improvements was the use of disaggregated STEPS data. This data uncovered equity gaps in student success based on race and ethnicity in addition to low matriculation rates into the college's nursing program. Using this information, the Physical, Life and Sports Sciences chair worked collaboratively with the institutional grant writer to develop a $1.6 million Washington Department of Labor Strengthening Communities grant proposal. This proposal focused on providing students who do not matriculate into the nursing program with additional opportunities to become credentialed and employable, adopting an existing SBCTC Associate in Pre-Nursing DTA/MRP degree to improve transfer to state baccalaureate nursing programs and developing a

continuum of care model for pre-nursing students from inquiry to completion aligned with the pillars of Guided Pathways.

Many instructional programs also engage advisory committees (see Standard 1.C.1) as a means of external environmental monitoring. Committee recommendations inform program development and restructuring in a way that meets the needs of local employers and industry. In addition to advisory committees, WWCC has maintained a longstanding relationship with labor market data company Lightcast (formerly Emsi/Burning Glass) to supply regional economic and labor market data needed to inform program development. For example, data provided by Emsi (Lightcast) in 2021 was used to assess regional demand for laboratory technicians and predict the viability of a laboratory technician program. Aligned with Goal 1 from the current Strategic Plan, a proposal was developed to provide students with access to high-quality pathways through the creation of stackable laboratory technician credentials. This pathway included a two-quarter endorsement, one-year certificate, and AS Option I degree. Upon completion of the endorsement, students may enter the workforce as laboratory technician assistants or select specialization in medical laboratory technician, chemistry, or biology with the option to transfer to a four-year institution. Regardless of exit point along the pathway, each step of this program has been designed to provide a value-added product to the students and communities the college serves.

Exhibits

- [Strategic Planning Regional Demographics](#) (PDF)
- [Advisory Committee Directory 2022](#) (Excel)
- [Lightcast – Economic Modeling and Labor Market Data](#) (External Webpage)
- [WWCC Partnerships](#) (Webpage)
- [Agriculture and Natural Resources Center of Excellence](#) (Webpage)
- [Industry Listening Session Notes – Technology Workforce](#) (Word)
- [Industry Listening Session Notes – Small Producers](#) (PDF)
- [WWCC Grant Development Calendar](#) (Excel)
- [U.S. Economic Development Administration Grant – Build Back Better Challenge](#) (External Webpage)
- [U.S. Economic Development Administration Grant application](#) (PDF)
- [USDA Hispanic-Serving Institution Education Grant](#) (External Webpage)
- [USDA HSI Education Grant Application](#) (PDF)
- [Interact Communication Media Preferences Marketing Survey 2020](#) (PDF)
- [IT Assessment](#) (PDF)
- [WA Department of Labor Strengthening Communities Grant Application](#) (PDF)
- [U.S. Department of Education FIPSE Competitive Award](#) (PDF)

- [Emsi Laboratory Technician Report](#) (PDF)
- [WWCC Quick Facts Dashboard](#) (Webpage)
- [IPEDS](#) (Webpage)
- [Strategic Planning Timeline (Governance Council)](#) (PDF)
- [Fall 2021 Enrollment Trends Presentation](#) (PDF)
- [WWCC Operating Budget All-College Forum 2022](#) (PDF)

SELF-ASSESSMENT

The college has assessed itself as emerging to developed with respect to environmental scanning and governance.

NEXT STEPS (CONTINUOUS IMPROVEMENT)

The college is in the process of reimagining participatory governance through a clearly defined policy and procedure that will articulate not only the meaning but also the framework. The VPESIE will establish a systematic process for the institution to consistently monitor and discuss the internal and external environment through structures set in place with participatory governance councils. Beginning in fall 2022, the VPESIE will work within the governance structure (councils and committees) to develop a guiding document (Data Inventory form) to assist end users in articulating needs, wants, and desires with respect to institutional data. This will also require the VPSIE and IRE to develop end user training and provide support in data access and use for strategic planning and decision-making purposes. Ultimately, the goal will be to improve institutional effectiveness by creating a centralized approach to data governance and providing a singular source of data truth.

STANDARD 1.C.1 - PROGRAM CONTENT

The institution offers programs with appropriate content and rigor that are consistent with its mission, culminates in achievement of clearly identified student learning outcomes that lead to collegiate-level degrees, certificates, or credentials and includes designators consistent with program content in recognized fields of study.

WWCC strives to have its instructional programs offer appropriate content and rigor that aligns with its Mission, Vision, Values, and Strategic Plan. The college aims to have clearly defined student learning outcomes that lead to approved credentials. To ensure quality, the academic areas have designed appropriate learning outcomes for all courses and some programs. Designed by faculty, these outcomes build expertise and align with industry and/or institution requirements. Most often, course sequencing is based on traditional course numbering and/or the Common Course Numbering system adopted by SBCTC.

The college utilizes advisory committees as a mechanism for gathering regular feedback on program curricula within Workforce Education, and the college's newly structured Curriculum Council (formerly Curriculum Committee) is assuming greater responsibility in this arena in fall 2022. The Curriculum Council, for instance, is now responsible for making program recommendations to the VPI, staying current on instructional program reviews, and engaging the college in dialogue regarding academic rigor in collaboration with the Academic Master Planning Council.

PROGRAM CONTENT

Curriculum Council

Prior to 2022, Curriculum Council existed as Curriculum Committee and served as the primary mechanism for reviewing course-specific content at the college. Traditionally, committee oversight included approval of new courses and review of existing course curricula, including prerequisites, course outcomes, and outcome mapping. In 2017, the Curriculum Committee developed a five-year calendar and implemented a process for systematic review of instructional content within disciplines as a means of improving quality assurance. Unfortunately, this process stalled in 2020 amid leadership turnover in Instruction and the global pandemic.

In March 2021, the newly appointed VPI prioritized a comprehensive study of day-to-day operations, reporting structures, and committee structures within the Instruction division. In summer 2021, Instructional Leadership Council set a goal for the 2021-2022 academic year to prioritize rebuilding and reorganizing a division that had been devastated through attrition and layoffs during recent crises. Through this work, the VPI uncovered a Curriculum Committee that was struggling with membership, suffering from an underrepresentation of faculty, and lacking the ability to consistently document and archive changes to curricula. In addition, the committee relied on a model that emphasized evaluation of course content without focus on program development or review. To address these concerns, the VPI met with faculty representatives from Curriculum Committee, Faculty Senate, and AHE to reevaluate the role and function of the Curriculum Committee.

In spring 2022, in alignment with the participatory governance structure, the Curriculum Council replaced the Curriculum Committee. Designed to be led by faculty, the council now consists of only faculty as voting members, and responsibilities have expanded to include program, certificate, and degree evaluation. Under the new model, general responsibilities of the council shifted to include evaluation of all course and program curricula (e.g., prerequisites, grading, credits, content, numbering, outcomes). Moving forward, the council will make recommendations to the VPI regarding all course and program curricular matters. Structurally, the new council has been designed to maintain faculty ownership over curriculum, including program content, with the wrap-around support of non-voting members from Student Services and Instruction (e.g., Guided Pathways, Registrar, Library). The new council leadership, registrar, and VPI have already held a retreat to discuss the council's mission and vision, and to set targets for the upcoming 2022-2023 academic year that includes creation of a five-year strategic plan, streamlining of program content management, and development of an efficient and effective means of learning outcomes assessment in collaboration with the faculty assessment coordinator and IRE.

Advisory Committees

In compliance with RCW 28B.50.252, WWCC workforce programs have established advisory committees that serve as an alliance between faculty, local industry leaders, and representatives. These committees provide advice on current job needs and the courses necessary to meet these needs. Local advisory committees include representatives of business and labor who reflect local industry and community. Advisory committees participate in determination of program goals; review and evaluate program curricula, equipment, and effectiveness; and actively consult with other representatives of business, industry, labor, and agriculture.

Advisory committees meet a minimum of two times per year on a continuing basis. Pre-COVID, workforce programs hosted an annual advisory committee dinner that included a formal training opportunity for onboarding new members. Unfortunately, the pandemic interrupted this tradition. In 2022, Access and Opportunity assumed oversight of advisory committees to explore the benefits of opening such committees to include programs across the institution, such as criminal justice and human and social services, which reside in Academic Transfer.

College in the High School (Dual Credit)

College in the High School (CiHS) classes are taught by qualified, credentialed instructors on local high school campuses. Faculty liaisons vet the credentials of CiHS faculty through an application process that includes graduate transcript evaluations as they pertain to CiHS course offerings. A faculty liaison model is used to ensure that courses taught on high school campuses are of the appropriate depth, breadth, and rigor, and that learning outcomes align with the college course.

Guided Pathways

WWCC has adopted the Guided Pathways initiative, supported by Washington state and SBCTC, which promotes regular assessment of program relevance and review of outcomes alignment within programs and pathways. This initiative is equity-minded and emphasizes the creation of transparent and well-structured educational experience for all students from inquiry to completion.

In Student Services, the college has hired a Guided Pathways director and allocated resources for four additional navigators. In contrast to more traditional advising models, navigators work as part of a dynamic team to provide holistic, pathway-specific advising and wrap-around support for students. These services include career exploration, education planning, funding triage, general systems of navigation, and intrusive academic advising. Currently, there are a total of 16 navigators serving in all areas of the college and on all campus locations, including Department of Corrections sites. Navigators assist students in navigating pathways by connecting students to program-specific education and career resources, and other self-sufficiency tools. They also serve as a liaison for the student by facilitating communication with college administrators, faculty, support services, and career programs. Aligned with the college's goal of moving toward a model of true participatory governance (introduced in Standard 1.B.3), the Guided Pathways Committee has been restructured into a council and

membership has been reduced to improve efficiency and expanded beyond Instruction to include Student Services representatives; however, broad participation, through the work of committees, will be maintained without hindering the work of the council.

Navigator Assignment	Total Navigators
BAS	1
Basic Food Employment & Training (BFET)	1
Clarkston Campus	2
Corrections Education	3
Educational & Career (Workforce)	2

Guided Pathways
  Engagement, Retention,
  Completion, & Academic Transfer
	4

Opportunity Grant	1
Running Start	1
Transitional Studies	1
TOTAL # NAVIGATORS	**16**

Within Instruction, advances in Guided Pathways work included development and implementation of a corequisite mathematics model in fall 2021, supported by College Spark Washington. The decision to implement this model was informed, in part, by data that suggested only a small percentage of pre-college mathematics students went on to successfully complete college-level mathematics. In addition, equity gaps were identified for Pell-eligible and historically underrepresented students of color (HU SoC) in college-level mathematics completion. To address equity gaps and improve the likelihood of college-level mathematics completion and, more broadly, student achievement, the corequisite model was adopted to accelerate students to and through college-level mathematics. This program is still in its infancy, and there is potential for skewed results during the first year of implementation due to circumstances created by the pandemic (e.g., faculty turnover, pivot to online instruction).

RIGOR IN STUDENT LEARNING OUTCOMES

The college has not engaged in a formal definition of rigor to date; however, the college has committed to creating an Academic Master Planning Council and has already reimagined its Curriculum Council. These two councils will collaborate to define academic rigor for the institution. For the purposes of this report, the college has opted to evaluate rigor as expertise, expectations, engagement, and effort.

Expertise

To maintain relevant and innovative student learning opportunities, the college employs qualified, credentialed, content experts. As a condition of continued employment at the college, faculty must demonstrate an ongoing commitment to educational innovation and lifelong learning by engaging in instructional and discipline-specific professional development activities as a part of the evaluative and promotional processes. In 2022, as a part of the collective bargaining agreement, administration and AHE faculty union leadership improved the professional development program to increase the accessibility of funding and encourage participation, in alignment with the 2021-2023 Strategic Plan, Objective 2 – Goal 3. Recognizing a need to support faculty in maintaining rigor in student outcomes, learning, and achievement, the college strategically committed resources to develop a director-led Center for Integrated Learning. Launched in spring 2022, the Center for Integrated Learning has committed to supporting the college Mission by expanding professional development opportunities for faculty and staff, including strategies to support student engagement and learning outcomes achievement.
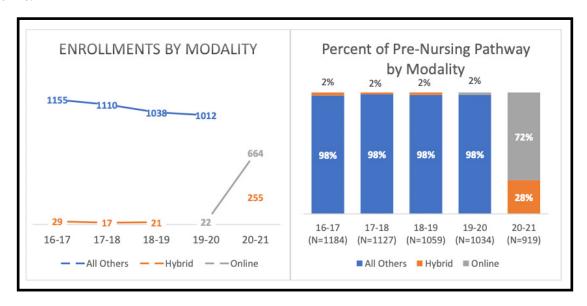
Expectations

WWCC is committed to maintaining high expectations of both faculty and students with respect to student learning. One of the primary mechanisms for setting expectations and maintaining faculty accountability is the faculty tenure and evaluation processes that include peer, student, and supervisor observations and feedback on teaching. Student learning expectations are communicated through development and adoption of common CLOs as stated in the College Catalog and Master Course Outlines. Content area faculty collaboratively develop all CLOs, which are then reviewed at the division level and ultimately approved through the Curriculum Committee (now Curriculum Council). In Workforce Education, advisory committees are also consulted with respect to development and revision of CLOs and may also include PLOs.

Engagement

In 2016, WWCC participated in the CCSSE survey. Relative to the CCSSE cohort, the college performed favorably in the areas of active and collaborative learning, student-faculty interactions, support for learners, and student effort. The college has not conducted a CCSSE survey since 2016. The college has also demonstrated a commitment to maintaining student engagement during the pandemic. High impact practices included rapidly developing

processes for online tutoring, advising, mental health/counseling, and instruction. During this time, instructors put forth a great deal of effort to create engaging educational experiences for students in an unfamiliar and constantly changing environment. For example, STEPS data generated from a test of the program review data dashboards revealed that prior to 2020 only 2% of science courses offered within the pre-nursing pathway were delivered in a hybrid or online format; however, during the 2020-2021 academic year that number increased to 100% (72% online and 28% hybrid). While this example is specific to science, it served to punctuate the heavy lift accomplished by faculty in all areas of the college within a very narrow window of time.

Effort

Student effort is calibrated at a level that is appropriate for the degree or certificate earned. For example, Nurse Assistant certification requires written and clinical laboratory skill examinations, whereas graduation requirements for BAS programs — BAS in Business Management and BAS in Agricultural Systems — include a comprehensive capstone project that encourages student engagement with faculty and local industry experts and demonstrates program rigor through student effort, growth, and achievement of learning outcomes.

Exhibits

- [SBCTC Common Course Numbering Project](#) (External Webpage)
- [Curriculum Committee](#) (Webpage)
- [By-Laws: Curriculum Committee Composition](#) (Webpage PDF)
- [Curriculum – Review Algorithm](#) (Webpage PDF)
- [Course Development Guidelines](#) (Webpage PDF)
- [Course Approval Form](#) (Word)

- Curriculum Review Checklist (Webpage PDF)
- Outcomes Review Committee (Webpage)
- Outcomes Review Schedule 2017-2022 (PDF)
- Outcomes Revision Guide (Webpage)
- Curriculum Council Presentation (PDF)
- Community and Technical Colleges, Chapter 28.B.50.252 RCW (PDF)
- Advisory Committee Directory 2022 (Excel)
- College in the High School (External Webpage)
- Educational Pathways (Webpage)
- Educational Career Pathway Maps (Webpage)
- Guided Pathways Implementation Work Plan (Webpage PDF)
- Guided Pathways Work Plan Feedback Report (Webpage PDF)
- Administrative Policy 2710 – Mission Fulfillment Review (Webpage PDF)
- Administrative Procedure 2710 – Mission Fulfillment Review (Webpage PDF)
- 2022-2025 AHE Faculty Contract – Evaluation (PDF, Article 32 page 30)
- 2022-2025 AHE Faculty Contract – Professional Development Program (PDF, Article 33 page 32)
- 2022-2025 AHE Faculty Contract – Promotion (PDF, Article 35 page 34)
- 2022-2025 AHE Faculty Contract – Promotion Materials (PDF, Appendix G page 60)
- Peer Evaluation of Faculty Form (PDF)
- Administrative Evaluation of Faculty Form (Word)
- Student Evaluation of Course Form – All Modalities (PDF)
- Student Evaluation of Course Form – Clinicals (PDF)
- WWCC Required Syllabus Elements – Course Learning Outcomes (PDF)
- WWCC eCatalog – Course Learning Outcomes (Webpage, select course, click hyperlink in gray box)
- Mathematics Corequisite Model (Webpage PDF)
- College Spark Washington (External Webpage)
- WWCC College Spark Washington Grant Application (PDF)
- WWCC College Spark Washington Follow-Up Report (PDF)
- 2022-2025 AHE Faculty Contract – MOU: Guided Pathways, High Demand, and Nursing Educator Compensation (PDF, MOU pages 68-69)
- WWCC 2016 CCSSE (Webpage PDF)
- Mission Fulfillment Review – Pre-Nursing Pathway Science Data (PDF)
- Center for Integrated Learning (Webpage)
- BAS Capstone Project Example (PowerPoint)

SELF-ASSESSMENT

The college finds itself as currently emerging with respect to program content. The college has long been successful with CLOs and ILOs, though there remains opportunity for growth with development and consistent use of PLOs across all areas of instruction and the assessment of outcomes at all levels.

NEXT STEPS (CONTINUOUS IMPROVEMENT)

Consistent with its Mission, the college will continue its efforts to ensure that programs contain relevant content aligned with recognized fields of study and culminate in the equitable achievement of clearly identified student learning outcomes that lead to collegiate-level degrees, certificates, or credentials supported by Curriculum Council, Guided Pathways Council, and IEC. During the 2022-2023 academic year, Curriculum Council and Guided Pathways Council will also work collaboratively to select and implement new curriculum and catalog software. This new software will establish the framework for a clear and consistent presentation of all instructional programs, pathways, and degrees to internal and external audiences.

Other areas of the college are also engaging in individual efforts to manage and improve program content. For example, during the 2022-2023 academic year, the dean of Access and Opportunity will finalize revisions to the advisory committee manual and relaunch committee training. Furthermore, the dean of Access and Opportunity will coordinate efforts to achieve National Alliance of Concurrent Enrollment Partnerships (NACEP) accreditation by 2025 to maintain the institution's eligibility in offering CiHS courses. Per SBCTC, in an effort for quality assurance, all community colleges must be accredited through NACEP no later than 2025 to continue CiHS programs. In addition, the VPI will focus on coordinating corrections education curriculum across the state at the direction of the SBCTC president's group, beginning in winter 2023.

The Center for Integrated Learning director will work closely with the faculty assessment coordinator to explore methodologies and high-impact practices related to learning outcomes assessment. During Fall Conference 2022, the Center for Integrated Learning will host two full days of faculty professional development with one day dedicated to integrated learning and the other emphasizing educational technology.

STANDARD 1.C.2 - CREDIT & CREDENTIALS REFLECT STUDENT LEARNING

The institution awards credit, degrees, certificates, or credentials for programs that are based upon student learning and learning outcomes that offer an appropriate breadth, depth, sequencing, and synthesis of learning.

WWCC awards credit, degrees, certificates, or credentials for programs that are based upon student learning and learning outcomes that offer appropriate breadth, depth, sequencing, and synthesis of learning. Statements of student learning outcomes have been developed

for all courses and outcomes are used to determine course sequencing and set prerequisites. Though some programs may rely on course grades as a proxy for student learning, the college has recently made significant strides in creating the structures (e.g., Center for Integrated Learning, faculty assessment coordinator, realignment of IEC responsibilities) necessary to support a culture of authentic assessment across the curriculum.

AWARDS BASED ON STUDENT LEARNING

WWCC adheres to the policies set forth by SBCTC regarding development of instructional courses and programs. Both the college's catalog and eCatalog, available through the website, publish student learning outcomes for courses offered. Additional information may include department overview, PLOs, degree availability, industry description, and entrance requirements (if applicable). Information presented on official transcripts includes courses taken, grades earned for completed classes, and, when applicable, degrees earned, number of transfer credits, cumulative and college-level grade point average, and honors received.

LEARNING OUTCOMES

Courses offered through WWCC have well-established CLOs. They are widely published and readily accessible to the public via the eCatalog and students via syllabi. Developed by faculty and, prior to 2020, vetted through the Outcomes Review Committee, published CLOs have been evaluated for clarity in language, alignment with known fields of study, and the ability to measure student achievement. In 2020, during the COVID-19 pandemic, Outcomes Review Committee disbanded, and area deans assumed responsibility for evaluation of CLOs in collaboration with program/department faculty.

In contrast to CLOs, only some instructional programs have well-established and broadly articulated PLOs due, in part, to the limited scope and capacity of the Curriculum Council (Standard 1.C.1) prior to 2022. The development and assessment of PLOs for nursing and Workforce Education programs have been supported through cooperative efforts with accrediting agencies, such as the Accreditation Commission for Education in Nursing (ACEN), and industry advisory committees. In recognition of the systematic processes through which workforce programs identified and regularly assessed PLOs, the AA/AS Degree Outcomes and Assessment Committee (established in 2010) mirrored these processes; general education outcomes were assessed on an annual basis from 2011-2015.

Then, in 2015, the CwOLA Committee was created for the purpose of aligning student learning outcomes and assessment practices across all instructional programs. CwOLA established four ILOs based on research into best practices and then refocused their efforts on the assessment process (Standard 1.B.2). Under direction of deans/supervisors, faculty engaged in CwOLA assessments from 2018 to 2019, but there was a need for additional guidance and support from CwOLA and IRE regarding common assessment practices, access to data, regular feedback, and facilitated discussions for the purposes of continuous improvement. This, in combination with multiple challenges faced by the institution

(e.g., sequential presidential turnover, declining enrollment, budgetary concerns, global pandemic), led to stagnation and the eventual decision to dissolve CwOLA. In the absence of CwOLA, college resources have been directed toward reexamining ILOs and restructuring the processes through which CLOs, PLOs, and ILOs are assessed.

Exhibits

- [WWCC 2021-2022 Catalog](#) (Webpage PDF, pages 57-178)
- [SBCTC Policy Manual – Chapter 4: Instructional Program and Course Development](#) (External Webpage)
- [Outcomes Review Committee](#) (Webpage)
- [Outcome Trends in Nursing Education 2021](#) (Webpage PDF)
- [Plant and Soil Science Program Outcomes](#) (Webpage)
- [Syllabus – NURS212 Practicum V Spring 2022](#) (PDF, page 4)
- [Syllabus – CHEM&110 Chemical Concepts with Lab Spring 2022](#) (PDF, page 1)
- [CwOLA Homepage](#) (Webpage)
- [CwOLA Resources](#) (Webpage)
- [CwOLA Assessment Schedule](#) (Webpage)
- [CwOLA Indicators](#) (Webpage PDF)
- [CwOLA Outcomes Alignment Worksheet](#) (Webpage PDF)
- [CwOLA Guidebook](#) (Webpage PDF)
- [CwOLA Mapping Example for Science Critical Thinking](#) (Excel)
- [CwOLA Assessment Worksheet and Rubric for Mathematics](#) (PDF)
- [CwOLA Assessment Tally for Science Information Literacy and Technology 2019](#) (Excel)

SELF-ASSESSMENT

Reflecting on this standard, the college sees itself somewhere between initial and emerging in the area of program development, yet clearly developed in the realm of course development.

NEXT STEPS (CONTINUOUS IMPROVEMENT)

The college will focus on the development of well-crafted and clearly stated learning outcomes and consistent assessment practices at the program and institution level. Responsibility for learning outcomes and assessment has been reassigned to the appropriate councils with IEC re-establishing responsibility over ILOs and Curriculum Council assuming responsibilities over course and instructional program outcomes. The faculty assessment coordinator will support both councils through committee work. As part of Mission Fulfillment Review, programs (collegewide) will review, revise, and/or develop PLOs during

the 2022-2023 academic year. Following the review and subsequent revision of ILOs and the adoption of program outcomes across all areas of instruction, the faculty assessment coordinator will begin training faculty on outcomes mapping to connect CLOs to PLOs to ILOs. The VPESIE and VPI will facilitate a joint effort between IRE and the Center for Integrated Learning in supporting movement toward consistent outcomes assessment by providing methodology and technology support.

STANDARD 1.C.3 - ACCESSIBILITY OF LEARNING OUTCOMES

The institution identifies and publishes expected program and degree learning outcomes for all degrees, certificates, and credentials. Information on expected student learning outcomes for all courses is provided to enrolled students.

At WWCC, CLOs for all courses are published and publicly available through a variety of methods (e.g., eCatalog, Master Course Outlines, program brochures). CLOs serve as the framework for courses offered and are available to students prior to enrollment via the eCatalog located on the college's website. PLOs may also be accessible through program webpages, and degree outcomes are published under 'reports' on the IRE webpage.

PUBLICATION OF LEARNING OUTCOMES

The college catalog and eCatalog publishes CLOs for all courses and is easily accessible to all current and future students via the website. In addition, CLOs are a required element of all syllabi. Per the new collective bargaining agreement, effective fall 2022, faculty will be required to adopt a standardized, ADA-accessible syllabi template and publish syllabi on the college's LMS (Canvas). Faculty may also access CLOs through Master Course Outlines to ensure publication of the most current version. Publication of program and degree learning outcomes is less consistent; however, they may also be accessed through the eCatalog or on specific program webpages or other publicized materials. For example, program brochures and videos often support communication of program and degree outcomes to internal and external audiences.

Exhibits

- [WWCC eCatalog](#) (Webpage)
- [WWCC Catalog 2021-2022](#) (Webpage PDF)
- [Master Course Outline](#) (Webpage)
- [Master Course Outline Example – ACCT 101](#) (Webpage)
- [Nursing Education Program Outcomes](#) (Webpage)
- [Agriculture Animal Science Program Outcomes](#) (Webpage)
- [Business Program Outcomes](#) (Webpage)
- [Program Brochure with Outcomes – Facilities Energy Management](#) (PDF)

- [Computer Science – Workforce Education Promotional Video](#) (MP4)
- [Degree Outcomes](#) (Webpage)
- [Course Syllabus Considerations](#) (Word)
- [Syllabus Template Summer 2022](#) (Word)
- [Faculty Support Center](#) (Webpage)
- [2022-2025 AHE Faculty Contract – Syllabus Requirements](#) (PDF, Appendix I pages 62-66)

SELF-ASSESSMENT

As in Standard 1.C.2, the college is stronger as it pertains to CLOs compared to PLOs. The college assesses itself as developed for CLOs, and somewhere between initial and emerging for PLOs.

NEXT STEPS (CONTINUOUS IMPROVEMENT)

The college has put forth a tremendous effort in establishing well-formulated CLOs, and it continues to link them more effectively to assessment. To advance these efforts, the faculty assessment coordinator will assist faculty in developing program outcomes and assessment processes during the 2022-2023 academic year. The new education technologist will also assist faculty in using the LMS to map and track these outcomes assessments within Canvas. In addition, the newly formed Curriculum Council will assume responsibility for CLOs and instructional PLOs, whereas the re-established IEC will assume responsibility over program outcomes for Student Services and college operations, in addition to ILOs. During the 2022-2023 academic year, under leadership of the VPESIE and in collaboration with the VPI, Curriculum Council and IEC will create a partnership for the shared purpose of developing a unified process for effective mapping between CLOs, PLOs, and ILOs. Furthermore, beginning in fall 2022, the college will promote development and publication of program and degree outcomes through Mission Fulfillment Review.

The college recently kicked off a strategic redesign of the college's website and anticipates completion by June 2023. EDI, accessibility, and the student experience will be prioritized, and the potential of a dual-language website will be explored. These adjustments should improve accessibility of learning outcomes for students and the public. To further support this effort, the Guided Pathways framework (to include standardized presentation of programs, pathways, and learning outcomes at all levels) will be developed and integrated into the website structure and navigation.
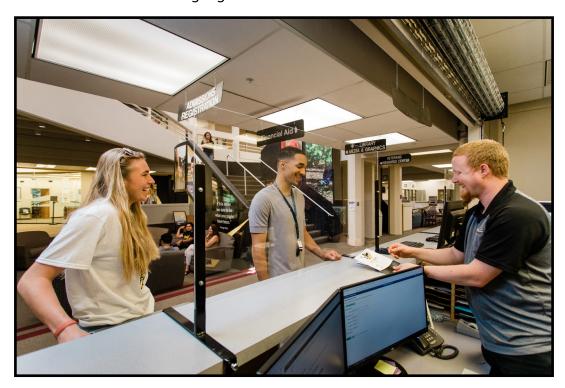
STANDARD 1.C.4 - ADMISSION & GRADUATION REQUIREMENTS

The institution's admission and completion or graduation requirements are clearly defined, widely published, and easily accessible to students and the public.

The college's admissions and completion requirements are clearly defined, widely published, and easily accessible to students and the public. There is a means of tracking progress, which is communicated through email and the college's new ERP in the form of milestone achievements.

ACCESSIBILITY OF ADMISSION AND GRADUATION REQUIREMENTS

The college demonstrates a commitment to its Mission of providing students with access to equitable learning opportunities and services by communicating admissions and graduation requirements in ways that are inclusive and accessible. For example, the college employs a "read aloud" screen reader function on the website and presents opportunities for information to be translated into different languages.

Although competitive programs (e.g., nursing education) incorporate admissions criteria to manage capped enrollment, the college is otherwise considered an open-admissions institution. Admissions guidelines and materials are transparent and easily accessible on the college's website and eCatalog. A separate webpage details admissions requirements for international students and the information presented can be translated into 10 languages. Specific entrance requirements, if applicable, can also be found on program webpages accessed through the college's website and eCatalog. Once an application is received, the applicant receives an email

confirming receipt and next steps (in English and Spanish). College faculty, staff, and navigators are also available to provide prospective students with real-time assistance throughout the application and admissions process. For the purposes of continuous improvement, the college's Recruitment Committee, part of Strategic Enrollment Leadership Council, has been assigned to evaluate the admissions process for bottlenecks, opportunities, and enhancements.

Graduation requirements are presented in the eCatalog and on the website. Degree-seeking students participate in mandatory advising through which graduation requirements, and the path to achieving them, are reinforced. The college also encourages students to assume ownership of their education by providing resources to relay information regarding graduation requirements and progress toward completion. For example, the eCatalog presents students with recommended one- or two-year schedules for certificates or degrees. In addition, progress toward completion is noted as milestones and access to an academic advisement report (degree audit) is available to students through the college's new ERP. Important deadlines and changes related to graduation are communicated to students through a variety of means, including student email, text messaging, Canvas, WarriorLink, and the college's website.

Exhibits

- [Getting Started at WWCC](#) (Webpage)
- [College Catalog 2021-2022](#) (Webpage PDF, pages 13-21)
- [eCatalog](#) (Webpage)
- [International Student Admissions](#) (Webpage)
- [College Catalog Archives](#) (Webpage)
- [Admissions Acceptance Letter](#) (Word)
- [Admissions Messaging Checklist](#) (Excel)
- [New Student Checklist](#) (Webpage PDF)
- [Milestones – Advisor View](#) (PDF)
- [Academic Advisement Report](#) (PDF)

SELF-ASSESSMENT

Upon reflection, the college is somewhere between developed and highly developed in presentation and accessibility of admissions and graduation requirements to students and the public.

NEXT STEPS (CONTINUOUS IMPROVEMENT)

WWCC will leverage the new tools available through the PeopleSoft-based ERP (WarriorLink) to effectively update students on progress toward completion and articulate the impact of changing programs on degree requirements.

As noted in Standard 1.C.3, the college is embarking on a website redesign to improve accessibility and ensure the college is student-ready from admission to completion. The website will be redesigned using industry best practices, and emphasis will be given to an EDI framework. The project team is expected to pursue options for providing bilingual access as part of the college's Latinx-serving efforts. Intuitive navigation is also expected to be a project priority with the goal of improving the student experience and accessibility of college information, including admissions and graduation requirements.

STANDARD 1.C.5 - ASSESSING THE QUALITY OF LEARNING

The institution engages in an effective system of assessment to evaluate the quality of learning in its programs. The institution recognizes the central role of faculty to establish curricula, assess student learning, and improve instructional programs.

WWCC has a long history of engaging in effective assessment of learning at the course and course sequence level and has invested in expanding practices more consistently to the program level. This past year, the college reimagined its Curriculum Committee into a council to ensure that faculty were governing pedagogy (i.e., outcomes, curriculum, assessment). The college also created a faculty assessment coordinator position (a faculty position with release time) to assist faculty in the development of meaningful assessments to align course outcomes, to program outcomes, to institutional outcomes. To support this work, Instruction leadership (VPI and deans), in collaboration with faculty, are working to improve the infrastructure through adoption of written standards, guidelines, processes, and formal policies and procedures. Through this new alignment of participatory governance, Curriculum Council and administration are working to build a cross-disciplinary approach to curricula adoption/revision at both the course and program levels.

INSTRUCTION DIVISION THROUGH AN ASSESSMENT LENS

In 2015, WWCC made a commitment to establish and assess ILOs across all instructional programs for any student earning a certificate (45 credits) or higher. To support this undertaking, the CwOLA Committee was formed with a membership consisting of the eLearning director; dean of Arts and Sciences, Criminal Justice, Early Childhood and Parenting Education, and Human and Social Services; IRE director; and assessment coordinator. During this time CwOLA developed ILOs and corresponding assessment processes detailed in Standards 1.B.2 and 1.C.2. Following identification of ILOs, CwOLA, Curriculum Committee and Instruction leadership invested in mapping CLOs to ILOs, and IRE, working in collaboration with Curriculum Committee and its Outcomes Review subcommittee, integrated CwOLA mapping into the course review process. A few years into this process, the college realized the connectors between CLOs and ILOs were missing; in other words, there were no PLOs. In an effort aimed at continuous improvement (and for reasons outlined in Standard 1.C.2), the administration, with support from various campus committees/teams, made the decision in 2022 to sunset CwOLA. In place

of CwOLA, the college decided to realign ILOs with creation of PLOs under leadership of IEC through its new Mission Fulfillment Review (or program review) process.

During the 2020-2022 negotiations between AHE and the administration, faculty leadership and administration committed to creating a faculty assessment coordinator position with clear expectations to assist with faculty outcomes assessment and alignment. This position was formally incorporated into the 2023-2025 Collective Bargaining Agreement with AHE. The purpose of this position was two-fold: advance WWCC learning outcomes assessment and maintain faculty ownership over student learning. In the 2021-2022 academic year, the inaugural faculty assessment coordinator, along with the VPI, VPSS, and director of IRE, led efforts to establish a comprehensive program review process (see Standard 1.B.2, Mission Fulfillment Review) that had not previously existed at WWCC.

During this foundational year, the assessment coordinator developed templates and submission processes; collaborated with IRE to create user-friendly instructional program and pathway tables (Tableau, currently in beta testing) to provide student success and achievement data (summative and disaggregated); and in summer 2022, alongside the VPI and VPSS, hosted workshops framing the purpose, process, and planning for Mission Fulfillment Review. Taking lessons learned from CwOLA, these workshops also embedded opportunities for participants to review and provide feedback on templates and processes. Feedback was collected and used to make process improvements prior to the year one start of Mission Fulfillment Review in fall 2022. In support of these efforts, Curriculum Council has assumed responsibility for CLOs and PLOs assessment in the Instruction division.

In summer 2022, Curriculum Council leadership held a retreat with the VPI and registrar to solidify a draft council charter outlining the mission, vision, responsibilities, and measures of success for the council. Through this work, the council leadership will present the following goals at the Fall Conference Curriculum Council kick-off meeting:

- To improve efficiency and effectiveness of Curriculum Council, the council will invest in developing and implementing processes for curriculum and program development, review, and revision through a digital, cloud-based medium by fall 2023.

- To guide Curriculum Council in both the short and long term, the council will craft a five-year Strategic Plan that establishes relevant operational committees and maps pertinent deadlines for curriculum processes and projects by January 2023.

- To sustain efforts targeted toward continuous improvement, Curriculum Council will collaborate with the faculty assessment coordinator and IRE in development of a consistent and effective system for quality outcomes assessment by fall 2023 (Standards 1.C.3 and 1.C.6).

Furthermore, retreat attendees mapped out targets for each respective goal, thereby providing the council with a roadmap to begin its strategic planning discussions at Fall Conference 2022.

- [CwOLA](#) (Webpage)
- [Curriculum Committee](#) (Webpage)
- [2016-2019 Faculty Handbook, CwOLA](#) (Webpage PDF, page 12)
- [2019-2022 AHE Faculty Contract – Faculty Assessment Coordinator](#) (PDF, MOU page 56)
- [2022-2025 AHE Faculty Contract – Faculty Assessment Coordinator Position Description](#) (PDF, page 58)
- [2022-2025 AHE Faculty Contract – Chair Expectations](#) (PDF, page 56)
- [Faculty Resources](#) (Webpage)
- [Faculty Evaluation Forms](#) (Webpage)
- [Faculty Support Center](#) (Webpage)
- [Instructional Leadership Retreat](#) (PDF)
- [Mission Fulfillment Review Workshop Presentation June 2022](#) (PDF)
- [Administrative Policy 2710 – Mission Fulfillment Review](#) (Webpage PDF)
- [Administrative Procedure 2710 – Mission Fulfillment Review](#) (Webpage PDF)
- [Curriculum Council Presentation](#) (PDF)
- [Curriculum Council Retreat Notes](#) (PDF)

SELF-ASSESSMENT

In reflecting on the college's current systems for assessing the quality of learning, the institution assesses itself as somewhere between emerging to developed.

NEXT STEPS (CONTINUOUS IMPROVEMENT)

Even amidst the pandemic and era of great resignation/retirement, the college continues to progress and further develop its system for assessing student learning. At present, Instructional Leadership Council is on track to achieve its goal of reimagining the Instruction division and establishing the participatory governance needed to support and sustain the practices of authentic assessment of student learning. To encourage broad faculty participation in assessment of student learning at the course and program level, the VPI and Instructional Leadership Council will continue to examine and restructure instructional governance to ensure it is truly participatory in nature. This work will be supported by the following agenda:

- Fall 2022 - Election of program chairs per the 2023-2025 Collective Bargaining Agreement, expanded to include Access and Opportunity and Workforce Transfer and Trades

- Fall Conference 2022 Workshops and Trainings:
  - Curriculum Council
  - Mission Fulfillment Review
  - Chair Leadership Responsibilities
  - Participatory Governance
  - Accreditation Year Seven Self-Evaluation Review
  - Updated Faculty Evaluation and Promotion Processes
  - Center for Integrated Learning

- Fall 2022 - Development of a policy on Mission, Vision, and Strategic Objectives of the Instruction division.

- Fall 2022 - Establish an Academic Master Planning Council

- Fall 2022-Spring 2023 - Academic Master Planning Council will write and maintain the college's first Academic Master Plan for 2023-2028 (five-year living document)

- Fall 2022-Spring 2023 - Establish committees reporting to Curriculum Council (e.g., Outcomes and Assessment)

- Fall 2022-Spring 2023: Year One of Mission Fulfillment Review

- Winter-Spring 2023: LMS implementation to streamline outcome mapping and tracking

STANDARD 1.C.6 - INSTITUTIONAL LEARNING OUTCOMES

Consistent with its mission, the institution establishes and assesses, across all associate and bachelor level programs or within a General Education curriculum, institutional learning outcomes and/or core competencies. Examples of such learning outcomes and competencies include, but are not limited to, effective communication skills, global awareness, cultural sensitivity, scientific and quantitative reasoning, critical analysis and logical thinking, problem solving, and/or information literacy.

INSTITUTIONAL LEARNING OUTCOMES

Established in 2015, the CwOLA Committee convened to identify four collegewide general education outcomes (ILOs):

1. Community Engagement

2. Information Literacy and Technology

3. Communication

4. Critical Thinking

The ILOs were presented in workshops to faculty during Fall Conference 2016. During the 2016-2017 academic year the committee developed standards of achievement, rubrics for measuring outcomes, assessment tools, and the process for mapping of each course offered at WWCC to the established ILOs. With leadership from area deans/directors and division

chairs, both full- and part-time faculty completed course mapping at the end of spring 2017. During 2017-2018, CwOLA developed an ILO assessment process.

With assessment tools in place, CwOLA assessed Community Engagement and Information Literacy in 2018 and 2019, respectively, and assessment of Community Engagement was disrupted in 2020 due to COVID-19. The assessment of Critical Thinking, scheduled to resume in winter 2021, was paused temporarily to examine the process itself. Results of this assessment revealed a need for a simpler process, as well as more support and guidance from IEC. In 2021, the decision was made to sunset CwOLA and realign efforts related to institutional outcomes and assessment; in winter 2022, IEC assumed the primary responsibility for ILOs and assessment.

GENERAL EDUCATION

In addition to ILOs, which are specific to the college, WWCC has also participated in Common Course Numbering since 2010. Promoted by SBCTC, Common Course Numbering was first introduced as a means of improving the transfer of courses between community and technical colleges in Washington state. The criteria for adoption of Common Course Numbering included courses commonly structured in the discipline, taken by many students each year across the state, and/or are a part of a statewide articulated Major Related Program agreements. Courses using a Common Course Numbering designation, indicated by an ampersand, serve as a systemwide indicator that the courses should have the same outcome or result, so that a course at one college equates to another. Currently, WWCC offers a total of 123 courses with a Common Course Numbering designation.

Exhibits

- [Addendum to the Mid-Cycle Self-Evaluation Report, Submitted September 2018](#) (PDF)
- [CwOLA Home](#) (Webpage)
- [CwOLA Assessment Resources](#) (Webpage)
- [CwOLA Assessment Schedule](#) (Webpage)
- [CwOLA Indicators](#) (Webpage PDF)
- [CwOLA Outcomes Alignment Worksheet](#) (Webpage PDF)
- [College-wide Outcomes and Learning Assessment Guidebook](#) (Webpage PDF)
- [CwOLA Data Example for Mathematics](#) (PDF)
- [Annual STEPS Report – Instructional Programs and Pathways Template](#) (PDF)
- [Annual STEPS Report – College Operations and Service Programs](#) (PDF)
- [Mission Fulfillment Review Template](#) (PDF)
- [Institutional Effectiveness Committee](#) (LibGuide)
- [Faculty Assessment Coordinator Position Description](#) (PDF)

- [Center for Integrated Learning](#) (Webpage)
- [Center for Integrated Learning Director Position Description](#) (PDF)
- [SBCTC Common Course Numbering](#) (External Webpage)
- [SBCTC Professional-Technical and Applied Baccalaureate Common Courses](#) (External Webpage)
- [WWCC Common Course Numbering Spring 2022](#) (Excel)

SELF-ASSESSMENT

As addressed in Standards 1.B.2 and 1.C.5, the college would consider itself emerging with respect to establishment and assessment of ILOs across the institution and emerging with respect to establishment and assessment of ILOs for all programs.

NEXT STEPS (CONTINUOUS IMPROVEMENT)

In fall 2022, the VPESIE will take point on relaunching IEC with the goal of revisiting ILOs and developing methods for assessment and mapping based on established high-impact practices. The VPESIE will also engage with IEC to examine the root causes of CwOLA's dissolution and use the lessons learned to expand the institutional culture of the authentic assessment of student learning for the purpose of continuous improvement. This will be accomplished, in part, with the support of the Curriculum Council's Outcomes and Assessment Committee, faculty assessment coordinator, and the Center for Integrated Learning. Prior to formal relaunch, IEC will create opportunities to solicit feedback and revise the process by hosting ILOs and assessment workshops. Upon completion, the college's LMS (Canvas) will be evaluated jointly by the educational technologist and faculty assessment coordinator as an efficient means for outcomes mapping and tracking, and IEC will continue to develop processes to support faculty and collect feedback related to ILOs and assessment — with an emphasis on continuous improvement.

STANDARD 1.C.7 - ASSESSMENT & SUPPORT OF STUDENT LEARNING

The institution uses the results of its assessment efforts to inform academic and learning-support planning and practices to continuously improve student learning outcomes.

In an effort of continuous improvement, the faculty and administration in the Instruction division have been formalizing processes to encourage all areas to engage in continuous assessment of student learning outcomes.

At present, results of assessments may be shared between faculty within disciplines/areas to inform course improvements, sequencing, or learning-support at the request of individual faculty or faculty within specific programs. Through the new avenues of Curriculum Council and Mission Fulfillment Review, the goal is to continue to grow a collegewide culture of assessment through application of systematic processes.

ASSESSMENT TO INFORM & IMPROVE INSTRUCTIONAL PROGRAMS

To inform and improve student learning, nursing and Workforce Education programs have well-established learning outcomes and assessment procedures developed in close cooperation with accrediting agencies, such as ACEN and industry advisory committees. In addition, programs with specific grant reporting requirements (e.g., Transitional Studies, Corrections Education, career and technical programs associated with Perkins V) also present well-established outcomes and assessment processes. In comparison, systematic assessment within Academic Transfer programs does not occur as consistently.

This inconsistent use of outcomes and assessment across instruction was evidenced by the wide range of responses collected from stakeholders across the institution at the June 2022 Mission Fulfillment Review workshop. Responses collected provided insight into the college's current program outcomes and assessment status. The complete list of questions and responses has been included as an exhibit and is summarized below:

How do you currently measure and track student success?
Summary – The definition of student success and assessment methods varies; traditional methods such as grades (grade point average), attendance, exit surveys, post-graduation employment rates, industry feedback, regular review and evaluation of student learning outcomes assessments.

How does your program set goals toward improving student success?
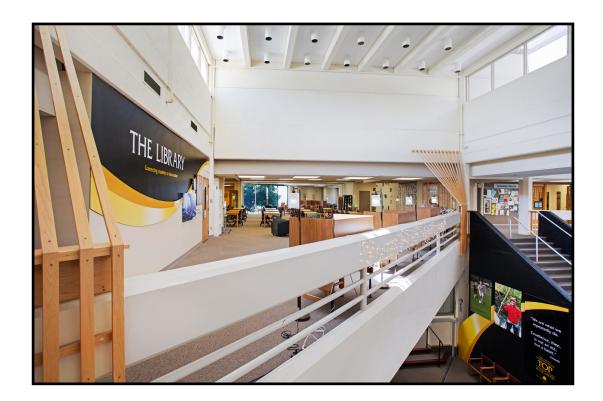Summary – The ways in which goals are set varies; set at the state and federal level, advisory committees, quantitative (institutional data), advisory committees, qualitative (personal observation), personal communications with students to identify themes and trends.

How do you use data to inform decision making within your program?
Summary – The use of data to inform decision making varies; use of entrance exam (TEASE) to anticipate needs, required for grants, enrollment data (strategic scheduling to maintain pathways), nursing is data driven (accreditation process drives curriculum), examine usage trends and anticipate needs.

How do you ensure that your program or service is delivered in a way that is equitable and inclusive?
Summary – Scanning for equity, diversity and inclusivity varies; qualitative student surveys, keep a running tally of who is being served, create opportunities to hear from others, ADA and I-BEST (25% of nursing students) use accommodation and/or I-BEST, encourage and model the principles of Universal Design for Learning (UDL), direct faculty to the Center for Integrated Learning.

The response summaries referenced above demonstrate the need for a more consistent and inclusive approach to program assessment across all areas of the institution and will serve as a benchmark for year one of Mission Fulfillment Review. The college is hopeful that regular and reliable access to disaggregated program data and data summaries (Standards 1.B.2 and 1.C.5) provided by Mission Fulfillment Review will inform program improvements related to student learning, achievement, equity, support, and accessibility moving forward.

ASSESSMENT TO INFORM AND IMPROVE LEARNING SUPPORT PRACTICES

The responses collected during the June 2022 Mission Fulfillment Review (above) indicated that current learning support services (e.g., Library, TRIO, Disability Support Services, Warrior Tutoring Services) primarily relied on tracking student data and usage to anticipate future needs. In general, intake and placement practices (Standards 1.B.1, 1.C.1, and 1.D.1) serve to connect students with wrap-around support and services from the beginning of their academic career. As described in Standard 1.C.1, the mathematics department has moved away from the traditional placement exam ACCUPLACER to guided self-placement as a means of identifying students that may benefit from a corequisite support course. One specific example of use of assessment to inform and improve learning support practices was adoption and implementation of the Assessment Technologies Institute Test of Essential Academic Skills (ATI TEAS V) as one of the requirements of the nursing application and entrance process. In nursing, TEAS scores have been used to identify students with the potential to benefit from I-BEST support during their first year in the program.

- [NWAC Presidents Cup](#) (External Webpage)
- [Mission Fulfillment Review Workshop 2022](#) (PDF)
- [Library](#) (Webpage)
- [Warrior Tutoring Services](#) (Webpage)
- [TRIO](#) (Webpage)
- [Disability Support Services](#) (Webpage)
- [TEAS V Exam Information](#) (Webpage PDF)
- [Guided Self Placement Survey](#) (Webpage)

SELF-ASSESSMENT

The college considers itself emerging to developed in use of assessment efforts to inform and improve instructional programs and learning support services.

NEXT STEPS (CONTINUOUS IMPROVEMENT)

There is a renewed commitment to re-establish IEC in fall 2022 with learning outcomes and program assessment assuming top priorities. To support efforts directed at improving institutional effectiveness, IEC will establish processes, workflow, and training related to annual program reports and Mission Fulfilment Review. In addition, this council will assume responsibility, in collaboration with Curriculum Council, for instructional program ILOs and assessment alignment.

STANDARD 1.C.8 - TRANSFER CREDIT & CREDIT FOR PRIOR LEANING

Transfer credit and credit for prior learning is accepted according to clearly defined, widely published, and easily accessible policies that provide adequate safeguards to ensure academic quality. In accepting transfer credit, the receiving institution ensures that such credit accepted is appropriate for its programs and comparable in nature, content, academic rigor, and quality.

The college accepts both transfer of credit and credit for prior learning, and has devoted space in various publications (e.g., website, eCatalog) to provide information on the policy and procedure. Furthermore, on February 28, 2022, the college formally adopted a Transfer of Credit and Alternate Credit administrative policy and procedure (Administrative Policy and Procedure 7350) to further formalize and standardize the process. Current processes are rooted in faculty assessment and collaboration with the registrar, transcript evaluators, area-appropriate dean, and VPI.

TRANSFER OF CREDIT

Transfer of credit is evaluated on a case-by-case basis. To have credits evaluated, students complete an application for admission. Students are then directed to send official transcript(s) from previous college(s) to the Office of Admissions and Records and request that their transcripts be evaluated via the Transcript Evaluation Request form which including identification of academic intent. Courses are evaluated based on the requirements of the degree or certificate.

CREDIT FOR PRIOR LEARNING

Credit for prior learning is evaluated based on the knowledge, skills, and abilities a student has gained through prior learning in relation to specific course outcomes. To initiate this evaluation request, students must complete the Academic Credit for Prior Learning Request for Transcribed Credit form. The college transcribes academic credit for prior learning under the following categories: standardized testing, credit for Advanced Placement, College-Level Examination Program, other higher education equivalency, course challenge, extra-institutional learning, and prior experiential learning.

Exhibits

- [Administrative Policy 7350 – Transfer of Credit and Alternate College Credit](#) (Webpage PDF)
- [Administrative Procedure 7350 – Transfer of Credit and Alternate College Credit](#) (Webpage PDF)
- [Admissions Forms](#) (Webpage)
- [Transcript Evaluation Request Form](#) (Webpage)
- [Admissions](#) (Webpage)
- [ACPL Request for Transcribed Credit Form](#) (Form)
- [2021-2022 College Catalog](#) (Webpage PDF, pages 50-51)
- [Transfer Students](#) (Webpage)
- [Instructional Leadership Council Agenda – Policy 7350 Training](#) (PDF)
- [Policy 7350 Presentation for Instructional Leadership Council](#) (PDF)

SELF-ASSESSMENT

In reflecting on the college's current practices regarding transfer of credit and credit for prior learning, the college is developed and moving toward highly developed.

NEXT STEPS (CONTINUOUS IMPROVEMENT)

The college aspires to be highly developed in the process related to transfer of credit and credit for prior learning and has committed to generating faculty-owned assessments for the purpose of evaluating transfer of credit and credit for prior learning across all instructional programs by 2025. This will require a collaborative effort between the registrar, faculty assessment coordinator, area deans, and faculty chairs. Development of standardized processes for evaluating transfer of credit and credit for prior learning within instructional programs aligns with the pillars of Guided Pathways by shortening the path for students who may have some college or a translatable skillset.

STANDARD 1.C.9 - GRADUATE PROGRAMS

The institution's graduate programs are consistent with its mission, are in keeping with the expectations of its respective disciplines and professions and are described through nomenclature that is appropriate to the levels of graduate and professional degrees offered. The graduate programs differ from undergraduate programs by requiring, among other things, greater: depth of study; demands on student intellectual or creative capacities; knowledge of the literature of the field; and ongoing student engagement in research, scholarship, creative expression, and/or relevant professional practice.

Not applicable. WWCC does not offer graduate programs.

1.D. Student Achievement

STANDARD 1.D.1 - STUDENT RECRUITMENT & ORIENTATION

Consistent with its mission, the institution recruits and admits students with the potential to benefit from its educational programs. It orients students to ensure they understand the requirements related to their programs of study and receive timely, useful, and accurate information and advice about relevant academic requirements, including graduation and transfer policies.

Coordinated efforts between Student Services and Enrollment Services, in collaboration with the office of EDI, serve to ensure potential and current students are oriented to campus life, are aware of the available resources (e.g., counseling, tutoring, scholarships/financial assistance, student life), and understand the academic requirements of their desired educational pathway (e.g., program, graduation, transfer). Delivery of critical information to students occurs frequently and intentionally through text messaging, emails, orientations, First-Year Experience classes, and mandatory advising for new students.

STUDENT-READY COLLEGE

As an open admission institution, student outreach, onboarding, and advising strive to be inclusive and supportive of all populations and are specifically designed to provide access and opportunity to historically underserved communities. In support, executive leadership and middle management have engaged in a common read, Becoming Hispanic-Serving Institutions by Gina Ann Garcia, examining what it means to be an HSI-designated institution. Through microanalysis of this book, broader discussions are unfolding regarding what it means to be a student-ready college. In addition, an HSI task force was formed to examine the feasibility of this designation and the value-added opportunity it brings in creating a college environment that is truly student-ready. Specific work of the HSI task force includes:

- Developing a procedure to conduct an HSI-preparedness audit guided by Dr. Gina Garcia's book
- Creating an actionable, campuswide engagement and socialization plan
- Recommending investments in infrastructure, curriculum, research, and wrap-around services to create a campus culture that is better prepared to serve the Latinx community, as well as other historically underserved communities
- Reviewing the HSI application processes, timelines, and eligibility criteria
- Collecting relevant institutional data
- Developing a communication plan

Related to these efforts, the director of EDI has engaged college employees in professional development training opportunities in universal design, equity focused approaches to education, implicit biases, and microaggressions. The office of EDI has also facilitated employee participation in the Staff and Faculty of Color Conference (SFOCC), Social Justice Leadership Institute (SJLI), NW Regional Equity Conference (NWREC), National Conference on Race and Ethnicity in Higher Education (NCORE), and EDI book discussions. These activities present additional avenues for the college to develop as a student-ready institution.

WWCC is well prepared and continually improving upon its ability and capacity to meet, greet, and support a wide range of learners. After a three-year vacancy, the college filled the position of VPSS in January 2022. The new VPSS established a goal to reintegrate Student Services with Enrollment Services, thereby creating a consistent, supportive, and equitable experience for all students. The VPSS has also launched a new Strategic Enrollment Leadership Council, with representation from across the institution, to evaluate current practices and identify opportunities related to enrollment. This council is in the process of creating a Strategic Enrollment Plan in alignment with the institution's Strategic Plan, and consists of several operational committees (Outreach, Onboarding, Retention). Effective July 1, 2022, the VPSS hired the dean of Enrollment Strategies to further demonstrate the college's commitment to recruitment and enrollment efforts as a student-ready college.

OUTREACH & RECRUITMENT EFFORTS

Outreach and recruitment efforts of the college are broad and dynamic, ranging from traditional high school visits to partnerships with local community and agency entities. Outreach, more commonly known as recruitment, informs potential students of college programs and services, and provides a clear path for educational access. In 2022, in alignment with the current Strategic Plan (Goal 1 – Objective 2), the college used a portion of a MacKenzie Scott $15 million donation to create an additional 1.5 outreach coordinator positions to support recruitment efforts. In 2020, the college also implemented use of a customer relationship management platform funded, in part, through a Title III grant. This has not only enhanced how the college communicates with prospective students, but also serves as a valuable source of data for Enrollments Services to set enrollment targets and improve recruitment efforts.

The hiring of a new director of Marketing and Communications has also increased the college's ability to attract and recruit students. Synergy between the VPSS and the Marketing and Communications director has created more consistent means of delivering college communications and intentional marketing campaigns utilizing digital marketing tools.

The VPESIE, VPSS, Marketing and Communications director, and Foundation executive director are collaboratively shaping the college's new Warrior Pledge campaign. Set to launch in fall 2022, Warrior Pledge, using the framework of a promise scholarship, is designed to serve a critical need within the college's service areas by attracting and supporting students who are less likely to attend college. Recognizing the potential challenges associated with attracting this desired population, the college is dedicating resources specifically for reaching and recruiting those with the potential to benefit. In addition to Warrior Pledge, the college has recently secured a Running Start grant designed to support the recruitment efforts associated with students in regional high schools — a united effort between Instruction, Student Services, and Marketing and Communications.

Coordinated outreach efforts also support recruiting events and other activities across campuses and a variety of college areas (e.g., Access and Opportunity, Workforce Transfer and Trades, Academic Transfer), and are specifically geared toward prospective students and their families. Using grant funding, the Workforce Transfer and Trades programs partnered with consultants and the college's outreach recruiters to create program-specific recruitment videos that showcase diversity of program opportunities in this area. These short promotional videos serve as digital marketing tools for program-specific recruiting and have been produced in a way that maintains integrity of the college's messaging and branding. The college also maintains a strong community presence in all service areas (e.g., career fairs, farmers markets, chamber open houses, Girls Represented in the Trades, Makers Space, and Try-a-Trade). In addition, Outreach employees strategically place program brochures and fliers in local businesses, nonprofits, and public agencies to reach potential students.

ONBOARDING & ORIENTATION

Onboarding
The college's student onboarding experience is comprehensive from application to matriculation. To support continuous improvement, the VPSS has organized Strategic Enrollment Leadership Council committees to align with the various stages of the onboarding process to evaluate and make recommendations. Over the course of the last seven years, employees have been preparing for an ERP system conversion from Legacy to PeopleSoft. This conversion, which occurred in spring 2022, caused substantial change for students and employees; however, the changes have significantly integrated areas and departments, thereby blurring institutional lines and improving communication and collaboration. This includes formation of the Enrollment Services office at Walla Walla Campus that houses and cross-trains Admissions/Records and Financial Aid personnel so that students are provided with accurate, consistent, and timely information. Integration of Advising, Counseling, and other support services into a Student Success Center and inclusion of the college bookstore and campus safety into the Student Services division has also enhanced comprehensive support of the student experience.

The onboarding process ensures that students understand requirements related to their chosen programs and information pertaining to wrap-around support services that aid in student success. For example, students who identify or demonstrate the need for basic skills development are connected with Transitional Studies for additional support. Students needing accommodations are referred to Disability Support Services and receive assistance according to state and ADA provisions. English language learners can also access English Language Acquisition courses and services offered through Transitional Studies. The onboarding process also supplies students with additional information regarding financial aid, campus safety, bookstore, student activities, and other important information through a variety of means, including text messaging, campus email, Canvas messaging, website banners, and campus postings.

Orientation
Orientation, though not mandatory, is highly encouraged for all new students at Walla Walla and Clarkston Campuses and guides them and their family members through enrollment and onboarding processes. The agenda for the program consists of information related to financial aid, career services, placement processes, campus safety, and advising. The intended outcome of the program is to assist students at any point in the enrollment process and have them registered for classes when they are done. During the pandemic, the college developed a virtual orientation as a substitute for existing in-person orientation offerings. While the college has resumed in-person orientations, the virtual tour has thus far been retained as an alternate option. Students accepted into competitive academic or athletic programs are also provided with additional orientation specific to program requirements and expectations.

As part of SBCTC's adoption of Guided Pathways in fall 2018, the college created a required three-credit First-Year Experience course that provides new students with an in-depth overview of college services (including financial literacy), social integration into the college community, and exploration of career pathways. During summer 2022, to improve the college's onboarding processes, two faculty members were contracted to examine First-Year Experience course content and credits. This research will be used to assess and evaluate a possible course redesign.

Mandatory Advising

WWCC requires all students to participate in mandatory advising. The college is shifting from a traditional advising model to one that utilizes navigators during the first year with integration of faculty mentorship during the second year. The advising process requires a quarterly meeting with a navigator or faculty mentor prior to registration and creates an opportunity to review and/or update the educational plan, as well as to identify and direct students to wrap-around support services. In 2020, the college received a Title III grant that provided resources to reimagine and improve efficiencies in advising and student support services.

Exhibits

- [Lenses of Humanity Presentation – Fall Conference 2021](#) (PDF)
- [Habits of Excellence – Fall Conference 2018](#) (PDF)
- [Search Advocate Training – Fall Conference 2017](#) (PDF)
- [Fostering Resiliency for ACEs – Fall Conference 2016](#) (PDF)
- [Diversity and Inclusion – Fall Conference 2015](#) (Word)
- [OEDI – Mission and Vision Statement](#) (Webpage)
- [OEDI Equity Work Plan 2021-2023](#) (PDF)
- [WarriorLink (PeopleSoft) Project Timeline](#) (Webpage)
- [WWCC Connections Newsletter – MacKenzie Scott Grant 2020](#) (Webpage PDF)
- [MacKenzie Scott Donation Blog](#) (External Webpage)
- [Warrior Pledge Scholarship Announcement](#) (Webpage)
- [Financial Aid](#) (Webpage)
- [Career Services](#) (Webpage)
- [Placement](#) (Webpage)
- [Campus Safety](#) (Webpage)
- [Advising](#) (Webpage)
- [First-Year Experience](#) (Webpage)
- [First-Year Experience Facebook page](#) (External Webpage)
- [Annual Outreach Plan](#) (Word)

- [Outreach Equity Action Plan](#) (PDF)
- [Valle Lindo 2022 Event Flyer](#) (PDF)
- [American Dream Academy Dual-Language](#) (Webpage)
- [Strategic Enrollment Leadership Council](#) (PDF)
- [Vista Hermosa at First Fruit Scholars Event](#) (PDF)
- [Outreach Program Coordinator Position Description](#) (PDF)
- [Welcome Center Coordinator Position Description](#) (PDF)
- [Strategic Enrollment Leadership Structure and Purpose](#) (PDF)
- [Pre-Nursing Student Orientation 2022](#) (PDF)
- [Nursing Student and Family Orientation 2022](#) (PDF)
- [New Student Athlete Orientation 2018](#) (PDF)
- [Computer Science – Workforce Education Promotional Video](#) (MP4)

SELF-ASSESSMENT

Presently, the institution sees itself as developed for recruiting, admitting, and orienting diverse populations of students with the potential to benefit from its educational programs. Yet, it recognizes the need to enhance service delivery to its Corrections Education sites.

NEXT STEPS (CONTINUOUS IMPROVEMENT)

One of the top priorities of the institution is the development of a Strategic Enrollment Plan. As part of the participatory governance structure, Strategic Enrollment Leadership Council will be tasked with providing foundational research and recommendations for development of the college's first Strategic Enrollment Plan. Under leadership of the VPSS in cooperation with Strategic Enrollment Leadership Council, the goal is to have a completed plan by the end of the 2022-2023 academic year.

With the goal of improving a sense of belonging, the director of EDI is currently in the process of creating a centralized space for all members of the college community that is intentional in centering the experiences of historically underserved populations. As part of this initiative, the HSI task force is researching and recommending strategies for improving recruitment efforts and enhancing the college experience for students. With a goal of achieving HSI designation by 2025, the college continues to build upon and modify its current practices in a way that supports the college's efforts to be student-ready — prepared to serve all who walk through the doors. The institution will also prioritize the strategic incorporation of the HSI task force into the participatory governance structure to sustain the broad and far-reaching efforts of this group.

Beginning summer 2022, planned changes in structure, reporting, and locations will bring Enrollment Services and Student Services in closer alignment. This will also require examining the roles and responsibilities of executive leadership (e.g., VPSS, VPESIE). To further increase

efficiency, the division is investing in software and training, including a new texting platform and catalog platform (selected in collaboration with Curriculum Council) to improve communication and coordination across outreach, admissions, and onboarding. In addition, the VPSS is committed to collaborating with Corrections Education to improve orientation and onboarding.

At present, Student Services has identified an opportunity to develop a formal process for the collection of consistent student feedback supported through the planned execution of regular assessments (e.g., CCSSE, SENSE, Ruffalo Noel Levitz). Moving forward, the VPSS and VPESIE will work collaboratively during the 2022-2023 academic year to develop a strategic assessment calendar. This strategic calendar will establish the regular assessment efforts needed for annual benchmarking and driving continuous improvement within this area.

STANDARD 1.D.2 - STUDENT ACHIEVEMENT INDICATORS

Consistent with its mission and in the context of and in comparison, with regional and national peer institutions, the institution establishes and shares widely a set of indicators for student achievement including, but not limited to, persistence, completion, retention, and postgraduation success. Such indicators of student achievement should be disaggregated by race, ethnicity, age, gender, socioeconomic status, first generation college student, and any other institutionally meaningful categories that may help promote student achievement and close barriers to academic excellence and success (equity gaps).

WWCC has established traditional indicators of student achievement that are consistently tracked, widely shared, and used regularly to inform institutional planning and decision-making processes.

INSTITUTIONAL INDICATORS: STUDENT ACHIEVEMENT DATA

Indicators include measures of student persistence, retention, and completion of courses and programs that are shared in institutional reports and on institutional dashboards. Beyond institutional planning, indicators are also used to inform IPEDS, Perkins V, TRIO, SBCTC, U.S. Department of Education, and other college reporting requirements. The college also relies on student achievement data provided by SBCTC dashboards and reports as a means of establishing regional peer comparisons and recently joined the PDP to access richer data sets with consistent definitions for the purposes of expanding beyond regional peers to incorporate meaningful national peer comparisons as well. In addition to institutional data, the Mission Fulfillment Review process has an integrated framework for student achievement data at the program level, including access to disaggregated data to promote student achievement and remove barriers to equitable outcomes.

Recognition of student achievement is also reported traditionally by grade point average and student honors (DRAFT Administrative Policy/Procedure 6200), such as the President's List and Vice President's List. Beginning in 2022, students were recognized at Commencement as graduating as cum laude, magna cum laude, and summa cum laude.

- [Achieving the Dream – Institutional Capacity Assessment Tool 2017](#) (PDF)
- [College Spark – Mathematics Corequisite Grant Proposal](#) (PDF)
- [Last Day to Register – Board Update 2019](#) (Word)
- [The Lost Class of 2020 Presentation](#) (PDF)
- [Strategic Enrollment Leadership – Enrollment Trends Data](#) (PowerPoint)
- [Student Success Board Report Spring 2022](#) (PDF)
- [IPEDS Report](#) (Webpage)
- [SBCTC Public Data Dashboards](#) (External Webpage)
- [SBCTC Perkins V Dashboard](#) (External Webpage)
- [Year 2 Title III Report](#) (PDF)
- [TRIO](#) (Webpage)
- [Annual STEPS Report – College Operations and Service Programs](#) (PDF, page 7)
- [Annual STEPS Report – Instructional Programs and Pathways](#) (PDF, pages 11-12)
- [DRAFT Administrative Policy 6200 – Academic Standards](#) (Word)
- [DRAFT Administrative Procedure 6200 – Academic Standards](#) (Word)
- [Excerpt from Catalog Revisions – Cum Laude Information](#) (PDF)

SELF-ASSESSMENT

WWCC assesses itself as developed with respect to identifying institutional student achievement indicators and utilizing the disaggregated data to inform equity needs and outcomes.

NEXT STEPS (CONTINUOUS IMPROVEMENT)

Under leadership of the VPESIE, IRE will establish a comprehensive plan for student achievement indicators in the 2022-2023 academic year in alignment with the college's Mission, Strategic Plan, and Mission Fulfillment Review program and service outcomes. This plan will be broadly shared with the campus community and will promote use of student achievement data to inform annual goal setting and resource requests across all areas of the institution for the purposes of promoting institutional effectiveness and supporting continuous improvement.

STANDARD 1.D.3 - PUBLICATION OF STUDENT ACHIEVEMENT INDICATORS

The institution's disaggregated indicators of student achievement should be widely published and available on the institution's website. Such disaggregated indicators should be aligned with meaningful, institutionally identified indicators benchmarked against indicators for peer institutions at the regional and national levels and be used for continuous improvement to inform planning, decision making, and allocation of resources.

The college's disaggregated indicators of student achievement are widely published and aligned with institutionally identified indicators benchmarked against peer institutions. These indicators are used to inform assessment of current practices and identify areas needing improvement.

PUBLISHING AND SHARING

In the past year, numerous changes have improved and expanded the college's methods of sharing and publishing student achievement results. Summative and disaggregated student achievement data collection is available in institutional reports, on institutional dashboards, and is widely published and accessible in reports to trustees, granting agencies, SBCTC, and the U.S. Department of Education.

PEER INSTITUTION COMPARISONS

As noted above in Standard 1.D.2, the college can draw peer comparisons among the 34 colleges in Washington's community and technical college system. SBCTC provides data dashboards through which WWCC can benchmark student achievement indicators against peer institutions. Additional comparisons to regional and national peers can be drawn from IPEDS, CCSSE, SENSE, and other reports. The college has also committed to participating in the PDP beginning in the 2022-2023 academic year to expand opportunities to identify national peers using data with common definitions through which benchmarks can be established and meaningful comparisons can be drawn.

Exhibits

- IPEDS (External Webpage)
- IPEDS Report (Webpage)
- 2020-2021 TRIO Final Annual Performance Review (PDF)
- SBCTC Credentials Awarded Dashboard (External Webpage)
- SBCTC Perkins V Dashboard (External Webpage)
- SBCTC Student Achievement Initiative 3.0 Points Summary Dashboard (External Webpage)
- SBCTC Student Achievement Initiative 3.0 Points Summary by Student Groups

[Dashboard](#) (External Webpage)
- [SBCTC Student Progress and Completions](#) (External Webpage)
- [SBCTC Quarterly and Annual Enrollment Reports](#) (External Webpage)

SELF-ASSESSMENT

WWCC self-assesses as developed in how it publishes student achievement indicators and aligns/benchmarks disaggregated indicators against regional and national peers.

NEXT STEPS (CONTINUOUS IMPROVEMENT)

The college will continue to prioritize the collection, dissemination, and publication of summative and disaggregated student achievement data, facilitated by the leadership of the VPESIE. Under direction of the VPESIE, IRE will support Mission Fulfillment Review and STEPS data requests in a way that is inclusive and responsive to the needs of individual areas, acknowledging that this process has now created the place for student achievement data to be collected, shared, and reviewed to improve and inform planning and decision making across the college.

Beginning fall 2022, the VPESIE has committed to participation in the PDP and development of a strategic assessment calendar in collaboration with the VPSS (Standard 1.D.1). Expanding access to national data and participation in regular surveys and studies (e.g., CCSSE, SENSE) will strengthen how data informs decision making, facilitates benchmarking, and provides consistent comparisons for monitoring institutional effectiveness.

STANDARD 1.D.4 - STUDENT ACHIEVEMENT INDICATORS FOR IMPROVEMENT

The institution's processes and methodologies for collecting and analyzing indicators of student achievement are transparent and are used to inform and implement strategies and allocate resources to mitigate perceived gaps in achievement and equity.

At present, access to disaggregated data regarding student achievement is growing, but the recent institutionalization of processes and expectations for annual program reports, Mission Fulfillment Review, and the expanded access to data through PeopleSoft is enhancing the efforts to use disaggregated data to mitigate achievement gaps and promote equity. Divisions, departments, programs, councils, and committees are more frequently accessing and utilizing this data to strategically align their work and goals with the institutional strategic plan and values.

BROADLY USED FOR IMPROVEMENT

Use of disaggregated data for informing improvements related to student achievement occurs more consistently in some areas of the institution due to requirements established by reporting agencies (grantors) or accrediting bodies (e.g., Perkins, TRIO, nursing program).

Under new administrative leadership, councils and systems have been reimagined this past year (2021-2022) to improve and support a broader use of data. The new ERP system has also enabled the college to develop more consistent data processes, both in terms of inputting information and pulling data for analysis. As a result, the institution is building the foundation for consistent use of data for decision making, goal setting, and strategic planning in a way that will promote continuous improvement and advance the college's Mission.

Exhibits

- [Mission Fulfillment Review – Pre-Nursing Pathway Science Data](#) (PDF)
- [2020-2021 TRIO Final Annual Performance Review](#) (PDF)
- [SBCTC Perkins V Dashboard](#) (External Webpage)
- [Student Success Board Report Spring 2022](#) (PDF)
- [SBCTC Public Data Dashboards](#) (External Webpage)
- [Enrollment Trends and Targets 2022-2023 DRAFT](#) (PDF)

SELF-ASSESSMENT

The college's process for collecting and analyzing student achievement indicators is emerging per the institution's self-assessment.
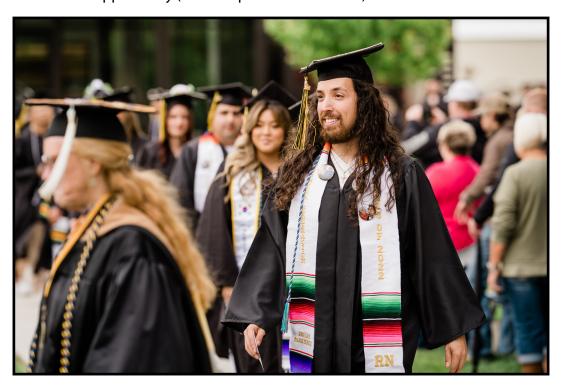
NEXT STEPS (CONTINUOUS IMPROVEMENT)

With new software and processes in place for data collection, the next steps for the institution are two-fold: establishment of the participatory governance framework and expansion of relevant data dashboards (with disaggregated data) designed for use by councils and committees. Taken together, the college will continue to promote and develop a culture of data-informed decision making by improving access to relevant data, increasing trust and confidence in institutional data, and leveraging disaggregated data to uncover and address equity gaps. In collaboration with executive leadership, the VPESIE will take point on these next steps during the 2022-2023 academic year to establish a foundation and strategy for implementation moving forward.

Conclusion – The Path Forward

THE PRIDE

WWCC has experienced significant change since the 2015 accreditation visit. Guiding these changes has been an intentional effort to remove operational silos and structural barriers in hopes of establishing a more robust culture of systems-thinking and participatory governance. Vacancies at the executive leadership level (some longstanding) have been filled within the past 18 months by highly qualified professionals, including three new vice presidents (Instruction, Student Services, and Human Resources) and a director of Marketing and Communications. Reporting relationships have been realigned to optimize effectiveness and new operational units have been created to meet the needs of students. For example, the Center for Integrated Learning was created to include an education technologist, instructional designer, and director to support faculty in methodology and pedagogy/andragogy. In addition, the Center for Integrated Learning, Warrior Tutoring Services, Library Services, Transitional Studies, High School Programs, Continuing and Community Education, and Carl Perkins were consolidated into the area of Access and Opportunity (under supervision of a dean).

The college has also prioritized redefining, realigning, and expanding participatory governance. For instance, the college has committed to creating faculty leadership positions (i.e., chairs) in each area. The college has also intentionally restructured many of its committees into councils and reorganized membership to include more faculty and staff in place of administrators. Many councils within the Instruction division are chaired by

faculty (e.g., Curriculum Council, Accreditation Steering Council). Expansion of participatory governance is set to continue at Fall Conference through sessions devoted to policy and procedure creation and council-committee organizational structure.

Through the new organizational structure (both reporting and participatory), the college continues to improve student support services and infrastructure. This past year, state funding allowed for the hiring of a director of Guided Pathways, as well as two additional navigators. In addition the state just announced that WWCC will receive funding for the hire of two new financial aid employees. Under leadership of the VPAS, and with the support of federal COVID relief funds, the college built back reserves and expanded technology (e.g., ERP, HyFlex classrooms). Numerous campus beautification projects were completed and serve to convey a sense of pride in the college's physical spaces, creating a welcoming environment for students, their families, and the community. Since 2017, Clarkston Campus has witnessed the addition of a Workforce Education building, Student Activity Center, and upgrades to Fitness Center equipment. Construction at Walla Walla campus included a Student Recreation Center and a Physical Science addition that is nearing completion.

The college's commitment to EDI has continued to grow as an institutional priority. In 2019, the college hired its first EDI director, who has improved visibility, identified and removed systemic barriers, and incorporated principles of EDI into foundational structures, processes, operations, programs, and services. Under the director's leadership, an HSI task force was established to create a comprehensive experience that is truly welcoming and supportive of the Hispanic community.

Since the PRFR submission, the college was recognized as one of only three community and technical colleges in the state to report stabilized (positive) enrollment. While the growth was small, the college is hopeful that its new and renewed outreach/recruitment efforts are establishing a new enrollment baseline. The college continues to excel at student retention and completion, relative to peer institutions within the state community and technical college system. There also remains strong community support of, and investment in, the college. One such recent example was the $15 million gift from philanthropist MacKenzie Scott in recognition of the college's work in supporting equitable outcomes for economically disadvantaged and historically underserved communities.

THE PAIN

The college has experienced a significant amount of pain over the past seven years, largely associated with employee turnover across all areas of the college. Changes in executive leadership included retirement of a president who had served the college for more than 30 years, the untimely passing of that president's successor, and promotion of the then-serving VPI to be the third president in five years. During this time, the college faced many challenges — financial uncertainty, declining enrollment, the global pandemic, vaccine and masking mandates, and implementation of an ERP. As was the case around the country, many long-

serving employees chose to retire, some early, rather than endure these conditions. Other employees took advantage of a burgeoning labor market, or were unwilling to adhere to the Governor's vaccine mandate. The resulting turnover from the "great resignation era" was felt across all areas of the college.

Although WWCC has recently posted modest enrollment gains in a year-over-year comparison, it is still generating fewer full-time equivalents than it is currently funded by the state to produce. The past seven years of the current accreditation cycle have been marked by declining enrollment, only to be exacerbated by the conditions created by the global pandemic and new state regulations directing early release of students served through Corrections Education. In addition, the current labor market has created opportunities for potential students to pursue unusually high wages for entry-level positions. The college is concerned with the lasting impact these conditions may have on the social mobility of the historically underserved and the downshift of economic development within the local, rural communities.

THE PATH FORWARD

The college has committed to engaging in a review of its Mission, Vision, Values, and Strategic Plan. The Mission Fulfillment Review process will provide programs and functional units with access to the tools and data needed to promote student achievement, including the ability to identify and mitigate equity gaps using disaggregated data. This review of programs and functional units will also connect with higher-level institutional key performance indicators, and together, these benchmarks and metrics will guide unit workplans. Led by IRE, this work will continue to be cross-departmental and will be folded into the overarching institutional commitment to participatory governance.

The college will continue to prioritize investments in student achievement, with a focus on EDI. Continued work on Guided Pathways will assist students from inquiry to completion by streamlining pathways and providing access to the critical wrap-around services. The college's website redesign will also support efforts toward becoming a student-ready college by placing the new student experience at the center. The college is also working to become an HSI to further codify our commitment to engaging, supporting, and improving outcomes for the college's large Latinx population.

WWCC with further develop the internal processes necessary to support continuous improvement while simultaneously creating new connections with the communities it serves — a multi-tiered community dialogue about strategic directions, instructional offerings, and opportunities to financially support students through the WWCC Foundation. Other key facets of community engagement will include redoubling efforts to provide high-quality Continuing and Community Education classes, incorporating a "Leadership Walla Walla" cohort-based program in partnership with the Walla Walla Valley Chamber of Commerce, revitalizing program advisory committees, and welcoming more community groups and organizations to campus to resume meetings and conferences in our facilities.

The college is presented with a tremendous opportunity to rebuild, reimagine, and redefine itself — to emerge with an updated identity, clarity of purpose regarding those we serve, keen insights into the problems we seek to solve, and a deeper understanding of the lasting effects of the programs and services we provide to individuals, families, employers, and communities. WWCC has always been, and will continue to be, our communities' college.

Exhibits

- [SBCTC Enrollment Monitoring Report FINAL](#) (Excel)
- [Student Success Board Report Spring 2022](#) (PDF)
- [SBCTC Allocation Monitoring Report Winter 2021-2022 FINAL](#) (Excel)

STANDARDS IN NEED OF IMPROVEMENT

Respond to any concerns raised in the peer-evaluation report of Year Six, Standard Two, Policies, Regulations, and Financial Review (PRFR).

STANDARD 2.A.1 BOARD

ELT has completed an extensive gap analysis of policies and procedures, expanding beyond those identified in the Year Six PRFR to include review of state and federal regulations and industry best practices. The gap analysis also prompted creation of a five-year review cycle for all policies and procedures — both for the Board of Trustees and ELT.

STANDARD 2.A.4 DECISION MAKING

The college's participatory governance policy is under development and will be introduced at Fall Conference. This conference will also include a collegewide discussion regarding development of a participatory governance structure that has councils advising executive leadership, committees operationalizing councils, and task forces supporting ad hoc needs for committees. The goal is to have a policy and procedure in place before the Year Seven visit in October 2022.

STANDARD 2.B.1 ACADEMIC FREEDOM

In fall 2021, the VPI, in collaboration with faculty and instructional leadership (AHE, Faculty Senate, and Instructional Leadership Council), drafted Administrative Policy and Procedure 6420: Academic Freedom. In February 2022, these drafts were codified as an administrative policy and procedure and placed on a five-year review cycle for administrative policies and procedures.

STANDARD 2.B.2 ACADEMIC FREEDOM

In addition to adoption of an Academic Freedom policy and procedure, this past year the college adopted an administrative policy and procedure pertaining to use of college facilities for expressive speech. The VPI formed a task force representing a broad range of perspectives and experiences from Instruction, Student Services, and other areas of the college. This task force was assigned with revising a model policy and procedure provided by the Assistant Attorney General's office in a manner reflective of the needs, wants, and desires of the institution. Once drafted, other participatory governance groups (e.g., Instructional Leadership Council, Faculty Senate) had the opportunity to review and comment on the drafts. ELT adopted the policy and procedure in May 2022.

In addition, the college contracted with Collaborative Brain Trust to assist with revising and updating policies that must be approved as WAC, which includes a broader policy regarding use of college facilities in general (including a section regarding expressive speech). This

policy will go before the Board of Trustees in August 2022. It is anticipated that the Use of College Facilities WAC will be approved prior to the October 2022 visit by NWCCU.

STANDARD 2.C.1 TRANSFER OF CREDIT

In February 2022, ELT, under advisement of leadership from Student Services and Instruction and in consideration of faculty feedback, adopted the institution's practices for transfer of credit and alternate credit in Administrative Policy and Procedure 7350: Transfer of Credit and Alternate College Credit.

STANDARD 2.C.2 STUDENTS' RIGHTS AND RESPONSIBILITIES

The college contracted with a doctoral candidate at a nearby university to conduct research regarding local, state, and federal policies and procedures, and to utilize that research to draft missing policies and procedures. This contract resulted in creation of a policy and procedure titled Accommodations for Person with Disabilities. This policy and procedure are currently in draft form and needs to be reviewed by the appropriate constituents (Student Services, Student Government Association, and Instructional Leadership — including Faculty Senate). The goal is to have these approved prior to the NWCCU visit in October 2022.

STANDARD 2.C.3 ADMISSIONS; PLACEMENT; ACADEMIC STANDING

In January 2022, the new VPSS joined the college and assumed responsibility for development of policies and procedures related to Student Services. The VPSS is committed to creating policies and procedures related to:

- recruiting students,
- admitting students, and
- placing students.

The VPSS is also committed to creating a policy in collaboration with the VPI regarding appeal of academic suspension. The VPSS and VPI plan to address these policies and procedures in fall 2022 and winter 2023.

STANDARD 2.C.4 STUDENT RECORD

Under the contract with Collaborative Brain Trust, the college is in the process of revising and updating its Family Educational Rights and Privacy Act policy through the WAC system. There remains a need to create a student records retention policy and procedure or align a policy and procedure with the public records retention policy and procedure. The VPSS, in collaboration with the VPHR, is tasked with addressing this gap during the 2022-2023 academic year.

STANDARD 2.D.1 TRUTHFUL REPRESENTATION

In September 2021, the new director of Marketing and Communications joined the college and has been working to rebuild the division since his arrival. He has been tasked with

developing a strategic communications plan and establishing policies and procedures for the division. During summer 2022, a part-time contracted doctoral student was tasked with drafting a policy and procedure regarding production of the annual college catalog and quarterly schedule. These drafts should be ready for collegewide review during fall 2022.

STANDARD 2.E.2 PLANNING

With implementation of the new ERP system, the VPAS had limited time available to focus on policy and procedure development. Moving forward, the VPAS plans to launch a Budget Advisory Council in fall 2022. This council will serve in an advisory capacity as part of the institution's participatory governance structure and will therefore take an active role in assisting with policy and procedure development to improve compliance. The VPAS is in the process of drafting policies and procedures regarding debt management as well as transfer and borrowing between funds.

STANDARD 2.E.3 MANAGEMENT

As noted above, Business Services prioritized implementation of the new ERP system. Under leadership of the VPAS, this department will now turn its attention to updating and/or creating manuals, handbooks, and policies and procedures, including documentation of examples of the financial controls that are in place at the institution and in alignment with the state.

STANDARD 2.F.2 PROFESSIONAL DEVELOPMENT

The Human Resources division has focused this past year on the ERP implementation, employee recruitment (in response to an unusually high number of resignations and retirements), and COVID-19 mandates (associated with attestations and vaccinations). Plans are underway to formalize a policy and procedure for all classifications of employees regarding professional development. Furthermore, administration and faculty have already negotiated improved processes regarding faculty access to professional development funds, as well as expectations for recordkeeping and documentation, which have been approved by the Board of Trustees as a part of the 2022-2025 AHE Faculty Contract.

STANDARD 2.F.3 SUFFICIENCY

Under leadership of the VPHR, the Human Resources division has documented past and current practices in a Personnel Selection policy (Policy 5240). Creation of the policy led to the discovery of an outdated Faculty Qualifications WAC (WAC 132T-05), last updated in 1988. This will require the incoming VPHR (starting August 2022) to collaborate with the VPI and faculty leadership to review and revise the current WAC and realign as appropriate with the new Personnel Selection policy.

STANDARD 2.G.4 FINANCIAL AID

This upcoming year, the VPSS, in collaboration with the director of Financial Aid will be converting the current webpage regarding loan information into a policy and procedure

regarding student loan monitoring. The original intention was to adopt this policy and procedure before submission of this report; however, the Financial Aid department was consumed by the ERP implementation and unable to make the original target. The VPSS is aware of this need and is prioritizing its creation this academic year.

STANDARD 2.G.6 ADVISING

During the 2021-2022 academic year, the VPSS led an initiative to align the institution's advising efforts with its Guided Pathways work by hiring a director of Guided Pathways and creating four additional navigator positions. The institution is moving away from the traditional advising model and toward a more comprehensive model that employs navigators in collaboration with faculty advisors/mentors. Prioritization of organization and structure alignment prohibited development of policies and procedures for advising; however, with a new director of Guided Pathways in place, these policies and procedures will once again be prioritized. Fortunately, development of the Mission Fulfillment Review process has provided a systematic way to evaluate advising moving forward. This process will be formally launched in fall 2022.

STANDARD 2.G.7 IDENTITY VERIFICATION (DISTANCE ED.)

Under the VPI's leadership, a doctoral intern, the Center for Integrated Learning director, and registrar drafted an Identity Verification policy and procedure (Administrative Policy and Procedure 7310). Prior to approval it was reviewed by Instruction leadership, Student Services leadership, and Faculty Senate. ELT approved the policy and procedure in spring 2022.

STANDARD 2.H.1 LIBRARY AND INFORMATION RESOURCES

Per the commitment in the 2021 PRFR, the Library's outdated board policy (Policy 6540) was rescinded, which allowed for creation and adoption of a new administrative policy and procedure: Administrative Policy and Procedure 6800 – Library Planning and Collection Development. Through this policy adoption, the library now has a Library Advisory Council. Faculty Senate appointed members to the council this spring, and the council will hold its first planning meeting at Fall Conference 2022.

STANDARD 2.I.1 PHYSICAL AND TECHNOLOGY INFRASTRUCTURE

The Technology Services and Facilities departments have been under new leadership since submission of the PRFR. The college has entered into a contract with CampusWorks to employ an interim chief information officer to improve operations, which includes creation of a Technology Services Master Plan and development of an equipment replacement policy and procedure. Included in this plan is the creation of a Technology Advisory Council. The contract with CampusWorks is for 12 months, and it is the hope of the institution that Technology Services can increase efficiency and effectiveness in this time. The new Facilities director has taken point on construction efforts associated with the Physical Science addition and has not had the opportunity to develop a policy and procedure to assess the sufficiency of facilities. This will be something to address in the upcoming year.

CONCLUSION

The college has worked diligently to improve its operation through adoption of several industry-standard policies and procedures. This year, the college has approved more than 20 administrative policies and/or procedures and has more than three times as many in draft form at various stages. In addition, the college has conducted an in-depth gap analysis of policies and procedures and has contracted assistance for research and development. There is, and remains, a commitment to align the college with industry standards.

For additional information regarding the PRFR response, see the WWCC Response Letter (October 14, 2021). This letter addresses specific requests, including information pertaining to enrollment and budget planning. WWCC was one of three community colleges in the state that did see small enrollment growth this year, though not to the degree originally projected. Learning from this, ELT opted for more conservative enrollment and budget projections for the 2022-2023 academic year.

Exhibits

- [Year Six, Policies, Regulations, and Financial Review – PRFR](#) (PDF)
- [NWCCU PRFR Letter and Assessment](#) (Webpage PDF)
- [PRFR Follow-Up Letter – October 14, 2021](#) (PDF)
- [Policy and Procedure Gap Analysis and Review Calendar](#) (Excel)
- [Governance Policy Draft](#) (Webpage)
- [Fall Conference 2022 – Draft Schedule](#) (PDF)
- [Administrative Policy 6240 – Academic Freedom](#) (Webpage PDF)
- [Administrative Procedure 6240 – Academic Freedom](#) (Webpage PDF)
- [Administrative Policy 2230 – Use of College Facilities for Expressive Speech](#) (Webpage PDF)
- [Administrative Procedure 2230 – Use of College Facilities for Expressive Speech](#) (Webpage PDF)
- [Administrative Policy 2220 WAC 132T-190 – Use of College Facilities](#) (Webpage PDF)
- [Administrative Policy 7350 – Transfer of Credit and Alternate College Credit](#) (Webpage PDF)
- [Administrative Procedure 7350 – Transfer of Credit and Alternate College Credit](#) (Webpage PDF)
- [DRAFT Administrative Policy 7900 – Accommodations for Persons with Disabilities](#) (Word)
- [DRAFT Administrative Procedure 7900 – Accommodations for Persons with Disabilities](#) (Word)

- [Administrative Policy 2010 – Records Retention and Management](#) (Webpage PDF)
- [Administrative Procedure 2010 – Records Retention and Management](#) (Webpage PDF)
- [2022-2025 AHE Faculty Contract](#) (PDF)
- [Administrative Policy 5240 Personnel Selection](#) (Webpage PDF)
- [Administrative Policy 1050 WAC 132T-05 – Faculty Qualifications](#) (Webpage PDF)
- [WAC 131.16.080 Faculty Qualifications](#) (PDF)
- [WAC 131.16.091 Specialization](#) (PDF)
- [Loan Information](#) (Webpage)
- [Administrative Policy 2710 – Mission Fulfillment Review](#) (Webpage PDF)
- [Administrative Procedure 2710 – Mission Fulfillment Review](#) (Webpage PDF)
- [Administrative Policy 7310 – Identity Verification](#) (Webpage PDF)
- [Administrative Procedure 7310 – Identity Verification](#) (Webpage PDF)
- [Administrative Policy 6800 – Library Planning and Collection Development](#) (Webpage PDF)
- [Administrative Procedure 6800 – Library Planning and Collection Development](#) (Webpage PDF)
- [Budget Forum Presentation – Spring 2022](#) (PDF)
- [Board of Trustees Agenda – June 2022](#) (Website)