



**Walla Walla
Community College**

Mid-Cycle Self-Evaluation Report



Submitted to Northwest Commission on Colleges and Universities

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Accreditation History

Walla Walla Community College (WWCC) has been accredited continuously by the Northwest Commission on Colleges and Universities (NWCCU) since receiving its initial accreditation in 1969. In 2010, when the NWCCU changed the accreditation structure from a ten-year cycle to its current seven-year cycle, WWCC was at its mid-cycle and underwent a peer evaluation visit. That same year the College began its transition to the new standards and was scheduled for an abbreviated four-year accreditation process, which encompassed the time period of 2011-2015. During 2011-12, the college spent the entire year identifying its core themes, objectives, and key indicators through a comprehensive and college-wide process that included 17 study groups led by faculty and staff. The Seven-Year Self-Evaluation was conducted in October of 2015. As of fall 2016, Walla Walla Community College has completed the following reports:

- 2010 Interim Accreditation Report (September 2010)
- 2011 Year One Self-Evaluation Report (September 2011)
- 2012 Year Three Self-Evaluation Report (September 2012)
- 2014 Ad Hoc Report (March 2014)
- 2015 Year Seven Self Evaluation (September 2015)
- 2016 Year One Self-Evaluation Report (September 2016)

In alignment with the 2015-2022 accreditation reporting schedule, WWCC is pleased to submit this Mid-Cycle Self-Evaluation Report. In accordance with NWCCU guidelines, the narrative presents the College's institutional assessment plan, provides two representative examples of that plan in action, and concludes with a self-assessment of priorities in anticipation of the Year Seven Comprehensive Evaluation, which is scheduled to occur in 2022. Additionally, this Mid-Cycle report has an accompanying addendum to address progress made on Recommendations 1, 2, and 3 of the Fall Year Seven Peer-Evaluation Report.

Part I: Overview of Institutional Assessment Plan

Walla Walla Community College's college-wide comprehensive planning, assessment, and improvement process begins with its 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.*" Additionally, WWCC's three core themes, each of which is defined by a set of objectives and accompanying indicators are tied to the College's mission. These three core themes provide the structure by which the College assesses and evaluates mission fulfillment. These three core themes are:

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

Walla Walla Community College's plan for aligning its mission with mission fulfillment and sustainability is well-established, inclusive, and involves participation throughout the College and its campuses. During the past decade or more, WWCC has strategically worked towards developing a college-wide environment that focuses on continuous improvement by setting identifiable and measurable outcomes that are assessed through evidence-based data. As part of this strategic plan and with the support of a Title III grant, the Office of Planning, Research, and Assessment (OPRA) was formally established in 2011. OPRA has enhanced WWCC's ability to collect, monitor, and assess data that identify core theme attainment. Additionally, the Data Oversight Group (DOG) was created in 2014, tasked with helping to ensure the integrity and accuracy of the College's data and data systems. OPRA and DOG promote communication among data users on campus, develop guidelines for system and data use, and assist in promoting a culture of evidence at WWCC. DOG also acts as a consultative body for issues of data interpretation and coding on campus and is connected with the Data Governance Committee (DGC) at the State Board for Community and Technical Colleges (SBCTC).

WWCC uses both internal and external data sources to monitor core theme objectives and outcomes. These include the Integrated Postsecondary Education Data System (IPEDS), Washington Adult Basic Reporting System (WABERS), the State Board for Community and Technical College's (SBCTC) Student Achievement Initiative (SAI) database, the Student Management System (SMS), as well as a hosted data warehouse of historical institutional data prepared by the SBCTC. Several internal dashboards (<https://www.wvcc.edu/about-wvcc/research-and-planning/wvcc-dashboards/>) have been created to help monitor and assess student success outcomes. These dashboards provide the administration, faculty, and staff with information that supports institutional evaluation, planning, and student success attainment.

Assessment of Mission Fulfillment: Leadership, Planners, and Decision-Makers

Walla Walla Community College practices an ongoing, participatory process of strategic planning that focuses upon mission fulfillment and continuous improvement. The integration of the College's core themes with institutional planning provides the overarching framework that governs planning at WWCC. The core themes and their objectives are derived from the College's vision, mission, and values, and capture the essence of WWCC's institutional focus. That framework also governs operational planning by department or unit levels. In the process of integrating and embedding the core themes in all of its institutional planning, the College recognizes the interdependencies of these themes, and works to ensure that the goals and priorities of any department, division, or unit are aligned with the core theme objectives and work toward mission fulfillment.

To carry out and maintain Walla Walla Community College's cycle of mission fulfillment, clear organizational structures and roles have been established, beginning at the board and executive level:

Board of Trustees: The five-member board (<https://www.wvcc.edu/about-wvcc/board-of-trustees/>) governs Walla Walla Community College by providing

leadership in determining the institution's strategic perspectives and priorities and by specifying the guiding policies and principles for college operations. The five-member board come from and represent the four counties that WWCC serves.

Executive Leadership Team: As the chief administrative body of the College, the Executive Leadership Team includes the college president and the vice presidents for academic affairs and counseling and advising, administrative services, institutional advancement, and human resources. At the operational level each departmental unit maintains its own set of planning, assessment, and improvement processes toward mission fulfillment:

Academic Affairs and Counseling and Advising: Within Academic Affairs, the planning, assessment, and improvement processes rest with four primary bodies: Deans Council, Counseling and Advising Leadership Team, College-wide Outcomes and Learning Assessment (CwOLA) Committee, and the Outcomes Review Committee (ORC).

Deans Council: As the chief governance body within Academic Affairs, the Deans Council guides instructional policy and practice college-wide. The Vice President of Instruction leads the Deans Council, which includes all the instructional deans and key instructional directors. The planning, assessment, and improvement process for the Deans Council follows an annual calendar, which includes a retreat each year. The objective of the annual retreat is to review the previous year's instructional work plan and to identify the priorities and initiatives for the coming year. Members of the Deans Council and their direct reports attend this retreat to ensure inclusiveness and comprehensive instructional representation from every campus. As needed, a second retreat may take place with instructional deans and their direct reports to review the work plan, assess progress, and to review data around key initiatives.

Counseling and Advising Leadership Team: As the chief governance body within Counseling and Advising, the leadership team oversees advising and counseling as well as student services planning and assessment. The Counseling and Advising Leadership Team is comprised of the Directors of Counseling and Advising, Transfer Center, TRiO, and Tutoring and Learning Center. The planning, assessment, and improvement process for the Counseling and Advising Leadership Team follows an annual calendar, where staff conduct annual planning and choose assessment priorities for the year based on a review of enrollment, retention and advising data, degree completion, transfer rates, and from initiatives identified to support mission fulfillment.

College Wide Outcomes and Learning Assessment (CwOLA) Committee: WWCC has invested significant time and effort over the past decade in identifying learning outcomes and developing a systematic and sustainable assessment process. However, the Seven-Year peer evaluation team recommended that general education outcomes should not only be established for

transfer programs but should be expanded college-wide to all instructional units, including career and technical programs. Since receiving this recommendation in October 2015, the AA/AS degree outcomes and assessment committee regrouped to include representatives from all divisions, programs, and campuses. The new committee, which includes faculty from a number of different disciplines, programs, and campuses, was established in winter 2016 and is called the College-wide Learning and Assessment (CwOLA) committee. This committee “rolled up their sleeves” and worked diligently in 2016 to identify college-wide general education outcomes. The college-wide general education learning outcomes were presented in workshops to all faculty during the 2016 fall in-service. Work was then undertaken during 2016-17 to develop standards of achievement, rubrics for measuring outcomes, assessment tools, and the mapping of every course offered at WWCC with college-wide general education learning outcomes. With leadership from division chairs and with the commitment and diligence of both full- and part-time faculty, course mapping was completed by the spring of 2017. During 2017-18, the CwOLA committee developed an assessment process for WWCC’s general education learning outcomes. The development of the general education learning outcomes and assessment will be discussed in more detail in the accompanying addendum that addresses the progress of the three recommendations received during the Seven-Year Self Evaluation study.

Outcomes Review Committee (ORC): The Outcomes Review Committee strategically helps support WWCC’s effort to focus on continuous improvement. ORC, established in the late 1990s, has created a more effective outcomes review process. This committee is chaired by a faculty member and follows a five-year schedule, which reviews course and program learning outcomes from every academic division and career and technical program at WWCC. Course learning outcomes for every course are reviewed sometime during this five-year schedule. Recommendations for changes are given if needed, which help faculty prepare for program reviews conducted by the Curriculum Committee.

Institutional Advancement: The Institutional Advancement unit was established in early 2017 and is made up of the Office of Planning, Research, and Assessment, the Foundation Office, Public Information, and Marketing. Institutional Advancement supports mission fulfillment in part through public information activities, assisting in marketing the college’s transfer and career and technical programs, as well as overseeing planning, assessment, and research. IA annually reviews and realigns its various departmental goals with college-wide goals toward mission fulfillment. IA department directors collectively establish goals, and collect, assess, and report data related to those goals in support of all three core themes. Planning, assessment, and improvement processes directly impacting mission fulfillment for the entire college are undertaken by the Office of Planning, Research, and Assessment.

Administrative Services and Capital Projects: Administrative Services includes the Budget Office, Financial Services, Office of Technology, WWCC Bookstore,

Purchasing, Facilities and Maintenance Services, Payroll Office, and Campus Safety, and has primary responsibility to ensure that the goals of Core Theme 3, Objectives 1.0 and 2.0 are successfully met. Each department within Administrative Services identifies key areas to evaluate for mission fulfillment. Measurement targets for Core Theme 3 are chosen based on factors that include system-defined benchmarks or college-identified priorities. These indicators of mission fulfillment are themselves assessed regularly for relevance and effectiveness in support of mission fulfillment. The entire process is reviewed on an ongoing basis and adjustments or changes are developed based upon these evaluations.

Administrative Coordination: In addition to the college's trustees, executive leadership, and unit leadership teams, two relatively new administrative groups were formed to help facilitate and inform the college's planning, assessment, and mission-fulfillment activities across Walla Walla Community College.

Accreditation Steering Committee (ASC): WWCC established its Accreditation Steering Committee in the late spring of 2018. While the committee hasn't yet established its charter, key faculty and staff from diverse departmental areas and campuses were identified to serve. The ASC will begin meeting quarterly in the fall of 2018, with the plan to meet monthly two years prior to the Seven-Year Accreditation Report. The ASC includes representation from the major college divisions including Academic Affairs, Student Services, Institutional Advancement, and Administrative Services. Currently, this committee is led by the Vice President of Instruction and Accreditation Liaison Officer (ALO). The responsibility of the ASC will be to regularly and systematically review mission fulfillment data and to evaluate the college's mission-fulfillment initiatives in order to identify and form recommendations to the Executive Leadership Team on the most meaningful indicators and measures to evaluate institutional performance.

Policy Development Committee (PDC): Walla Walla Community College policies and procedures provide an institutional perspective on many important issues for college management and governance. They also provide a context for action and thoughtful decision making to achieve mission fulfillment. The Policy Development Committee was developed during the summer of 2016 to oversee the work of establishing and implementing a process in which institutional and administrative policies were reviewed and revised on a regular basis. At that time the College had a large binder with policies and procedures that dated back several decades, but which had not been updated on a regular or systematic basis. Since that time the Policy Development Committee has met on a frequent and regular basis to assess and make recommendations on all proposals for new or modified board or college policies and college-wide procedures. The PDC includes representation from Executive Leadership Team, Deans Council, and key staff.

Methods of Assessing Mission Fulfilment

WWCC has organized its institutional planning processes to be both collaborative and hierarchical in order to balance accountability and participation. In July or August of each year, the president and trustees hold an annual retreat to review the strategic plan, identify initiatives to support mission fulfillment, and confirm planning priorities for the upcoming year. A core element of the annual retreat is the review of mission fulfillment data. From there, the accountabilities proceed to the vice presidents who make up the president’s Executive Leadership Team and they determine priorities, direct resources, and develop annual and long-term strategic initiatives based upon those prioritized by WWCC’s Board of Trustees. Institutional priorities for 2017-18 are shown in Table 1:

Table 1. WWCC Institutional Strategies and Core Theme Alignment

Overarching Strategy	Student Success	Strong Communities	Resource Stewardship
Increase institutional preparedness for student diversity	✓	✓	
Increase student diversity and access	✓	✓	
Strengthen student enrollment	✓	✓	✓
Strengthen student retention	✓	✓	✓
Increase student achievement outcomes	✓	✓	✓
Implement BAS programs	✓	✓	✓
Expand international students’ enrollment numbers		✓	✓
Seek alternative revenue resources			✓
Develop Clarkston Facilities Master Plan		✓	✓
Improve safety and risk management		✓	✓
Develop a culture of reporting to enhance college-wide communication	✓	✓	✓

As specific unit or departmental priorities are identified, resources are allocated by the vice presidents to directors and staff in the unit/departments to address deficiencies or

take action on new initiatives or emerging opportunities. The identified initiatives and priorities are assigned through the vice presidents to the appropriate administrative structures, committees, task or governance groups within each unit's planning, assessment, and improvement processes. These groups are then tasked with developing and overseeing such operations as enrollment interventions, implementation of retention and completion strategies, faculty or staff work assignments, hiring new staff, allocating discretionary funds, re-allocation of campus facilities as well as other pertinent tasks to attain mission fulfillment. Although there is definitely an established hierarchy of leadership at WWCC, there also exists a "ripple effect" in the planning and assessment of mission fulfillment process that allows for inclusiveness and wider participation from all stakeholders. In this way, planning and budgeting invites broad input to support mission fulfillment with an emphasis on initiatives that support continuous improvement of institutional performance and attainment.

The progress of institutional strategies and core theme work is monitored by Institutional Research in collaboration with faculty and staff who oversee the work of learning outcomes, assessment, and continuous improvement goals in their respective areas. The Office of Institutional Planning, Research, and Assessment shares reports with the campus community, creating opportunities for feedback. Where student learning outcomes are concerned, the College Wide Outcomes and Learning Assessment (CwOLA) Committee shares results of assessments with appropriate academic and non-academic departments.

At each monthly Board of Trustee meeting, various aspects of the College's mission, core themes, institutional strategies, and metrics for mission fulfillment are intermittently reviewed and evaluated. During these meetings, trustees regularly revisit and reaffirm the College's Mission Statement, Core Themes, metrics, and institutional strategies. One example of this type of scrutiny, which illustrates WWCC's drive for continuous improvement and use of data to support decision making, was the study done on "*Patterns in Student Retention and Their Effects on Enrollment Levels*, from WWCC's Core Theme One: Student Success, Objective 1.0, Student Retention. This study is summarized below and can be read in its entirety at this link: https://www.wvcc.edu/wp-content/uploads/2018/07/Patterns-in-Student-Retention_FINAL_2017.06.01.pdf

Student Retention and Impact on Enrollment

WWCC has experienced declining enrollment levels since post-recession high enrollment levels of 2013-14. The decline of community college enrollment levels is not a phenomenon experienced by WWCC alone but has been a statewide and national trend. Researchers have identified several variables that appear to factor into why this has occurred post-recession and during a time when talent and skilled workers are in great demand (<https://www.insidehighered.com/news/2016/10/18/community-colleges-examining-low-and-stagnant-enrollments>). As the economy stabilized and strengthened, prospective students chose job opportunities over college courses. After high school graduation numbers peaked in 2010-11, the demographics of high school students changed resulting in fewer high school age student numbers. Yet another factor involved

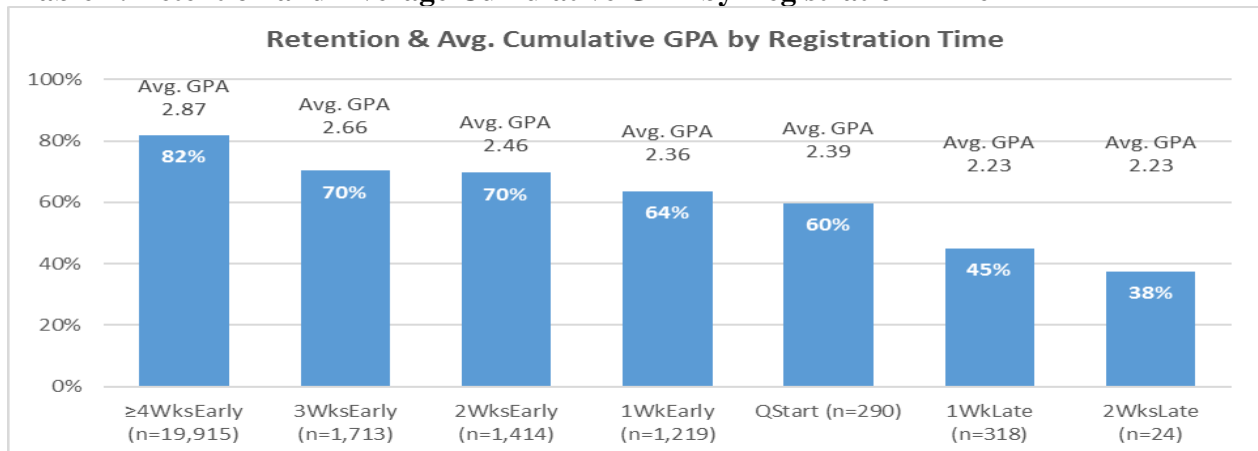
the increasing cost of higher education, as community colleges raised their tuition rates significantly each year to compensate for declining state budgetary support. Finally, over the past five years community colleges in Washington State have experienced increased competition with four-year colleges and universities, as higher numbers of freshman chose these institutions of higher education over community colleges closer to home.

Decreased enrollment levels led to WWCC’s focus on increasing student retention patterns and completions. Some of the questions that emerged in the study included: What groups of students show low, sustained levels of retention? Is there a level of credit accumulation that marks a critical difference in retention? Do these patterns change over time or differ for different groups? These questions were studied in order to identify relevant ways to improve retention rates. Key findings of the study are presented here:

Key Findings

- Retention patterns remain generally consistent over time.
- Students in the early stages of their college education (i.e., 15 credits or less) show lower rates of retention than do students further along their educational pathways. This supports evidence elsewhere on the need to identify clear pathways and improve the incoming student experience.
- Distance students of all credit levels have retention rates below those of face-to-face students.
- Former students—those stopping out and returning after a break—and late registrants show persistently low retention rates, especially for quarters other than fall.
- More retained face-to-face students transition to taking courses primarily online than the reverse. Online, those students take lower credit loads and meet with poorer student outcomes, exacerbating the decrease in FTE enrollments beyond what is explained through headcounts.
- Similar to results from studies on the effects of late registration on course outcomes, late registration for the quarter appears linked to low retention rates and GPA. The figures below (Table 2) represent quarterly retention and average cumulative GPA for those retained Workforce and Transfer students at Walla Walla and Clarkston campuses and online.

Table 2. Retention and Average Cumulative GPA by Registration Time



Conclusion

After careful analysis of the study's findings and numerous discussions across the college and within various committees, including Ed Effectiveness and Achieving the Dream, WWCC made the bold decision to eliminate late registration beginning fall 2018. Achieving the Dream coaches had made this recommendation a couple of years earlier, indicating that although enrollment might initially decrease, retentions would be higher and ultimately enrollment levels would recover. Additionally, the College followed up on implementing several of the Achieving the Dream Online Student Success Task Force recommendations that were made in 2016. The task force's report called for providing fully online students the same systems and supports as are available for face-to-face students. The report also called for decentralizing control of hiring faculty and course building from the eLearning department to the instructional division where the courses align. This meant restructuring organizational lines of authority to accommodate the instructional divisions while leaving the eLearning department with authority to impose best practice standards and require learning competencies of faculty and students. Implementation of the decentralized model is well underway, although it is too early to assess what effects these changes have made. However, the College will have an assessment of the decentralized model by the Year-Seven Self Study in 2022.

Relevancy of Core Themes and Objectives

Since the establishment of its Core Themes during the year-long study done in 2011-12, WWCC has regularly reviewed and evaluated its Core Themes to ensure relevancy and meaningfulness. There have been several adjustments since the Core Themes were identified in the 2011 Year-One Self Evaluation Report, particularly with the objectives and indicators. However, it is important to note that although WWCC continues to refine, assess, and strengthen the objectives and indicators of the three core themes, the College remains satisfied that its Core Themes exemplify the values that define its mission. As noted earlier in the report, the initial four core themes emerged during the 2010-11 year-long and college-wide effort led by faculty and staff to identify and establish the core themes. During the Three-Year Self Study process, one theme was eliminated, reducing them to three overarching core themes, which were then presented in the 2012 Three-Year Self Study Report. Since that time the core themes have remained relevant with revisions only to the objectives and indicators. During the 2011-12 development of the strategic plan, WWCC undertook review of the mission statement, which involved staff, administrative, and faculty involvement. An updated mission statement as well as the updated core themes were reviewed by the Board of Trustees and adopted in February 19, 2014.

Guiding and Maintaining Mission Fulfillment

WWCC has long been proud of the commitment and longevity of its faculty and staff. The College also recognizes how this type of stability has contributed to its ability to quickly implement new initiatives, adapt to economic changes, and respond to changing federal and state requirements. The retirement of many of these long-time staff, faculty,

and administrators, along with WWCC's commitment to diversify its personnel, has changed the landscape of the college. In the past five years, WWCC has seen a number of personnel changes as long-time staff and faculty retired and/or left the college for new opportunities. Most notable was the retirement of WWCC's third president, Dr. Steven VanAusdle. He led the College for 31 years, creating an institutional stability unprecedented within Washington State's Community and Technical College system. His leadership was marked with growth, innovation, and expansion of workforce programs.

In 2016, the College was fortunate to find a new president who had significant community college experience, a strong instructional background, and leadership knowledge of Washington's State System of Community and Technical Colleges. Prior to his arrival at WWCC, Dr. Derek Brandes served as a Vice President of Instruction at Green River Community College, and as a classroom instructor, then workforce education dean at Columbia Basin College. Dr. Brandes stepped into the leadership role at WWCC during a time of great change, which included extensive personnel changes as well as declining budgetary support from the state. His first nine months at the college was characterized by extensive listening tours and meeting with staff and faculty from all units, departments, and campuses of the college.

Dr. Brandes's inclusive leadership approach has brought the college community together to re-vision and re-define the strategic initiatives needed to guide and maintain mission fulfillment during this period of extensive change. In his second full year at WWCC, Dr. Brandes began the work of re-establishing the governance structure, which included adding members beyond the executive leadership team to a strategic visioning and planning group, expanded College Council to ensure that more classified staff and faculty had input, and established the Administrative Team, commonly known as the A Team, which includes instructional deans, assistant deans and directors, student affairs directors, and directors from Business Services, Facilities and Maintenance, and Information Technology (IT). The broadening of voices and opportunity to give input and participate at the planning level has been crucial to guiding, maintaining, and attaining mission fulfillment.

Part II: Examples of Operationalizing Mission and Core Themes

In alignment with NWCCU's Guidelines for the Mid-Cycle Self-Evaluation Report, two examples illustrating how Walla Walla Community College has operationalized its mission and core themes and, in the process, has institutionalized its assessment, planning, intervention, and reassessment cycle are presented in this section. Both examples illustrate assessment of student learning and WWCC's focus of continuous improvement to inform teaching and learning practices.

Example A: College Wide General Education Outcomes and Learning Assessment

Example A focuses on student learning and college wide assessment of general education learning outcomes. WWCC values student learning assessment as a foremost practice of teaching and learning. For more than fifteen years, after a recommendation was made in the 2005 Accreditation Self-Study, WWCC has strived to strengthen outcomes assessment in Academic Transfer, Professional Technical, Nursing and Allied Health, and Corrections Education. The evolution of this effort has included commitment and time from faculty and support from the Outcomes Review Committee (ORC) and the College Wide Outcomes and Learning Assessment (CwOLA) Committee (formerly called the AA/AS Learning Outcomes Assessment Committee). In the fall 2015 Seven-Year Evaluation, peer evaluators recognized the good work that the College had done in this area but felt that the work was not evenly distributed across all instructional programs and recommended that *college-wide* general education learning outcomes and assessment be implemented.

Work began immediately to broaden and expand the AA/AS Degree Outcomes and Assessment committee to include representatives, faculty, and staff from across all divisions, programs, and campuses to begin the work of selecting *college-wide* general education learning outcomes to converge all instructional areas toward common learning goals. By summer 2016, a new committee had evolved from the original AA/AS Degree Outcomes and Assessment committee and was called the College-wide Outcomes Learning and Assessment (CwOLA) committee. The CwOLA committee selected four *college-wide* general education learning outcomes based upon research from Washington State community colleges, transfer institutions, and national organizations such as American Association of Colleges and Universities (AACU). All students completing 45 or more credits, regardless of educational or degree pathway, would be assessed on one or more of these college-wide outcomes. The four *college-wide* general education learning outcomes selected were:

- Community Engagement
- Communication
- Critical Thinking
- Information and Technology Literacy

During 2015-16, work was undertaken to develop standards of achievement, create rubrics for measuring outcomes, and to write a guidebook called *College-wide Learning Assessment Guidebook* (Appendix, Attachment One) as well as to develop training for staff and faculty.

This initial training took place on September 9, 2016 and approximately 130 part-time and full-time faculty from every instructional department, division, program, and campus were randomly divided into three groups and then rotated through three different workshops. Faculty and participating staff became familiar with the four general education learning outcomes, assessment rubrics (see **Table 3** for an example of the Community Engagement Assessment Rubric), and the process of mapping the general education learning outcomes to their college courses.

Table 3. Community Engagement Assessment Rubric

College-wide Outcome: 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.			
Mastering	Achieving	Developing	Beginning
Indicator 1: Recognizes cultural assumptions.			
Recognizes own unique qualities shaped by culture and how culture impacts their attitude, beliefs, and experiences. Articulates insights into own cultural rules and biases.	Defines culture as including multiple components. Identifies aspects of own culture and how these aspects impact their perspective.	Identifies some aspects of own cultural assumptions and demonstrates a limited understanding of how culture impacts their perspective.	Defines culture in a simplistic way and attempts to identify own cultural assumptions and biases.
Indicator 2: Demonstrates integrative community engagement.			
Analyzes, integrates, and applies knowledge from multiple points of view, and can work effectively with people who are different from them. Initiates and develops productive interactions with those who are different.	Identifies how differences can enhance team performance and applies that understanding to action. Demonstrates openness and intellectual curiosity toward those who are different.	Identifies how differences can enhance team performance but struggles to apply that understanding to action. Demonstrates some openness to those who are different.	Makes an effort but is uncomfortable interacting with people who are different. Attempts to identify how differences enhance teamwork.
Indicator 3: Develops social responsibility.			
Engages communities as a way to break down barriers between people of different cultures and to better the community.	Articulates systemic causes for societal issues and identifies how one's engagement in the community could have an impact.	Articulates that many cultural factors influence societal issues and that community engagement may impact these issues.	Articulates societal issues through one's perspective and maintains a limited view on community engagement.
NOTES:	Engaged students respectfully participate as citizens of local, global, and digital communities. Engagement requires the evaluation of one's own culture or world view, as well as the views of others. Awareness stems from a clear and coherent understanding of how cultures can interact to positively affect individuals, communities, and circumstances.		

By the end of Spring 2017, the work of mapping every course at WWCC with the *college-wide* general education learning outcomes was completed. Members of the CwOLA committee, deans, directors, faculty division chairs and leads, full-time and part-time faculty, ALL worked together to ensure that this work was done.

In the following year, 2017-18, the CwOLA committee launched a pilot project to assess one of the general education learning outcomes, Community Engagement, with the plan to assess one general education learning outcome each year. Winter quarter courses that were mapped as having high attention to reinforcing community engagement were assessed by instructors teaching those courses. This work was completed during spring 2018. The most meaningful aspect of this project was the conversations generated at the course, division, program, or other “community of practice” levels while reviewing the information collected. This “collective information” culminated into structured reflective practices and plans of action around teaching and learning. The work of data analysis and preparing a summary of the findings is ongoing as the committee works to develop technological solutions to assessment distribution and reporting. The target delivery of the software solution is December 2018. The following table (Table 4. Community Engagement Assessment Data) gives a quick tabulation of the pilot project Community Engagement general education learning outcome.

Table 4. Community Engagement Assessment Data

General Education Learning Outcome	# of Courses Assessed	# of Students Assessed (duplicated)	# of Courses Meeting Minimum Threshold (70% of Students at “Achieving” or “Mastery”)	% of Courses Meeting Outcomes
Community Engagement	55	1,705	27	49%

Going Forward

In the spirit of continuous improvement, the CwOLA committee has identified two areas that will be addressed in the 2018-19 academic year and onward in preparation for the Year-Seven Self Study.

- **Sustaining the Understanding, Practice, and Quality of Outcomes Assessment:**
The task of ensuring that all part-time and full-time faculty understand and practice outcomes assessment continues to be an ongoing challenge. This is particularly true as tenured faculty and long-time part-time faculty retire and leave the college and new faculty are hired to replace these departures. Sustaining a high-quality outcomes assessment cycle requires constant professional development that is meaningful and relevant to what faculty are doing in the classroom. This includes knowledge of how to write quality outcomes statements, create rubrics to assist in the assessment of outcomes, and understanding the analytics capabilities of Canvas Learning Management System (LMS) The ongoing work of the Outcomes Review Committee has been key to ensuring that

course learning outcomes are reviewed on a regular and systematic cycle, which gives all degree and program pathway faculty the opportunity to review and revise. The Canvas Analytics Project has also helped support a small, but growing number of faculty in developing rubrics and to set up their course learning outcomes aligned with course assignments in Canvas. However, the College is still working towards ensuring that 100% of faculty, both part-time and full-time, use a Canvas classroom shell to post their syllabi and learning outcomes by the Year-Seven Self Study. The percentage is steadily increasing, but the college is not there yet, and the work continues.

- **Feedback Loop to Communicate Outcome Assessment Cycle and Findings:** As true of any large institution, WWCC is challenged with keeping all stakeholders and constituents aware of specific aspects and progress of the myriad of projects and initiatives that are taking place to ensure mission attainment. The College does an exceptionally effective job, as projects develop, of getting input from across campuses, engaging representative groups to do the planning and design work, and then rolling out the initial effort. For example, good communication occurred in making sure that faculty and staff were engaged in selection of the four **college-wide** general education learning outcomes, course mapping, and rationale for assessing one general education learning outcome each year. However, after the initial training to get the work rolled out, it is crucial that a feedback loop is developed to keep faculty and staff informed of progress as well as findings of the assessment work. As mentioned in the previous section, it is also very important to ensure that high-quality professional development is ongoing for all new faculty, whether part-time or full-time, and staff. Finally, the College plans to hold regular and systematic data summits to ensure that assessment findings help inform ongoing student success and learning practices in the curriculum planning and classroom environment.

Although improvement is always of the utmost concern at WWCC, there is a great sense of accomplishment and mission fulfillment in the work of the CwOLA committee. While in the process of collecting assessment data regarding student attainment of **college-wide** general learning outcomes, the College, faculty, and staff are better informed as to how effectively students are mastering the knowledge, skills, and abilities needed for success. This gives faculty a more tangible focus on what may or may not need to be done in their courses to improve outcomes. During the next four years as the assessment process is refined and each general education learning outcome is evaluated, the cycle of assessment, broad communication, and relevant feedback will become routine, strengthening WWCC's work toward creating a culture of evidence and continuous improvement for student learning, success, and mission attainment.

Example B: Faculty Learning Improvement Plans (FLIPs)

The second example focuses on the development of Faculty Learning Improvement Plan (FLIPs), which was negotiated with faculty in winter 2016 and implemented in fall 2016. In the pursuit of creating a culture at WWCC where faculty continuously evaluate, assess, and reflect upon improving their teaching practice, a self-evaluation cycle, referred to as a FLIP was developed. FLIPs give faculty opportunity for reflection, revision, and continuous improvement in the areas of teaching, advising, professional development, and service within the college community each quarter. Professional growth in these areas is organized around six instructional competencies that WWCC believes is essential for effective instruction and for which every faculty should be assessed.

Background

For many years, faculty evaluations were scheduled on a five-year cycle. This included both part-time and full-time faculty. A team of two faculty peers and an instructional administrator would meet with the instructor during the quarter of evaluation and instructors were required to choose one course to be evaluated. They would then receive feedback from an administrator, one or both faculty peers, and from the students enrolled in the course. Additionally, course syllabi would be reviewed, classroom observations and visits would occur, and a self-evaluation would be written. In the beginning faculty saw this as a big improvement over just having an administrator who may or may not have teaching experience observe their teaching and write up a report of the instructor's teaching practice.

Over the years faculty began seeing this evaluation as a compulsory requirement to be “checked off” as it took their focus away from what they really valued: to teach students. Some faculty would put in only the minimum amount of effort to get the process done and still other faculty felt that it was a time of “gotcha” and judgement by those evaluating their teaching. Although this was not true of every instructor, there was college-wide consensus that the five-year evaluation cycle had evolved into a more compulsory duty and that a sense of complacency existed. There was unevenness across faculty for regular and systematic assessment of course content and teaching practice. Both faculty and administration were committed to assessment and evaluation and continuous improvement of teaching practice.

During 2015-16, a group of faculty from a variety of divisions and programs, along with the Dean of Arts and Science, undertook the year-long work of solidifying WWCC's six essential teaching competencies and developing learning outcomes and indicators for each competency. The six essential instructional competencies are listed below. The Faculty Learning Improvement Plan and Six Essential Instructional Competencies document may be reviewed in its entirety in the *Appendix, Attachment Two*.

- **Student Success Teaching Strategies** – Implement and practice diverse teaching and learning strategies understanding that students come with different educational preparedness. Promote both acquisition and applications of knowledge, understanding and skills.

- **Outcomes-Based Design** -Design curriculum, assignments, and projects that align with course and college-wide learning outcomes.
- **Assessment** – Develop student knowledge and mastery through consistent, timely, formative, and summative assessment.
- **Equity, Diversity, and Cultural Inclusivity** – Design learning opportunities that recognize student diversity as well as foster a learning environment of inclusion and understanding.
- **Digital Information Literacy** – Recognize that 21st century learning environments depend significantly upon digital and information literacy skill. Ensure students have technological and digital literacy skills needed for success at university level academic institutions or professional-technical work occupations.

During 2015-16 faculty negotiations, a change to have the five-year faculty evaluation time period go to three years, to have all courses taught in the evaluation quarter reviewed, and to have all faculty assess themselves on the six instructional competencies, was mutually agreed upon. Additionally, Workforce Education learning competencies were crosswalked with the new six essential instructional competencies to ensure continuity and uniformity across all degree and program pathways. The FLIP evaluation process was implemented fall 2016. Probationary faculty (those on tenure track) address one instructional competency each quarter of their tenure review. At the end of the three years and after earning tenure, probationary faculty develop a FLIP for the next three-year evaluation cycle, which requires them to choose and focus on one instructional competency each year of the three-year evaluation cycle with the goal that all six learning competencies are addressed during two cycles of the faculty’s evaluation (Please see *Probationary Faculty Evaluation in the Appendix, Attachment Two*).

Tenured and full-time faculty also develop a FLIP during their evaluation year. This involves a self-evaluation of the six essential instructional competencies to identify the three instructional competencies and indicators faculty plan to work on during their three-year evaluation cycle. At the end of the three years, they review the work they outlined in their FLIP, assess the activities they engaged in, and summarize the improvements made in their course curriculum and teaching practice. They then create a new FLIP by choosing indicators from the final three instructional competencies for their next evaluation cycle. In this way, all six learning competencies are addressed during two faculty evaluation cycles. The cycle of assessment in the new Faculty Learning Improvement Plans process requires reviewing, evaluating, and revising teaching practices on a regular and systematic basis, with emphasis on improving course content and pedagogical methods.

WWCC has just finished its second year of the new faculty evaluation transitioning so it is too early to measure the impact on teaching and learning practice. However, this example does illustrate the College’s commitment to invest in and foster a spirit of continuous improvement within the nexus of teaching and learning. The change from an “outward directed” assessment model to an “inward directed” assessment model has allowed faculty to take more control of their teaching practice and to systematically and regularly assess their teaching as they strive to continuously improve their students’ learning environment. During the next four years, the College will have transitioned all faculty, probationary and full-time, to the three-year FLIP

assessment model. In Table 5, the number of faculty who have transitioned to the three-year FLIP cycle is summarized.

Table 5. Revised Faculty Evaluation Process and FLIPs

Year	# of Probationary Faculty Assessed	# of Full-Time Faculty Assessed	Total
2016-17	16	21	37
2017-18	16	41	57
2018-19 (Projected)	12	42	58

Because of the change in the number of classes being evaluated by students and the increased frequency in the FLIP model, student evaluations of courses are now delivered digitally in Canvas, making it more convenient for students to provide feedback and less time intensive for staff to compile results. Evaluation questions have been revised as well to better discern student perceptions of the teaching and learning happening in their courses, regardless of the delivery modality (online, hybrid, or face-to-face).

Going Forward.

Changing a long-term evaluation process in order to strengthen assessment of teaching and learning as well as grow institutional commitment for continuous improvement is not undertaken without hitches. This has certainly been true of transitioning from the five-year to three-year evaluation time period. Several concerns will need to be addressed to make the process smoother. By the time the Seven-Year Self Study occurs, WWCC will have transitioned all probationary and full-time faculty to the three-year cycle with a number of faculty having gone through at least two evaluation cycles. Data will be available to analyze the impact to teaching, learning, and continuous improvement. The following two concerns were lessons learned with plans to be implemented to sustain the success of this assessment.

- **Ongoing FLIP Training for Instructional Administrators and Faculty:** Once an agreement was reached to change the faculty evaluation period from three- to five- years, the hard work of developing the process and appropriate forms with input from faculty and deans was undertaken. This happened during the summer of 2015, with the roll-out taking place in the fall of 2016. Confusion and uncertainty of how the FLIPs should be developed emerged early in the training for faculty, administrators, and support staff that helped process the evaluations. Although attention was taken to ensure that all forms were clear and appropriate, in hindsight, it would have been more effective to have a series of training workshops every quarter that first year. As noted earlier in the report, the significant retirement of long-time faculty, and the hiring of new faculty, require that on-going trainings occur on a regular and systematic basis to ensure that everyone is informed and confident with how and what they need to do to prepare and assess FLIPs. Plans are underway to make sure that this becomes part of sustaining good communication and instruction of the evaluation cycle.

- ***Communication of User Experience:*** Getting feedback from faculty regarding the positives and negatives of their experience creating FLIPs and how these plans have helped in improving student learning and informing their teaching practice is a crucial, yet missing piece. Obtaining faculty input will improve the process and give ownership to improving their teaching practice.

During the next four years, the College will obtain both formative and summative assessments of the faculty evaluation process. As probationary faculty complete their tenure efforts and full-time faculty assess the work they have done in strengthening their instructional competencies, it will be important to survey their experience. Surveying faculty who have completed their FLIP cycle will give qualitative data regarding faculty experience in creating and using FLIPS. This user experience feedback will help inform, shape, and sustain the faculty evaluation assessment process. This information will then be used to improve the process and to assist faculty in keeping their teaching relevant, energizing, pedagogically sound, and continuously improving.

Part III: Going Forward to Year Seven's Evaluation Study

Walla Walla Community College's Board of Trustees, President Brandes, administrative leadership, faculty and staff, and the entire college community are committed to the College's Mission, Core Themes, and Objectives. The opportunity to reflect and prepare this mid-cycle report has given time to analyze the institution's overall assessment plan and to organize the priorities going forward to the Year-Seven Evaluation. The college community looks forward to the feedback that will be received from the Mid-Cycle evaluators to inform its work toward measuring, monitoring and achieving its mission. Year-Seven Evaluation work priorities include:

Strengthening Institutional Planning and Assessment

- Implement WWCC's Accreditation Steering Committee to work as an oversight group to review core theme objectives, indicators, and assessment measures for mission fulfillment and attainment.
- Increase the college-wide understanding and use of data measures and processes in WWCC's pursuit of continuous improvement:
 - Ensure that data is communicated clearly and frequently college-wide to faculty and staff. This may best be done through regular data summits.
 - Promote the use of metrics and data among the various governance groups so that it becomes a familiar practice in decision making.

Support the Ongoing work of CwOLA Assessment Work

- Communicate assessment findings of the four *college-wide* general education learning outcomes and regularly report the findings to faculty and staff so adjustments can be made to strengthen course learning.
- Continue to provide professional development training for full-time and part-time faculty in using the Canvas LMS as well as Canvas Analytics for course organization, communication with students, and as an online tool to develop and improve student learning outcomes at the course, program, and degree level.

Increase Student Retention and Attainment

- Increase quarterly and annual retention rates.
- Implement and monitor the impact of discontinuing late registration with regards to student retention rates, GPA, and degree attainment.

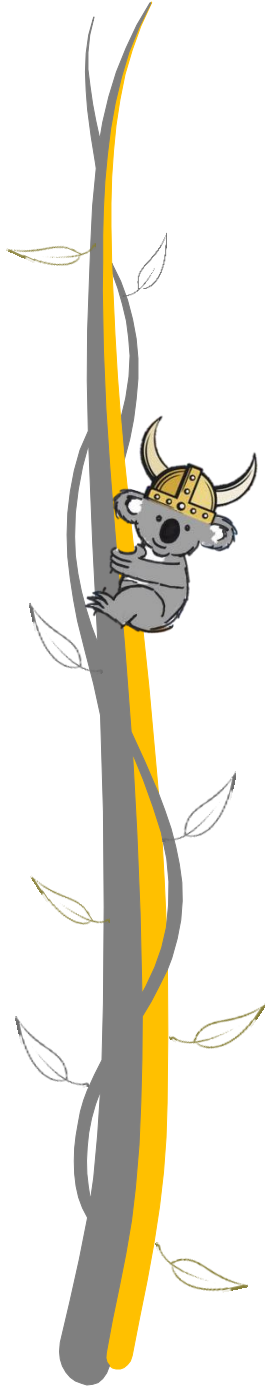
Conclusion

The Board of Trustees, Executive Leadership team, faculty, and staff of Walla Walla Community College feel confident in the institution's progress toward its Year Seven Self-Evaluation Report. WWCC's college-wide assessment processes are comprehensive and inclusive with representation from the College's major departmental units participating in data use, monitoring, and reporting on mission fulfillment goals. Additionally, and perhaps even more important, is the college-wide commitment for continuous improvement of institutional assessment across all units. Even as the College experiences a time of transitional change, the work of the mission goes on as WWCC focuses on greater inclusivity, diversity, student-centered input, evidence driven decision making, and serving its community.

Appendices

Attachment One – College-wide Learning Assessment Guidebook

Attachment Two – Probationary Faculty Evaluation and FLIP



College-Wide Outcomes & Learning Assessment *GUIDEBOOK*

Get **CwOLA** -fied!

College-wide Outcomes & Learning Assessment Guidebook

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College-wide Outcomes & Learning Assessment Guidebook



Introduction

Walla Walla Community College is committed to preparing its students for success. Toward that end, WWCC strives to ensure that every student who earns a degree or certificate, whether through academic transfer or workforce programs, achieves college-level knowledge, skills, and abilities in these four areas:

1. Communication
2. Community Engagement
3. Critical Thinking
4. Information and Technology Literacy

These areas constitute WWCC's College-wide Outcomes and Learning Assessments (CwOLAs), which demonstrate our commitment to all students across all college programs. These outcomes were selected based on research into Washington State community colleges, transfer institutions, and national organizations such as the American Association of Colleges and Universities.

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

WWCC MISISON STATEMENT

NWCCU ACCREDITATION STANDARD 4.A.3

THE INSTITUTION DOCUMENTS, THROUGH AN EFFECTIVE, REGULAR, AND COMPREHENSIVE SYSTEM OF ASSESSMENT OF STUDENT ACHIEVEMENT, THAT STUDENTS WHO COMPLETE ITS EDUCATIONAL COURSES, PROGRAMS, AND DEGREES, WHEREVER OFFERED AND HOWEVER DELIVERED, ACHIEVE IDENTIFIED COURSE, PROGRAM, AND DEGREE LEARNING OUTCOMES. **FACULTY WITH TEACHING RESPONSIBILITIES ARE RESPONSIBLE FOR EVALUATING STUDENT ACHIEVEMENT OF CLEARLY IDENTIFIED LEARNING OUTCOMES.**

For more than fifteen years, WWCC has done significant work in outcomes and assessment in academic transfer and in Professional Technical, Nursing and Allied Health, and Corrections education. The establishment of CwOLAs represents a convergence of these areas by building on the established culture of continuous assessment and improvement to bring together all areas of the college with a focus on common learning goals. This ongoing work dovetails with Northwest Commissions on Colleges Universities (NWCCU) accreditation standards and recommendations for accreditation from the 2015 accreditation visit.¹

¹Recommendation 2: The evaluation committee recommends that the institution develop and implement a systematic and college-wide general education assessment program (Standards 2.C.10, 2.C.11, 4.A.2, 4.A.3, and 4.B.2).

Recommendation 3: The evaluation committee recommends that the institution document, through an effective, regular, and comprehensive system of assessment, that students achieve identified learning outcomes at the course and transfer degree level. The College should then utilize the results of its assessments to inform academic and learning-support planning and practices that lead to the enhancement of student learning achievements (Standard 4.A.3 and 4.B.2).



College-wide Outcomes and Learning Assessment Overview

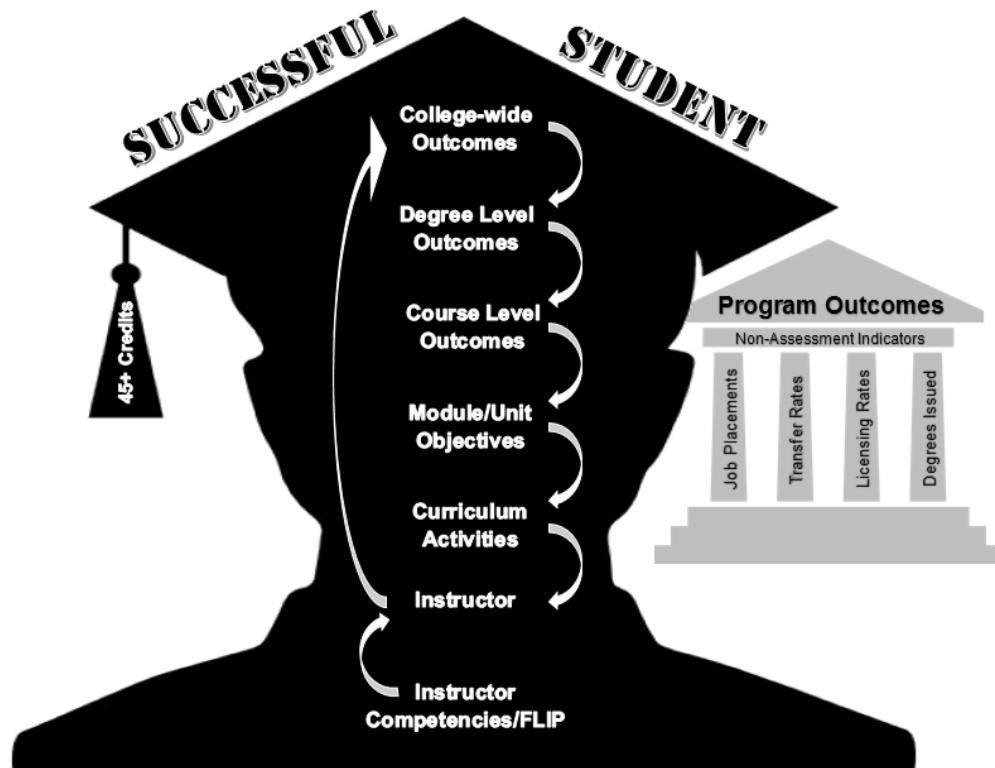
WWCC has invested significant time and effort in identifying learning outcomes as well as developing a systematic and sustainable assessment process. Up to this point, academic transfer and professional technical programs had each developed outcomes assessment practices. The NWCCU's 2015 Year Seven accreditation visit contained recommendations to combine all programs and campuses under a single college-wide general education outcomes assessment program, to ensure that the assessment system documents that students achieve identified learning outcomes at the course and transfer degree level, and to use the results of assessments in improving our practices to enhance student learning achievements.

Since receiving this recommendation in October 2015, the AA/AS Degree Outcomes and Assessment Committee has expanded to include representatives from across all divisions, programs, and campuses. The AA/AS Degree Outcomes and Assessment Committee transformed into the College-wide Outcomes and Learning Assessment Committee (CwOLA) and drafted a charter that reflects its expanded mission. The CwOLA cycle brings together all aspects of assessing and documenting student achievement of learning objectives and creates a mechanism for continuous improvement through the feedback loop. This guidebook represents the first steps in documenting the cycle and is subject to change as the iterative process suggests.



College-wide Outcomes & Learning Assessment Guidebook

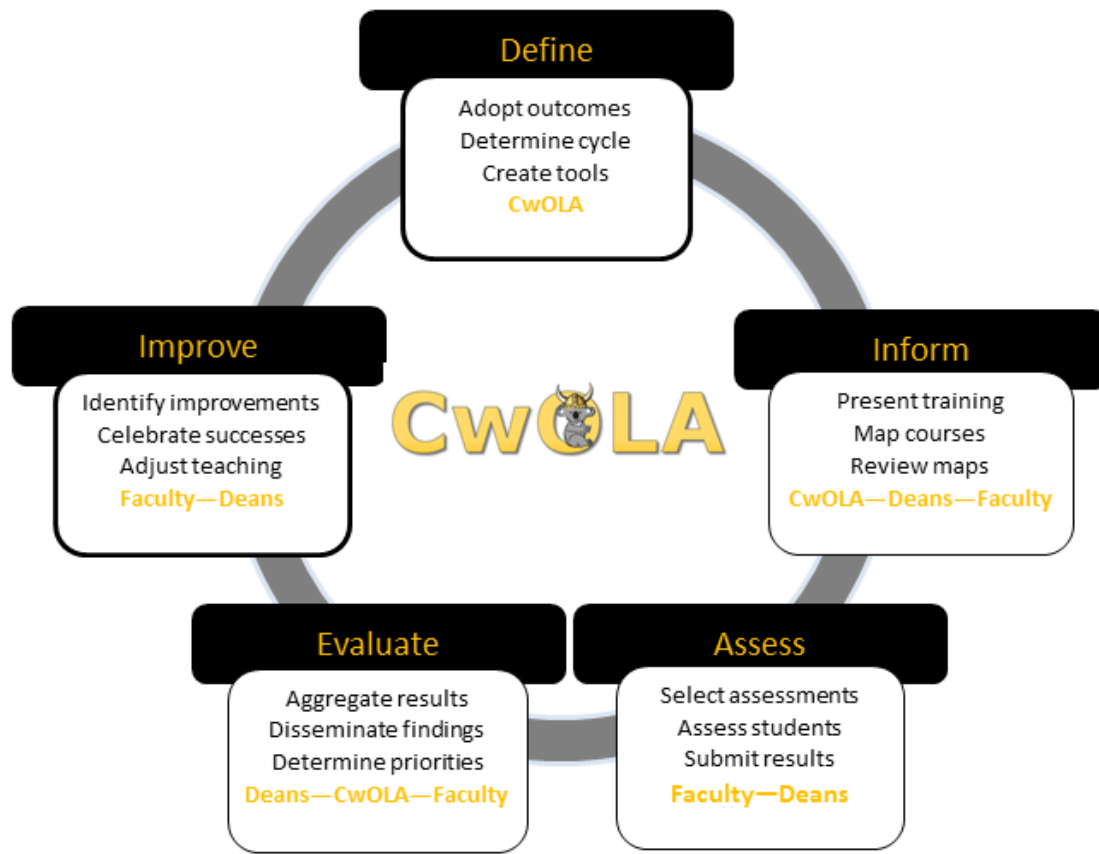
Assessment Infographic



Student attainment of college-wide learning outcomes begins with individual instructors. Their work provides the foundation of student learning. Instruction is informed by professional development focusing on instructional competencies (such as Student Success Strategies) that form part of a Faculty Learning Improvement Plan (FLIP). The instructor enhances student success by designing assignments with objectives that align with outcomes from the module/unit, course, and degree, as well as with the college-wide learning outcomes. This alignment gives students repeated practice at mastering the knowledge, skills, and abilities that form the outcomes, and thereby increase the likelihood that they will emerge from the college having mastered those outcomes.

College-wide Outcomes & Learning Assessment Guidebook

Assessment Cycle



Cultivating continuous improvement takes place not just in instruction but also in the work of assessing WWCC’s success at establishing and defining appropriate college-wide learning outcomes, communicating those to faculty, and refining the process for optimal student success. The assessment cycle is designed to incorporate feedback at every step and to include faculty in all activities. In future cycles, the “define” stage will include a review of the cycle and tools and refinement as necessary.

College-wide Outcomes & Learning Assessment Guidebook

Assessment Schedule

DI
Define and Inform

Map

A
Assess

E Evaluate
(*Summary Report)

I
Improve

Quarter	Information and Technology Literacy	Critical Thinking	Communication	Community Engagement
Summer 2016	DI	DI	DI	DI
Fall 2016	Draft Map	Draft Map	Draft Map	Draft Map
Winter 2017	Draft Map	Draft Map	Draft Map	Draft Map
Spring 2017	Final Map	Final Map	Final Map	Final Map
Fall 2017				DI
Winter 2018				A
Spring 2018				E*
Fall 2018			DI	I
Winter 2019			A	
Spring 2019			E*	
Fall 2019		DI	I	
Winter 2020		A		
Spring 2020		E*		
Fall 2020	DI	I		
Winter 2021	A			
Spring 2021	E*			
Fall 2021	I			DI



College-wide Outcomes

[College-wide Outcome Name]				
College-wide Outcome: Statement of essential skills, abilities, and attitudes that students will acquire throughout their course of study.				
Indicators	Mastering	Achieving	Developing	Beginning
Indicator 1	Demonstrates a sophisticated ability to ... (e.g., example wording only to show levels)	Finds appropriate ...	Identifies ... but struggles with ...	Attempts ...
Indicator 2	Shows advanced ...	Evidence of ...	Issues ... are apparent ...	Some evidence ...
Indicator 3	Effectively evaluates and selects ...	Selects appropriate ...	Needs repeated assistance ...	Shows limited strategies ...
Indicator 4	Predicts ... Practices ... Independently ...	Predicts ... Practices ... with little assistance ...	Some evidence ... Some ownership ...	Demonstrates minimal effort ...
Notes:	Relevant notes			

Student Performance Criteria

With the participation of faculty, staff, and administration from across the college, four College-wide Outcomes were identified in 2016 as essential for all students who graduate from WWCC with a degree or certificate over 45 credits. These outcomes are commonly identified by two- and four-year academic institutions and by employers as essential for student success in college and career. The four areas are Communication; Community Engagement; Critical Thinking; and Information and Technology Literacy.

The CwOLA template was used as a basis for creation of the individual CwOLA Rubrics. Consistent student performance criteria were identified for each level of mastery, which will guide objective assessment and documentation of student achievement.



College-wide Outcomes & Learning Assessment Guidebook

Communication

College-wide Outcome: the ability to create meaning and enhance understanding between author and audience by listening, reading, speaking, and writing effectively.			
Mastering	Achieving	Developing	Beginning
Indicator 1: Composes developed and supported communication.			
Composes communication that conveys a deep understanding of a specific topic by synthesizing credible, relevant evidence from a variety of sources and source types in support of an original idea.	Composes communication that conveys an effective understanding of a specific topic by synthesizing credible, relevant evidence from a variety of sources in support of an original idea.	Composes communication that conveys a broad understanding of a topic with attempts at using some relevant and/or credible sources in support of an idea.	Composes communication that focuses on a general topic and uses evidence in support of claims about that idea.
Indicator 2: Demonstrates integrative communication.			
Chooses content, tone, syntax, and formatting appropriate for a specific audience, discipline, or context in a way that communicates meaning with clarity and fluency as well as demonstrates awareness of the interdependence of language and meaning, thought, and expression.	Chooses content, syntax, and formatting appropriate for a certain audience or discipline in a way that communicates meaning with clarity as well as demonstrates awareness of the interdependence of language and meaning.	Chooses content, syntax, or formatting appropriate for a certain discipline in a way that communicates meaning with only a few points of confusion and demonstrates some awareness of the relationship between form and content.	Chooses content, syntax, or formatting appropriate for a specific assignment but may not demonstrate an awareness of audience or discipline. Attempts but struggles to communicate ideas clearly to readers.
Indicator 3: Organizes information logically.			
Consistently applies a logical structure designed to support a specific, unified idea, theme, or thesis and signals this organization clearly to the audience using strategies appropriate to a specific discipline.	Consistently applies a logical structure designed to support a unified idea, theme, or thesis and signals this organization to the audience using appropriate strategies.	Applies a recognizable structure in support of a broad idea, theme, or thesis with some attempt to signal this organization to the audience.	Attempts to apply a formulaic structure in support of a broad idea, theme, or thesis but may not signal this organization to the audience.
Indicator 4: Interprets communication.			
Applies strategies that relate ideas, structure, or other features of the text to build knowledge or insight. Recognizes implications of a text for contexts, perspectives, or issues beyond the assigned task or the explicit message of the communication.	Identifies relationships among ideas, structure, or other features of a text to evaluate how they support an advanced understanding of the communication as a whole. Uses the text, and general or contextual knowledge, to draw more complex inferences about the message and attitude intended by the communication.	Identifies relationships among ideas, structure, or other features of a text and recognizes how they support the main idea and draws basic inferences about context and purpose of the communication.	Identifies features of a text (e.g. content, structure, or relations among ideas) as needed to respond to questions posed in assigned tasks and apprehends vocabulary appropriately to paraphrase or summarize the information the text communicates.
NOTES:	Communication can take the form of, but is not limited to, essays, videos, tri-folds, web pages, articles, multi-media presentations, memos, reports, speeches, etc. All of these might also be referred to as “ texts ” whether or not they are in written form.		



Community Engagement

College-wide Outcome: 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.			
Mastering	Achieving	Developing	Beginning
Indicator 1: Recognizes cultural assumptions.			
Recognizes own unique qualities shaped by culture and how culture impacts their attitude, beliefs, and experiences. Articulates insights into own cultural rules and biases.	Defines culture as including multiple components. Identifies aspects of own culture and how these aspects impact their perspective.	Identifies some aspects of own cultural assumptions and demonstrates a limited understanding of how culture impacts their perspective	Defines culture in a simplistic way and attempts to identify own cultural assumptions and biases.
Indicator 2: Demonstrates integrative community engagement.			
Analyzes, integrates, and applies knowledge from multiple points of view, and can work effectively with people who are different from them. Initiates and develops productive interactions with those who are different.	Identifies how differences can enhance team performance and applies that understanding to action. Demonstrates openness and intellectual curiosity toward those who are different.	Identifies how differences can enhance team performance but struggles to apply that understanding to action. Demonstrates some openness to those who are different.	Makes an effort but is uncomfortable interacting with people who are different. Attempts to identify how differences enhance teamwork.
Indicator 3: Develops social responsibility.			
Engages communities as a way to break down barriers between people of different cultures and to better the community.	Articulates systemic causes for societal issues and identifies how one's engagement in the community could have an impact.	Articulates that many cultural factors influence societal issues and that community engagement may impact these issues.	Articulates societal issues through one's perspective and maintains a limited view on community engagement.
NOTES:	Engaged students respectfully participate as citizens of local, global, and digital communities. Engagement requires the evaluation of one's own culture or world view, as well as the views of others. Awareness stems from a clear and coherent understanding of how cultures can interact to positively affect individuals, communities, and circumstances.		



College-wide Outcomes & Learning Assessment Guidebook

Critical Thinking

College-wide Outcome: Comprehensive exploration of ideas, issues, artifacts, and experiences across college disciplines that transfer to new, complex situations within and beyond the campus. This includes both quantitative and non-quantitative problem solving.			
Mastering	Achieving	Developing	Beginning
Indicator 1: Defines problem, selects topic, or explains issues.			
Articulates problem, topic, or issue logically and clearly. Represents all relevant information in a way that shows an understanding of the objective(s).	Articulates problem, topic, or issue using adequate details. Represents some relevant information in a way that shows an understanding of the objective(s).	Articulates problem, topic, or issue but leaves out relevant information. Represents some information in a way that shows a partial understanding of the objective(s).	Articulates problem, topic, or issue but only in a general way. Represents unrelated information in a way that shows limited understanding of the objective(s) and includes irrelevant information.
Indicator 2: Analyzes strategies, research, or evidence.			
Analyzes multiple strategies, resources, evidence, and/or assumptions. Demonstrates various approaches that apply to the objective(s).	Analyzes multiple strategies, resources, evidence, and/or assumptions. Demonstrates some approaches that apply to the objective(s).	Analyzes some strategies, resources, evidence, and/or assumptions. Demonstrates one or too few approaches that apply to the objective(s).	Identifies strategies, resources, and evidence, and/or makes assumptions, some of which are irrelevant to the objective(s).
Indicator 3: Articulates a solution, a process/product plan, or a position (perspective, thesis/hypothesis).			
Articulates a solution, process/product plan, or position in an imaginative, clear, and focused way that integrates relevant information linked to the scope of the objective(s).	Articulates a solution, process/product plan, or position in a clear and focused way that integrates some relevant information linked to the scope of the objective(s).	Articulates a solution, process/product plan, or position that includes some information unrelated to the scope of the objective(s).	Articulates a solution, process/product plan, or position, but in a vague way.
Indicator 4: Implements a solution, develops a process/product, or forms a conclusion.			
Implements a solution, creates a process/product, or tests a position that reflects a thorough and insightful understanding of the objective(s).	Implements a solution, creates a process/product, or tests a position that reflects a general understanding of the objective(s).	Implements a solution, creates a process/product, or tests a position that reflects a limited understanding of the objective(s).	Implements a solution, creates a process/product, or tests a position that is not related to the objective(s).
Indicator 5: Demonstrates integrative thinking.			
Adapts and applies techniques, methods, and theories gained in one situation to a new situation to resolve challenging and complex problems or issues in new ways.	Adapts and applies techniques, methods, and theories gained in one situation to a new situation to explain problems or issues.	Applies techniques, methods, and theories gained in one situation to a new situation, but in way that only partially explains problems or issues.	Identifies the techniques, methods, and theories gained in one situation to use in a new situation.

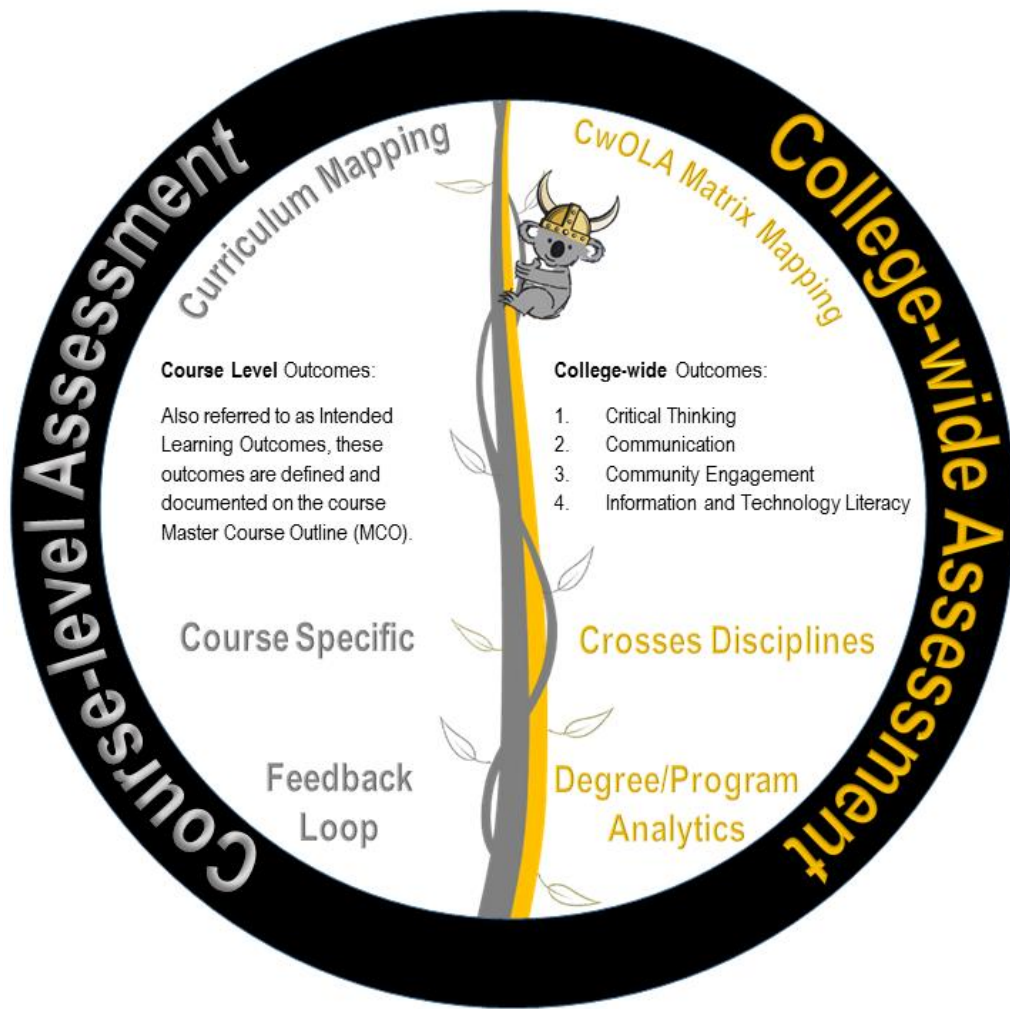


Information and Technology Literacy

College-wide Outcome: The ability to use modern digital and industrial devices to accomplish tasks.			
Mastering	Achieving	Developing	Beginning
Indicator 1: Manages and utilizes information.			
Finds, evaluates, and organizes complex data above and beyond the requirements of the task.	Finds, evaluates, and organizes appropriate information required for the task.	Identifies information needed for the task but requires assistance with next steps in process.	Requires multiple instances of support through the information gathering process.
Indicator 2: Interprets, integrates, and communicates information.			
Analyzes and synthesizes data, going well beyond requirements when communicating results using oral, written, graphic, pictorial, or multimedia methods. Uses data in an ethical manner.	Analyzes and synthesizes data, meeting all requirements when communicating results using oral, written, graphic, pictorial, or multimedia methods. Uses data in an ethical manner.	Analyzes and synthesizes data and communicates results using oral, written, graphic, pictorial, or multimedia methods with limited assistance. Uses data in an ethical manner with some assistance.	Attempts to analyze and/or synthesize data require multiple instances of support. Attempts to communicate results are incomplete or confusing. Uses data in an ethical manner with repeated assistance.
Indicator 3: Selects and applies technology.			
Evaluates and selects the best technology for desired results. Demonstrates independent use of technology, if required. Uses technology safely and competently.	Selects appropriate technology and demonstrates use of it (if required) with minimal assistance. Uses technology safely.	Selects appropriate technology with repeated assistance. Demonstrates use of technology but requires assistance. Uses technology safely with limited reminders.	Demonstrates limited strategies for selecting and using technology to complete tasks. Requires extensive help. Uses technology safely with frequent reminders.
Indicator 4: Manages and troubleshoots technology.			
Predicts the impact of action (or inaction) on maintaining technology and takes steps to prevent performance problems with it. Practices regular, routine maintenance independently.	Predicts the impact of action (or inaction) on maintaining technology and takes steps to prevent performance problems with it. Practices regular, routine maintenance with little assistance.	Takes steps to maintain technology or diagnose problems to correct performance issues infrequently. May seek help but will take little ownership of resolving the problem.	Identifies steps to maintain technology or diagnose problems to correct performance issues. Requires help to perform maintenance tasks.
NOTES:	Technology can mean any digital or industrial device used to accomplish a task (e.g., blood pressure monitor, computer, drone, labkit, calculator, etc.). Data can mean any information used to accomplish a task.		

College-wide Outcomes & Learning Assessment Guidebook

Mapping, Assessment, and Feedback Loop




Curriculum mapping happens at the course level and uses course level outcomes. Faculty map activities, assignments, and assessments to course level outcomes (intended learning outcomes) to make sure students have opportunity to learn and demonstrate their learning of all course outcomes.

Course mapping happens at the program or department level. Groups of faculty, with dean and CwOLA Team support, map which college-wide outcomes are explicitly taught at a high level in their program or department's courses. Doing this develops a matrix showing how a student would demonstrate achievement of all four college-wide outcomes by the time he or she completes the degree or 45+ credit certificate.

Assessment at the college-wide level in addition to course-level assessment closes the feedback loop to inform our practice at all levels and ensure responsive education.

Determining the Level of Intentional Teaching

Lower Level of Intentional Teaching of Indicator		Higher Level of Intentional Teaching of Indicator
Remembering & Understanding	Applying & Analyzing (Context dependent as to whether higher or lower) 	Evaluating & Creating
Recognizing, discussing, listing, describing, retrieving, naming, finding, explaining ideas or concepts, interpreting, summarizing, paraphrasing, classifying	Using information in a familiar situation, implementing, carrying out, using, breaking information into parts to explore understandings and relationships, comparing, organizing, deconstructing, finding	Justifying a decision or course of action, checking, hypothesizing, critiquing, experimenting, judging, generating new ideas/products/ways of viewing things, designing, constructing, planning, producing, inventing

Common Outcome Verbs with Synonyms

Discuss	Explain, Describe, Paraphrase, Estimate, Infer
Describe	Identify, List, State, Name, Select, Locate, Outline, Recite
Analyze	Examine, Compare, Investigate, Differentiate, Organize, Sort
Combine	Synthesize, Compose, Plan, Hypothesize, Generate, Invent
Solve	Evaluate, Assess, Conclude, Appraise, Judge, Critique
Apply	Modify, Build, Produce, Prepare, Choose, Demonstrate, Perform

Working together, faculty teaching each course will review the intended learning outcomes and their teaching plans to determine the level of intentional teaching – High, Low, or None – for each indicator of the four CwOLAs. Although different instructors may teach the course in various modalities, the course is mapped to the indicators showing the best overall fit for all instructors.

College-wide Outcomes & Learning Assessment Guidebook

CwOLA Department Matrix

Department					Community Engagement			Critical Thinking					Information and Technology Literacy			
Accounting	Communication				Community Engagement			Critical Thinking					Information and Technology Literacy			
Courses	1	2	3	4	1	2	3	1	2	3	4	5	1	2	3	4
ACCT 115	L	N	L	N				H	H	L	L	L	H	H	H	L
ACCT 175	N	N	H	N				L	L	L	H	H	H	H	L	L
ACCT 199																
ACCT&201	N	L	H	N				H	H	H	H	H	H	H	N	N
ACCT&202	N	L	H	N				H	H	H	H	H	H	H	N	N
ACCT&203	N	L	H	N		L	L	H	H	H	H	H	H	H	N	N
ACCT 204	N	N						L	L	L	L	L	L	L	L	L
ACCT 205	N	N	L	N				L	L	L	L	L	L	L	L	L
ACCT 209	N	N	L	N				L	L	L	L	L	L	L	L	L
ACCT 216	N	N	L	N				L	L	L	L	L	L	L	L	L
ACCT 297																
For each indicator, document the level of intentional teaching given to each indicator: (L) Low – minor to moderate attention; introduces or briefly covers the concept(s) (H) High – major attention; reinforces the ability; comprehensively covers the concept(s) (N) None – concept(s) not covered; does not apply																

The results of faculty review will be documented on the CwOLA Department Matrix.

This process is done once each cycle for every program or department, developing one CwOLA Department Matrix that shows the level of intentional teaching in each course for each CwOLA Indicator.

After all courses are documented, the faculty and deans will review to ensure that there is adequate coverage of appropriate CwOLA indicators within the department.



College-wide Outcomes & Learning Assessment Guidebook

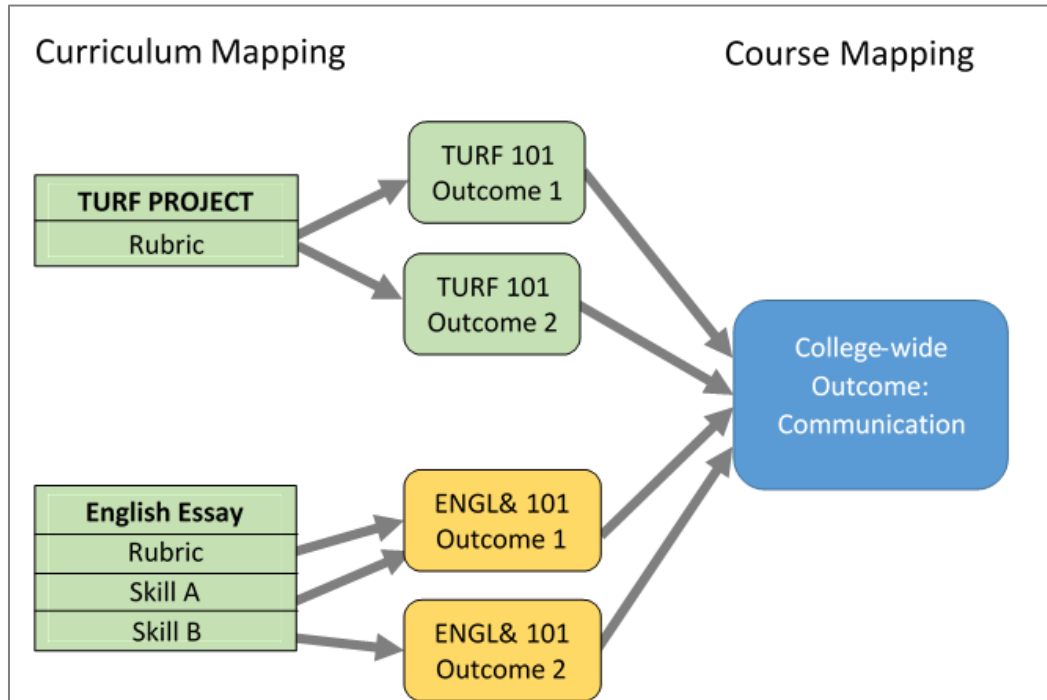
CwOLA Degree Matrix

DEGREE AAAS- Accounting	Communication				Community Engagement			Critical Thinking					Information and Technology Literacy			
Courses	1	2	3	4	1	2	3	1	2	3	4	5	1	2	3	4
ACCT 115	L	N	L	N				H	H	L	L	L	H	H	H	L
ACCT 175	N	N	H	N				L	L	L	H	H	H	H	L	L
ACCT&201	N	L	H	N				H	H	H	H	H	H	H	N	N
ACCT&202	N	L	H	N				H	H	H	H	H	H	H	N	N
ACCT&203	N	L	H	N		L	L	H	H	H	H	H	H	H	N	N
ACCT 204	N	N	L	N				L	L	L	L	L	L	L	L	L
ACCT 205	N	N	L	N				L	L	L	L	L	L	L	L	L
ACCT 209	N	N	L	N				L	L	L	L	L	L	L	L	L
ACCT 216	N	N	L	N				L	L	L	L	L	L	L	L	L
BUS& 101																
BUS 112																
BUS 125																
BUS 136																
BUS 137																
BUS 157 (L)																
BUS 192																
BUS 217																
BUS 218																
BUS 291																
SMST& 220 (O)																
CS 110																
For each indicator, document the level of intentional teaching given to each indicator: (L) Low – minor to moderate attention; introduces or briefly covers the concept(s) (H) High – major attention; reinforces the ability; comprehensively covers the concept(s) (N) None – concept(s) not covered; does not apply																

After all courses have been mapped, they will be re-sorted to show all courses in each degree or certificate over 45 credits. Together, deans and faculty will review the maps to ensure that there is adequate coverage of each CwOLA indicator within the degree sequence.



The Mapping Process



Curriculum Mapping is the process of identifying how lessons, activities, and assignments in a course work together to help students achieve the intended course outcomes.

During the 2016-17 academic year, a small group of faculty will practice using Canvas analytics as a feedback system to assess how students are meeting learning outcomes. Faculty will then use this information to inform teaching practice. This pilot is the first step in meeting the recommendation from the accreditation evaluation team to develop and implement a systematic and college-wide learning assessment process. Faculty involved in the pilot this year will receive a stipend for their work with the expectation that they will then become “trainers” and help train other faculty in using Canvas analytics to align course learning outcomes with assignments and course work. Creating this kind of feedback system will take time but will certainly strengthen WWCC’s effort to create a culture of evidence to inform effective teaching practice.

Instructional Competencies

There are six instructional competency areas that are valued for all teaching faculty at WWCC. These essential instructional competencies focus on student success, equity, and teaching. Faculty members will work with their dean to develop a Faculty Learning Improvement Plan (FLIP) that focuses on the learning outcomes and indicators of the six essential instructional competencies. The FLIPs are created at the beginning of each three-year evaluation cycle and form a significant part of the contractual evaluation process.

The six areas of instructional competency were developed by a subcommittee of the Achieving the Dream Committee that met throughout the 2015-2016 academic year. These were then incorporated into evaluation forms revised with AHE input. The six areas are as follows:

1. Student Success Teaching Strategies
2. Outcomes-Based Design
3. Assessment
4. Equity, Diversity, and Cultural Inclusivity
5. Digital and Information Literacy
6. Commitment to Professional Development and College Life



College-wide Outcomes & Learning Assessment Guidebook

Terminology

Alignment - The degree to which course activities are directly related to intended learning outcomes and intended learning outcomes are related to college-wide outcomes.

Assess - The third step in the Assessment Cycle. Individual courses are designated for assessment, faculty identify which assignment/activity will be used for assessment, faculty perform the assessment, and results are returned to a central collection area.

Assessment Cycle – Encompasses the five steps (Define, Inform, Assess, Evaluate, and Improve) as well as the multi-year timeframe to complete the assessment cycle for the CwOLA outcomes.

College-wide Outcomes and Learning Assessments (CwOLAs) – Used to describe the overall process for assessing college-wide learning outcomes; also used collectively to refer to the four college-wide learning outcomes. CwOLAs are broad statements of essential skills, abilities, and attitudes that students will acquire throughout their course of study. The four CwOLA outcomes are: Communication, Community Engagement, Critical Thinking, and Information and Technology Literacy.

College-wide Outcomes and Learning Assessment Committee – The committee that oversees the CwOLA assessment process and cycle.

Course Level Outcomes – see Intended Learning Outcomes.

Course Mapping – Process to identify which CwOLA indicators, and the level at which they are intentionally taught, for each course. Mapping results are documented on the CwOLA Matrix.

Curriculum Mapping – Process to identify how lessons, activities, and assignments in a course work together to help students achieve the intended course outcomes.

CwOLA Matrix – List of courses as they are mapped to CwOLA indicators. This are sorted to show all courses offered by department (department matrix) as well as courses required for degrees (degree matrix).

CwOLA Rubric – Scoring chart containing CwOLA outcome definition, indicators, and performance criteria for each level of mastery. Each CwOLA outcome will have three to five indicators.

Define – The first step in the Assessment Cycle. CwOLA outcomes and their rubrics are first defined and adopted or, in later cycles, confirmed or modified. The overall cycle is reviewed and adjusted as necessary, and tools are also created or improved during this step.

Degree Outcomes – Statement of expectation for what the student will be able to do or demonstrate as a result of the sequence of courses within the degree or certificate program.

Evaluate – The fourth step in the Assessment Cycle. Results are input into the CwOLA database and aggregated. Summary reports are produced, disseminated and interpreted so that priorities for action may be determined.

Faculty Learning and Improvement Plan (FLIP) – The document in which the faculty member addresses his or her growth in the essential instructional competencies, contributions to the profession, and service to the District and community.



College-wide Outcomes & Learning Assessment Guidebook

Feedback – Information that is used to determine the need for improvement. Feedback goes two ways and includes summary reports and their interpretation as well as documentation of how results are used to inform change and how well the process and various tools worked or might be improved.

Improve – The fifth step of the Assessment Cycle. Using the feedback provided in the Evaluate step, faculty determine whether and where improvement action needs to be taken. Changes are incorporated into classroom activities as appropriate. Successes are identified and celebrated.

Inform – The second step in the Assessment Cycle. Includes training of faculty in the concepts and tools involved in the CwOLA process. Courses are mapped to CwOLA indicators and documented on the CwOLA Matrix. Department and Degree matrixes are created and reviewed.

Instructional Competencies – The six essential instructional competency areas that are valued for all teaching faculty at WWCC. These include: outcome-based design; student success teaching strategies; assessment; equity, diversity, and cultural inclusivity; digital and information literacy; and commitment to college life and professional development.

Intended Learning Outcomes (also referred to as course level outcomes) – Statement of expectation for what the students should be able to do or demonstrate by the end of the course. Documented on the course Master Course Outline (MCO).

Level of Intentional Teaching – Used to map the course to the CwOLA matrix for each indicator. Levels are defined as: Low (minor to moderate attention; introduces or briefly covers the concept); High (major attention; reinforces the ability; comprehensively covers the concept); and None (concept not covered).

Level of Mastery – Indicates at what level the student is performing when the CwOLA is assessed. These include Beginning; Developing; Achieving; and Mastering.

Map – Part of the Inform step of the Assessment cycle. Intended Learning Outcomes are mapped to Degree Outcomes and CwOLA Indicators

Mapping – A term to describe how one element of a course is related to helping students achieve the broader outcome. See Curriculum Mapping and Course Mapping.

Master Course Outline (MCO) – The document submitted to Curriculum Committee for approval of the course description, intended learning outcomes, course topics, and other course information. Also sometimes used to refer to the course information found in the eCatalog.

Online Catalog Administrator (OCA) – The software program used to produce the eCatalog and print catalog. Faculty upload course syllabi for exposure on the course page in the eCatalog.

Outcomes – Statements of measurable behavior learners can reliably demonstrate at the end of an individual course and at the end of their program of study.

Program Outcomes – Statements of achievement that the department wants to achieve; not directly related to teaching and learning and not assessed by faculty.

Student Performance Criteria – Definition of achievement that indicates the level of mastery for each indicator.



College-wide Outcomes & Learning Assessment Guidebook

Prepared by: College-wide Outcomes and Learning Assessment Committee
Chair: Richard Middleton-Kaplan, Dean of Arts and Sciences

2nd Edition
Revised July 11, 2017



**Probationary Faculty
Faculty Learning Improvement Plan (FLIP)
and the Six Essential Instructional Competencies**

Introduction:

The Faculty Learning Improvement Plan (FLIP) is a self-evaluation, which give each instructor at WWCC an opportunity for reflection, revision, and continuous improvement in the areas of teaching, advising, professional development, and service within the college community. A Self-Evaluation template that you can use to help prepare your FLIP is located at the end of this document.

Development of your growth in the areas of teaching, advising, professional development, and service within the college community are organized around the six instructional competencies, of which you will choose a different one during each of your six quarters of probationary process. In your quarterly self-evaluation you will discuss your chosen instructional competency and indicator(s), what you learned, and how it informed your teaching practice. By the end of your three-year probationary cycle you will have had the opportunity to work on all six of the essential Instructional Competencies. In the spring quarter of the year you receive tenure, you will, in consultation with your dean, develop a FLIP for the next three-year evaluation cycle.

Essential Instructional Competencies

1. **Student Success Teaching Strategies** – Implement and practice diverse teaching and learning strategies understanding that students come with different educational preparedness. Promote both acquisition and applications of knowledge, understanding, and skills.

Learning Outcomes and Indicators

- a. Foster a positive and supportive learning environment through effective classroom management;
- b. Develop and practice instructional methods that enhance adult learners' motivation and assist students to become active learners (e.g., engaging lectures, guided discussion, project-based learning, experiential learning, case study, problem-based learning, inquiry-based learning, etc.);
- c. Use sound principles of collaborative learning;
- d. Implement contextualized learning whenever appropriate by utilizing students' prior knowledge and incorporating multi-disciplinary and content specific concepts;
- e. Include general education, degree, and program outcomes throughout course learning (e.g., critical reasoning, writing across the disciplines, digital and information literacy, technology skills, diversity, equity, and inclusion);
- f. Demonstrate, and as needed, teach responsible, ethical academic behavior that enables students be successful in college.

2. **Outcomes-Based Design** – Design curriculum, assignments, and projects that align with course and college-wide learning outcomes.

Learning Outcomes and Indicators

- a. Include identified course outcomes on the course syllabus as outlined in the Master Course Outline (MCO) found in the Online Catalog Administrator (OCA);
- b. Design and align assignments that address each course outcome identified on the course syllabus;

- c. Develop and align assessments that demonstrate attainment of learning outcomes, focusing on what students will know and be able to do upon completion of the assignment or course;
 - d. Use evidence of student learning to review, revise, and improve courses;
 - e. Design or adapt relevant learning experiences that incorporate digital tools and resources to promote student learning and creativity.
3. **Assessment** – Develop student knowledge and mastery through consistent, timely formative and summative assessment¹.
- Learning Outcomes and Indicators**
- a. Administer formative and summative evaluations to assess student learning, inform students of their learning progress, and help students self-assess and reflect on their learning;
 - b. Employ a variety of formative assessment measures to form a complete picture of learning (e.g., classroom assessment techniques, oral presentations, quizzes, exams, portfolios, journals, project-based assignments, collaborative projects, short and lengthy writing assignments, etc.);
 - c. Give timely feedback on class activities, exams, assignments, and papers;
 - d. Analyze effectiveness of assessment strategies and grading practices, in part by inviting frequent feedback from students;
 - e. Provide students with multiple and varied formative and summative assessments aligned with content and technology standards, and use resulting data to inform and improve learning and teaching.
4. **Equity, Diversity, and Cultural Inclusivity** – Design learning opportunities that recognize student diversity as well as foster a learning environment of inclusion and understanding.
- Learning Outcomes and Indicators**
- a. Develop learning experiences that address and support students’ diverse strengths and abilities, implementing universal design principles²; (see appendix to review Universal Design Principles).
 - b. Design learning experiences that support and foster student learning communities;
 - c. Facilitate reciprocity and cooperation among students to enhance interdependence and teamwork;
 - d. Create learning environments that integrate cultural knowledge and encourage students’ openness to diverse perspectives to engage and strengthen critical thinking, reasoning, and social justice concepts;
 - e. Design, develop, and integrate diverse perspectives with learning experiences that explore civic, intercultural, and ethical responsibilities;
 - f. Demonstrate effectiveness in the learning environment in responding to acts of hatred, incivility, and intolerance;
 - g. Ensure that individuals throughout the college community are treated respectfully, justly, fairly, and impartially;

¹ **Formative assessment** refers to a wide variety of methods that teachers use to conduct in-process evaluations of student comprehension, learning needs, and academic progress during a lesson, unit, or course.

Summative assessment refers to the **assessment** of students where the focus is on the final learning outcome of a course, class, or program.

² **Universal Design** is the design and composition of a learning environment so that it can be accessed, understood and used to the greatest extent possible by all students regardless of their age, size, ability or disability.

- h. Address the diverse needs of all learners by using learner-centered strategies providing equitable access to appropriate digital tools and resources.
5. **Digital and Information Literacy** - Recognize that 21st century learning environments depend significantly upon digital and information literacy skill. Ensure students have technological and digital literacy skills needed for success at university level academic institutions or professional-technical work occupations.
- Learning Outcomes and Indicators**
- a. Design, develop, and evaluate authentic learning experiences and assessments incorporating digital tools and resources to maximize contextualized content learning;
 - b. Exhibit knowledge, skills, and work processes representative of an innovative professional in a global and digital society by communicating relevant information and ideas effectively;
 - c. Support research and learning for students and peers using a variety of digital age media and formats (i.e., clickers, youtube, databases, webinars, etc.);
 - d. Advocate, model, and teach safe, legal, and ethical use of digital information and technology, including respect for copyright, intellectual property, and the appropriate documentation of sources.
 - e. Promote and model digital etiquette and responsible social interactions related to the use of technology and information.
6. **Commitment to Professional Development and College Life** – Engage in continuous professional growth as well as participate in college life that promotes Walla Walla Community College’s learning mission.
- Learning Outcomes and Indicators**
- a. Engage actively in college life by participating in division, program, campus, and college meetings/committees/task forces, and in shared governance;
 - b. Provide information about access to campus-wide resources (e.g., Tutoring Center, computer labs, Warrior Resources, Veterans Center, TRiO, Counseling, advising, BFET, Workfirst, Worker Retraining, Disability Support Services, etc.);
 - c. Engage actively in developing expertise in advising/mentoring diverse groups of students.
 - d. Participate in professional development activities in content areas, actively engaging in one’s discipline or occupational expertise with the goal of continual improving learning (e.g., professional organizations, conferences, industry trainings, etc.);
 - e. Participate in professional development activities related to pedagogy, including current teaching and learning theory and practice, and digital technology to deliver content in order to engage adult learners;
 - f. Participate in peer mentoring/observation opportunities in a reciprocal process, and use formative evaluations of content and delivery from students, peers, and self to enhance continuous improvement of teaching practice.
 - g. **Workforce Faculty Only:** Maintain (or obtain) program accreditation.
 - h. **Workforce Faculty Only:** Develop and manage budgets.

*ISTE Standards for Teachers, Second Edition, ©2008, ISTE *(International Society for Technology in Education), iste.org. All rights reserved. Inspired by Valencia College: Essential Competencies of a Valencia Educator <http://valenciacollege.edu/faculty/documents/EssentialCompetenciesNew04-2016.pdf>

Principles of Universal Design

The 7 Principles of Universal Design were originally developed in 1997 by a working group of architects, product designers, engineers and environmental design researchers, led by the late Ronald Mace in the [North Carolina State University](#). These 7 principles were adapted to 5 Universal Design Principles for the college learning environment and are useful for college instructors who are attempting to develop an optimal learning environment, regardless of discipline or program.

Principle 1: Equitable Use - The design is useful for student with diverse abilities.

Guidelines:

- 1a. Provide the same means of use for all students: identical whenever possible; equivalent when not.
- 1b. Avoid segregating or stigmatizing any student.
- 1c. Provisions for privacy, security, and safety should be equally available to all students.
- 1d. Make the design appealing to all students.

Principle 2: Flexibility in Use - The design accommodates a wide range of student preferences and abilities.

Guidelines:

- 2a. Provide choice in learning methods.
- 2c. Facilitate the student's ability for accuracy and mastery of knowledge or competency.
- 2d. Provide adaptability to the student's pace.

Principle 3: Simple and Intuitive Use - The design is easy to understand, regardless of the student's experience, knowledge, language skills, or current concentration level.

Guidelines:

- 3a. Eliminate unnecessary complexity.
- 3b. When possible, apply abstractions to concrete examples.
- 3c. Be consistent with student expectations and intuition.
- 3d. Accommodate a wide range of literacy and language skills.
- 3e. Arrange information consistent with its importance.
- 3f. Provide effective prompting and feedback during and after assignment completion.

Principle 4: Perceptible Information - The design communicates necessary information effectively to the student regardless of the student's sensory abilities.

Guidelines:

- 4a. Use different modes (pictorial, verbal, tactile) for redundant presentation of essential information.
- 4b. Provide adequate contrast between essential information and its surroundings.
- 4c. Maximize "legibility" of essential information.
- 4d. Differentiate elements in ways that can be described (i.e., make it easy to give instructions or directions).
- 4e. Provide compatibility with a variety of techniques or devices used by people with sensory limitations.

Principle 5: Tolerance for Failure - The design focuses on learning and not failing. The design minimizes the negative consequences of failing by giving students opportunities to fail an assignment or competency without failing the course.

Guidelines:

- 5a. Arrange learning and assignments so students gain mastery of knowledge or competency through several different learning methods;
- 5b. Provide options for students to fail an assignment or competency, yet not fail the course.

The following matrices are to be used by faculty as a self-reflection and self-assessment to help identify which instructional competency and indicators you would like to focus on for each quarter of your probationary evaluation as well as the FLIP that will be developed during the three-year evaluation cycle once tenured has been earned. An EXAMPLE of a completed matrix is located in this section of CCNET, in a separate document.

Self-Assessment of Instructional Competencies Faculty Learning and Improvement Plan (FLIP)

Name:

Quarter/Year:

My ability to (perform the indicator) is:

4 =	Excellent
3 =	Good
2 =	Fair
1 =	Poor

IC 1	<i>STUDENT SUCCESS TEACHING STRATEGIES</i>	4	3	2	1
	<i>Implement and practice diverse teaching and learning strategies understanding that students come with different educational preparedness. Promote both acquisition and applications of knowledge, understanding, and skills.</i>				
a	Foster a positive and supportive learning environment through effective classroom management				
b	Develop and practice instructional methods that enhance adult learners' motivation and assist students to become active learners (e.g., engaging lectures, guided discussion, project-based learning, experiential learning, case study, problem-based learning, inquiry-based learning, etc.)				
c	Use sound principles of collaborative learning				
d	Implement contextualized learning whenever appropriate by utilizing students' prior knowledge and incorporating multi-disciplinary and content specific concepts				
e	Include general education, degree, and program outcomes throughout course learning (e.g., critical reasoning, writing across the disciplines, digital and information literacy, technology skills, diversity, equity, and inclusion)				
f	Demonstrate, and as needed, teach responsible, ethical academic behavior that enables students be successful in college				

Plan for activities to improve my instructional practices in this area:

IC 2	<i>OUTCOMES-BASED DESIGN</i> <i>Design curriculum, assignments, and projects that align with course and college-wide learning outcomes.</i>	4	3	2	1
a	Include identified course outcomes on the course syllabus as outlined in the Master Course Outline (MCO) found in the Online Catalog Administrator (OCA)				
b	Design and align assignments that address each course outcome identified on the course syllabus				
c	Develop and align assessments that demonstrate attainment of learning outcomes, focusing on what students will know and be able to do upon completion of the assignment or course				
d	Use evidence of student learning to review, revise, and improve courses				
e	Design or adapt relevant learning experiences that incorporate digital tools and resources to promote student learning and creativity				

Plan for activities to improve my instructional practices in this area:

IC 3	<i>ASSESSMENT</i> <i>Develop student knowledge and mastery through consistent, timely formative and summative assessment</i>	4	3	2	1
a	Administer formative and summative evaluations to assess student learning, inform students of their learning progress, and help students self-assess and reflect on their learning				
b	Employ a variety of formative assessment measures to form a complete picture of learning (e.g., classroom assessment techniques, oral presentations, quizzes, exams, portfolios, journals, project-based assignments, collaborative projects, short and lengthy writing assignments, etc.)				
c	Give timely feedback on class activities, exams, assignments, and papers				
d	Analyze effectiveness of assessment strategies and grading practices, in part by inviting frequent feedback from students				
e	Provide students with multiple and varied formative and summative assessments aligned with content and technology standards, and use resulting data to inform and improve learning and teaching				

Plan for activities to improve my instructional practices in this area:

IC 4	EQUALITY, DIVERSITY, AND CULTURAL INCLUSIVITY <i>Design learning opportunities that recognize student diversity as well as foster a learning environment of inclusion and understanding</i>	4	3	2	1
a	Develop learning experiences that address and support students' diverse strengths and abilities, implementing universal design principles				
b	Design learning experiences that support and foster student learning communities				
c	Facilitate reciprocity and cooperation among students to enhance interdependence and teamwork				
d	Create learning environments that integrate cultural knowledge and encourage students' openness to diverse perspectives to engage and strengthen critical thinking, reasoning, and social justice concepts				
e	Design, develop, and integrate diverse perspectives with learning experiences that explore civic, intercultural, and ethical responsibilities				
f	Demonstrate effectiveness in the learning environment in responding to acts of hatred, incivility, and intolerance				
g	Ensure that individuals throughout the college community are treated respectfully, justly, fairly, and impartially				
h	Address the diverse needs of all learners by using learner-centered strategies providing equitable access to appropriate digital tools and resources				

Plan for activities to improve my instructional practices in this area:

IC 5	DIGITAL AND INFORMATION LITERACY <i>Recognize that 21st century learning environments depend significantly upon digital and information literacy skill. Ensure students have technological and digital literacy skills needed for success at university level academic institutions or professional-technical work occupations.</i>	4	3	2	1
a	Design, develop, and evaluate authentic learning experiences and assessments incorporating digital tools and resources to maximize contextualized content learning				
b	Exhibit knowledge, skills, and work processes representative of an innovative professional in a global and digital society by communicating relevant information and ideas effectively				
c	Support research and learning for students and peers using a variety of digital age media and formats (i.e., clickers, YouTube, databases, webinars, etc.)				
d	Advocate, model, and teach safe, legal, and ethical use of digital information and technology, including respect for copyright, intellectual property, and the appropriate documentation of sources				
e	Promote and model digital etiquette and responsible social interactions related to the use of technology and information.				

Plan for activities to improve my instructional practices in this area:

IC 6	COMMITMENT TO PROFESSIONAL DEVELOPMENT AND COLLEGE LIFE <i>Engage in continuous professional growth as well as participate in college life in ways that promote Walla Walla Community College's learning mission.</i>	4	3	2	1
a	Engage actively in college life by participating in division, program, campus, and college meetings/committees/task forces, and in shared governance				
b	Provide information about access to campus-wide resources (e.g., Tutoring Center, computer labs, Warrior Resources, Veterans Center, TRiO, Counseling, advising, BFET, Workfirst, Worker Retraining, Disability Support Services, etc.)				
c	Engage actively in developing expertise in advising/mentoring diverse groups of students				
d	Participate in professional development activities in content areas, actively engaging in one's discipline or occupational expertise with the goal of continual improving learning (e.g., professional organizations, conferences, industry trainings, etc.)				
e	Participate in professional development activities related to pedagogy, including current teaching and learning theory and practice, and digital technology to deliver content in order to engage adult learners				
f	Participate in peer mentoring/observation opportunities in a reciprocal process, and use formative evaluations of content and delivery from students, peers, and self to enhance continuous improvement of teaching practice				
g	Workforce Faculty Only: Maintain (or obtain) program accreditation				
h	Workforce Faculty Only: Develop and manage budgets				

Plan for activities to improve my instructional practices in this area:



WALLA WALLA COMMUNITY COLLEGE ADMINISTRATIVE REPORT FOR FACULTY EVALUATION

Deans and Directors,

Please utilize this template to compose your summary Administrative Report upon completion of the faculty evaluation process.

Information concerning the continuous improvement of tenured faculty performance is gained through the Faculty Learning Improvement Plan (FLIP) (see Article 30.2 of the faculty contract), peer review, student evaluations, and administrative review. The six ***Instructional Competencies*** with their Learning Outcomes and Indicators (see Article 29.3 of the faculty contract) serve as criteria for the evaluation.

Carefully consider all information gathered from the faculty evaluation process, and write your evaluation in the format of commendations and recommendations. Commendations are the positive activities and accomplishments worthy of special note that the faculty member has achieved. WWCC focuses upon evidence of continuous improvement in teaching practice as outlined in the six ***Instructional Competencies***. In that spirit, you should provide specific evidence and a timeline for areas that need to be addressed in the section entitled "recommendations for continuous improvement."

When you have completed this Administrative Report, please deliver a copy to the faculty member, and have him or her sign and date the master copy below. Deliver the master copy to the Vice President of Instruction.

FACULTY MEMBER:

ACADEMIC TERM OF EVALUATION:

PROBATIONARY, TENURED FACULTY OR SPECIAL FUNDING ANNUAL:

COMMENDATIONS:

RECOMMENDATIONS FOR CONTINUOUS IMPROVEMENT:

In consideration of all evidence gained through this process, I recommend:

- Tenure
- Continued Probationary Status
- Non-Renewal

Signed: _____
(Dean/Director) (Date)

I have received a copy of this Administrative Report.

Signed: _____
(Faculty Member) (Date)

I have received a copy of this Administrative Report.

Signed: _____
(Vice President of Instruction) (Date)

Copies: Faculty Member
Dean/Director
Vice President of Instruction