

# **Walla Walla Community College**

**Walla Walla, Washington**

## **Regular Interim Report for Reaffirmation of Accreditation**

**Prepared for the Northwest Commission on Colleges and Universities**

**September 2010**



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## Introduction

Walla Walla Community College continues to improve services offered to many stakeholders including students, educational partners, and community partners. Together, we are engaged in building a healthy and prosperous economy in the region.

Since our last self-study and full-scale evaluation in 2005, Walla Walla Community College has continued to improve in the areas recommended in the Northwest Commission on Colleges and Universities (NWCCU) evaluation report. Our staff considers continuous quality improvement as integral to sustaining educational excellence throughout the institution.

This report is in compliance with the request by the Northwest Commission on Colleges and Universities made on April 20, 2010, that Walla Walla Community College submit a “Regular Interim Report for Reaffirmation of Accreditation.” The Commission reaffirmed Walla Walla Community College’s accreditation in January, 2006. The College submitted a focused interim report in April 2007.

The interim report reviewed progress made on Recommendation 1: *Governance and Administration, Students*; Recommendation 2: *Educational Program and Its Effectiveness*; Recommendation 3: *Faculty Qualifications*; and Recommendation 4: *Faculty Evaluation*. All but one of these recommendations was accepted by the Commission in August 2007. The Commission noted that sufficient progress had not been made with regard to Recommendation 2, which has led to significant changes that will be discussed in this report. These changes were also detailed in a progress report submitted in April 2009; a report accepted and sufficient progress confirmed by the Commission in July 2009.

Walla Walla Community College continues to review and consider thoughtfully the recommendations provided by the evaluation team in October 2005. We consider the recommendations helpful in our pursuit of continuous improvement and believe that our progress in meeting accreditation expectations can only assist us in becoming a better institution. We look forward to hosting the evaluators who will visit our campus, and we welcome the Commission’s study of our report, suggestions for improvement, and verification of existing evidence to reaffirm that Walla Walla Community College meets the requirements for accreditation.



Steven L. VanAusdle  
President

# Walla Walla Community College Five-Year Regular Interim Report

## Preface

This five-year interim report is designed to allow both the Northwest Commission on Colleges and Universities and Walla Walla Community College to monitor the institution's ongoing efforts to meet its mission and goals. The report is divided into two parts.

In Part A the College responds to the four recommendations from the Commission after the 2005 self-study and Evaluation Committee Report. It explains what action has been taken in response to each recommendation. In Part B the College responds to questions related to other institutional changes, referring back to Part A as necessary.

## Part A—General Recommendations 2005 Commission Evaluation Report

In the following pages are the four recommendations from the visiting evaluation team followed by a description and examples of work that has been done to address each specific recommendation. Many college personnel have been involved in responding to the recommendations, and the process to do so has been pursued thoroughly and diligently.

Recommendation 1, which speaks to the students' roles in governance, planning, budgeting, and policy development, was worked on by student services personnel and key administrative staff. Recommendation 2 on learning outcomes has been the focus of the instructional staff and many other personnel who worked on the Learning Outcomes Committee, rubrics task forces, faculty in-service, and the Outcomes Review Committee. Recommendations 3 and 4 that focus on documenting part-time faculty credentials and evaluations were reviewed and worked on by human resources and instructional staff. Faculty also contributed work on these two recommendations.

The appendix includes documents that provide evidence of progress Walla Walla Community College has made to address the Commission's recommendations. Besides addressing the four recommendations in this progress report, the College continues to improve in all nine standards of the self-study completed in 2005 in order to prepare for the future needs of our students and citizens in our district, state, and region.

The four recommendations received in the fall of 2005 and progress on each follow below.

- 1. The evaluation committee recommends that the college clearly define the students' role in governance, planning, budgeting, and policy development and that the college ensures that the students are supported in fulfilling those institutional roles. (Standard 6.E and Standard 3.B.2)**

Immediately after the fall 2005 evaluation team's visit and oral report, Walla Walla Community College (WWCC) reexamined the role of students in college governance, planning, budgeting,

and policy development (Standard 6.E and Standard 3.B.2). The College reviewed students' involvement in the college committees and groups they had been serving on that address institutional policy and procedures, curriculum development, instructional quality, and campus safety/security.

Although students had been represented in several college committees, task forces, and meetings in the topic areas mentioned above, our review identified gaps that limited their opportunity to provide input. Beginning Winter Quarter 2006, the College offered student representatives additional roles in College governance by serving on:

- Planning and Budget Task Force
- Facility Planning Task Force
- ASB leaders meetings with the Vice President of Student Services and College President (quarterly)
- College Wellness Committee

The following procedure has been implemented to increase student participation in College governance, planning, budgeting, and policy development:

Quarterly student appointments are completed by the end of the second week of classes each quarter. Annual appointments are completed by the third week of Fall Quarter. Appointments to specific committees and activities are made by the Student Activities Director, in cooperation with the Vice President of Student Services.

Associated Student Body (ASB) officers and members of the ASB Senate serve as student participants for college committees and activities. Some examples include: ASB Executive Vice President serving on the 2006-2007 Tenure Review Committee; ASB President serving on the College Council and attending WWCC Board meetings where she gives reports on ASB activities, and another ASB officer who served on the Student Services Building Addition Ad Hoc committee. Six other students participated in the 2007-2009 Capital Budget Request Committee.

Chairs of committees and councils are asked to meet with student representatives before the first committee meeting. This allows students to become acquainted with the work of the committee by reviewing the policies and procedures and minutes of previous meetings.

Committees work to accommodate student schedules to maximize participation. Should the student representative be unable to complete a quarterly or annual appointment, the Student Activities Director seeks and appoints a replacement representative. Each student representative is invited to provide brief reports on their respective committee experience at ASB Senate meetings.

The Vice President of Student Services provides additional information on student involvement in College governance for the WWCC Student Handbook, college catalog, and website. This information appears in the Student Handbook in the section called "Getting Involved." The text in this section states that "Walla Walla Community College encourages students to get involved

with campus life! Listed below are multiple opportunities to engage in college activities as well as college governance—take this opportunity to impact your campus and get involved!”

These publications will list the college committees, task forces, and other groups in which students may participate in institutional policy and procedures, curriculum development, instructional quality, and campus safety/security. Besides the existing information in the Student Handbook on the role of students in governance, the additional information will include how students are appointed to the groups, timelines for the appointments, and the orientation process for students on the committees.

**2. The evaluation committee recommends that the college regularly and systematically assess student learning outcomes for certificate and degree programs and demonstrate that students who complete the programs achieve these student learning outcomes. (Standard 2.B.2 and Eligibility Requirement 12)**

First, the College has significantly revised processes to regularly and systematically assess student learning outcomes for certificate and degree programs and to demonstrate that students are achieving these outcomes. We have fully implemented a three-pronged approach detailed shortly. Second, the College continues to conduct the annual follow-up of all college completers, and to monitor progress via a tracking system for students transferring to baccalaureate institutions. Third, many WWCC programs and students continue to successfully achieve nationally recognized certifications via externally administered competency examinations for technical certified and licensure programs.

**Demonstrating Student Achievement, Three-Pronged Plan**

*1. Expansion of the Online College Administrator (OCA) to include program level outcomes for certificate and degree programs.*

In 2007, WWCC expanded the Online College Administrator web based application and database that stores assessments of student learning outcomes for certificate and degree programs. Faculty reviewed and updated program level outcomes for degrees and certificates. These student learning outcomes at the program level can be grouped into three areas: workforce education, academic education, and transitional studies. Faculty teaching university transfer courses created program level outcomes for the Associate in Arts (AA) transfer degree (Appendix A.1). The AA degree offers a wide selection of offerings that lead to the completion of customized general university requirements. Because a student can choose from many courses to meet the core areas, course outcomes are unique to each student and this complicates the process. Similarly, faculty teaching in the Transitional Studies department articulated student learning outcomes for Basic Skills, ESL, ABE/GED (Appendix A.2). Student learning outcomes at the program level are accessible on the web and also serve as the template for reporting evidence via the Online College Administrator.

Faculty and administrators can access program level outcomes for degrees and certificates on the WWCC website through the Online Catalog Administrator (OCA). Faculty members are

required to report their progress toward student achievement of these outcomes at least once per quarter in the expanded OCA web-based system (Appendix A.3).

The instructor begins by logging on to the OCA, which requires a faculty identification number and a pin code. Faculty must select one student learning program level outcome as a starting point and the evidence they choose to provide is thus directly linked to this outcome (Appendix A.4). Faculty may also select one or more of the intended learning outcomes that will link to a particular assessment. Instructors input a narrative in the assessment plan field and may choose to upload additional documents or web locations to provide further detail. This provides a college wide-data base of evidence that proves how students have met program level outcomes. As was the case prior to the extra layer of reporting associated to program level outcomes, the intended learning outcomes continue to be maintained in the OCA and are the result of input from the departments and the curriculum committee. The intended learning outcomes for each course are visible on the web for all students and faculty to see because they are, by default, part of the syllabus for the course.

A management summary report exists that allows instructional administrators to review the evidence that demonstrates that student learning outcomes for certificate and degree programs are being achieved. This report is far too lengthy to include here, but selected samples are included in Science (Appendix A.5), Civil Engineering Technology (Appendix A.6), Computer Science (Appendix A.7), Nursing (Appendix A.8), and English (Appendix A.9). The management summary report includes the status of syllabi posting, assessment plans, results of the assessment (evidence), and future plans to modify the assessment procedure in order to improve measurement tools. This report also indicates which instructors have/have not completed at least one program level assessment per quarter, the assessments, the results, and the program level outcomes that have been selected for a particular assessment. Faculty members who have not completed this task by the quarterly deadline are notified to do so and this notification has been effective. Based upon reports from Fall and Winter Quarters, the level of detail provided by faculty is, overall, acceptable. However, we recognize this is a work in progress and WWCC is committed to continually improving this system.

To promote this new system (and to create a sense of urgency), administration devoted the Fall Quarter 2008 faculty in-service to a discussion of accreditation and program level assessments. We kicked off the topic with a short, humorous video that included faculty and administrators. This method generated faculty support for the expanded OCA and emphasized the need for regular and systematic assessment of student learning outcomes. Technology Services staff provided hands-on mandatory training in computer labs and asked faculty to choose a program level outcome for review and to submit their assessment plan by the end of the week. Over 98% of the full-time faculty participated in the OCA by selecting a program level outcome attached to their program, detailing an assessment plan, and after obtaining results from their students, submitting the results of the plan and any recommended modifications of the assessment tools. Engagement with the enhanced OCA reporting system by department and division was 100%; virtually all departments reported their work. Participation of part-time faculty has been both a concern and a challenge. We began offering paid OCA training sessions in Winter Quarter 2009 for our consistently employed part-timers in order to improve participation. It is too early to provide the overall results of this effort, but the situation has improved.

A strength of our OCA system is that faculty can review the syllabi and assessment plans of their colleagues in the applications “Share Center.” This online sharing is an intentional way of bringing faculty together to explore good teaching practices and assessments. The types of assessments employed by faculty are wide in style and can range from online portfolios in Introduction to Education, a quilt project completed in a Drawing/Digital Art Learning Community, to traditional multiple choice testing and feedback on student writing and research.

## *2. Outcomes Review Committee (ORC) Process.*

The formation of the Outcomes Review Committee (ORC) was announced during the Walla Walla Community College September 2008 Faculty In-service. Details describing the committee expectation and process were sent to all faculty November 18, 2008 (Appendix A.10).

**ORC Process:** In order to regularly and systematically review learning outcomes and assessments at the program level, the Outcomes Committee has designed a process that:

- 1) reviews outcomes statements for certificates and degrees,
- 2) explores best practices occurring among colleagues related to measuring student learning outcomes,
- 3) shares best practice “possibilities” related to updating outcomes and measuring student learning outcomes,
- 4) encourages the use of outcomes assessment results to change and improve classroom strategies,
- 5) builds collegial discussion and dialogue that centers on student learning outcomes and assessment tools and provides constructive recommendations,
- 6) works with the institutional research department on an ongoing and systematic basis to improve research questions and research capabilities,
- 7) encourages and supports innovative ideas related to improving the methods used to test assumptions about student achievement and successful completion of outcomes,
- 8) reviews evidence that demonstrates that student learning outcomes are measured.

The Outcomes Review Committee is comprised of several faculty (this will grow in the near future), two instructional Vice Presidents, Online College Administrator (OCA) support staff, and the College's Institutional Researcher. This committee provides the structure for regular discussions about student learning outcomes and allows a productive venue for sharing information. For the first round of reviews, ORC selected programs based upon the NWCCU full-scale evaluation committee report. That report specifically noted deficiencies related to Recommendation 2 in the following areas: Science, Mathematics, Engineering Technology, and Computer Technology. These programs were contacted and a pre-meeting detailing the review process occurred with each one.

On the review date, Faculty members representing these areas presented their responses to a series of questions (Appendix A.11). The faculty presenters also shared samples of best practices in the areas of program level assessment, outcomes, and student achievement. Department level discussions on ways to improve outcomes, assessments, and student achievements have clearly



resulted as a by-product of the new Outcomes Review Committee process. In addition, and as each review unfolds, the Outcomes Review Committee continues to discuss ways to improve the process. Recently the ORC decided to add a “debrief” meeting to the process that includes the Vice President of Instruction, the OCA support staff, and the faculty who engaged in the review. In this way, compliments and constructive criticisms can be shared.

The Outcomes Review Committee is also working with the administration to critique the OCA system. The data reports will initially be reviewed by the Vice Presidents of Instruction (these reports are very detailed). A summary of the reports, as well as areas of concern, will be discussed with the committee. It is our intention that the online system continues to evolve both in function and form. Faculty serving on ORC can discuss program level outcomes and measurements in a face-to-face venue with colleagues, and through this process we are inculcating a “culture of evidence” that is becoming the norm.

3. *WWCC will continue to link the importance of reflective assessments and outcomes via the tenure-track professional improvement process. In addition, we continue to emphasize best practices in outcomes and assessments in our choice of professional development offerings for faculty.*

Faculty members understand the value that comes from “regularly and systematically” assessing student-learning outcomes. Validating student achievement of student learning outcomes for certificate and degree programs is a college-wide priority that is reinforced by the Online College Administrator mandatory reporting system and by the Outcomes Review Committee. This third strategy in our three-pronged approach relates to ongoing professional growth and development. WWCC must continue to promote and guide this practice so that eventually the desire to reflect upon our assessment tools, clarify outcomes, and produce the body of evidence that proves our work, becomes second nature for all.

The tenure-track process for new full-time probationary faculty provides a serious forum for active mentoring in assessment and outcomes initiatives. Instructional administrators serving on these committees included the following advice on quarterly tenure-track summaries:

“Full-time faculty should continue to reflect on student achievement and student outcomes. Faculty should reflect upon, and revise if needed, their unique assessment tools. In accordance with the NWCCU, we do this in order to measure and provide evidence that our students have met program level outcomes. Faculty members should strive to improve how particular assessment methods and effective teaching practices can work well in tandem”

By including this statement in probationary faculty tenure files, the significance of the outcomes effort is highlighted early on in budding careers.

The college professional development committee continues to assist in the coordination of workshops and in-service activities related to outcomes and assessment. In addition to training that relates specifically to the enhanced OCA, WWCC contracted with The Washington Center for Improving the Quality of Undergraduate Education. This series of three workshops focused

on assessing learning from multiple perspectives, integrative assignments, and designing collaborative assessments. Faculty are learning strategies to improve the design of assessments and thus improve the way in which we measure student achievement of program level outcomes.

Requests for additional resources that can be justified by outcomes and assessment data are incorporated into the planning and budgeting process at Walla Walla Community College. An official budget initiative form is completed by faculty and administration, and this format requires a statement describing how a particular budget request will enhance achievement of student learning outcomes. Funding is directly tied to student learning outcomes and achievement.

Developing a culture of evidence around program level outcomes has required Walla Walla Community College to create new mechanisms and processes. These mechanisms and processes were created with faculty collaboration, the key to sustaining these changes long-term. Expanding the Online College Administrator to emphasize program level outcomes has improved our ability to explore the evidence of student achievement and to discuss how we can continuously improve this work. The body of evidence is extensive, and yet retains the individuality that faculty from a wide gamut of disciplines—workforce, academic transfer, developmental education—bring to the assessment process. Engagement with the enhanced OCA reporting system by department and division was 100%, and 98% of full-time faculty uploaded evidence that verified student learning outcomes at the program level were measured and achieved. The new Outcomes Review Process is well underway, and we continue to work on perfecting the process every quarter. The pleasant surprise was how the new process necessitated that departments come together prior to the review and discuss various assessment techniques and outcomes goals. When faculty members make the time to share and learn from each other, many benefits to the quality of instruction can result. Finally, WWCC is fully committed to deepening our tenure-track mentoring committees and professional development programs through offerings that explore linkages between assessment, outcomes, and student achievement. In conclusion, we have overhauled our system as a response to the NWCCU recommendation. We are pleased with the results of our labors, and look forward to the additional benefits that will result from the new seeds we have nurtured.

## **Outcomes Assessment Activities WWCC Has Implemented**

Below are some examples of outcomes assessment data that the College tracks and has found beneficial to follow. More detailed information on educational assessment can be found in Standard Two and in the Indicators of Institutional Effectiveness Reports.

### **Graduation Rates**

A component of the spring IPEDS data collection compares WWCC's graduation rates to those of a group of over 30 peer institutions in the western United States. WWCC's latest numbers for 2008-2009 show that:

- 30% of our WWCC students complete in 100% of normal time (i.e., AA degree in 2 years, 1 year certificate in 1 year, etc.) and for the group of peer institutions it is 19%.

- 36% of WWCC students complete in 150% of normal time (i.e., AA degree in 3 years, 1 year certificate in 1.5 years, etc.) and for the peer group it is 25%.
- 42% of WWCC students complete in 200% of normal time (i.e., AA degree in 4 years, 1 year certificate in 2 years, etc.) and for the peer institutions it is 29%.

This means that almost 1/3 of our students finish on time while an additional 36% finish in one and one-half times of the normal completion time. We are ahead of the peer group of institutions in graduation rates at every time point measured.

### Student Performance after Transfer

Transfer student GPA data is provided to WWCC by the baccalaureate institutions where our students transfer. The data below relates to our former WWCC students for 2008-2009 reported by University of Washington, Washington State University, Central Washington University, Western Washington University, and Evergreen State College. Last year the highest number of four-year colleges submitted data to us. However, not all data is for the entire year; some colleges send only a quarter's worth of student information. Overall, our students do well after transfer to four-year institutions, as reflected by their GPAs.

University of Washington Cumulative GPAs			
Type of Transfer Student	Fall	Winter	Spring
New transfer students from WWCC	3.15 (n=4)	3.61 (n=2)	~
All transfer students from WWCC	3.16 (n=19)	3.27 (n=20)	3.16 (n=19)

Washington State University Spring 2009		
WSU location	New WWCC student transfer Cumulative GPA	All WWCC transfer students Cumulative GPA
Pullman	2.65	2.82
Vancouver	~	3.44
Tri-Cities	2.79	3.59
Spokane	~	~
Distance	2.41	3.10
Total Number of Students	12	178

Central Washington University		
Term	Start Level	Average of Cumulative GPA
Spring 2009	1 Freshman	2.798
Spring 2009	2 Sophomore	2.565
Spring 2009	3 Junior	2.701
Spring 2009	4 Senior	3.140

Evergreen State University records that in fall 2008 there were two new transfer students from WWCC and an additional former WWCC student that had been there for a varying length of

time. There is no data on the transfer students' GPAs, only their entering GPA information is listed; the two new transfer students had an average cumulative GPA of 3.35. Western Washington University reported on one WWCC transfer student in spring 2009. The cumulative GPA for that student at WWU that quarter was 3.73.

### Annual Follow-Up of College Completers

As part of the 2008-2009 Annual College Degree Completer Follow-up Study, graduates were asked to rate how well WWCC prepared them for transfer and/or upper division coursework. The table below shows that students who transferred from WWCC to baccalaureate institutions rated their lower division course work quite high. The top numbers in the ratings cells are the number of responses.

Area of Study	Excellent	Good	Fair	Poor	N/A
<b>Communications</b> (English, Speech, Writing)	20 43%	21 45%	4 9%	1 2%	1 2%
<b>Humanities</b>	16 37%	20 47%	5 12%	1 2%	1 2%
<b>Mathematics</b>	13 29%	24 53%	5 11%	1 2%	2 4%
<b>Natural Sciences</b>	14 31%	26 58%	3 7%	1 2%	1 2%
<b>Social Sciences</b>	17 40%	21 49%	4 9%	0 0%	1 2%

### Number of Students Prepared to Enter the Workforce

The Washington State Board for Community College and Technical Education defines a student who leaves the College as job-ready if he or she has completed a minimum of 45 vocational credits with a 2.0 or better grade point average or has earned a vocational degree or certificate. The number of vocational students achieving this standard each year is both a College and state system effectiveness measure.

As the table below illustrates, the number of WWCC job-ready completers prepared for employment that leave the College each year has fluctuated around 600 with a sharp increase in 2005-2006. The most recent year's data shows 589 students meeting this criterion.

<b>WWCC Job Program Completers</b> (Excludes Corrections Program)				
Academic Year	2004-05	2005-06	2006-07	2007-08
<b>Job-Ready Students</b>	575	686	601	589

Data Source: SBCTC Annual Reports

## **Demonstrating Program Level Student Learning Outcomes via State and National Industry Skills Standards, Certification, and Licensure**

Walla Walla Community College strives to provide objective and measurable assessment of all professional-technical program instruction that ensures students have achieved identified program learning outcomes and attained associated industry skill standards. The College has 41 professional-technical programs recognized by the Washington State Board of Community and Technical Colleges. Each program has been developed to align with adopted Washington State Skill Standards and/or directly align with recognized national industry skill standards that form the basis for establishing program learning outcomes that students must demonstrate.

Currently the College has nationally accredited programs in six instructional areas (Auto Body Repair Technology, Automotive Repair Mechanics, Culinary Arts, Diesel Technology, Nursing, and Outdoor Power Equipment) in which related learning outcomes are aligned with the associated industry skill standards. Students are assessed through objective demonstration of skill attainment with records maintained on individual student learning progress toward meeting required industry skill standards (learning outcomes).

Seven additional professional-technical programs are recognized and accredited by Washington State and/or national licensure accreditation agencies. These agencies require demonstration of student learning outcomes and related assessment throughout the program of instruction (Commercial Truck Driving, Computer Science, Cosmetology, Farrier Science, Fire Science, Professional Golf Management, and Welding). Each of these programs prepares students to successfully pass an external licensing examination aligned with required learning outcomes. A critical component of this preparation is the systematic assessment of learning outcomes. (See Appendix A.12 for associations granting standards and accreditation.)

Several professional-technical computer-related programs are directly aligned with industry standards and receive industry recognized certification. These certifications require completers to successfully pass an industry developed examination that is designed to measure competency and industry skill standards learning outcomes. Examples include Microsoft Certified Systems Engineer (MCSE), Microsoft Certified IT Professional (MCITP), Microsoft Certified Technology Specialist (MCTS), Cisco Certified Network Associate (CCNA), Linux certification (Linux+), Server Certification (Server+), Computer Repair Microsoft Certification (A+) Security Certification (Security+), and Network Certification (Network+).

### **3. The evaluation committee recommends that the college document that it employs professional, qualified part-time faculty. (Standard 4.A.1 and 4.A.6)**

WWCC employs approximately 245 part-time instructors each academic year. The College verifies that it uses an orderly process for recruitment and appointment of all part-time faculty who are professionally qualified and meet the requirements of their instructional responsibilities (Standard 4.A.1 and 4.A.6). The Human Resources Office works closely with instructional divisions but leads the recruitment and hiring of all full-time and part-time faculty positions.

Since November 2005, all part-time faculty credentials have been centrally maintained in the College's Human Resources Office personnel files. This system assures that as new part-time

faculty are hired, their credentials are secure and available in order to verify that WWCC employs professional, qualified part-time faculty.

**4. The evaluation committee recommends that the college regularly and systematically evaluate part-time faculty. (Standard 4.A.5 and Policy 4.1)**

The Vice President of Instruction and members of Instruction Council reviewed the part-time faculty evaluation process and drafted an enhanced process in accordance with the recommendations of the evaluation committee (Standard 4.A.5 and Policy 4.1). After part-time instructors have completed three quarters of successful teaching and their portfolios include all the evaluation instruments (student, peer, self, division chair), they will be evaluated on a five year cycle. This assessment process parallels the rigor of that established for full-time faculty employed by the College.

Some part-time faculty are employed quite regularly throughout a year, teaching one or two classes per quarter, although they are not eligible for tenure and serve at will. Others teach on a more sporadic basis by instructing one quarter, being absent for the next, and returning to teach another quarter. Due to these diverse teaching patterns, the following systematic process was developed for evaluation of part-time faculty:

- a. Students evaluate part-time instructors the first quarter that they teach for the College.
- b. Students and peers evaluate part-time instructors the second quarter of teaching.
- c. Part-time faculty do a self evaluation the third quarter of teaching.
- d. Division chairs of part-time instructors review all the evaluation documents after the peer and self evaluations are completed and provide a report to the Vice President of Instruction.
- e. The Vice President of Instruction submits the evaluation documents to the Human Resources Office.
- f. If a part-time faculty member teaches on a continuous basis, a comprehensive evaluation will be conducted at least once every five (5) years.
- g. If there is concern about the quality of instruction from the student evaluation, supervisor, a peer, or the part-time instructor before the five year cycle is completed, a more comprehensive evaluation will occur involving an administrator and a tenured faculty member.
- h. An evaluation report including commendations and recommendations will be shared with the part-time faculty member.

Completed faculty evaluation portfolios are filed in the Human Resources Office. Personnel software in the Human Resources Office tracks the elements of the evaluation process (student, peer, self, administrative) that have been completed for each instructor. As part-time faculty are due for a specific element of the process, the Human Resources Office alerts the Instruction Office so that the evaluation of each instructor proceeds in a systematic and timely manner. In compliance with the faculty contract, if the administration believes there is a need to evaluate faculty before the cycle is completed, the Vice President of Instruction will inform the chair of the Tenure Review Committee, the Association President, and the faculty member prior to

implementation of the evaluation process. Upon the faculty member's request, the complete evaluation process will be followed.

## **Concluding Statement**

Walla Walla Community College is an institution closely tied to its district and neighboring regions with partnerships that form a respected and supportive bond with local citizens. The institution takes a leading role in community development and participates with numerous local organizations, agencies, public schools, colleges, and universities. Such partnerships have placed considerable expectation for WWCC to be an educational and economic leader for our area.

The progress WWCC made in the areas addressed by the four recommendations has assisted the College in being more responsive to the confidence and trust that our constituents place in the institution. For example, the College has provided more opportunities for students to be involved in College governance through committees and task forces in response to Recommendation 1. Developing clearer processes and publicizing these opportunities has increased the number of students serving on various WWCC committees and task forces.

Although WWCC has utilized methods to assess student learning outcomes for a number of years, responding to Recommendation 2 has enabled us to expand and systematically assess student learning outcomes for certificate and degree programs and demonstrate that completers achieve these learning outcomes. Improvement in this area has increased our accountability both to students and the public.

By addressing Recommendation 3, which focuses on part-time faculty, WWCC has strengthened processes to document that the College employs professional, qualified part-time faculty. This was accomplished by having the Human Resources Office continue to work with instructional divisions, but to lead the process for advertising, recruiting, and maintaining all files for part-time faculty who have been hired. The Human Resources Office also secures the credentials for all part-time faculty.

The process for evaluating part-time faculty was also enhanced in response to Recommendation 4. A systematic and regular part-time faculty evaluation process parallels the rigor of the full-time faculty system. Multiple evaluation indices, including student, peer, self, and administrative, are used for part-time faculty on a regular schedule.

The process to address the recommendations through this report has enabled Walla Walla Community College to strengthen its efforts to become the most effective educational institution possible. Striving to improve all areas of the College is a continuous and revitalizing process that supports our mission to "inspire students to discover their potential and to achieve their goals by providing diverse and challenging learning opportunities." Such efforts also focus the College on its vision to become "one of the most innovative, professional, and successful service-oriented rural community colleges in the United States based on its performance in meeting student needs and public expectations."

## **Part B— Questions Related to Other Institutional Changes**

### **Standard One Institutional Mission & Goals, Planning & Effectiveness**

#### **Introduction**

Walla Walla Community College meets its mission by functioning in a well-defined, organized, and effective manner. The College carries out its mission and goals with the same clarity of purpose and expression of energy that it expects of students and staff. This requires:

- Critically and regularly reviewing practices and procedures
- Responsibly and professionally planning for the institution
- Systematically reviewing institutional effectiveness
- Using the most current data in making informed decisions regarding instruction and instructional support

In short, the Walla Walla Community College is vigilant in assessing its success in establishing meaningful mission and goals, the extent of fulfillment, and how systematic processes for planning and evaluation impact all areas of the institution.

#### **Mission and Goals**

Since the last full-scale evaluation, the WWCC Mission has not changed:

##### **Mission**

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

Five outcome goals and eight process goals support the mission of the College. The outcome goals relate to student learning, transfer, work force, basic skills, and strengthening communities, while the process goals relate to technologies, student services, personnel, multiculturalism, partnerships, facilities, funding, and sustainability. A new goal added in January, 2009, is:

Implement an institutional Sustainability Plan.

The Vision Statement of the College also remains unchanged:

##### **Vision**

Walla Walla Community College will be one of the most innovative, professional, and successful service-oriented rural community colleges in the United States based on its performance in meeting student needs and public expectations.



The original values included Learning Opportunities, Integrity, Sense of Community, Teamwork, Diversity, Innovation, Health and Humor, Personal and Professional Growth, and Excellence. In January, 2009, Sustainability was added as a 10<sup>th</sup> value:

**Sustainability.** Walla Walla Community College values the well-being of our communities and is dedicated to protecting and restoring our resources. We advocate for and demonstrate practices that promote economic and environmental sustainability.

The College added Sustainability to its list of values in order to focus the whole campus on the institution's conservation and green efforts in energy, water resources, supplies and materials, transportation, and financial resources for future generations. Sustainability has been an institutional value that is reflected in WWCC's conservation practices on campus, response to national and global needs, investment in natural capital, and the relationship between WWCC and the Confederated Tribes of the Umatilla Indian Reservation.

The College has long been conserving energy and water by use-activated water systems, automatic light switches, energy efficient electrical fixtures, and programmable temperature controls. Closely monitored use of paper and copying is an example of conserving supplies and materials, and in 2010 the College formed a Paper Use and Recycling Mindfulness Promotion Committee (PURM-P) to help bring attention to the need to reduce by 30% the use of paper for copying and printing. Members of the committee were represented by faculty, staff, and administrators. At least four years ago the motor pool began adding hybrid cars for staff to use for travel to save fuel and protect the environment. The relationship with the Confederated Tribes, including the Walla Walla, Cayuse, and Umatilla people, has resulted in changes in the use and valuing of natural habitats and natural resources, such as water, plants, and animals (most notably salmon).

Business Services staff carefully manage financial resources by paying off loans and partnerships to avoid mortgages and interest payments and seek out non-state funding through enterprise agreements with campus services such as the bookstore and café.

The value of Sustainability also complements the challenge that Washington State Governor Chris Gregoire laid out for the entire state when she declared: "I think we all must engage in a strategy of sustainability. This means our society has to integrate our economic vitality and our environmental integrity into a new kind of prosperity for our state - one that enriches today without impoverishing tomorrow" ([www.ofm.wa.gov/sustainability](http://www.ofm.wa.gov/sustainability)).

The focus on Sustainability has led the College to develop new programs that reflect the value of natural resources. For example, the Water Management Department has developed a new degree in Water Resources Technology, which teaches students about plants, hydrology, water conservation, and water policy. Another program related to water is designed for students preparing for careers in natural resources or the environmental industry, called Watershed Ecology. In response to the need for clean and renewable energy, the College has recently been working on another program in Wind Turbine Technology. Students earning a degree or certificate in this program will be able to enter many different power generation fields, with emphasis on wind. A full-time director and a full-time instructor were hired for the program that is slated to begin offering classes this upcoming Winter Quarter.

Faced with the challenges of restoring the watershed, recovering fish runs, and better managing limited water resources, organizations in the Walla Walla Valley came together in a spirit of collaboration and cooperation to create the Walla Walla Community College William A. Grant Water & Environmental Center. The College opened The Water & Environmental Center (WEC) on October 12, 2007. See Appendix 1.1 for a schematic called “Creating an Innovation Ecosystem” that illustrate WEC collaborations and partnerships.

The WEC stands as an example of the region’s commitment of conserving, managing, and enhancing the Walla Walla Watershed. The building itself is evidence of a milestone in progress towards addressing water management and environmental restoration issues. Various groups meet in the WEC, which has received regional recognition as an outstanding example of using cooperation to solve some very difficult problems related to water use.

The complete set of WWCC Mission, Goals, Vision, and Values is in Appendix 1.2.

## **Plans for the Future**

A plan to help WWCC strengthen its research capabilities was realized in 2007, when the institution hired a full-time institutional researcher. This position has been a critical link in aiding the College to document and provide support to staff involved in outcomes assessment. The institutional researcher has provided data support services to many areas of the institution working on institutional outcomes, grants, and other tasks related to College effectiveness.

Plans for campus development have been realized through the completion of several new capital projects over the five years since the 2005 self-study: Water & Environmental Center (2007), Health Science & Performing Arts (2007), Gary Hughes Health Science Center in Clarkston (2007), Basic Skills & Computer Lab addition (2007), and the Culinary Arts & Student Services Center addition (2010). The Art program also found new space for ceramics classes when the College leased a building on Isaacs Avenue across from the Center for Enology & Viticulture. Classes began there in fall 2009. These capital improvements were the result of a lengthy state planning and funding process generally ranging from five to ten years each.

Projects for the future include an addition to the William A. Grant Water & Environmental Center (WEC) that is slated for occupancy in July, 2011. The expansion is the result of a \$3 million federal grant from the Economic Development Administration with other funding from the Port of Walla Walla, Walla Walla County, State Capital Construction funds, and the Washington State Department of Commerce. The project will add approximately 16,000 square feet of space to the original 10,000 square foot building dedicated in October 2007.

Future plans include becoming less dependent on state funds by pursuing external grants from public and private organizations. WWCC recently submitted a Title III grant that focuses on five components: (1) increasing opportunities for faculty professional development and instructional innovations, (2) expanding eLearning course and program development, (3) upgrading eLearning infrastructure and classroom technology, (4) enhancing institutional planning and research capacity and institutional effectiveness monitoring, and (5) increasing resource development capacity.

## **Planning and Effectiveness**

Walla Walla Community College has been very effective at sensing emerging needs and opportunities. Comprehensive planning provides content and influences the budget process. Research supports but does not lead planning. Both planning and budgeting are very participatory with a grassroots process that receives input from unit personnel in the form of initiatives that directors bring forward to the budget table for consideration. The Board of Trustees reviews indicators of program and institutional effectiveness on a regular basis. The WWCC Mission, Goals, Vision, and Values are developed and periodically reviewed and revised by staff and Board.

## **Overview of WWCC's Planning, Management, and Evaluation (PME) System**

The institution engages in on-going planning and evaluation to achieve its mission and goals. The College spends considerable effort assessing and discerning the needs of its operating environment to ensure relevance of mission, goals, and programs. It engages in a systematic process of evaluating how well and in what ways it is accomplishing its mission and goals and uses evaluation results for continuous planning. The planning and evaluation system strives to be systematic, comprehensive, and participatory in nature. Resource allocation decisions are based on planning decisions. Information gained from institutional, program, and classroom assessments influence planning, resource allocation, and staffing decisions.

The conceptual model for WWCC planning and evaluation activity is shown in Figure 1 - WWCC Comprehensive Institutional Planning & Evaluation Process. Planning is defined as the ongoing process by which WWCC reaffirms or changes its mission and determines its goals and strategic initiatives (objectives). Management is the administrative processes and techniques, which are used to achieve the institution's goals and objectives. Evaluation is defined as the process of assessing the actual performance of the institution and measures of attainment of goals and objectives. Information resulting from evaluation is utilized in making subsequent planning and management decisions.

The planning component of this systematic process consists of both strategic and operational planning. Strategic planning is the process of determining institutional direction and focus and is viewed as a matching process at WWCC. It is an ongoing process of striving for a state of equilibrium between needs in the operating environment, the mission, and institutional capabilities. A mission statement and goals are an outcome of strategic planning. Operational planning is also viewed as a matching process. It occurs within the context of the mission and goals. Operational planning results in an annual plan and operating budget. A document is produced which shows program level objectives (planned outcomes), initiatives to accomplish the objectives, and required financial resources. The WWCC Board of Trustees and a task force composed of College leaders and faculty review the mission and goals annually and recommend updates as needed. The timing of this process may coincide with the appointment of new members to the Board of Trustees or other significant changes in the institution. This process involves reviewing the mission and goals and gathering input from both internal and external constituents. Developing the mission and goals statements is a very participatory process.

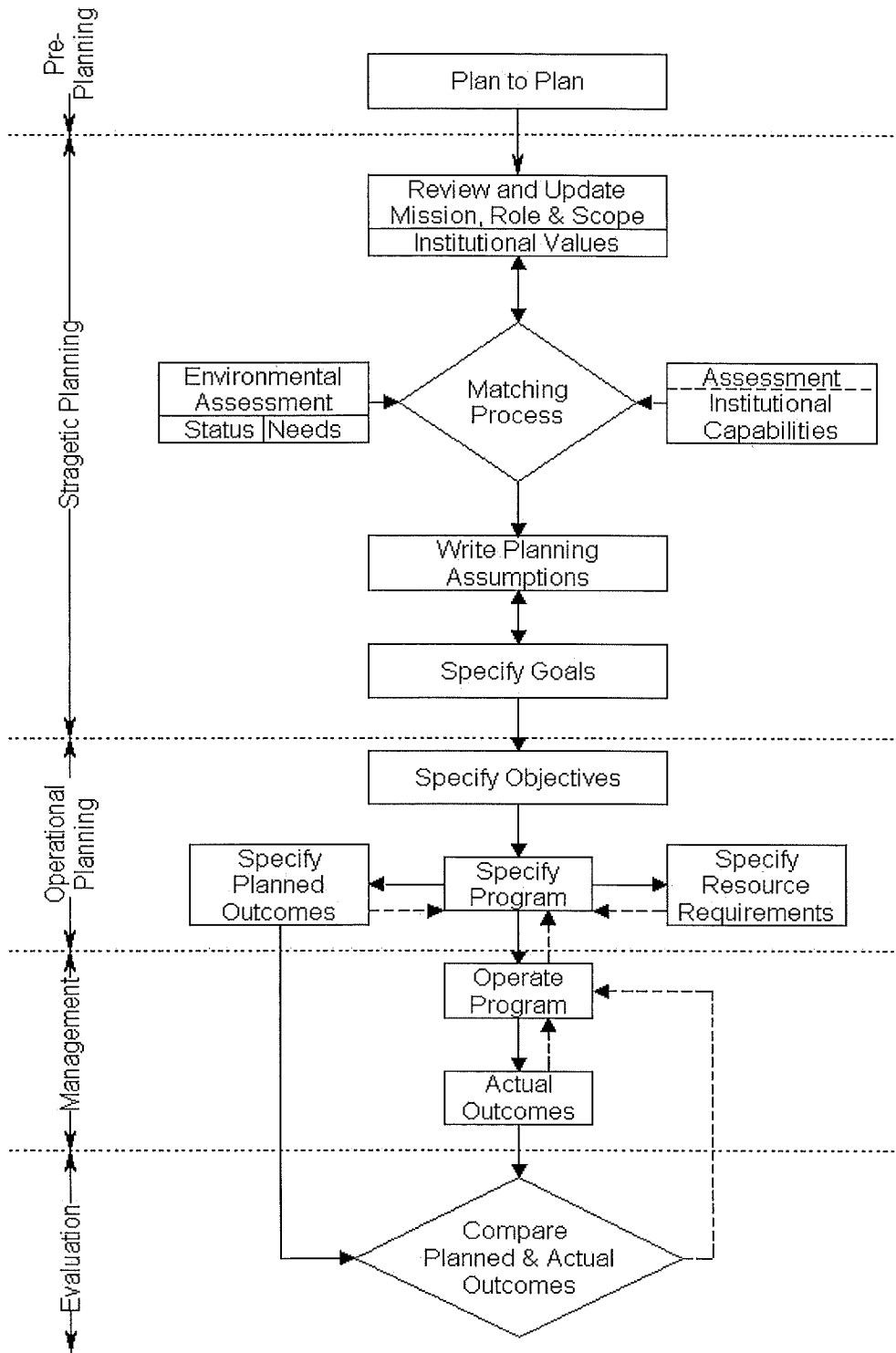


Figure 1 - WWCC Comprehensive Institutional Planning & Evaluation Process

Planning and institutional effectiveness are an integral component of the administrative process, instruction, student services, business services, technology services, facility services, library services, and all other areas of the College. The institutional researcher has been responsible for gathering and disseminating data on institutional effectiveness. Through such assistance, College staff and faculty are able to access data provided by reports from the State Board, IPEDS, CCSSE (Community College Survey on Student Engagement), the Student Achievement Initiative, and other data resources. To further strengthen the strategic planning function, the College requested a planning and research position in the recent Title III grant application

To document whether the College is meeting its goals, the institutional researcher reviews the WWCC Indicators of Institutional Effectiveness and evaluates the institution's progress in meeting its five outcome goals and eight process goals on an annual basis. Results of this review and report identify where progress is being made and where efforts for improvement need to be prioritized to meet institutional effectiveness goals. This information has been reported to the Board of Trustees, College groups, and other public organizations. The President's annual evaluation also includes a component in which he reports on progress and challenges of meeting institutional goals. The College is working on making the research and reporting process more systematic and will be strengthened with the receipt of the Title III grant.

The President shares plans and results of institutional effectiveness at local, state, and national meetings. This past year he participated in over 25 sessions of such presentations, including four updates for the WWCC Foundation Board of Governors, as well as the Walla Walla Port District Commissioners, Rotary, Chamber of Commerce, service clubs, education organizations, economic development groups, state-wide organizations, and the State Legislature. WWCC's extensive involvement in partnerships also provides opportunities for the College and its partners to plan and evaluate their collaborative efforts together, which results in College representatives preparing and delivering numerous progress reports.

WWCC has had two retreats with the Board this year to ensure that trustees are appropriately involved in institutional planning and evaluation. At the summer retreat, the leaders of the institution present their plans for the upcoming year. Their work is supported by conferring with the president, vice presidents, and other college administrators to discuss, clarify, and confirm strategies for meeting the goals established for the next academic year. This year the administrators focused their instructional plans for 2010-2011 on developing programs that will increase student completions/transfers and strengthen economic recovery and environmental restoration.

Although planning goes on throughout the year, it is especially focused during the planning and budgeting process each spring when campus units review their accomplishments and plan their future initiatives. The Planning and Budget Committee agree on Planning Assumptions for the upcoming year, which include enrollment projections, state funding estimates, demographics impacting the College, economic trends, high school graduation figures, etc. These assumptions are then publicized to the whole college, allowing all departments to develop and submit budget initiatives that provide services to strengthen and support student learning as well as student needs.

Unit administrators report to the Planning and Budget Committee progress in meeting their goals for the past year and then outline their plans for the upcoming year or two. The Planning and

Budget Committee reviews the reports from the various units, concentrating on measurable outcomes to serve as analysis criteria for informing the institution where it needs to invest more effort and resources to improve effectiveness. The Budget Task Force, comprised of representatives from many areas of the College, meet with the Planning and Budget Committee and provide input during the process.

Instruction units contribute to the WWCC planning and evaluation process by their classroom and program assessments. For the past six years, faculty and instructional program directors have assessed their outcomes each quarter and uploaded results into the campus database called the Online College Administrator (OCA) where all the program level outcomes are stored. This system gives faculty easy access to their planned outcomes when they regularly and systematically assess their program level outcomes. By using the OCA, faculty are able to compare intended outcomes to student achievement in order to ensure students are meeting those outcomes. The instruction units are the areas of the College most involved using the OCA system, but in the recently submitted Title III grant application the College outlines a plan to expand the use of the OCA throughout all units of the institution. This will enhance work in developing annual measurable objectives, linking each to institutional goals, and reporting outcomes in a format readily available to all stakeholders. (See Standard 2 for a more complete description of this process.)

When new programs are proposed, a thorough planning process is utilized before implementation. In conjunction with faculty and unit directors, the College has also worked with an economic planning organization, EMSI (Economic Modeling Specialists, Inc.) so that all constituents have a clear understanding of employment trends, economic impacts, and enrollment potential in making decisions about adding a new program. This type of systematic and participatory planning has been invaluable to WWCC as it manages growth in the face of decreasing state resources. When the College is confronted with a major change in its operating environment (i.e., budget cuts), it undertakes a formal planning process to address the issue. The College is currently in the process of developing a budget reduction plan in response to signals of major planned cuts in operating budgets.

WWCC has developed the Outcomes Review Committee that studies program level outcomes, reviews assessment plans and responses, explores best practices, and encourages the use of outcomes assessment results to improve classroom strategies. Since 2009, the committee has reviewed 15 departments/programs and successfully implemented changes to create a better environment for regular assessment of outcomes. A notebook containing presentation materials from departments who have undergone the review process will be available on campus.

In response to the need to strengthen student completions of courses, certificates, programs, and degrees, a Transitions Committee was formed in 2010. This committee includes staff and faculty representatives from both Walla Walla and Clarkston campuses to identify and strengthen student services and instructional support that can assist students' completion and achievement.

## **Institutional Expectations and Assessment of Achievements**

As stated in its Vision statement, Walla Walla Community College aspires to “be one of the most innovative, professional, and successful service-oriented rural community colleges in the United States based on its performance in meeting student needs and public expectations.”

To assess itself in reaching these expectations WWCC reviews its progress in multiple ways, as reported in Part A and Standard Two. In evaluating its success in being innovative, the College has only to look at some of its unique and successful instructional programs. Examples are its programs in Enology and Viticulture, John Deere, Water Management, Watershed Ecology, Farrier Science, Carpentry, Auto Body Repair, Automotive Repair Technology, and Wind Turbine Technology.

The innovative nature of these programs is demonstrated by the way they respond to specific needs in the WWCC district and beyond. Enology and Viticulture, John Deere, Water Management, Watershed Ecology, and Farrier Science are linked to the regional economy by educating students in distinctive two-year programs. With the expanding wine industry, the Enology and Viticulture program responds to the need for educated winemakers and vineyard personnel. This program attracts students from all over the United States and some foreign countries. The John Deere program provides technically educated employees for the local, regional, and national agricultural economy. Water Management and Watershed Ecology respond to the need for personnel who understand how to preserve our critical water resources. Farrier Science trains students in the skill of horseshoeing to meet needs in the local and regional area, as well as at the national level.

Carpentry, Auto Body Repair, and Automotive Repair Technology are unique in educating students while also providing needed services to the College. For example, the Carpentry program builds a house each year in Walla Walla with the proceeds going to the WWCC Foundation. These funds are then applied to the scholarship program to support WWCC students. A few years ago the carpentry students built the new Parent-Child Center on campus instead of a house to sell, which was a great service to the College. Besides teaching students required curriculum, the Auto Body and Automotive Repair Technology programs also restore and refurbish damaged cars that the WWCC Foundation purchases for them to work on. After the cars are repaired, the Foundation sells them and deposits the profits into the scholarship fund. Some of the vehicles are kept on campus for use in the motor pool. This type of entrepreneurial experience benefits both the students and the College by giving students real life experience while providing financial support to the Foundation and the College. Seeing the increase of scholarship funds being awarded to students is a clear indication of how successfully the College meets its vision of being service-oriented and meeting student needs.

Another way of meeting student needs and public expectations is encompassed in the fifth process goal in the indicators of institutional effectiveness which is to “Collaborate with public and private partners.” In measuring this goal over the past few years, Walla Walla Community College has gained new partnerships while also maintaining several hundred mutually beneficial partnerships with other organizations made in previous years. These partnerships involve public

agencies and private sector businesses and industries, including school districts, health care agencies, food industries, banking institutions, and governmental organizations. Many partnerships are for WWCC students' coop experience as well as internship opportunities.

A major partnership that remains strong is between WWCC and the Confederated Tribes of the Umatilla Indian Reservation (CTUIR), a group that is an integral part of our Water & Environmental Center on campus. The College has also established many partnerships that span across local, state, and federal agencies, including strong ties with several universities and school boards, as well as the wine, art, and watershed alliances.

Another important partnership between Walla Walla Community College and the Sherwood Trust has resulted in the implementation of a Learning Center for non-profit organizations. The Learning Center for Non-Profits exists to provide current and prospective board members and staffs of nonprofits on-going training, resources, and education on current and challenging issues. It also encourages the development of peer networks that foster sharing and collaboration among local members of our non-profit community. Training sessions have covered topics such as Board Governance: Roles and Responsibilities, A Systems Approach to Governance, and Strategic Planning.

In summary, the College and its Board of Trustees review progress toward stated indicators of institutional effectiveness related to each College goal at planning sessions and retreats. The College mission and goal structure, vision and values statement, conceptual framework for institutional planning, and effectiveness measures are responsive to the needs of the Walla Walla District 20 community college region.



## **Standard Two**

### **Educational Program and Its Effectiveness**

#### **Introduction**

Walla Walla Community College is proud of the varied educational programs it offers students. Through substantial and coherent exposure to broad areas of knowledge, students are able to pursue an associate degree, a professional-technical degree or certificate, or certification that enables them to gain rewarding employment. The College also provides developmental and remedial education to assist students in reaching skill levels that can lead to college-level programs of study.

#### **Changes in Graduation Requirements**

The AA degree task force was formed in 2009 to evaluate and explore modifications to the WWCC Associate in Arts Degree. Reasons for the study of the degree requirements was to ascertain whether WWCC requirements were meeting student needs, whether the higher number of credits required in WWCC's AA degree compared to many other community colleges was justifiable, whether students were transferring successfully to WWCC and from WWCC to other institutions, and to align the WWCC degree more closely to other two-year colleges in the state and region.

Faculty and staff serving on the committee came from a cross-section of the College and represented these areas: humanities, social sciences, science, health and physical education, social sciences, mathematics, performing, visual, and communication arts, the Washington State Penitentiary academic program, professional technical education, Transfer Center, registrar, Clarkston, and the Instruction Office.

The following list summarizes the outcomes of the committee's work:

1. Credits for the AA degree were decreased from 93 to 90 (this was effective starting fall 2009)
2. The AA Task Force worked with the Diversity Committee and Curriculum Committee to implement a diversity requirement for the AA degree (this will be implemented fall of 2010 and applies to new students starting Fall Quarter 2010 and beyond). The requirement consists of 5 credits of [D] designated coursework that can concurrently meet other core distribution or elective credits.
3. Fifteen credits are required to fulfill the Social Science Division of which five credits must come from Psychology, Sociology, or Anthropology. Because WWCC does not have a full-time Anthropology department and did not offer Anthropology courses on a regular quarterly schedule, the Social Science Division made recommendation to the Curriculum Committee to have History included as one of the five required Social Science credits giving students a broader learning opportunity. Effective fall 2010

History will be included as one of the four disciplines from which a student must take a course.

4. The Task Force and the office of advising and registration establish an appeal procedure for students who transfer to WWCC with 60+ credits (are close to graduating) but do not meet some of WWCC “extra” requirements that exceed ICRC minimum guidelines. This procedure will be evaluated again spring 2011.
5. The Task Force listened to all divisions and read the attached survey results and reached the conclusion that the WWCC requirements that exceed ICRC can be justified and did not recommend further changes to the AA degree. They did agree that this type of evaluation should occur on a regular basis. The task force will reconvene for this review in spring 2011.

The AA Degree Task Force worked with faculty and the curriculum committee to achieve a balance in recognizing a concern for standards and a concern for students who transfer into WWCC with unique circumstances. The Task Force believed that “local” requirements translate into an academic standard and level of preparation that adds to WWCC students’ success at transfer.

The Diversity Course Selection Review Team and the Curriculum Committee approved courses that would fulfill the new degree requirement:

ENGL 251	Voices of Women in Literature
CMST 201	Intercultural Communications
WST 200	Introduction to Women’s Studies
HIST 250	Introduction to Latin America
HIST& 215/WST 215	Women in U.S. History
PSYC 113/WST 113	Human Sexuality
SOC 205	Race and Ethnic Relations
SOC 220/WST 220	Gender & Society

## **Program Additions**

Walla Walla Community College (WWCC) has added three direct transfer agreements in the Agriculture Science and Technology Department. Each of these degrees is in partnership with Washington State University (WSU). WWCC’s agriculture instructors work closely with Washington State University’s agriculture department to ensure that these agreements stay current. They are:

- Associate in Agriculture – Ag Food Systems/Ag Education WSU DTA/MRP (Direct Transfer Agreement/Major Related Programs)
- Associate in Agriculture – Ag Food Business Management WSU DTA/MRP
- Associate in Agriculture – Agriculture Food Systems
- Technology and Production Management WSU DTA/MRP

Other direct transfer agreements the College has developed include several in business and early childhood education:

- Associate in Business – DTA. This allows Walla Walla Community College students to transfer to WSU and enter their business program.
- Associate in Applied Science – Transfer in Early Childhood Education which allows students to transfer to Evergreen State College, University of Phoenix (Bachelor's of Science in Management), Seattle Pacific University (Professional Studies Degree), and Washington State University (Human Development).
- Associate in Elementary Education – DTA/MRP is intended for students planning to prepare for an upper division Elementary Education major.

The Agri-Business program has also added a degree and certificate called Wine Marketing and Management. This degree and certificate are directed toward students who wish to focus their marketing skills toward the wine industry.

The Allied Health department on campus has made program additions as well. A Medical Assisting Certificate allows students to receive necessary training to work as medical assistants, which is a combination office and medical skills. The department has also added a Spanish Medical Interpreter certificate to meet the growing demands in the community for Medical Interpreters who possess Spanish speaking and writing skills.

WWCC's Office Technology program has added two certificates which are Medical Transcription Certificate and Medical Billing and Coding Certificate. Both of these are for students who wish to work in a medical office setting.

The Water Management department added a degree titled Water Resources Technology, which teaches students about plants, hydrology, water conservation, and water policy. Another program relating to water that WWCC has added is called Watershed Ecology. Students can choose between either a one-year certificate or a two-year degree that will prepare them for employment in the natural resource and/or environmental industry. Lastly, Walla Walla Community College recently added a degree and certificate in Wind Turbine Technology. This program teaches students the electrical background to enter many different power generation fields, with emphasis on wind.

## **Program Deletions**

Walla Walla Community College has discontinued the following degrees and/or programs:

- AAAS and Certificate in Microcomputer Applications and Software Support.
- AAAS and Certificate in Microcomputer Support and Repair.
- Associate in Applied Arts and Sciences Degree in Corrections Professional was deleted due to a low demand for the program.
- Digital Imaging Technology program, which offered a certificate and degree in Digital Publishing and a certificate and degree in Web Technology. These two programs have been partially absorbed into current office technology programs.
- Associate in Applied Arts and Sciences (AAAS) Degree in Agriculture Technology – John Deere Ag-Sales. The College has a standing relationship with John Deere and still

offers AAAS in John Deere Dealership Management and AAAS in John Deere Technology.

- Turf Equipment Service Technician program has been renamed Outdoor Power Equipment. The Associate in Applied Arts and Sciences degree in Turf Equipment Service Technician has been deleted because there was little demand for the degree.
- Precision Machining Technology. This includes both the Machine Tool Operator Certificate and the AAAS Precision Machining Technology Degree.

## **Program Changes**

Walla Walla Community College's Computer Technology program changed the program title to Computer Science and has also changed degree titles. The Associate in Applied Arts and Sciences Degree in Network Support is now titled AAAS Degree Informatics in Networking. Evolving from the old degrees, the other degrees and certificates offered in this department include AAAS and certificate in Informatics in Software Design, and AAAS and certificate in Informatics in Digital Design. The department code for the classes in this department has changed from CT to CS.

Since the AAAS degree in Corrections Professional has been removed, the certificate has been modified. Now titled Corrections and Law Enforcement Certificate, it includes classes such as Introduction to Corrections and Law Enforcement, Techniques, Community Policing, and Investigations and Evidence. Starting 2010-2011 this program will be put on hold until the demand for corrections and law enforcement professionals grows.

The Culinary Arts program has grown and undergone a complete curriculum revision complemented by the remodel of the culinary kitchen. Instructors are able to teach more topics to students pursuing the certificate and degree with the new facilities. Students take classes such as Soups, Stocks and Sauces, Food and Culture, Baking, Nutrition, and Menu Development. They also receive exposure to culinary practices from different cultures.

WWCC has also made changes in the Ag and Diesel Equipment Mechanics program. It is now titled Diesel Technology and classes in the program have changed department codes from AGM to DT. Students take classes such as Shop Fundamentals, Suspension and Alignment, Machinery Repair, Electronics, and Brakes and Air Systems. A one-year certificate or two-year degree is offered.

An Energy Systems Technology program has been created combining the Refrigeration and Air Conditioning degree and certificate with the new AAAS degree and certificate in Electrical. The Electrical degree is designed as a pre-apprenticeship preparation.

The Office Assistant Certificate has undergone a change by adding a fourth quarter to the curriculum. Classes added include Principles of Accounting, Records Management II, and Business Leadership Seminar.

Since the renaming of Turf Equipment Service Technician to Outdoor Power Equipment, the certificate has been realigned to better fit industry and student needs. The program is offered

either all online or partially online, with the students using their workplace as a lab for hands-on learning. The certificate includes classes such as Shop Fundamentals, Basic 2-Stroke and 4-Stroke Engine Principles, Electrical Principles, Hydraulics, and Power Trains.

## **Changes in Special Programs**

In 2004 Walla Walla Community College contracted with Washington State University (WSU) and offered the first of several summer quarter sessions of the “Intensive Spanish Institute.” The course occurred over a four week period for eight to nine hours daily and students could opt to complete up to one year (15 credits) of college level Spanish. The institute was jointly coordinated by WSU and WWCC, but due to budget reductions, the WSU coordinator position was eliminated in 2009. WWCC will be offering a modified version of the program this summer relying entirely upon WWCC faculty to teach. The program will be less intensive and will include the first of the Spanish language series and two additional credits of Spanish cultural studies for a total of 7 credits. Students meet 4 hours per day for 4 weeks.

The distance learning program, now called eLearning, has undergone several changes. One major change has been for Washington Online (WAOL) classes to migrate its previous operation that utilized Blackboard software and hosting services to Angel software and hosting services. This occurred in July, 2008.

Another change has been to implement the Elluminate Program, led by the State Board of Community and Technical Colleges in 2008 and offered at no cost to the individual colleges. Elluminate is described as having powerful and easy-to-use web conferencing software that can be used for the following purposes, among others: meetings, virtual office hours, live instruction, asynchronous content development, tutoring programs, classroom collaboration, student/parent orientation, remote guest speakers/virtual field trips, professional development, and virtual help desk.

The Elluminate software also provides the following tools: live voice through computer headset and microphone (no need for a phone), live typed chat, whiteboard, voting and survey tools, and desktop sharing. Using these tools people can meet online in real time, share desktops, work with documents, present PowerPoint slides, show audio or video, get immediate feedback, ask and answer questions using a microphone, and record whole sessions and archive them so another person can view it later by clicking on a URL.

To ensure course quality, WWCC has begun using Quality Matters to evaluate online courses (but not faculty). The Quality Matters Rubric is a set of 40 specific elements distributed across eight broad standards, by which to evaluate the design of online and hybrid courses. The web-based, fully interactive rubric is complete with annotations that explain the application of the standards and relationship between them. The eight broad standards include: course overview and introduction, learning objectives, assessment and measurement, resources and materials, learner engagement, course technology, learner support, and accessibility.

Another addition to the eLearning program is the Open Course Library that is currently under development. This is a Washington State Community and Technical College led initiative. The

SBCTC website describes this program: “81 high enrollment courses will be designed for face-to-face hybrid and/or online delivery, to improve course completion rates, lower textbook costs for students, provide new resources for faculty to use in their courses, and for the our college system to fully engage the global open educational resources discussion.” Faculty will be paid for designing the courses, which will then be collectively owned by the college system. It is not mandated curriculum, but courses being designed by faculty that will be digital and modular “so all faculty can use them in whole or in part (or not at all) in any learning space” according to the needs of their students.

## **Intended Educational Program Outcomes and Assessment of Student Achievement**

The assessment of educational outcomes is discussed in Part A of this report, which describes work that WWCC accomplished to meet Recommendation 2 from the 2005 Comprehensive Self-Study Report. Examples of WWCC’s inventory of instructors’ filing of program level assessment plans (PLAP) and for responses (PLAR) are in Appendix 2.1. Highlights of the process are below.

The educational program outcomes at Walla Walla Community College are assessed by faculty each quarter. The Technology Services department created a database where all the program level outcomes are stored, which gives faculty easy access to the outcomes when they log into their Online College Administrator (OCA). The OCA is where faculty regularly and systematically assess their program level outcomes in order to ensure students are meeting those outcomes. Instructors submit an assessment plan that indicates the program level outcome they will assess, their strategy used in the classroom to assess this outcome, and their plan to put this strategy in place. The assessment plan is done at the beginning of the quarter, and at the end of the quarter they go back into the OCA, review their plan, and write an assessment response. The response asks them to outline what was learned from the plan, how their students performed, and if the outcome was met. It also asks for an assessment rating and if any improvements should be made for the future.

The Transitional Studies Department at Walla Walla Community, which includes basic skills, continues to focus on gathering and reporting accurate data through the WABERS+ system that is then used to make improvements to the program. Admissions staff have been effective in creating procedures for reducing the numbers of students who are non-federally reportable by following up with students. Follow-up continues to be done to gain missing demographic information, record attendance hours, schedule CASAS assessments, and track students progress. Data gathered in WABERS reveal that changes made to our intake process have produced positive results. In 2009-2010, 1,177 Federally Reportable students were served in the ABE program of which 98% of these students were federally reportable. This represents a significant increase over the previous year in which 1,135 students were served with 87% of students being federally reportable. The implementation of e-CASAS, a computerized version of CASAS assessment was done at the beginning of Winter Quarter of 2010 enhancing greater accuracy in data gathering and tracking of student level gains. The Transitional Studies Department continues to focus on student retention and persistence. This past year 69% of those who were federally reportable were post-tested with 104,613 total attendance hours reported. In 2008-2009,

60% of those who were federally reportable were post-tested and a 94,652 total attendance hours were reported.

On the college level, the institution has developed a committee called the Outcomes Review Committee (ORC) that reviews program level outcomes, reviews assessment plans and responses, explores best practices, and encourages the use of outcomes assessment results to change and improve classroom strategies. In the past year 15 departments/programs have participated in the review and successfully implemented changes to create a better environment for regular assessment of outcomes. The departments/programs that have presented to the committee up to this point are: Mathematics, Computer Science, Sciences, Civil Engineering Technology, Accounting Technology, Business Administration, Office Technology, Diesel Technology, English, Communication Studies, Automotive Repair Technology, Auto Body Technology, Basic Skills, Professional Golf Management, and Cosmetology. Appendix 2.2 contains samples of materials a department presented to the ORC.

## **Educational Assessment and Planning**

Although Part A of this report discusses WWCC's work on outcomes under the report of work successfully completed to meet Recommendation 2 from the 2005 Self-study, a summary of the process is below.

Walla Walla Community College regularly and continuously assesses its educational programs in several different ways. First, each professional-technical program has an advisory committee that meets two times each year to discuss program curriculum, the industry, students, facilities, etc. The advisory committee is made up of industry professionals who share their knowledge of the current business environment to review and offer advice on the program curriculum. Advisory committees suggest improvements for updating programs to keep them current with industry. When suggestions are made, the program faculty discuss them with their division chair and the vice president to determine if and when changes should be implemented. Another way professional-technical programs are assessed is through the program review process. The College is currently undergoing a complete process change for program reviews to include various other assessments, such as accreditation reviews, so the program is able to meet all objectives with this review. The new process will be implemented in fall 2010. As information from all these types of assessment and review is generated, program leaders use it during planning sessions. This may result in recommendations to change different components of programs, degrees, courses, or numerous other revisions to continuously improve programs during planning sessions.

In academic education, the College has a committee called the Associate in Arts Degree Task Force that meets regularly to discuss modifications in the AA degree. The committee is comprised of representatives from each of the disciplines in academic education. If any changes are needed, they are discussed with the Vice President of Instruction for Academic Education before they are introduced to the Curriculum Committee.

## **Institutional Expectations of Student Achievement**

Expectations of student achievement at Walla Walla Community College are embodied in the mission and goals of the College, and they are assessed by the Indicators of Institutional Effectiveness that support the goals. As the mission states:

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

The College focuses on these outcome goals related to the educational programs to accomplish its mission:

- Encourage and support life-long learning.
- Prepare students for transfer to four-year institutions.
- Prepare students for the 21<sup>st</sup> century work force.
- Strengthen basic skills of students.

Reports on indicators of institutional effectiveness used to measure the achievement of these goals are on file at the College.

Below are examples from reports on Indicators of Institutional Effectiveness that provide evidence of student achievement.

*Indicator of Effectiveness 2A: Number of transfer-ready students*

Criterion 2.A.1: Increase the number of students prepared to transfer to baccalaureate institutions.

A transfer ready means the student has evidence (by either courses in a transcript or the completion of a degree) of all of the following:

- Completed college-level English composition and quantitative reasoning courses with a C or better (quantitative reasoning based on each colleges specific colleges)
- Completed at least one course in each distribution area (humanities, social sciences and natural sciences)
- Maintained at least the minimum required college level GPA – 2.0.
- Completed at least 45 college level credits
- Enrolled for the purpose of transfer

According to the State Board for Community and Technical Colleges, in 2008-2009 WWCC had 289 transfer ready students which is slightly higher than the previous year of 273 in 2007-2008.



*Indicator of Effectiveness 2.B: Number and rate of transfer*

Criterion 2.B.1: Number and percent of transfer students (full-time and part-time) who enroll in baccalaureate institutions.

The two year timeframe for 2007-08 just ended so data collection and analysis is being done now. However, the transfer data currently available is listed below. The 2007-08 transfer ready leaver cohort has the best transfer rate of previous years at 80.82%, and this might be even higher when the full two year timeframe is complete.

<b>Transfer Ready Student Leavers Who Entered a Four-Year College Within Two Years After Leaving WWCC</b>			
	<b>2005-06</b>	<b>2006-07</b>	<b>2007-08</b>
Transfer Ready Leavers During Year	149	131	146
Transferred Within 2 Years	118	99	118
% of Transfer Ready Leavers Who Transferred Within 2 Years	79.2%	75.57%	80.82%

Criterion 3.B.1: Number of vocational degrees, certificates, and endorsements earned in 2005-06.

One indicator of program effectiveness is the number of vocational degrees, certificates, and endorsements earned by students. As the table below shows, the unduplicated number of students receiving these awards has gone up; however, the number of awards earned went down in 2008-09. A big part of this decrease is a reduction in the parent coop and parent education certificates granted each quarter.

<b>WWCC Vocational Degrees, Certificates, and Endorsements Awarded 2005-06 – 2008-09</b>				
	<b>2005/06</b>	<b>2006/07</b>	<b>2007/08</b>	<b>2008/09</b>
Individuals receiving degrees and certificates	982	859	948	965
Number of degrees and certificates awarded	1173	1020	1452	1277

*Indicator of Effectiveness 3.E: Number and percent of students with vocational certificates or endorsements that continue education within WWCC or other institutions*

Criterion 3.E.1: Increase the percent of students with vocational certificates or endorsements who continue their education.

There were 713 students (excluding Department of Corrections) who earned a vocational certificate in 2008/09. Of those 713 unduplicated students, 327 continued on (taking one or more courses) at WWCC. This is 45.86% who continue on taking more courses, most of whom are nursing students. A total of 52 went on to another institution, and of these, 12 continued on at WWCC and then transferred to another institution.

This equates to a 51.47 % overall rate of students continuing their education sometime after they receive a vocational certificate or endorsement from WWCC. This is higher than it's been in previous years; the current economy is likely a factor since more individuals tend to enroll in college when the job market is tight.

*Indicator of Effectiveness 4.A: Number and percent of ABE/ESL students who make skill level gains*

Criterion 4.A.1: Increase percentage of students in current school year in comparison to students in previous year.

According to the State WABERS reports, in 2008-2009, 595 (60%) students post tested and 314 (53%) advanced one grade level. This is compared to 2007-2008 where 567 (60%) post tested and 336 (59%) advanced one grade level.

*Indicator of Effectiveness 4.B: Number and percent of students who earn a GED/HSC*

Criterion 4.B.1: Increase number of students who earn GED/High School Diplomas annually.

The number of GEDs rose dramatically in 2008-2009 from previous years; however the adult high school diplomas went down slightly.

<b>GED and High School Completion Awards entered in WWCC Transcript Database</b>						
	<b>2003/04</b>	<b>2004/05</b>	<b>2005/06</b>	<b>2006/07</b>	<b>2007/08</b>	<b>2008/09</b>
<b>GED</b>	345	519	394	377	374	477
<b>HSC</b>	24	36	43	43	43	35
<b>Total</b>	369	555	437	420	417	512

**Student Achievement Initiative (SAI)**

The Student Achievement Initiative was implemented by the SBCTC to enhance efforts of CTC in helping students make educational and skill attainments. The 2007-2008 academic year was identified as the learning year giving colleges an opportunity to understand the initiative, analyze data, and study student demographics. The 2008-09 academic year was the first performance year, and basic skills at WWCC did not show the kind of gains that the college had anticipated. A careful analysis of how Transitional Studies was obtaining data, reporting processes, and CASAS assessment procedures revealed areas that needed strengthening. New processes were implemented in 2009 resulting in very positive results with basic skills and pre-college students showing the highest gains in 2009-2010.

Educational gains for 2009-2010 include; 405 Level Gains; 632 Significant Gains and 1,960 student achievement points. This represents an increase from 2008-2009 in which students earned 314 Level Gains; 439 significant gains and 1,489 student achievement points. According to Federal table 4, 30.51% of ABE students completed a level gain. According to Federal table 4,

43.03% of ESL students completed a level. WWCC continues to prioritize increasing the number of upper level ESL, ABE and GED completers for the 2010-11 academic year. Another priority is to strengthen our curriculum and instruction in order to move students into pre-college or into professional technical programs in order to help them gain marketable working skills more quickly.

The discussions in the previous pages of data gathering, analysis, and reflection on improving the educational process has allowed Walla Walla Community College to strengthen instructional programs and support services in ways that assist students to reach their educational goals. The College is committed to a future of continuous improvement that will enhance student success and strengthen our service region by monitoring our progress in meeting institutional goals through the indicators of effectiveness.

## **Standard Three Students**

### **Introduction**

Student Services is committed to advancing the mission of the College. The changes highlighted below address two process goals related to this mission, namely to: “embrace relevant technologies” and to “provide services that support student learning”. All activities within the division of Student Services are focused on making learning happen through equipping students with technologies, mentoring, guidance, and advising.

### **Technology Advances to Serve Students**

#### **Online Orientation**

To supplement the College’s on-site New Student Orientation, an online version of this orientation was developed. The Online Orientation allows place-bound students the opportunity to garner critical information about college processes.

#### **Financial Aid Management (FAM) Student Portal**

A student portal within a state-hosted FAM system was implemented. This portal allows students to view updates on their financial aid awarding process, to receive updates and requests for information from Financial Aid Office staff, and to download and submit forms. This portal increases access for students and prospective students to their financial aid information.

#### **Student Portal (MyWWCC)**

A comprehensive student portal was introduced to the web services offered to students. This college-hosted web portal offers a landing page for students to easily access important information regarding instruction and student services. From the student portal, students can easily navigate, in a secure password protected environment, to their essential classroom, registration, financial aid, and academic progress information.

#### **Career Coach**

The College purchased access to proprietary software that offers students 24/7 access to career opportunities in their geographic region. The software pools information from a variety of job market databases, and presents students with current jobs open, the job market outlook in their region, training/education needed for the occupation, and essential occupational descriptions. This service is designed to assist students in career placement as they complete their degrees/certificates. WWCC served as the pilot institution during the development of the Career Coach software.

#### **E-Compass Testing**

Students are now offered secure, web-based electronic placement testing. This development allows students to complete placement testing (a prerequisite for completing their advising and registration) remotely, again serving new students who have not yet moved to the College but still need to proceed through the orientation, advising and registration process. The student’s test is securely submitted to on-site testing staff who can interpret and assign the student to appropriate math and English courses.

### **Advisor Data Portal**

Critical student and college data elements have been collected and organized within a portal available for advisors to use in assisting students with advising and registration. The portal allows quick, efficient access to the student information most pertinent to student advising and reduces the risk of advising errors from inadequate or erroneous information.

## **Policies and Procedures**

### **Grade Exclusion Policy**

In 2006 a grade exclusion policy was approved by the College Faculty Senate and Instructional Council. The intent of the policy was intended to diminish the penalty of a student who had an early record of poor academic performance, left the college, and then returned with greater academic success. The policy is found in Appendix 3.1.

### **Student Grievance Procedures for Instructional Issues**

In 2007 the College Board of Trustees approved procedures for students experiencing instructional concern. The procedures were introduced to offer students a clear pathway for resolving instructional issues, including both informal and formal actions. It is believed students would benefit from clarity in this area. The approved procedures are in Appendix 3.2.

## **Programmatic Changes**

### **Career and Employment Services Center**

The Career and Employment Services Center (CESC) was introduced in fall 2009, as a center dedicated to assisting students in attaining job/career placement both while enrolled in school and post-degrees/certificates. The CESC also houses professional staff who administrate several special population financial aid programs (worker retraining, Opportunity Grant) and provides advising to students eligible for these programs. Students receive job readiness skill development, instruction regarding workforce preparation, financial aid advising, and career placement advising through this center.

### **Full-time TLC Director**

In spring 2005 the College appropriated funds to hire a full-time director of the Tutoring and Learning Center. This director supervises the activities of the center, collects and analyzes data related to the outcomes of the center, and consults with College staff around student needs for supplemental tutoring support. This role was needed to develop seamless, effective tutoring services in the content areas of math, science, and writing.

### **New Student Activity Center**

Students assessed themselves an additional fee to partially fund an expansion of student activities space. The new Student Activity Center greatly expands space for student club meetings, ASB student senate meetings, special events, student study, and recreational space.

### **Creation of Veteran's Opportunity Committee**

A committee comprised of students, faculty, staff, and veterans was formed to consider the many needs of veterans returning as students. The committee examines college resources and

programming in light of the special needs of veteran students. The committee also organizes activities to assist in the transition of veterans to college life.

**Opportunity Grant for students**

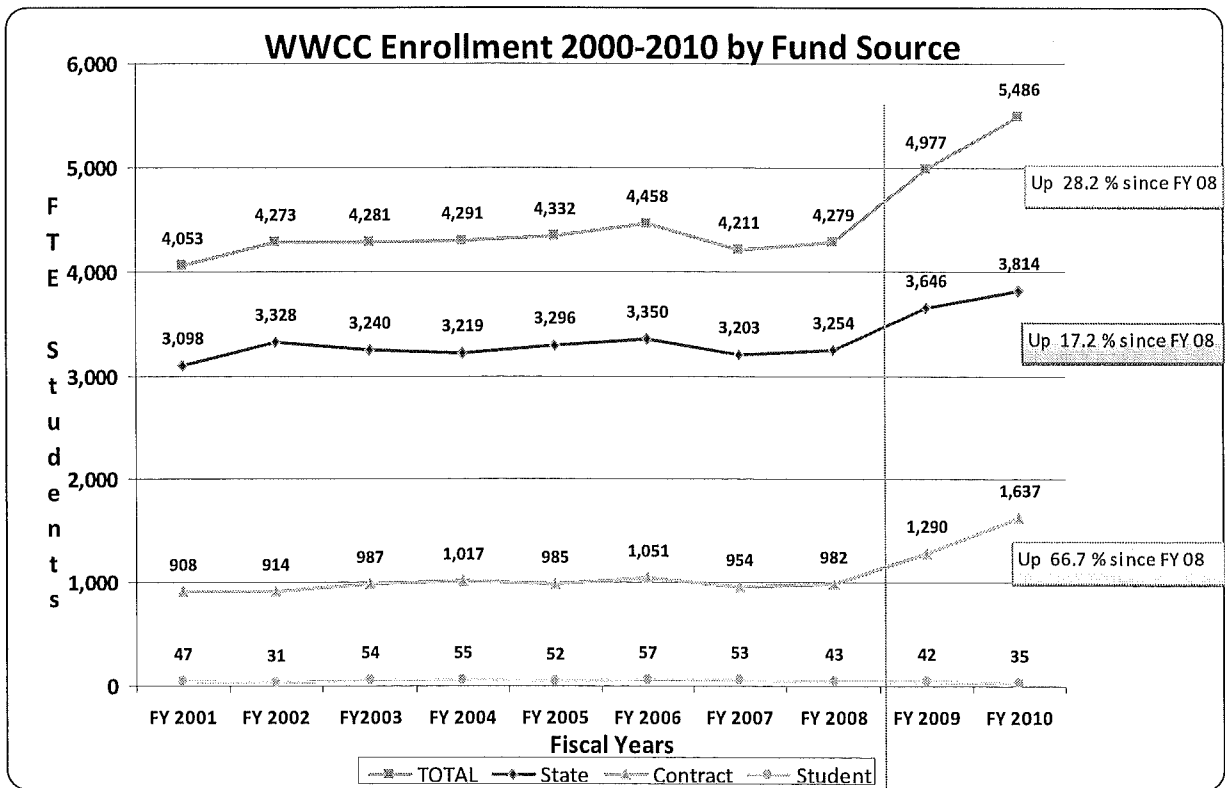
WWCC was successful in writing a grant to serve students at the College through the Opportunity Grant. This grant targets low income students entering high demand professional/technical careers. Students receive academic advising, some funding for emergent needs, financial aid advising, instruction specific to academic success skills, and tutoring referral. Students within this grant have shown high retention and completion success.

**GED Incentive Program**

Advising and tuition assistance is provided to students completing their GED at WWCC through the GED Incentive Program. The program supports successful GED students in persisting into college coursework. The student completes application for traditional financial aid and receives educational planning advising. If traditional aid does not cover tuition expenses for the first quarter of attendance at the College, the student receives tuition waiver assistance from the College.

**Enrollment from 2005-2009**

As mentioned in other areas of this report, enrollment at WWCC has increased significantly since the previous self-study in 2005. The table below illustrates that between FY 2005 and FY 2010 total enrollment increased 26.6%; state-supported enrollment went up 15.7%; and contract enrollment grew 66.2%. The largest increases came between FY 2008 and FY 2010 when state funding began to decrease.



### Annual Follow-Up of College Completers

As part of the 2008-2009 Annual College Degree Completer Follow-up Study, graduates were asked to rate WWCC services. The table below shows that students who transferred from WWCC to baccalaureate institutions rated the services they received while at WWCC as quite high. The top numbers in the ratings cells are the number of responses.

Annual Follow-Up of College Completers				
	Excellent	Good	Fair	Poor
<b>Program Instruction</b>	17 41%	20 49%	3 17%	1 2%
<b>Program Advising</b>	17 41%	17 41%	7 17%	0 0%
<b>Counseling</b>	14 38%	15 41%	7 19%	2 6%
<b>Financial Aid Services</b>	16 44%	16 44%	2 6%	2 6%
<b>Veterans Services</b>	2 14%	10 71%	2 14%	0 0%
<b>Library Activities</b>	10 26%	21 55%	7 18%	0 0%
<b>Workforce Training</b>	5 19%	15 58%	4 15%	2 8%

Through the support provided by Student Services, WWCC students are becoming increasingly successful in reaching their educational goals. The energetic and innovative Student Services staff continue to implement programs and offer support that serve our students well.

## **Standard Four Faculty**

### **Introduction**

A goal of Walla Walla Community College is to hire, develop, and retain highly qualified personnel to support the mission of inspiring students to discover their potential and to achieve their goals by providing diverse and challenging learning opportunities. Crucial to this goal are the faculty, who must be well-prepared to meet the challenges of teaching students in these quickly changing times. Through careful selection and hiring practices, evaluation, and professional development opportunities, WWCC has a strong corps of instructors who focus on teaching and supporting students in their educational endeavors.

### **Policies Affecting Faculty**

The major change in policies affecting faculty since the 2005 self-study has been the agreement on a new contract between the WWCC District 20 and the WWCC Association of Higher Education (AHE). This contract will remain effective from January 18, 2008, through January 18, 2011. The most significant changes in the contract related to the salary schedule, professional improvement units (PIUs), standardization of curriculum hours, and faculty evaluation. The Faculty Contract is on file at the College.

The new salary schedule now has fewer lanes than previously so that it is more compact and may help instructors advance more quickly to higher salaries. The previous faculty salary schedule was set up in such a way that if new instructors' placement fell in the first upper third portion of the schedule, they could spend a number of years without receiving a salary increase other than the cost of living. The new schedule now groups several years of teaching experience together, as in the 0-10 years experience range, 11-15 years, 16-20 years, and 20+ years (Appendix 4.1). This facilitates placing new faculty on the salary schedule and calculating faculty salaries as they gain experience and PIUs each year.

The system for earning professional improvement units was also revamped by adding more activities that faculty may participate in to earn units. New activities that were agreed upon are Service/Leadership to the Community, Special Projects and Evaluations, Leadership in Professional Organizations, and Wellness/Emergency Preparedness. These additions almost double the types of professional activities that were on the original list, which include Accredited University or College Program, Field Work or Clinical Experience, Conferences, Seminars, and Workshops, Curriculum Development outside Contractual Obligations, and Independent Research and Development.

Standardization of curriculum hours was agreed upon so that any time a specific class is taught it meets for the same number of hours each quarter. Typically, Winter Quarter has fewer class days than Fall and Spring Quarters due to how holidays fall on the calendar, so classes used to meet less often between January and March. In order to equalize instructional time, course credits were based on a 10 week quarter, so the standard five-credit class was scheduled to meet 50 hours a quarter, a three-credit class would meet 30 hours, etc. This has improved consistency in



courses since the amount of instructional time students receive each quarter is now the same no matter which quarter they take a class. It has also standardized but did not change pay rates per class for part-time instructors who previously may have received one salary for teaching a class in winter and a different amount for a class taught in spring.

Although advising loads have not been part of the faculty contract, more equalization in the number of students instructors work with in advising has occurred. Student Services and instructional units have worked toward having each instructor meet with 10-12 advisees per quarter on selecting courses, working on degree requirements, planning for transfer, and other issues that lead to student goal achievement.

Other processes that faculty utilize to encourage student success is the Academic Early Warning (AEW) system and Warrior Trail. Formerly a paper-based process, an electronic version of AEW was recently implemented that is much easier for faculty to use and more timely for students. The Early Warning system increases faculty-student interaction in the academic process when instructors make mid-quarter assessments of student progress and contact those who are at academic risk. Instructors then refer students in difficulty to support services while there is still time for them to improve.

Warrior Trail is an electronic degree audit system that faculty and students use to determine where students are in their progress toward a degree. During advising sessions instructors can look up students' records online and show them which classes they need to complete degrees and offer suggestions for how and when they should enroll for them.

The by-laws of the Faculty Senate Constitution are being revised, a process that began in the 2009-2010 academic year. Although these by-laws do not actually change employment policies affecting faculty, they can provide a vehicle for instructors to participate in College governance. This occurs when faculty discuss issues at Senate and then bring forward pertinent topics to administration for consideration. The Faculty Handbook, which provides information and procedures relevant to instructors, will also be updated during the 2010-2011 academic year.

## **Faculty Salaries and Benefits**

WWCC faculty salaries have improved over the past several years, even though they remain in the lowest third of the salary range in comparison with other Washington state community colleges. One of the revisions that is significant in attracting new faculty to WWCC was the change in placement credit for prior experience, as explained in the second bullet of item two below. When the Faculty Contract was agreed upon in 2007, the Human Resources Office announced the following changes to faculty salaries and benefits:

1. A Union Security provision establishing an Agency Shop upon 62% of the full-time faculty voluntarily becoming AHE members.
2. Revising the Full-time Faculty Salary Schedule to include:
  - Raising the minimum starting salary for new faculty to \$45,700.
  - Awarding new faculty more generous placement credit for their work experience and prior professional development activities.

- Fully funding the 2005-2006 earned increments which were funded at 55% in 2007.
  - Increasing the doctoral stipend to 6.98% of the base.
  - Conditionally increasing the Division Chair stipend.
  - Fully funding increments earned in 2005-2006.
  - Adding an additional step to each lane of the salary schedule.
  - Increasing the base salary 1.33% to \$30,394.
3. Changing the reporting deadline for submission of PIU's to June 30<sup>th</sup>.
  4. Clarifying the accrual of sick leave in hours consistent with the faculty work day.
  5. Participating in the Sick Leave Buy Out upon Retirement Medical Expense Plan, which eliminates the need for an annual vote.
  6. Extending membership terms on the Tenure Review Committee from two (2) years to three (3) years.
  7. Expanding the grounds for Sufficient Cause for Dismissal of tenured faculty to include failure to perform professional duties, physical or mental inability to perform duties, and failure to act within the ethical code of professional faculty. Faculty senate will be asked to initially draft the ethical code.
  8. Increasing the College's commitment to pay for part-time faculty office hours from \$7,500 to \$10,000 per year.
  9. Clarifying the evaluation process for part-time faculty.
  10. Establishing a standardized method of compensating faculty for Cooperative Education, Special Topics/Special Problems courses.

## Faculty Characteristics

The WWCC full-time faculty characteristics in terms of age, gender, years of service, race and ethnic background have not changed much over the past four years. Between the years 2005-06 and 2008-09 the data in unduplicated headcount shown in the tables below indicate that there were only slight changes in the teaching corps. The typical full-time WWCC instructor in that time period was 40-50 years old, while 70-80% of the faculty had from 5 to 20 years of service. Race and ethnic groupings show that 91% of the faculty reported as Caucasian.

Full-Time Teaching Faculty Gender Counts				
	2005-06		2008-09	
Gender	Count	Percent	Count	Percent
Female	54	41%	56	41%
Male	78	59%	81	59%
<b>TOTAL</b>	<b>132</b>	<b>100%</b>	<b>137</b>	<b>100%</b>

Full-Time Faculty Age		
	2005-06	2008-09
Average Age in yrs	50.7	51.12
Median Age in yrs	52	52

Full-Time Faculty Age Group Counts				
Age Group	2005-06		2008-09	
	Count	Percent	Count	Percent
Under 30 yrs	1	1%	3	2%
30-34	6	5%	6	4%
35-39	8	6%	10	7%
40-44	18	14%	14	10%
45-49	21	16%	21	15%
50-54	24	18%	27	20%
55-59	36	27%	29	21%
60-64	12	9%	20	15%
65-69	6	5%	7	5%
70 or Older	0	0%	0	0%

Full-Time Faculty Years of Service		
	2005-06	2008-09
Average	12.6 yrs	13.8 yrs
Median	11 yrs	12 yrs

Full-Time Faculty Years of Service Groupings				
Years of Service	2005-06		2008-09	
	Count	Percent	Count	Percent
Under 5 yrs	25	19%	20	15%
5-9	30	23%	28	20%
10-14	32	24%	31	23%
15-19	18	14%	29	21%
20-24	8	6%	11	8%
25-29	13	10%	7	5%
30-34	6	5%	7	5%
35 or more years	0	0%	4	3%
<b>TOTAL</b>	<b>132</b>	<b>100%</b>	<b>137</b>	<b>100%</b>

Full-Time Teaching Faculty Race and Ethnic Groupings				
Race and Ethnic Group	2005-06		2008-09	
	Count	Percent	Count	Percent
Hispanic	3	2%	3	2%
Caucasian	120	91%	124	91%
Asian	4	3%	5	4%
African American	2	2%	2	1%
Native American	3	2%	3	2%
<b>TOTAL</b>	<b>132</b>	<b>100%</b>	<b>137</b>	<b>100%</b>

Over the past five years there has been growth in the number of faculty hired to teach at the correctional facilities where WWCC provides instructional programs. The new faculty hired to teach at Coyote Ridge are not eligible for tenure because of a state statute that was implemented a few years ago. However, some instructors hired before that statute came into effect have been entitled to participate in the tenure system.

## **Faculty Evaluation**

All tenured full-time instructors are evaluated on a regular cycle so that each has a substantive performance review every five years. Multiple indices are used: self, student, peer, and supervisor. Probationary faculty are reviewed the first three years of their teaching at WWCC also using the multiple indices system with a Tenure Review Committee to guide the process. The system has been in place for many years and has been effective in assisting instructors to improve as they gain experience at the institution. Part A describes this system in detail.

The evaluation process for part-time faculty and other instructors teaching eLearning classes has been agreed to in the contract so that they also go through multiple indices for evaluation: self, student, peer, and supervisor. The first quarter they teach students evaluate the instructor. The second quarter they teach, students and a peer faculty evaluation are done. The third quarter the instructor participates in a self-evaluation. After the third quarter evaluation is completed, the division chair of the instructor reviews the documents and provides a report to the Vice President of Instruction. The Vice President then submits the evaluation documents to the Human Resources Office. If the part-time instructor teaches on a continuous basis, a comprehensive evaluation will be conducted at least once every five years.

For tenured, probationary, and part-time faculty who are experiencing problems or difficulties in their teaching role, the College clearly identifies areas for improvement in their performance. A plan for improvement is developed for the faculty member and may include having peer members of the review committee serve as mentors to assist the instructor in question.

In conclusion, the goal of WWCC is to continue to hire and support faculty who are well-prepared to teach and provide supportive learning environments. The follow-up studies on WWCC students indicate that the faculty are successfully contributing to our mission of “inspiring students to discover their potential and achieve their goals by providing diverse and challenging learning opportunities.”

## **Standard Five**

### **Library and Information Resources**

#### **Introduction**

The Library and Technology Services have made significant changes in the past five years in resources, services, personnel, access and facilities. These changes have been made in response to

- Student learning styles and the digital divide
- Increase in adjunct faculty
- Growth in student population, especially those enrolled in pre-college and online or web-enhanced courses
- Additions to programming and curricular changes in professional-technical degrees and certificates
- Revisions in institutional planning and budget documents
- Technological developments and increased technology applications for education

#### **Library**

In 2006, library services began a strategic review of staff, services and resources to verify alignment of library programming with revised institutional Mission and Goals (2004) and Vision and Values statement (2005). The new library director consulted previous accreditation reports, budget narratives and policy statements; interviewed staff and analyzed position descriptions. Participation in the Library and Media Directors' Council (LMDC) provided opportunities to note and align with statewide emerging educational trends, State Board for Community and Technical Colleges (SBCTC) Education Services initiatives (through our liaison, Director of eLearning and Open Education), and, most importantly, the Instructional Commission plan of work.

Strategic technology planning, opening and sharing digital content, growing and improving online and hybrid learning, and implementing enterprise learning technologies and support services became critical areas of interest for SBCTC libraries.

The library strategic plan (2004–2008) was modified and extended to 2010 with annual reviews by staff during fall in-service for continued relevancy (Appendix 5.1). The new strategic plan reflects major paradigm shifts in teaching and learning during the last decade. Goals and actions centered on:

- Personnel (updating and alignment of position descriptions)
- Collection Development (de-emphasize quantity of print, increase accessibility)
- Facility (merge virtual/physical identities)
- Evaluation (develop culture of assessment and data management)
- Services (user-centered with integration of universal design principles)

## **Personnel**

In 2005, the Library and Media Services Unit was made up three departments: Media Services (2.5 FTE), Graphic Arts (3 FTE), Library Services (7.25 FTE) reporting to the Vice President of Instruction.

By 2006, Washington State had completed the Compensation and Job Classes review and a new cycle of performance review procedures were implemented. Classified staff in Media Services, Graphic Arts and Library Services were able to dialogue about their role, goals, and resources for continued learning. Position descriptions were updated, professional development plans put in place, skills sets inventoried, and mission and goals of the three departments integrated with an instructional focus. Some positions had not been reviewed for several years and one lacked a job description on file. Utilizing the budget process, realignment initiatives for four positions (3 in the Library, 1 in Graphic Arts) were successful. All full-time classified staff began participating in annual travel and training to update skills and network with colleagues. When openings occurred, candidates were sought with experience and comfort in the use of digital technologies. An open faculty librarian position (Instructional and Electronic Resources Librarian) was filled from a pool of candidates with required pedagogical, technical, and assessment qualifications as well as an awareness of the changing role of libraries and librarians.

Staff members were ready to update their skills and broaden their awareness; to be part of providing access to an increasingly diverse, mobile and at-risk student population, to participate in the collection of meaningful data to guide change and to practice reflective understanding of emerging opportunities for the library.

In 2006, the Director of the Clarkston Center and the Library Director agreed to co-supervise the Clarkston Center library coordinator with the goal of enhanced access by students and faculty to the full array of WWCC library services. A direct outcome of the shared oversight was to drop the second consortia membership for the Clarkston Center library and make the library a circulation site for WALNET (local library network consortium). In fall 2008, a reorganization plan assigned Media Services and Graphic Arts to the Director of Marketing and Public Relations.

Budget cuts in 2008 and 2010 impacted travel and attendance at national conferences. Library staff looked to association grant funding, online workshops, and attendance via Elluminate (web conferencing software) for further professional development.

Hours changed from 67 open a week to 61 during the academic year in Fall Quarter 2009. This allowed for deeper coverage of the library during the heaviest use times by growing student population. The Clarkston Center continues to experiment with the most efficient staffing schedule and open hours that meet student needs.

## **Collections**

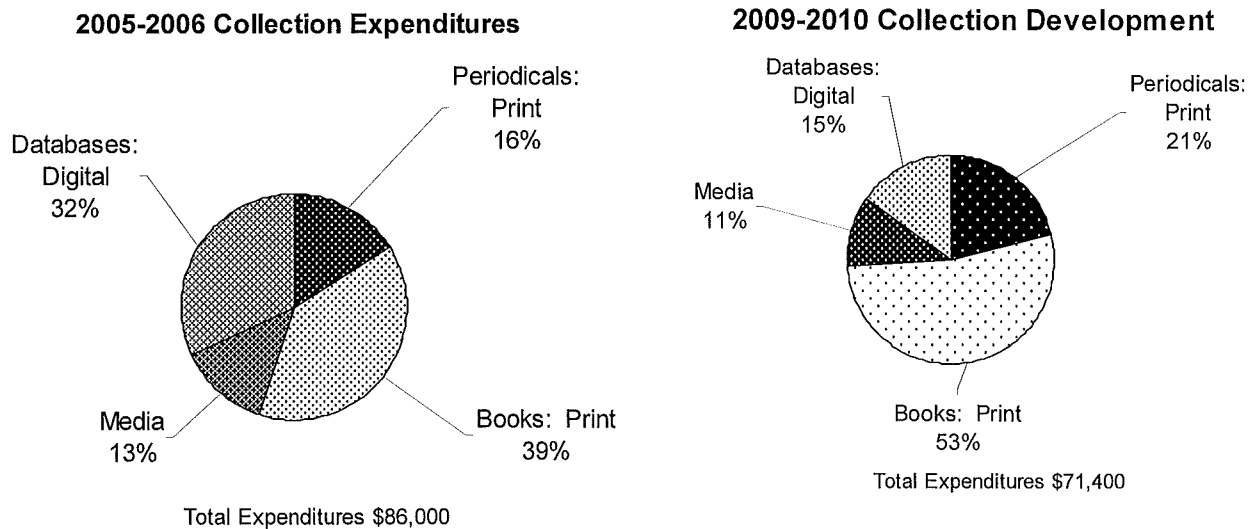
Housing and processing of print materials has become secondary to providing student and faculty access to resources needed to successfully complete coursework and make progress

toward an educational goal—wherever they choose to teach or take a class. To meet the new demands for accessing resources these changes were implemented:

1. Collection monies were reallocated from print to electronic formats – specifically full-text ebook and journal article database subscriptions. LMDC joined the ORBIS Cascade Alliance data-base licensing group making electronic resources more affordable.
2. The Collection Development policy was rewritten with specific guidelines based on the College's diverse populations; changing learning and teaching styles; and evolving themes and unique professional technical programs.

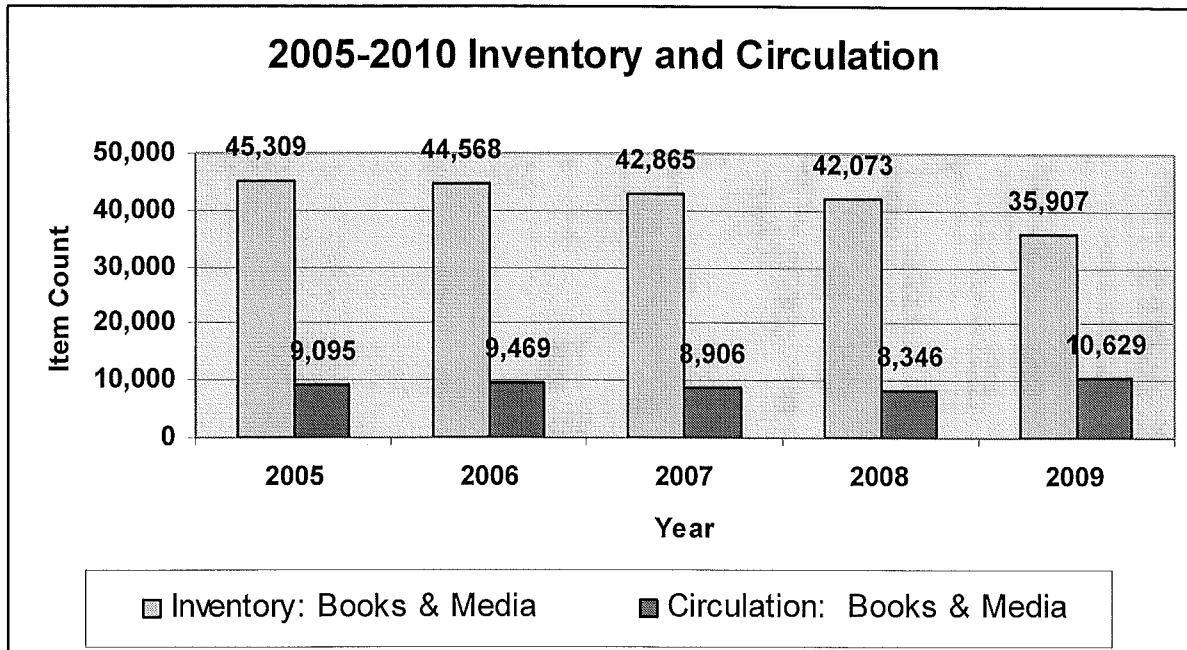
The Library Director assumed responsibility for coordinating all items selected for the collection and expending the materials allocation in a timely manner. The Collection Development Policy is on file at the College.

Media have been cataloged, included in the catalog, and moved to the circulating stacks. Frequently used videos are being replaced with DVDs. Under the leadership of the Instructional and Electronic Resources Librarian, various databases have been tried out and added to our collections after being approved. Netflix is available to faculty for previews of films they might want to use. A streaming video service was successfully reviewed in spring 2010 and will be available in the library fall 2010.



An ambitious refurbishing of the print collection is in its third year. In 2006, 85% of the circulating print monograph collection had been processed before 1980, and 75% had never circulated. 432 feet of stacks shelving were dedicated to programs that did not exist and classes not offered (i.e., literary criticism). LC classification sections P – Z (language and literature, science, medicine, agriculture, technology, military science, naval science, bibliography, information and library science) have been heavily weeded. Videos of questionable ownership or not circulated by faculty in the previous five years were discarded. A massive weeding project began in Reference during summer 2007. The table below illustrates that even though the

numbers of items in the library collection decreased, circulation of materials increased. Sectional review and inventory should become possible by 2012.



Internally, acquisition assignments were consolidated:

- ordering of media, print and electronic acquisitions became the function of one position
- cataloging of all formats became the function of one position
- processing was streamlined for more rapid availability

To meet the library's new mission statement, the library added an Adult Literacy Collection, enlarged the PZ section (fiction and children's literature) and began adding literary titles reflecting international and contemporary authorship, as well as bilingual Spanish/English literature. The serial collection no longer has a research purpose with extensive backfiles. Titles are selected for representation of program and discipline areas (journal), local recreational interests, and perspectives on current events not easily found on the web. The article databases remain selected for research and full-text capacity.

## Access

The typical WWCC Library user is digital, mobile, connected, wants information customized and prefers to operate independently with a minimum of instruction. Some users may also be inexperienced using computers for academic purposes, lack critical thinking skills necessary to effectively retrieve information relevant to an assignment, and are confused about the use of research in writing. The former characteristics directed a web-based delivery system for collections, interlibrary loan, and reference services over the past five years (described in previous section). The latter characteristics focused our instructional mission by which Faculty



Librarians are responsible for developing a program of information literacy to be integrated into the curriculum in collaboration with instructors.

WWCC has a library with two sites (Clarkston and Walla Walla) and one virtual presence. With the assistance of Technical Services, we installed EZProxy in 2007, creating a pass through and desktop access for all students and staff to the subscription based databases purchased by the WWCC library. After a year of meetings with instructors, students, and library staff, the library website (<http://wwcc.edu/library>) was updated with preferred terminology and arrangement. The librarians began participating in QuestionPoint—a real-time 24/7 online research/reference service. Other projects include personnel who support (through participation and or leadership):

- use of Angel CMS (Course Management Service) and web-enhanced instruction with digital resources;
- moving the WALNET server to a vendor supported model for stability;
- in-service sessions, Professional Improvement Units (PIUs) and one-on-one consultation to faculty on the use of digital resources and library services in coursework as well as professional development;
- Technology Services in campus wide projects such as implementation as Print Power and instructing students in use of computers for academic purposes;
- local libraries for optimum library support for students in our service area;
- implementation of Ariel, an electronic delivery system for interlibrary loan article requests;
- Gates Open Course Library teams (see also Standard Two for eLearning discussion);
- Institutional learning outcomes and assessment work.

Since the library's ability to deliver services and support instruction is dependent on a strong network, library staff work closely with Technical Services and support them in obtaining adequate resources for an expanded, reliable and effective infrastructure.

## **Facility**

During major remodeling and building projects from 2006 to 2009, the WWCC campus library provided temporary space and structures for a number of displaced programs, offices, and activities. There remains considerable traffic from heating/cooling personnel as the library provides the only access to roof top utility systems being expanded and upgraded. An increase in testing and Student Services orientation activities has placed an increasing demand by other campus departments for use of enclosed spaces in the library. A small group viewing room was dedicated to ITV sessions. An unused office became the Assistive Technology room and is supported by the Disability Support Coordinator. The Clarkston Center library space has also been impacted with its space now routinely used by students taking tests.

Student use of the library has also changed over this time period. To meet these changes space is prioritized for:

- group study (computers and tables)
- quiet study (small tables, easy chairs)

- computers throughout the library (Wi-Fi, plug-ins for personal laptops, pod and row arrangements, one-stop standup computers)
- sustainable network and systems (Deep Freeze, print management, compatibility with lab computers)
- 'lab' space for class supported research activities

The library staff are also decreasing space dedicated to stacks with the intent of increasing study/instructional space.

Parts of the library are in need of refurbishing and remodeling for better access and utilization of its space. Future plans will be focused on enhancing the library space by replacing worn carpets, painting the walls, replacing damaged ceiling tiles, and acquiring more furniture. Seating capacity is limited, not by space, but by a lack of tables and chairs. This is evident when instructors bring their classes to the library for research sessions. These identified needs accompany cuts in expenditures for furnishings in particular and a statewide decline in educational funding in general.

Except for emergency exits, the only access is through the front door and, for security reasons, during library open hours. This limits the use of the Resource Room, ITV room and Teaching and Learning Center - all in Library East. Rooms used for testing or quiet student study are not soundproof and lack adequate ventilation, lighting, and entryways.

The Clarkston library continues to support the delivery and maintenance of a-v equipment and laptops in those classrooms not adequately equipped and for community presentations at the Center. In 2008, outdated equipment was surplused, freeing up an enclosed study/meeting room once again. Outdated video sets, no longer used or of questionable ownership, were discarded, and displays and collections not relevant to mission were removed.

## **Technology Services**

Walla Walla Community College is very fortunate in having an innovative and proactive Technology Services Department. Technology staff work diligently to maintain equipment and support services to guarantee that faculty, staff, and administrators have the best computers, software, and network systems that the College can afford. Careful planning and management make the department an integral part of the institution.

The Technology Services staff reviews all staff and lab PCs annually for suitability to the tasks and needs of instruction and staff. The staff upgrade recommendations are forwarded to the appropriate administrator for funding. The Technology Services staff then upgrades the PCs that are approved and funded. The Student-voted Technology Fee generally pays for computers used in open labs and instructional labs as well as a variety of other technology tools, applications, and products. This includes Internet access charges, data projectors, interactive TV equipment, campus-wide software licenses, printers, smart boards, file and print servers and email services. This annual review and funding insures the equipment is keeping up with instructional and student needs. Technology Services has consistently added more data projectors each year. Our number of PCs in open labs and classrooms has grown each year but has leveled off in recent

years as a point was reached a point when the needs were being met, and new technologies, such as Wi-Fi and Smart Phones have become more prevalent.

WWCC Technology Services, eLearning, Instruction and Student Services staff pay attention to trends in education and technology to adopt new methods of delivering educational content when it is beneficial, cost effective and/or expected by students. Examples:

- Wi-Fi access has been at key locations on campus for many years, and staff continue to add locations as needed.
- In 2007 new Interactive Video Conferencing equipment was installed in the Nursing Building and the Water & Environmental Center.
- Online courses have grown each year since Technology Services began tracking their use. WWCC has evolved from renting VHS tapes (correspondence classes) to DVDs, to online with WAOL hosting the courses in the Angel Course Management System (CMS).
- WWCC has adopted the use of Elluminate for both administrative and instructional use.
- “Clicker” technology is used in several classes.
- Technology Services has installed and use several Promethian Smart Boards in the years 2008, 2009 and 2010.
- In cooperation with WAOL in 2010-11, WWCC will adopt the use of “web-enhanced” classes via the SMS-Angel integration. The College will be conducting many training sessions through the 2010-2011 school year for faculty.
- In cooperation with WAOL in 2010-2011, WWCC will adopt the use of Tegrity as a lecture capture system.
- In summer 2010 Technology Services installed several short-throw smart data projectors that allow instructors to control the PC from in front of the class.
- The Nursing Department has used interactive video conferencing for several years to improve their delivery of content between our Walla Walla and Clarkston campuses. Use increased and became a normal part of their delivery method when the new Health Science buildings on the Walla Walla and Clarkston campuses were completed in 2007.
- In 2009-10 the Nursing Department used the Angel CMS to host instructional material.
- In 2009-10 under severe budget constraints the Technology Services Department purchased 160 PCs and 24 laptops from an eBay vendor at a significant price savings over new PCs. These computers were 3-4 years old but they still had some life in them. These will not last as long as new PCs and this should not be seen as a permanent “fix” for budget issues, but it did help. In addition, the department added memory to a number of PCs to extend their life at less cost and time than replacing PCs. The table below (viewable on the College network on P:\public\computer\labs and inventory) summarizes this effort for 2008-09 and 2009-10:

Year	Staff PCs New	Staff PCs Used	Staff Memory	Staff Laptops	Lab PCs New	Lab PCs Used	Lab PCs Memory	Lab Laptops
2008-09	60	0	0	3	66	0	0	0
2009-10	10	60	70	6	17	100	200	24

The Technology Services department uses innovative partnerships to acquire or develop software tools that improve teaching and learning for students and staff. Examples:

- 2007 – Developed AEW (Academic Early Warning) web-based early academic alert system
- 2008 – Developed ADP (Advisor Data Portal)
- 2009 – Developed MyWWCC student portal and CCNET staff portal
- 2009 – Built on the Student Achievement Initiative developed Degree Boost for use by Student Services
- 2009 – Migrated to Exchange mail server (from Communicate Pro)
- 2009 – Migrated to Windows file and print server (from Netware 4.2)
- 2010 – Implemented Word Press as new staff web page tool
- 2010 – Developed Employee Directory application
- Annually– As new versions of Microsoft Office are released the College generally installs those a year or so after release. WWCC has a Campus Agreement license that covers all college-owned PCs

Funds expended:

Year	Tech Fee Budget (FMS Query) (Equip & Staff)	Tech Services Infrastructure Budget (FMSQuery) (Equip only)	Staff Based on PCs bought (Equip Only)
2008-09	\$246,632	\$118,396	\$60,000
2009-10	\$245,133	\$111,196	\$25,000

In summary, the Library and Technology Services units have grown and changed significantly in the last five years. Continued evolution in Library and Technology Services will be the norm as they seek to be supportive of college programming and proactive in providing a learning environment integral to teaching excellence and student success.

## **Standard Six**

### **Governance and Administration**

#### **Introduction**

Walla Walla Community College continues to function in a clear, organized, and effective manner in its role as a leading educational institution in Washington State. Its mission and goals guide WWCC leaders in providing educational opportunities to the district. Through an active Board of Trustees, experienced administrators, councils, committees, and other governing groups, WWCC offers students challenging and affordable educational programs while representing the interests of the region it serves.

#### **Change in Governing Board and Administration**

Since the last full scale accreditation review in October 2005, WWCC has experienced turnover in board members and upper level administration. College board members are appointed by the Governor of Washington State and serve five-year terms. Most trustees serve two terms, with appointments staggered to ensure continuity while allowing for change. Trustees represent geographic and economic concerns of the four counties making up the WWCC district, including Walla Walla, Columbia, Garfield, and Asotin counties. Current board membership includes two women and three men whose backgrounds include two retired educators, a partner in a major family farming operation, a law enforcement official, and a retired agricultural researcher.

Due to the expiration of terms, two new trustees were appointed in 2007 and 2009 to represent Walla Walla, and a new trustee began his service for Columbia county in 2008. Despite adding three new trustees on the five member board, the transition occurred smoothly because the staggered terms allow new members to assume their responsibilities with little loss of momentum to the governing board.

Institutional stability is exemplified in the current president who has served in his position for 26 years. In addition, he was a faculty member and then moved through various ascending levels of administrative positions in the 1970s until he became president in 1984. At his annual reviews by the Board of Trustees, the president evaluates the institutional goals and the indicators of effectiveness. He documents and discusses with the board members progress the College has made in reaching the institutional goals. Through thoughtful and open discussions, adjustments may be made for future goals and strategies for attaining them.

Since the 2005 accreditation self-study, the two Vice Presidents of Instruction have changed for both the academic and workforce programs. One retirement in 2007 resulted in the hiring of a new Vice President of Instruction for Academic Education, who resigned to take a new position in a neighboring state in the summer of 2010. A new vice president was recently hired for that opening on an interim basis and now oversees both Academic Education and Transitional Studies (programs in basic skills, high school diploma, GED, and ESL). A Vice President of Instruction for Workforce Education was hired in 2008 to replace the previous vice president who accepted a senior management position in the state capital. The workforce vice president also oversees Clarkston instruction, which includes a strong nursing program that benefits from

being closely coordinated with the Walla Walla program. See the administration organization chart in Appendix 6.1.

Other changes in institutional leadership have resulted in new hires due to retirements and the implementation of new programs: registrar, directors for Water & Environmental Center, Library Services, Culinary Arts, Energy Systems Technology, WWCC Foundation, Transitional Studies, and Assistant Director for Corrections Education (Coyote Ridge). State budget cuts have recently caused several positions to be eliminated and their responsibilities to be assigned to other employees: directors of Plant Facilities and Marketing.

Although institutional change does not come without some degree of concern and stress, WWCC remains strong and responsive to its students and public. In fact, two of the goals that the College has been most successful in meeting are Process Goal 5: Collaborate with Public and Private Partners and Process Goal 7: Pursue Additional Sources of Funding. By meeting these goals the College has played a leading role in community and economic development and has been able to obtain alternative resources that help bridge the gap between decreasing state funds and institutional needs.

# Standard Seven

## Finance

### Introduction

The global economic situation has impacted the financial condition of WWCC in a number of ways. The major issue has been the decline in state funding to the institution, causing the institution to become more involved in seeking other funding sources. However, the College remains stable and responsive to constituent needs due to careful financial management.

### Financial Planning

#### **Autonomy from Governing Boards and State Agencies in Financial Planning and Budgeting**

The College continues to have appropriate autonomy over financial planning and budgeting matters in most areas. However, salary adjustments must still be authorized by the State, and there were no increases during FY04/05 and FY 09/10. As of February 2009, the state once again froze salaries, adversely affecting the College's ability to attract and retain quality staff and faculty. At the same time the State mandated a number of different expenditure "freezes" involving areas such as contracting, capital equipment purchasing and out-of-state travel. Currently the College is working under several of these freeze restrictions affecting the College's ability to hire new employees or to increase pay of current staff as well as most of the other restrictions mentioned previously.

#### **Strategic Financial Planning**

##### *Projections of Income and Expenditures*

WWCC continues its annual strategic planning process linking priorities to the College's mission and goals, which then leads into the budget process that is managed by the Planning and Budget Committee. The state budget crisis has had a direct impact on the budget process. Since 2008, WWCC has lost almost \$3.1 million in state funding, which has been only partially offset by tuition increases of \$765,000. During this same time period, enrollment has increased more than 20%. Washington State's current budget situation is still precarious and in a state of decline due to several factors. The next revenue forecast for mid-September is expected to reduce projected State revenues to the point that the State will be in the red for this fiscal year. The Governor's office has requested that the College prepare a budget reduction plan of 6% for FY10/11 and 10% for FY11/12 (these two percentages are not cumulative) to guide the budget processes that the Governor and Legislature will be conducting over the next few months. The College must respond to these two levels of reduction by September 30, 2010. A 6% reduction during the current fiscal year would amount to \$900,000, and the 10% for next biennium would be approximately \$1,664,000. If the College has to implement a cut at the 10% level, it would mean a total reduction of 25% in state funding since FY08/09. The College is serving as many students as possible and doing its best to minimize negative budget impacts to students on campus and in the classroom. Despite enrollment growth, staffing levels have been reduced through attrition or by not filling or postponing replacement of vacant positions. Standard Two discusses educational program deletions and changes. Innovative cost saving strategies and revenue generation approaches are being researched and pursued. The goal is to reduce costs by more environmentally and economically sustainable means (utilities, copier/paper, fuel, storm water, water meter charges).

## **Facilities & Equipment**

Four major capital projects have resulted in either new facilities or expanded square footage. We have three new facilities: Health Science & Performing Arts, Gary Hughes Health Sciences in Clarkston, and the William A. Grant Water & Environmental Center. An expansion to the main building in Walla Walla created new square footage and renovated spaces for Basic Skills & Computer Labs, as well as the Culinary Arts & Student Center.

The College is currently expanding the William A. Grant Water & Environment Center. The funding for this project comes from multiple state, federal and local fund sources: U.S. Department of Commerce (\$3 million), state capital project funds (\$1.75 million), Certificate of Participation (COP) (\$1 million), Innovative Partnership Zone Grant (\$525 million), Walla Walla County and Walla Walla Port District (\$300,000) and other private and local funding (\$310,000).

## **Debt Review, Control, Justification, and Limits**

The College continues to take a conservative approach on incurring debt so as not to burden future periods unnecessarily. Two COP loans were issued over the last 5 years. One prior COP matured and was paid in full. Fund balance was utilized to purchase land (in lieu of a COP) for Klicker property adjacent to the college campus. Fund balance of \$117,000 was utilized to pay off a loan on the Automotive Technology Center property, decreasing future debt service expenses for mortgage and interest expense. Total principal balance on all debt service as of June 30, 2010 was \$2,770,000 with an annual debt service payment amount of \$247,851 for FY10/11.

## **Adequacy of Financial Resources**

### **Funding from Multiple Sources Reflect Mission and Goals**

The College continues to aggressively pursue a variety of funding sources for students, staff, and facilities. The Department of Corrections education program continues to expand, resulting in a \$260,000 revenue increase in indirect funding between FY05/06 and FY10/11. The Business Office also began providing fiscal agent services for the Snake River Salmon Recovery Board and Community Network, which results in additional revenues for the College.

The state assisted support portion of the overall budget continues to decline from 42.5% in FY03/04 to 34.5% in FY10/11. The operating budget for FY10/11 continues to increase its allocation to instruction, which is now 56.65 % of the overall budget. The current budget also expands services for student access, retention and completion.

### **Meeting Debt Service Requirements**

The College's operating budget continues to fully fund the entire amount required to service annual debt payments for all debt outstanding.

### **Documenting Financial Stability**

Financial statements over the past five years document a history of financial stability. The Board of Trustees receives monthly reports from the Vice President of Financial Services and has an opportunity to ask questions and address concerns. The College has been very successful in creating a balanced budget each year. (See Appendix 7.1 for FY 04/05 and FY 09/10 budgets.)



As state funding has declined the College has continued to make the necessary decisions on the expenditure side of the budget to ensure that a balanced budget is presented to the Board for annual adoption. The year-end financial reports also show that the College has been very accurate in projecting annual revenues and expenses because the overall comparison of budget-to-actual information is always very close to 100%. Generally the College exceeds the revenue target by several percentage points and quite often also under spends the expenditure budget by around 1%.

### **Adequacy of Financial Resources for All Programs**

In order to provide adequate funding throughout the instructional units, programs that require costly supplies or equipment to run are being offset by a charge to students for the consumable supplies, as in truck driving and nursing. Although worker retraining enrollment has grown from 281 to 423 FTEs since FY05/06 with a funding level increase of \$678,000, the College continuously assesses programs for demand and eliminates programs which are underperforming or no longer relevant. For example, Precision Machining and Carpentry in Clarkston were both eliminated due primarily to low enrollment. The institution also reduced funding for the Animal Science program by reducing the instructor from full-time to part-time as student demand had waned for this program. In response to student and economic demand, new programs have been added for Wind Turbine Technology, Water Management, and Watershed Ecology.

### **Planning and Monitoring of Student Financial Aid**

The Financial Aid office carefully monitors grants and other financial resources they provide students. Pell grants have increased from \$3 million in FY05/06 to \$6.9 million in FY09/10. Given the vast increase in applications, a financial aid advisor was transferred into the Financial Aid office for FY10/11 to handle the increased demand. Due to increased enrollments the amount of financial aid that is available for needy students has increased. This funding comes from tuition revenues and in most cases amounts to 3.5% of the overall tuition collected from students. The College uses every bit of these funds to support our students, and the amount available has increased from \$249,000 in FY05/06 to \$277,000 in FY09/10.

### **Maintaining Financial Reserves to Meet Fluctuations in Revenue, Expenses and Debt**

A conservative approach to fiscal accountability has allowed the College to maintain its general operating fund reserves even during this negative economic climate. The table below illustrates that fund balances in the College's general operating funds have increased from \$2,955,623 on 6/30/05 to \$4,763,552 on 6/30/10, while the overall fund balance for all funds of the college (excluding fixed assets) rose from \$6,972,998 to \$9,642,794 during that same period. The College has also been able to increase its average cash balances from \$6.1 million for FY05/06 to \$7.9 million in FY09/10.

WALLA WALLA COMMUNITY COLLEGE  
Statement of Fund Balances (less long-term assets)  
For the Five Year Period 7/1/04 to 6/30/10

	Fund * Balance 06/30/05	Fund * Balance 06/30/06	Fund * Balance 06/30/07	Fund * Balance 06/30/08	Fund * Balance 06/30/09	Fund * Balance 06/30/10
<b>Operating Funds</b>						
149 Operating Fees	\$261,746.65	\$207,754.94	\$226,279.96	\$299,929.65	\$62,479.41	\$14,058.33
Local Revenue	2,587,355.38	3,093,228.68	1,700,491.93	2,055,405.13	4,015,583.76	4,562,609.87
WA On Line	108,801.64	124,072.00	109,539.00	93,255.06	193,719.94	478,278.60
Community Serv.	(33,008.68)	(26,295.00)	(39,362.00)	(91,888.71)	(75,281.08)	(101,249.00)
Ancillary Services	30,727.60	485.00	54,906.00	82,524.61	(97,792.88)	(190,146.00)
148 Total Local Revenue	\$2,693,875.94	\$3,131,490.68	\$1,825,574.93	\$2,139,296.09	\$4,036,229.74	\$4,749,493.47
148 & 149 Total Local Funds	\$2,955,622.59	\$3,339,245.62	\$2,051,854.89	\$2,439,225.74	\$4,098,709.15	\$4,763,551.80
145 Grants & Contracts	\$932,516.62	\$1,104,567.84	\$841,662.78	\$883,855.97	\$1,023,107.14	\$1,197,164.56
ASB Accounts	367,636.26	461,408.48	567,678.46	\$639,031.07	729,919.08	628,182.56
Athletics	20,280.57	5,152.36	8,221.56	8,823.37	8,832.15	7,826.24
522 ASB/Athletics	\$387,916.83	\$466,560.84	\$575,900.02	\$647,854.44	\$738,751.23	\$604,622.81
524 Bookstore	\$576,762.61	\$594,808.83	\$650,573.92	\$682,226.37	\$777,923.56	\$873,238.70
569 Cafeteria	\$12,312.77	\$17,355.07	(\$11,154.26)	(\$2,927.39)	\$20,419.19	\$19,740.02
Sp. Projects/Excess	256,976.22	568,171.37	205,665.64	157,734.50	277,749.74	648,770.80
WW Fac. Use - \$1	192,744.36	206,754.10	95,599.25	(135,725.91)	(70,816.36)	99,805.97
WW Fac. Use - \$3			223,947.30	448,831.68	0.00	0.00
Clarkston Fac. Use		25,473.40	95,691.61	12.00	0.00	25,520.35
570 Total Special Proj.	\$389,720.58	\$800,398.87	\$620,903.80	\$470,852.27	\$206,933.38	\$774,097.12
846/849/860 Financial Aid	\$1,593,445.34	\$1,727,179.54	\$1,787,811.69	\$1,611,403.52	\$1,728,384.10	\$1,610,625.76
Total Operating	\$6,848,297.34	\$8,050,116.61	\$6,517,552.84	\$6,732,490.92	\$8,594,227.75	\$9,843,040.77
<b>Other Funds</b>						
147 Capital-Local	\$33,291.95	(\$309,745.26)	\$726,626.52	\$14,631.16	\$456,966.65	(\$525,389.06)
443 CIS Equip. Reserve	\$677.65	\$694.87	\$720.34	\$751.16	\$754.43	\$756.50
460 Motor Pool	\$14,099.54	(\$31,164.76)	\$16,852.45	\$26,486.66	\$23,878.78	\$24,076.19
790/840/841 Cleaning/Agency	\$76,631.63	\$156,762.47	\$279,944.62	\$274,119.75	\$239,415.51	\$300,309.97
Subtotal	\$124,700.77	(\$183,452.68)	\$1,024,143.93	\$315,988.73	\$721,015.37	(\$200,246.40)
** Total All Funds	\$6,972,998.11	\$7,866,663.93	\$7,541,696.77	\$7,048,479.65	\$9,315,243.12	\$9,642,794.37

\* Excludes fixed assets, but includes inventory in bookstore and cafeteria funds

\*\* Source of information: GA 1332 for detail by fund, includes all non-state appropriated funds

## **Finances of Education, General Operations and Auxiliary Enterprises**

One of the successful auxiliary enterprises at WWCC has been the College Bookstore. This department actually doubled its annual contribution to the operating budget from \$10,000 per year to \$20,000 per year beginning in fiscal 2007-2008. Bookstore revenue has grown with enrollment, while maintaining a positive bottom line. The College will more than likely look to the Bookstore for increased support in the future.

The new Walatsa Café opened in January 2010 and provides an instructional kitchen for WWCC's Culinary Arts program. While the Café does not yet support itself financially, the instructional program offers students invaluable real world training and experience in a café and catering environment.

## **Financial Management**

### **Reports on Financial Adequacy and Stability**

Many opportunities are available to College personnel and the public to learn about the financial status of the institution. During the monthly Board of Trustees meetings (which are announced to the public in the local newspaper) and the Board's annual planning retreats, the Vice President of Financial Services provides budget status reports that provide clear and comprehensive information on the College's finances. She also reports to the vice presidents and other administrators at their weekly meetings so College leaders are kept current on the status of state funds, grants, and other financial resources of the institution. Representatives from faculty and staff serving on the Planning and Budget Task Force also receive briefings during the process so they can offer their opinions and advice to the Planning and Budget Committee on proposals under deliberation. During the Planning and Budget process, the Budget Director and the Vice President provide current financial information and projections for the upcoming year. During All-College meetings, faculty, staff, and others receive proposed budget information and have opportunities for discussion during question and answer sessions before the Board of Trustees approves the final budget for the upcoming year.

### **Financial Functions Centralized and Well Organized**

Over the last five years, a number of changes have been made in WWCC's Business Services unit. While at least five long-term employees in the Business Services group have retired, they have been replaced with well-qualified candidates. The recent economic downturn has resulted in a senior Financial Analyst position left unfilled for some time. The Business Services group was reorganized and two Directors were appointed, one for Budget and one for Accounting. Through a reorganization process in July 2010, the Technology Services group has been put under the Business Services umbrella. All supervisors within the group now have a minimum of a bachelor's degree in a related field. The Vice President of Financial Services won the Washington State Community College's Business Officer of the Year award in November 2007 as an acknowledgment of her colleagues' high regard for her work.

Within Business Services, an ongoing quest for continuous improvement has brought in several significant improvements. An online tuition payment plan makes college more affordable and attractive by allowing students to "pay as you go" for tuition. Several efficiencies in business processes were implemented which decreased manual data entry work done by students and

increased the accuracy of the data resulting in fewer corrections needed. The year end payables accrual process was automated to produce entries automatically in both fiscal years based on the payable payment process already being used. An automated upload of accounting transactions (journal entries) was implemented that eliminated the data entry that used to be needed.

The College's motor pool is now served by software that has an automated reservation system. The institution has been able to downsize the fleet and get better use out of the vehicles now that scheduling can easily be done on an hourly basis. New additions to the fleet are more economically and environmentally friendly, resulting in 1/3 of the miles being driven in a hybrid vehicle.

### **Finances Fully Controlled through Planning, Budgeting, Accounting, Auditing**

The College finances are well managed, which provides stability to the institution during times of economic growth or retrenchment. Evidence of the College's strong financial control is supported by the fact that the last five biannual audits conducted by the Washington State Auditor's office have resulted in no findings and no management letters. The President and Vice President of Financial Services sign off annually on having complied with requirements of laws, regulations, and provisions of contract and grant agreements in all of WWCC's federal programs (see Federal Assistance Certification form in Appendix 7.2 and Financial Disclosure Certificate in 7.3).

### **Policies on Cash Management and Investments**

One of the few changes in the area of cash management and investments is that in 2008 the College had a competitive bid process for banking services and received eight bids. A local bank won the contract.

### **Internal Audits**

The Washington State Board for Community and Technical Colleges changed the frequency of internal audits conducted at the colleges. Auditors now perform internal audits every two years, whereas previously there were annual audits. The College looks forward to these reviews as they generally affirm that the College is handling its resources and grants in an appropriate way, and they are an opportunity to mutually share ideas and innovations that can benefit the CTC system overall.

### **Fundraising and Development**

There have been no changes in the fundraising and development program for the College. The search for a new Director of Resource Development who will lead the WWCC Foundation is in process this fall. The agreement and procedures between the WWCC Foundation and the College remain well organized and governed by institutional policies and Washington State law. The Vice President of Financial Services provides the Foundation Board of Governors reports on the organization's financial status at their regular meetings every other month and more frequently as needed.

## Standard Eight Physical Resources

### Introduction

Walla Walla Community College operates and maintains campuses in the two major towns in its district, Walla Walla and Clarkston, Washington. The larger campus is in Walla Walla with the smaller site in Clarkston. In addition to these two campuses, WWCC provides educational services at Washington State Penitentiary in Walla Walla and Coyote Ridge Correctional Center in Connell. The Department of Corrections maintains the physical resources at the two correctional facilities. WWCC Facility Services strives to encourage and enhance student goal achievement by providing the best possible facilities, along with modern, safe, attractive and educationally supportive environments for the students and public it serves.

### Changes in the Physical Plant

Walla Walla Community College has made significant additions and modifications to the physical plant since the 2005 accreditation visit, and additional changes are currently underway. Three new buildings have been added:

<u>Building</u>	<u>Campus</u>	<u>Sq. Ft.</u>	<u>Investment</u>	<u>Completed</u>
Gary Hughes Health Science Bldg	Clarkston	8,900	\$2,280,000	2007
Health Science & Performing Arts	Walla Walla	36,164	\$10,025,399	2007
Wm. A. Grant Water & Environmental Ctr	Walla Walla	10,751	\$2,945,793	2007

Two major addition and renovation projects have been completed at the main building at the Walla Walla campus:

<u>Building</u>	<u>Renovated</u>	<u>New</u>	<u>Investment</u>	<u>Completed</u>
Basic Skills & Computer Lab Addition	22,538 sq.ft.	17,493 sq. ft.	\$9,254,300	2007
Culinary Arts & Student Center Addition	13,678 sq. ft.	8,888 sq. ft.	\$3,791,144	2010

Additionally, the College has converted leased space at the Gilbert Building (owned by Walla Walla Community College Foundation) for use as a pottery instructional space. A total of 3,830 square feet were remodeled to create a pottery lab, kiln room and related support space. The cost of this remodel project was \$200,000.

All together these six projects have added over 86,000 square feet of new space to the campus since 2005. They have also resulted in over 36,200 square feet of College buildings being remodeled since 2005. \$28,500,000 has been invested in these projects.

Currently a 16,000 square foot addition to the William A. Grant Water and Environmental Center is under construction. Total budget for this project is \$6,885,000 including design, construction and contingencies. This project is scheduled for completion in May of 2011. It will provide new classrooms, laboratories, and offices for Water Management programs and the new Watershed Ecology program. The construction project includes the installation of 75 kilowatts of photovoltaic solar panels which will generate electricity for the building and to return to the power grid when not needed through net metering.

Both the Walla Walla and Clarkston campuses have also expanded in terms of acreage. The College purchased 4.57 additional acres in 2006 adjacent to the Clarkston Campus. In February of 2010, 10.5 acres were purchased at the eastern edge of the Walla Walla Campus. These purchases of additional land will accommodate future growth for Walla Walla Community College at both the Clarkston and Walla Walla locations.

A facility planning task force has been appointed to guide revisions to the facility master plan that was completed in 2005. Two meetings have been held with RGU Architecture (master planning consultant) to begin the process of revising and updating the facility master plan.

## **Sustainability**

In addition to the major facility expansion described above and continued stewardship of existing property and facilities, sustainability has been a major focus of the Walla Walla Community College Facility Services Department over the last several years. Adoption of the College sustainability value statement and subsequent development of a college-wide Sustainability Plan have strengthened commitment to the sustainability initiative.

Facility Services has taken the lead to ensure sustainability initiatives related to energy consumption and management, water conservation, irrigation efficiency, storm water management, and waste reduction and removal are supported and successful. Water consumption is monitored so that if leaks occur, they are located and repaired quickly. As a result of repairing leaks and using less Walla Walla City water for irrigation, the College is saving about 37,400,000 gallons of treated City water per year compared to 2007. Energy consumption is monitored closely. The energy management system has been expanded over the last several years to reach out-lying buildings. Electrical energy consumed in four buildings that have energy management controls has been reduced by 14.7% between 2007 and 2009.

The College is currently working with McKinstry (as our Energy Services Company) and the Washington State Department of General Administration to identify and fund additional energy conservation projects. The turf irrigation system has been renovated as a result of replacing old, "big-gun" sprinklers with smaller, more efficient ones. A new, state-of-the-art irrigation control system has been installed so that irrigation water can be applied more efficiently. At certain locations turf has been removed to reduce irrigation demands. A new storm water swale and retention pond has been installed so that run-off from the 1,100 car parking lot will now be retained on campus, rather than piped directly to Mill Creek. Titus Creek which runs through the Walla Walla campus has been renovated and is being used as a learning laboratory for Watershed Ecology classes.

Sustainability efforts have been recognized by outside organizations. The new Water & Environmental Center was issued LEED Silver recognition by the United States Green Building Council. Walla Walla Community College has been designated “Salmon Safe” by the Portland based Salmon Safe organization as a result of an extensive evaluation of sustainable practices and procedures carried out by College staff.

To summarize, the Facility Services Department continues to provide and maintain a clean, comfortable, attractive, safe, effective, and efficient environment for instruction, student services, and public use at Walla Walla Community College. In addition to preventive maintenance and routine maintenance, capital repair projects are conducted to make significant repairs to ensure continued operations and extended life of College facilities.

## **Standard Nine Institutional Integrity**

### **Introduction**

Walla Walla Community College prioritizes integrity as one of the top values that defines our educational institution, mission, and goals. Integrity was identified as a priority, adopted by WWCC and approved by the Board of Trustees on January 21, 2009. It is the second value listed of the 10 values, which include Learning Opportunities, Sense of Community, Teamwork, Diversity, Innovation, Health and Humor, Personal and Professional Growth, Excellence, and Sustainability.

As defined in the WWCC Vision and Values, “Integrity is an essential component of the common bond within Walla Walla Community College. Efficient accomplishment of institutional goals is based on trust and mutual respect. We value honesty, fairness and ethical behavior.”

### **College Subscribes to High Ethical Standards**

WWCC has systematized many checks and balances to ensure that high ethical standards are adhered to in its treatment of students, faculty, staff, and the public. This is accomplished by applying a comprehensive set of policies and practices assuring high ethical standards in its relations with all of its constituencies, management, and operations. Employees and students can access these policies and procedures on the WWCC website, through the Human Resources Office, or Student Development Center.

One clear indication of high ethical standards is that no formal grievances regarding violations of College policies or procedures have been filed by students between this accreditation regular interim report and the 2005 self-study. The Vice President of Instruction and the Vice President of Student Services routinely handle verbal complaints, but none has advanced to the stage of a formal grievance.

Since the 2005 self study, there has been one formal whistleblower complaint filed against the college. A preliminary investigation by the State Auditor’s office into allegations of possible misappropriation of public funds found there was no reasonable cause to believe that improper action had occurred and the complaint was dismissed without a formal investigation. There was also one formal complaint filed with the Human Rights Commission alleging disability discrimination in employment practices. This complaint also resulted in a finding of no evidence to support the allegation. Other complaints or concerns have been addressed and resolved at the college level.



## **Evaluation and Revision of Policies, Procedures, and Publications to Ensure Continuing Integrity**

Departments review policies and procedures that relate to them on a continuous cycle as they are applied and more formally at regular departmental meetings. When substantial revisions are indicated, they are discussed and developed at annual planning sessions. This practice allows input from all departmental areas within the College. Revisions of policies and procedural guidelines that originate at the state level are distributed to appropriate offices and employees when copies of the new versions are available. At their monthly meetings, the Board of Trustees review and approve various policies and practices that govern the College.

## **College Represents Itself Accurately and Consistently**

Open and clear expectations for conduct are publicized to staff and students through documents, which include policy memos, faculty and student handbooks, training, audits, WWCC Quarterly Course Schedules, WWCC Catalog, and contracts for faculty and staff. These documents and others are available in hard copy and online through the WWCC website ([www.wvcc.edu](http://www.wvcc.edu)) where links are specified for students and staff. By navigating to their specific site, individuals can find information on topics related to academics, ethics, grievances, personnel, finances, etc. The College hosted formal ethics training for faculty and staff at sessions led by state and local staff in September 2005. The Business Services office conducted training on Client Services Contracts for staff in 2009. The Human Resources Director distributes reminders and summaries of policies periodically or when a question has arisen that could be relevant to all employees. See Appendix 9.1 for an announcement regarding election campaigns.

The Business Services Office maintains centralized and well organized financial functions. Staff members are well trained, and all supervisors within the group have earned a minimum of a bachelor's degree in a related field. The College adheres to all state regulations in its operations, and works with the State Board for Community and Technical Colleges that conducts an internal audit every two years. The fact that WWCC has received no findings and no management letters in the last five biannual audits conducted by the Washington State Auditor's office provides evidence that the College has a tradition of strictly following ethical financial standards. The College regularly reviews its Strategic Plan and evaluates progress in meeting its goals of institutional effectiveness. (See Part A and Standard One for a complete discussion of the process for reviewing and evaluating the Strategic Plan and institutional effectiveness.)

Students participate in the CCSSE (Community College Survey of Student Engagement) every two to three years. This report provides information on students' responses to questions on (1) Active and Collaborative Learning, (2) Student Effort, (3) Academic Challenge, (4) Student-Faculty Interaction, and (5) Support for Learners. Results are used to provide information on how well students are connected to the College and whether policies and services are understood and accessed by students, and identifies areas of student concern that need to be addressed or strengthened. College trustees receive reports on these types of surveys periodically through the year at their monthly meetings.

## **Institutional Policy Regarding Conflict of Interest**

College employees are aware of and abiding by the regulations against activities that could be considered a conflict of interest. The faculty, staff, administrators and Board of Trustees receive information on topics related to the issue of conflict of interest through the collection of College policies that are in operation to ensure ethical practices at WWCC. Conflict of interest is covered in several documents, including the Ethics, Nepotism and other policies. The Ethics Policy for WWCC was updated in October, 2006, and all new full time employees receive a copy of it. The Office of Instruction invited legal representation from the State Attorney General's office to speak with faculty during the 2010 Fall In-Service to address ethical issues that College instructors are frequently challenged with, including, FERPA , ADA regulations for accommodations, confidentiality, and issues arising from Facebook, Twitter, and other forms of Internet communication.

## **Free Pursuit and Dissemination of Knowledge**

WWCC subscribes to the principle of intellectual freedom for faculty and students. Statements of the academic freedom policy appear in the WWCC Part-time Faculty Handbook and in the Contract between the Board of Trustees of Community College District No. 20 and the Walla Walla Community College Association for Higher Education. The WWCC Part-time Faculty Handbook also extends the definition of academic freedom to the students: "Academic freedom in its teaching aspect is fundamental for the rights of the teacher in teaching and of the student to freedom of learning." Academic freedom for faculty is described in the faculty contract in Article VIII, Section 1: "Each employee is entitled to freedom in the classroom in the discussion and presentation of the subject he teaches."

The WWCC Student Handbook includes the "Code of Conduct" with policies ensuring students' freedom to learn, as well as to issue invitations to speakers from outside the campus community. Three sections address students' freedom to learn: "Grievance Procedure, Student Complaints, and Outside Speakers." In the section on "Plagiarism and Cheating" in the WWCC Faculty Handbook the student grievance procedure is described in detail so faculty are informed of student rights in this area. Students are advised that the Vice Presidents of Student Services and Instruction and Director of the Clarkston Center are available to help them with various campus issues such as problems with instructors, grade appeals, discrimination, sexual harassment, academic misconduct, or damaging property. Students are further advised that the College policies are also available for their review. The WWCC Student Handbook's explanation of procedures for inviting outside speakers to the campus balances "the American tradition of free speech and free inquiry" against an assertion that "the appearance of an invited speaker at the college campus does not constitute an endorsement of the speaker's views by the College, its students, faculty, administration, or board of trustees."

No challenges to the freedom of faculty to teach have been reported during the period of time between the 2005 self study and this regular interim report. The Vice President of Student Services receives and adjudicates claims of unfairness to students in the form of appeals against low grades about once per year on average. Other types of unfairness, ranging from bad manners

to discriminatory language, harassment, and intimidation are addressed and reviewed promptly by the Vice President of Student Services on a case by case basis as each concern arises. Student Services staff annually review and revise as needed the policies bearing on students' right to learn.

Claims of challenges to the freedom to teach or learn are few in number and have been dealt with in an open environment for both faculty and students. This policy of openness and support suggests that the policies on academic freedom for faculty and students are generally known, supported, and practiced.

A number of documents will be available on site as exhibits that include policies, processes, documents, and training that influence Institutional Integrity at WWCC. These documents are for students, faculty, staff, administration, and the public.