



## Agenda

Regular Meeting  
Board of Trustees, District No. 20  
Walla Walla Community College  
500 Tausick Way; Walla Walla, WA  
Wednesday, March 15, 2017  
11:00 a.m. – Study Session  
1:00 p.m. – Board Meeting

All Times Are Estimates

### **Study Session**

|            |   |                |              |
|------------|---|----------------|--------------|
| 11:00 a.m. | <b>Call to Order</b><br><b>Approval of Agenda</b><br><i>Mrs. Darcey Fugman-Small, Vice Chair</i>  | <b>Action</b>  |              |
|            | <b>Core Theme Reports:</b> <ul style="list-style-type: none"> <li>• <b>Student Success</b><br/><i>Dr. Nick Velluzzi</i></li> <li>• <b>Strong Communities</b><br/><i>Dr. Velluzzi</i></li> </ul> | <b>Discuss</b> | <b>Tab 1</b> |

12:15 p.m.      **Lunch Break**

All Times Are Estimates

### **Board Meeting**

|           |   |                |              |
|-----------|---|----------------|--------------|
| 1:00 p.m. | <b>Introductions</b><br><u>Melissa Andrewjeski</u> <ul style="list-style-type: none"> <li>• <b>Paul Mingham, HVAC Instructor, CRCC</b></li> </ul><br><u>Lori Carambot</u> <ul style="list-style-type: none"> <li>• <b>Kevin Knapp, Purchasing Manager</b></li> </ul><br><u>Davina Fogg</u> <ul style="list-style-type: none"> <li>• <b>Lori Carambot, Director of Special Fiscal Services</b></li> </ul><br><u>Shane Loper</u> <ul style="list-style-type: none"> <li>• <b>Johnny Watts, Assistant Director of Facility Services</b></li> </ul><br><u>Brian Thorne</u> <ul style="list-style-type: none"> <li>• <b>Rolando Chavez, Custodian 4</b></li> <li>• <b>David Diaz, Custodian 3</b></li> </ul> | <b>Discuss</b> | <b>Tab 2</b> |
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|-----------|--|---------------|--|
| 1:15 p.m. | <b>Consent Agenda</b><br><i>Mrs. Fugman-Small</i> <ol style="list-style-type: none"> <li>1. <b>Approval of February 15, 2017 Board Meeting Minutes</b></li> <li>2. <b>Personnel Update</b></li> <li>3. <b>Enrollment Report</b></li> </ol> | <b>Action</b> | <b>Tab 3</b><br><b>Tab 4</b><br><b>Tab 5</b> |
|-----------|--|---------------|--|

|           |   |                |  |
|-----------|---|----------------|--|
| 1:20 p.m. | <b>Employee Recognition</b><br><i>Mrs. Fugman-Small</i> | <b>Discuss</b> |  |
|-----------|---|----------------|--|

All Times Are Estimates

|           |   |                |                |
|-----------|---|----------------|----------------|
| 1:25 p.m. | <b>Oral Reports</b> <ul style="list-style-type: none"> <li>• <b>Associated Student Body Activity Report -- Walla Walla Campus</b><br/><i>Ms. Beth Meyer, President</i></li> <li>• <b>Instruction</b></li> </ul> | <b>Discuss</b> | <b>Discuss</b> |
|-----------|---|----------------|----------------|

|           |  |         |        |
|-----------|--|---------|--------|
|           | <ol style="list-style-type: none"> <li><b>1. For Information Only: 2017-18 Instructional Calendar</b><br/><i>Ms. Jessica Gilmore</i></li> <li><b>2. Instruction Report: Transforming Lives Through the WWCC Operetta</b><br/><i>Dr. Richard Middleton-Kaplan</i></li> </ol>  | Discuss | Tab 6  |
|           | <ul style="list-style-type: none"> <li><b>College Council</b> <ol style="list-style-type: none"> <li><b>1. Policy Sub-Committee Update</b><br/><i>Mrs. Sherry Hartford</i></li> </ol> </li> </ul>  | Discuss |        |
|           | <ul style="list-style-type: none"> <li><b>Budget</b> <ol style="list-style-type: none"> <li><b>1. February Financials</b></li> <li><b>2. Approve Walla Walla Community College Budget Values and Principles</b><br/><i>Dr. Brandes</i></li> <li><b>3. Planning Assumptions</b><br/><i>Mrs. Fogg</i></li> <li><b>4. For Information Only: Amend Reserves Policy</b><br/><i>Dr. Brandes</i></li> </ol> </li> </ul> | Discuss | Tab 7  |
|           |  | Action  | Tab 8  |
|           |  | Discuss | Tab 9  |
|           |  | Discuss | Tab 10 |
| 2:25 p.m. | <b>President's Report</b><br><i>Dr. Brandes</i> <ul style="list-style-type: none"> <li><b>Legislative Update</b></li> </ul>  | Discuss |        |
| 2:35 p.m. | <b>Recess to Executive Session to Review Performance of Probationary Faculty Relative to Tenure Status</b>   |         |        |
| 3:05 p.m. | <b>Tenure</b><br><i>Dr. Brandes</i> <ul style="list-style-type: none"> <li><b>Tenure Recommendations</b></li> <li><b>Continued Full-Time Probationary Employment Recommendations</b></li> </ul>  | Action  | Tab 11 |
|           |  | Action  |        |
| 3:15 p.m. | <b>2017-18 Sabbatical Request</b><br><i>Dr. Brandes</i>  | Action  | Tab 12 |
| 3:25 p.m. | <b>Board Reports/Remarks</b>   | Discuss |        |
| 3:35 p.m. | <b>New and Unscheduled Business</b>  |         |        |
| 3:45 p.m. | <b>Public Comment</b><br><i>Persons wishing to express their views on any matter must sign up in advance and are limited to three minutes.</i>   |         |        |
| 4:00 p.m. | <b>Adjourn</b>   |         |        |

# **Walla Walla Community College**

## **Year One Self-Evaluation Report**



Prepared for the Northwest Commission on Colleges and Universities

September 2016

## Standard 1.B: Core Themes

### **Standard 1.B.1: Core Themes**

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

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

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

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

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



## Core Theme One: Student Success

In Core Theme One, Student Success, WWCC has identified five objectives: access and enrollment, retention, certificate and degree completion (attainment), transfer, and employment and earnings. Although the unit of analysis of Core Theme One is at the organizational scale, the College evaluates those indicators at a finer degree to facilitate the planning and evaluation process at the department or unit level. Depending on the indicator and data availability, the College has adopted the practice of disaggregating data in order to arrive at more refined conclusions pertaining to institutional performance and student outcomes. In that regard, student outcomes, such as retention and attainment, are typically disaggregated by race/ethnicity, gender, income, and first generation status.

## Core Theme One: Student Success

### *1. Objective 1.0: Student Retention*

| Desired Outcome(s) |   | Indicator(s) |   |
|--------------------|---|--------------|---|
| 1.1                | Continuous improvement in quarterly and annual retention rates. | 1.1.a        | Fall to fall retention rate by Student Intent.  |
|                    |   | 1.1.b        | Quarter to quarter retention by Student Intent. |
|                    |   | 1.1.c        | IPEDS retention rate.                           |
| 1.2                | Close equity gaps in retention.                                 | 1.2          | Identified equity gaps in retention.            |

#### **Rationale**

Retention is a critical component of student success. As referenced in the mission statement, WWCC recognizes the need for creativity and innovation when it comes to providing services that help remove barriers many students face when trying to achieve their educational goals. One of WWCC's strengths is the internal partnerships between Student Affairs, Technology Services, and Instruction that has resulted in a set of locally developed tools that allow staff and advisors to monitor and track retention each quarter. These tools provide readily available data to inform staff which students have not enrolled for the next quarter, quickly determine students' degree progress, and intervene in a timely manner. These processes simultaneously enhance business process efficiencies and retention outcomes. WWCC's institutional retention measure is reported annually (fall to fall) and quarterly. The measures are organized by student intent (Transfer and Workforce). Indicator 1.2 identifies "equity gaps" in retention without identifying specific demographic attributes. This is to provide the institution flexibility so that strategic action is driven by analysis, and that ensuing analysis is focused on that particular action. The WWCC's Office of Planning, Research, and Assessment also compiles retention statistics at the degree or program level. That data is distributed to College leadership, including instructional deans and Student Affairs, to inform planning and practice.

## 2. Objective 2.0: Certificate and Degree Completion

| Desired Outcome(s) |  | Indicator(s) |   |
|--------------------|--|--------------|---|
| 2.1                | Continuous improvement in the share of students who transition from lower level Basic Skills to upper levels, or transition to college-level work by the end of the fourth year. | 2.1          | WWCC Basic Skills transition rate compared to the Washington State system.                                    |
| 2.2                | Continuous improvement in the share of students earning credentials.   | 2.2.a        | 200% normal time to completion rate (4 years) of Academic Transfer students compared to system average.       |
|                    |  | 2.2.b        | 200% normal time to completion rate (4 years) of Workforce students compared to the system average.           |
|                    |  | 2.2.c        | 150% normal time to completion rate (3 years) and transfer for first-time, full-time, degree seekers (IPEDS). |
| 2.3                | Close equity gaps in attainment  | 2.3          | Identified equity gaps in attainment.   |

### **Rationale**

WWCC places tremendous value on completion and strives to inspire students so they can achieve their educational goals. Educational attainment is the pinnacle of student success and culmination of hard work that is the foundation of the student-faculty-staff relationship, and increases the likelihood of students' realizing their goals as they enter the labor market, start a business, or further their education. Although we cannot overstate the value of completion at the individual level, increasing the attainment of higher education credentials also strengthens local economies and the social fabric of communities. Educational attainment is positively correlated with community development, economic growth, and community resilience. By explicitly linking retention to completion, Student Affairs has developed a set of reputable evidence-informed practices that identify and remove barriers to completion, and help ensure that students cross the finish line.

WWCC measures attainment in three ways. The first measures transitions within and from basic skills. Those transitions can include movement from lower- to upper-level basic skills or college-level coursework. The second measures attainment by degree path (Academic Transfer or Workforce) at the 200% normal time to completion rate. The third measures completion and transfer of first-time, full-time degree seekers at the 150% normal time to completion rate. In alignment with our equity measurements in retention, indicator 2.3 is designed to provide the College flexibility so that the reporting of both research and action are strategically focused in identifying and closing equity gaps in attainment.

### ***3. Objective 3.0: Baccalaureate Transfer Success***

| Desired Outcome(s) |   | Indicator(s) |  |
|--------------------|---|--------------|--|
| 3.1                | WWCC Transfer students continue their education at the baccalaureate level. | 3.1          | Rate of WWCC graduates that enroll in a baccalaureate program within one year of leaving WWCC. |
| 3.2                | Transfer students complete their baccalaureate within 3 years of transfer.  | 3.2          | Baccalaureate completion rate of WWCC students that transfer.                                  |

#### **Rationale**

The vast majority of WWCC academic transfer students intend to continue their education after completing their Associates of Arts or Sciences Degree. The College tracks how many of its graduates enroll in baccalaureate institutions to further their education. Using National Student Clearinghouse (NSC) data, the College makes an effort to know the extent students succeed by earning a baccalaureate degree. Though NSC data is imperfect, its utility value remains high. Conversely, knowing which students do not continue along the baccalaureate pathway and investigating the reasons why is important so the College can evaluate ways to increase access and more effectively support students as they further their educational goals.

### ***4. Objective 4.0: Corrections Education***

| Desired Outcome(s) |   | Indicator(s) |  |
|--------------------|---|--------------|--|
| 4.1                | Transform offenders' lives by providing high quality education that provides pathways to further educational and employment opportunities upon release. | 4.1.a        | Completion rate.   |
|                    |   | 4.1.b        | Enrollment in post-secondary education after release (Associate and Baccalaureate programs). |
| 4.2                | Low recidivism among completers.  | 4.2          | Recidivism rate of completers.   |

#### **Rationale**

WWCC provides workforce and academic transfer education programs for offenders at two Washington State corrections facilities: Washington State Penitentiary, located in Walla Walla, and Coyote Ridge Corrections Center, located in Connell. For those who have had the opportunity to pursue an education while incarcerated, the process can be transformational and life changing in the most positive ways, from building individual confidence and self-esteem to the acquisition of job skills that lead to acquiring living-wage employment upon release. Last and certainly not least, one of the greatest benefits of education to the individual and society is the impact on greatly reducing recidivism. The College tracks three key indicators: completion rate, enrollment after release, and recidivism.

## Core Theme Two: Strong Communities

Walla Walla Community College is committed to building strong internal and external communities. Internal community focuses on WWCC as a workplace. It accounts for the impact and effects of organizational commitment to maintaining an environment where all employees make meaningful contributions to serving students and fulfilling the mission. External community accounts for the variety and multi-faceted ways the College contributes to building strong communities in its service district, as well as developing partnerships with industries, firms, public entities, and community-based organizations. WWCC has earned a long-standing reputation as a dynamic organization that not only responds effectively to the external environment, but actively shapes that environment for the benefit of students and the communities it serves.

### *1. Objective 1.0: Attract and Retain Talent*

| Desired Outcome(s) |  | Indicator(s) |   |
|--------------------|--|--------------|---|
| 1.1                | Increase competitiveness of faculty salaries.  | 1.1.a        | Average FT faculty salaries.                                |
|                    |  | 1.1.b        | Average FT faculty starting salaries.                       |
| 1.2                | Employee satisfaction and engagement.          | 1.2.a        | PACE Survey results.  |
| 1.3                | Organizational commitment and employee tenure. | 1.3.a        | Staff turnover.   |
| 1.4                | Employee diversity.                            | 1.4.a        | Demographic composition of workforce.                       |
|                    |  | 1.4.b        | Demographic composition and quality of job candidate pools. |

### **Rationale**

WWCC acknowledges that organizational performance is a reflection of its employees and their dedication to the College mission and students. For that reason, the College explicitly recognizes the value and role of *talent* as the foundation for everything it sets out to achieve. Unlike human capital, which is commonly measured by educational attainment, *talent* extends that definition to account for the mix of knowledge and capabilities of a workforce. WWCC values the intersection of talent with a commitment to its mission. That intersection is captured by the indicators above, which include faculty compensation, the National Initiative for Leadership and Institutional Effectiveness Personnel Assessment of the College Environment (PACE) results, and staff turnover. Salary information for classified and exempt employees is not prepared and distributed in the same way as faculty, which allows for aggregate benchmark comparisons. Even though our salary indicators only account for faculty, it is not intended to suggest that WWCC is solely concerned with faculty pay. WWCC is fully committed to enhancing the salaries of all its employees. Though the College is constrained in the ways it can increase salaries across-the-board for all employees, it is an institutional priority to increase wages for all job classifications so that they meet or exceed state averages. Following the strategic plan for equity and inclusion WWCC is actively seeking to diversify its workforce, thus leading to interventions reforming hiring policies and practices. WWCC strives to reach the goal where the College workforce reflects the racial/ethnic compositions of its students.

## ***Objective 2.0: Community and Economic Development***

| Desired Outcome(s) |   | Indicators |   |
|--------------------|---|------------|---|
| 2.1                | Support local and regional economic development.                | 2.1.a      | Provide leadership and support to Walla Walla Innovation Partnership Zone (WWIPZ).  |
|                    |   | 2.1.b      | Provide leadership and support to Valley Vision and South East Washington Economic Development Association (SEWEDA) in the Lewiston-Clarkston Valley. |
| 2.2                | Contribute to local economy by supplying a skilled labor force. | 2.2.a      | Proportion of workforce completers employed in the region.  |
|                    |   | 2.2b       | Average salary of employed graduates in the region.   |

### **Rationale**

Community and economic development are key elements of the College's mission. Though it can be challenging to draw causal lines via indicators to WWCC's impact on economic development, it is important to demonstrate the College's participation in partnerships that shape the development trajectory across the service district. In Walla Walla, WWCC is a key partner with the City of Walla Walla and the Port of Walla Walla in establishing and maintaining the Walla Walla Innovation Partnership Zone (WWIPZ). One hundred miles away in Clarkston, the College is an active participant in regional economic development entities: Valley Vision and the Southeast Washington Economic Development Association (SEWEDA). Both entities play an instrumental role in leading regional development efforts in southeast Washington and the broader Lewiston-Clarkston Valley that stretches across the Idaho border. Talent is a key factor in economic development. Through workforce training and education, WWCC is a significant source of *talent creation* in southeastern Washington and the surrounding region. It is the mode by which WWCC directly shapes local and regional economies. Indicators 2.2a and b attempt to measure the College's contribution to economy by supplying a job-ready, skilled workforce. It is an imperfect measure because we know many graduates become self-employed and their economic contributions are not captured by published wage data.

## ***2. Objective 3.0: Equity, Access, and Participation***

| Desired Outcome(s) |  | Indicators |   |
|--------------------|--|------------|---|
| 3.1                | District participation rate that is equal to or exceeds the state benchmark. | 3.1.a      | Academic Transfer Education.  |
|                    |  | 3.1.b      | Workforce Education.  |
|                    |  | 3.1.c      | Basic Skills Education.   |
| 3.2                | Student population reflects the communities WWCC serves.                     | 3.2        | Demographic composition of the student body (Walla Walla, Clarkston). |
| 3.3                | Reduce unmet student financial need.   | 3.3        | Student financial need gap.   |

### **Rationale**

Equity, access, and participation are key elements of the College's strategic plan for equity and inclusion. To achieve this objective, the College monitors the relationship between three related outcomes. The first is the participation rate, which is a comparison between the percentage of

students attending WWCC compared to the percentage of adults in the service area, population ages 18-64 per 1,000. This indicator is presented in three ways: Academic Transfer, Workforce, and Basic Skills. The rate is benchmarked to the Washington State average. This is an important measure for WWCC because it indicates the level of market share captured in the district. Second, the College is tracking the extent to which the demographic composition of the student body changes as it takes strategic action to account for equity and inclusion. WWCC is on the cusp of becoming a Hispanic Serving Institution, and is actively seeking to build stronger partnerships that respond to the needs of the local Hispanic population, in addition to other underrepresented populations in the region. The third element of this objective is to mitigate financial barriers to student success. WWCC has established an innovative and collaborative practice referred to as “*triage funding*” designed to ensure that funding gaps do not prevent students from achieving their goals. Tracking the *need gap* will help the College monitor the extent to which finances can prevent students from attaining their educational goals, but also provide key constituencies with information about the current financial state of our student body, as well as inform practices around fundraising and the ways in which financial aid is disbursed.

#### ***Objective 4.0: Employment and Earnings***

| Desired Outcome(s) |  | Indicator(s) |  |
|--------------------|--|--------------|--|
| 4.1                | Workforce Education graduates realize their career goals by securing family-wage employment. | 4.1.a        | Rate of WWCC workforce certificate and degree completers that secure employment within one year of graduating. |
|                    |  | 4.1.b        | Wage recovery among certificate and degree completers.   |
|                    |  | 4.1.c        | Wage growth among certificate and degree completers.   |

#### **Rationale**

WWCC has earned a reputation for aligning its workforce education with the needs of the local, regional, and state economies. Aside from being nimble, the College is also known for its workforce development innovations that have effectively transformed the Walla Walla regional economy from a sleepy farming community into a world renowned wine tourism destination. As a comprehensive community college, the relevance of WWCC’s Workforce Education programming is indicated in part by the employability of our graduates, so that the employment rate of program completers is monitored nine months after graduation. Employment is important as is the earning capability of students after graduating. Earnings are monitored in two ways. First, the wage differentials among certificate and degree completers is assessed, and then wage growth over time is examined. WWCC monitors earnings at the institutional level, and at the program level when the number of graduates exceed a certain threshold (10). Monitoring employment and earnings serves as an indirect indicator of whether or not a program mix is appropriately aligned with the economies it serves.

## Core Theme Three: Resource Stewardship

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

### *1. Objective 1.0: Financial Operations (Adequacy)*

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

#### **Rationale**

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

### *2. Objective 2.0: Financial Resource Management*

| Desired Outcome(s) |                              | Indicators |   |
|--------------------|------------------------------|------------|---|
| 2.1                | Compliance and Transparency. | 2.1.a      | Annual financial statements.                    |
|                    |                              | 2.1.b      | Annual Financial Statement Audit.               |
|                    |                              | 2.1.c      | Compliance and Accountability Audit (biennial). |
|                    |                              | 2.1.d      | Operations Review (annual).                     |

#### **Rationale**

For the purposes of compliance, accountability, and transparency, the College produces annual financial statements that are reviewed with the Board of Trustees. The statements include comparisons to the previous year and include a number of financial indicators regarding how funds are managed by the College. An annual financial statement audit is conducted by the State Auditor's Office (SAO) and the results reported to the Board of Trustees. Indicators 2.1.a and 2.1.b demonstrate and provide critical information about the overall financial health of the institution. Additionally, these indicators address the management of financial resources in areas such as internal controls, accuracy of the statements, and provide an official opinion from the



State Auditors Office's on the statements. The College received an Unqualified Opinion on both the 2013 and 2014 Annual Reports meaning that the statements are fairly presented in accordance with Generally Accepted Accounting Principles (GAAP).

The outcome of 2.1.c is a report identifying any deficiencies in financial and resource management covering broad areas such as internal controls, segregation of duties, compliance with state and federal rules, and compliance with internal policies and procedures. An indicator for 2.1.c is the Unqualified Opinion the College received from the SAO audit of fiscal years 7/1/13 through 6/30/15.

An Operations Review is an in-depth review by a State Board for Community and Technical Colleges (SBCTC) auditor covering a small selection of high risk financial management areas chosen from a more comprehensive listing. The outcome of 2.1.d will pinpoint certain areas to focus on from an internal auditor standpoint, generally focused on state funding that passes through the SBCTC before coming to the College.

### ***3. Objective 3.0: Natural Resource Stewardship***

| <b>Desired Outcome(s)</b> |  | <b>Indicators</b> |                       |
|---------------------------|--|-------------------|-----------------------|
| 3.1                       | Electrical consumption it maintained at or below FY 2013 ratio.      | 3.1a              | kWh/FTE/building ft2. |
| 3.2                       | Natural gas consumption is maintained at or below the FY 2013 ratio. | 3.2a              | kWh/FTE/building ft2. |
| 3.3                       | Water consumption is maintained at or below the FY 2013 ratio.       | 3.3a              | Ft3 water/campus ft2. |

#### **Rationale**

As a steward of the natural environment, WWCC's commitment to natural resource stewardship can be demonstrated in a variety of ways. The most impactful measures that capture institution-wide efforts are the consumption of electricity, natural gas, and water. WWCC has and continues to invest in capturing efficiencies that result in reduced consumption. The outcomes are benchmarked to FY 2013. The indicators captured in this objective derive from the College's Sustainability Plan and are tied to strategic initiatives designed to enhance resource stewardship efforts.





Walla Walla Community College  
Board of Trustees Meeting  
March 15, 2017

## Tab 2

### Introductions

#### Melissa Andrewjeski

- **Paul Mingham, HVAC Instructor, CRCC**

Paul Mingham owned his own Heating, Ventilation, Air-Conditioning, and Refrigeration (HVAC) business for over 16 years and worked in the HVAC industry prior to that. He is NATE Certified and is very knowledgeable about the technical aspects of the business. He has served on an education advisory board giving feedback and input for curriculum changes.

#### Lori Carambot

- **Kevin Knapp, Purchasing Manager**

Kevin Knapp joined the Business Service's team starting 12/6/16 as Purchasing Manager. He has 17 years of experience in purchasing, procurement, bid development and inventory control positions with Boise Cascade and Calpine Corporation. He also managed and provided oversight for contracts including structuring, negotiation, awarding, and compliance. He has 15 years of supervisory experience in the areas of procurement and warehouse management. For the past 2.5 years, Kevin had returned to Calpine Corporation in the position of Business Manager/Materials Technician III where he was responsible for reporting, budgeting and forecasting as well as managing procurement and inventory.

#### Davina Fogg

- **Lori Carambot, Director of Special Fiscal Services**

Lori Carambot's title has changed to the Director of Special Fiscal Services reflecting the significant change in her role with the college that has occurred over the last couple of years. Effective 12/1/16 Lori Carambot assumed full oversight, supervision and leadership of the purchasing and stockroom department. Lori will directly supervise Kevin Knapp who started 12/6/16 in the exempt Purchasing Manager position and the department also includes a classified Stockroom Attendant 3 position reporting to Kevin. This puts purchasing, inventory control, shipping, receiving, stockroom, and overall procurement and surplus of property functions under Lori's direction. Another significant change in duties occurred in July of 2015 when Lori assumed full responsibility for directing, monitoring, and oversight of the accounting functions for the WWCC Foundation and College Cellars. That change included supervision of the Fiscal Analyst 4 whose primary duty is to the Foundation and College Cellars. Both of these areas Lori now directs had been reporting directly to the VP of Financial and Administrative Services.

#### Shane Loper

- **Johnny Watts, Assistant Director of Facility Services**

Johnny Watts came to Walla Walla Community College in the spring of 2014 as the Maintenance Supervisor. His previous experience in Industrial Safety, Construction, Custodial, and leadership roles within the Dept. of Corrections culminate his effective managerial skills. His hard work, "can do attitude", tenacity, and drive for excellence not only ensures efficiency and high-level achievements within his maintenance department, but it raises the expectation level of his entire maintenance staff. As a result of Johnny's leadership qualities, promoting him to Assistant Director of Facility Services was an excellent decision.

Brian Thorne

- **Rolando Chavez, Custodian 4**

Rolando was a student at WWCC in 2005 and worked as a student custodian, a part-time hourly custodian and eventually was hired to fill a full time custodian position opening in 2009. Several times over the years Rolando has served as lead custodian during the absence of supervisors. He is the person that the crew goes to for answers or solutions to any problems they may be having at work. His quiet confidence in his ability to handle situations quickly put him in the unofficial role of custodian team leader. We are fortunate to now have Rolando “officially” in this role.

- **David Diaz, Custodian 3**

David worked as a student custodian while he was enrolled in the Auto Body program at WWCC. After graduation in 2003 he started his own car detailing business “King of Clean”. In 2012 he heard about a full-time custodian position at the college and because he had enjoyed his working experience here he applied and was hired. David has an infectious positive attitude and has experience serving as lead custodian during the absence of supervisors. He loves learning new things and is an asset to the department. We are lucky to have David working in this leadership role in the department.

## **Board of Trustees Meeting Minutes Community College District No. 20 Walla Walla Community College**

February 15, 2017

The Board of Trustees of Community College District No. 20 met in regular session on February 15, 2017, in the Board Room of Walla Walla Community College. Dr. Schirman called the meeting to order at 1:00 p.m.

**Trustees present:** Dr. Roland Schirman  
Mr. Tim Burt  
Mr. Don McQuary  
Mr. Miguel Sanchez

**Administrators present:** Dr. Derek Brandes, President  
Mr. Doug Bayne, Vice President, Advancement  
Dr. Marleen Ramsey, Vice President, Instruction  
Ms. Melissa Andrewjeski, Dean, Coyote Ridge Corrections Center  
Mr. Jerry Anhorn, Dean, Workforce Education and Trades  
Ms. Jessica Cook, Director, WWCC Foundation  
Ms. Jessica Gilmore, Dean, Business, Entrepreneurial Programs,  
and Extended Learning  
Dr. Richard Middleton-Kaplan, Dean, Arts & Sciences  
Dr. Chad Miltenberger, Dean, Clarkston Campus  
Ms. Stacy Prest, Director, Library Services  
Ms. Loretta Taylor, Interim Dean, Corrections Education  
Dr. Nick Velluzzi, Executive Director, Institutional Effectiveness  
Ms. Kristi Wellington-Baker, Executive Director, Strategic Initiatives

**Also present:** Ms. Caitlin Fleming, Assistant Attorney General  
Mr. Bryan Ovens, Assistant Attorney General  
Ms. Jerri Ramsey, Recording Secretary

**Approval of Agenda.** Dr. Schirman noted the following changes to the agenda for the February 15, 2017 Board of Trustees meeting: Marleen Ramsey would replace Jerry Anhorn for the introduction of Debra Erikson; the introduction of Kevin Knapp would be moved to the March Board meeting; Tim Donahue would replace Jessica Gilmore for the introduction of Marcus Rafanelli; the introductions of Lori Carambot and Johnny Watts would be moved to the March Board meeting; add the introduction of Claire Kirkpatrick, Assistant Director of TRiO, by Lauren Hemenway; add a Faculty Senate Update by Dave Bailey, Faculty Senate President, under Oral Reports; Danielle Hodgen would replace Dr. Jose da Silva for the Student Affairs report; the Executive Session would be held in the Board Room with audience members asked to leave; and under Board Reports/Remarks, add Update on Legislative Bills.

Mr. Sanchez moved and Mr. Burt seconded to approve the agenda for the February 15, 2017 Board of Trustees meeting, with the changes noted by Dr. Schirman. *Motion carried.*

**Introductions.** The following new employees and those employees in new positions were introduced to the Board:

- Debra Erikson, Director of Workforce Education Services
- Megan Brock, Program Assistant
- Marcus Rafanelli, Instruction and Classroom Support Technician 1
- Kathleen Scott, Travel Accountant
- Caley Moyer, Counselor
- Maria Alonso, TRiO Advisor
- Claire Kirkpatrick, Assistant Director, TRiO

**Consent Agenda.**

Mr. McQuary moved and Mr. Sanchez seconded the consent agenda items be approved or accepted, as appropriate:  
1) Minutes – December 21, 2016 and, 2) Personnel Update.  
*Motion carried.*

**Employee Recognition.** Mr. Bayne introduced Dr. Laura Schueller, the recipient of the 2016 Walla Walla Valley Chamber of Commerce/Walla Walla Community College Community Service Award, and recognized Dr. Schueller for her extensive community service activities.

**Oral Reports.**

- **Associated Student Body Activity Reports – Clarkston and Walla Walla Campuses.** Walla Walla ASB President Beth Meyer provided reports for both the Walla Walla and Clarkston ASBs, noting students had met with students at both the Washington State Penitentiary and Coyote Ridge Corrections Center; had participated in Advocacy Day in Olympia and met with elected officials; and held a successful open mic night. Ms. Meyer reported Clarkston ASB was unable to report, as they were involved in their Convocation Day.
- **Faculty Senate Update.** Mr. Dave Bailey reported on recent Faculty Senate meetings, noting the Senate was working on a college-wide syllabus template, reviewing a revamp of the responsibilities of division chairs, faculty leads, and directors to provide consistency, and discussing alternative instructional schedules.

- **Legislative Update.** Dr. Brandes reported the Senate had just unanimously passed the corrections education bill that will allow the use of the State corrections contract to offer associate degrees, assuming it clears the House; reported funding for the Water & Environmental Center had been restored to the Department of Commerce budget; and Trustee Tim Burt would be testifying on his appointment before the Senate Higher Education Committee remotely from the Walla Walla campus. Dr. Brandes reviewed the status of other legislation that would impact community and technical colleges.

- **WWCC Foundation Activities Report.** Mr. Doug Bayne reported the Foundation's revenues had exceeded \$1.8 million with expenses at \$1.485 million. As part of the implementation of the Advancement Unit at WWCC, Mr. Bayne also reported the Foundation Board of Governors had selected Jessica Cook as the new Director of the Foundation.

- **Enrollment Reports:**

1. **Final Fall Quarter.** Dr. Nick Velluzzi reported final Fall Quarter enrollment closed at 2,690.9 FTE, down just over 7%, or 210 FTE, compared to the close of the previous Fall Quarter.

2. **Interim Winter Quarter.** Dr. Velluzzi compared the Interim Winter Quarter enrollment to the final Winter Quarter enrollment from the previous year, including: State funded enrollment down 380 FTE, at 2,600; contract enrollment at 1,180 FTE, down 40 FTE; Corrections at 1,100 FTE, down 70 FTE; and Running Start at 160 FTE, up 26 FTE. Dr. Velluzzi provided a comparison report of Winter Quarter enrollment from 2006-07 to 2016-17.

- **Student Affairs.** Ms. Danielle Hodgen provided an update on Student Affairs, including: Renamed Student Development Center as Student Success Center; Testing Center will now be a part of the Office of Admissions and Registration; and Veterans Services will become a part of Financial Aid. Ms. Hodgen reported the College had contracted with USA Funds for default management and reviewed their first quarter report.

**President's Report.** Dr. Brandes provided a sample of board meeting minutes from Columbia Basin College using a table format. AAGs Bryan Ovens and Caitlin Fleming will review and report their findings at the April Board meeting.

- **Budget and Planning Process.** Dr. Brandes reported the College had submitted Statements of Need for two baccalaureate degrees: Bachelor of Arts in Sustainable Agriculture Systems and Bachelor of Arts in Applied Management and Entrepreneurship, and highlighted the feeder programs for each, survey results, and the process for seeking approval.

Dr. Brandes reviewed a draft Walla Walla Community College Budget Values and Principles, explaining it was developed with input from College Council and asking the Trustees to review in advance of the March Board meeting. Dr. Brandes also highlighted comments from the college community on the need for increased transparency and inclusiveness in the planning and budget; a review of best practices around budget processes; and plans to inform and involve the college community in the process.

**Recess to Executive Session to Review the Performance of a Public Employee.** The Board recessed to Executive Session at 2:40 p.m. to review the performance of a public employee, with an anticipated return time of 3:25 p.m. The Board returned to open session at 3:25 p.m. and Dr. Schirman reported the Board had evaluated Dr. Brandes for his first six months, that the evaluation would be made a part of Dr. Brandes's personnel file, and that no action had been or would be taken.

**Board Reports/Remarks.**

- **ACT Conference.** The Trustees reviewed highlights of the recent ACT Conference.
- **Update on Legislative Bills.** The Trustees discussed their role in legislation. Dr. Brandes suggested it would be beneficial to contact Senators to support the Senate companion bill to HB 1130 to continue the customized training program.

**New and Unscheduled Business.** Dr. Schirman noted he would be unable to attend the March 15, 2017 Board meeting.

**Public Comment.** None.

**Adjourn.** The meeting adjourned at 3:45 p.m.

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Derek R. Brandes, President

ATTEST:

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Dr. Roland Schirman, President  
Board of Trustees

**WALLA WALLA COMMUNITY COLLEGE**

**MEMORANDUM**

**DATE:** March 10, 2017  
**TO:** Board of Trustees  
**FROM:** Sherry Hartford, Vice President of Human Resources  
**SUBJECT:** Personnel Update

Annual Policy Reminder

The HR Office annually distributes an email reminding all employees of specific college policies related to a variety of topics like Non-Discrimination, Drug Free Workplace, Emergency Procedures, Ethics, Information Technology, Sexual Harassment and Whistleblower.

Retirements/Resignations/Separations, February 2017

Julie Wheeler, Full Time Faculty, Coyote Ridge Corrections Center  
Kent Van Cleave, Office Assistant Lead, Business Services

Current Recruitments

- 1) English Faculty, Tenure Track, Arts & Sciences
- 2) Adult Basic Education Faculty, Coyote Ridge Corrections Center
- 3) Vocational Instructional Technicians, Commercial Drivers, Columbia Basin College
- 4) Custodian 2, Facility Services



## Walla Walla Community College

500 Tausick Way  
Walla Walla, WA 99362-9267  
(509) 522-2500  
FAX (509) 527-4800

## Tab 5

DATE: March 8, 2017

TO: Board of Trustees

FROM: Dr. Nick Velluzzi

RE: Interim Enrollment Report, Winter Quarter, 2017

Attached is the Interim Enrollment Report for Winter Quarter, 2017. The attached report presents enrollment by funding source: state funded, contract enrollment, and self-support. Enrollment is accounted for by FTE and unduplicated headcount. Running Start and Alternative Education Program enrollment is also included.

- State funded enrollment is reporting 2,630.2 FTEs, down -11.7% or -349.4 FTEs from the **close** of Winter Quarter 2016. Unduplicated headcount is currently 3,737, down -349 or -8.5% from the **close** of last winter.
- Contract enrollment is reporting 1,212.1 FTEs, which is essentially flat from the **close** of last Winter Quarter. Corrections is reporting 1,134.1 FTEs, down -26.8 FTEs or -2.3% from last winter.
- Self-support enrollment is currently reporting 17.6 FTEs, which is up 4.5 FTEs from the **close** of Winter Quarter 2016.
- Running start is reporting 159.4 FTEs, up 25.6 FTEs or 19.1% from the **close** of last Winter Quarter. AEP is reporting 82.6 FTEs, down -6.2 FTEs or -7% from the **close** of last Winter Quarter.



# InterimWinter Enrollment Board Report

March 8, 2017

## State Supported FTE Enrollment 2016-17

| Administrative Unit               | Summer Quarter |                |               |              | Fall Quarter   |                |               |              | Winter Quarter |                  |               |               | Spring Quarter |       |               |             | Annualized - YTD |       |               |             |
|-----------------------------------|----------------|----------------|---------------|--------------|----------------|----------------|---------------|--------------|----------------|------------------|---------------|---------------|----------------|-------|---------------|-------------|------------------|-------|---------------|-------------|
|                                   | 15-16<br>Final | 16-17<br>Final | Nom<br>Change | %<br>Change  | 15-16<br>Final | 16-17<br>Final | Nom<br>Change | %<br>Change  | 15-16<br>Final | 16-17 To<br>Date | Nom<br>Change | %<br>Change   | 15-16<br>Final | 16-17 | Nom<br>Change | %<br>Change | 15-16<br>Final   | 16-17 | Nom<br>Change | %<br>Change |
| <b>C</b><br>Prof. Tech            | 55.3           | 46.5           | -8.8          | -15.9%       | 247.7          | 242.46         | -5.3          | -2.1%        | 244.9          | 222.62           | -22.25        | -9.1%         | 247.44         |       |               |             | 265.1            |       |               |             |
| <b>D</b><br>Transitional          | 71.3           | 64.5           | -6.8          | -9.6%        | 379.2          | 317.11         | -62.1         | -16.4%       | 501.3          | 369.41           | -131.92       | -26.3%        | 280.58         |       |               |             | 410.8            |       |               |             |
| <b>H</b><br>Extended Learning     | 175.9          | 197.2          | 21.3          | 12.1%        | 298.9          | 293.03         | -5.9          | -2.0%        | 325.8          | 315.15           | -10.61        | -3.3%         | 326.77         |       |               |             | 375.8            |       |               |             |
| <b>J</b><br>Clarkston             | 66.3           | 52.6           | -13.6         | -20.6%       | 294.7          | 246.3          | -48.4         | -16.4%       | 265.7          | 228.2            | -37.5         | -14.1%        | 260.0          |       |               |             | 295.5            |       |               |             |
| <b>K</b><br>Academic Transfer     | 92.2           | 95.4           | 3.2           | 3.4%         | 869.2          | 776.9          | -92.3         | -10.6%       | 801.3          | 739.5            | -61.8         | -7.7%         | 718.9          |       |               |             | 827.2            |       |               |             |
| <b>M</b><br>Nursing/Allied Health | 96.4           | 85.1           | -11.3         | -11.7%       | 264.7          | 265.7          | 1.0           | 0.4%         | 270.2          | 249.8            | -20.5         | -7.6%         | 283.7          |       |               |             | 305.0            |       |               |             |
| <b>P</b><br>Business/Entre        | 103.2          | 89.2           | -14.0         | -13.6%       | 322.1          | 330.7          | 8.6           | 2.7%         | 336.2          | 296.7            | -39.5         | -11.8%        | 300.0          |       |               |             | 353.8            |       |               |             |
| <b>R</b><br>Ag/Water/Energy       | 55.8           | 68.8           | 13.0          | 23.3%        | 224.5          | 218.8          | -5.7          | -2.5%        | 234.2          | 208.8            | -25.4         | -10.9%        | 218.0          |       |               |             | 244.2            |       |               |             |
| <b>Total</b>                      | <b>716.4</b>   | <b>699.1</b>   | <b>-17.2</b>  | <b>-2.4%</b> | <b>2901.0</b>  | <b>2690.91</b> | <b>-210.1</b> | <b>-7.2%</b> | <b>2979.7</b>  | <b>2630.2</b>    | <b>-349.4</b> | <b>-11.7%</b> | <b>2635.3</b>  |       |               |             | <b>3077.4</b>    |       |               |             |

## Contract FTE Enrollment 2016-17

|                       | Summer Quarter |                |               |             | Fall Quarter   |                   |               |             | Winter Quarter |                |               |              | Spring Quarter |       |               |             | Annualized - YTD |       |               |             |
|-----------------------|----------------|----------------|---------------|-------------|----------------|-------------------|---------------|-------------|----------------|----------------|---------------|--------------|----------------|-------|---------------|-------------|------------------|-------|---------------|-------------|
|                       | 15-16<br>Final | 16-17<br>Final | Nom<br>Change | %<br>Change | 15-16<br>Final | 16-17 To-<br>Date | Nom<br>Change | %<br>Change | 15-16<br>Final | 16-17          | Nom<br>Change | %<br>Change  | 15-16<br>Final | 16-17 | Nom<br>Change | %<br>Change | 15-16<br>Final   | 16-17 | Nom<br>Change | %<br>Change |
| Total DOC             | 1139.7         | 1050.45        | -89.3         | -0.1        | 1182.8         | 1225.1            | 42.3          | 3.6%        | 1160.9         | 1134.1         | -26.8         | -2.3%        | 1197.9         |       |               |             | 1560.4           |       |               |             |
| Other Contract        | 0.8            | 0.4            | -0.4          | -0.5        | 58.2           | 65.7              | 7.5           | 13.0%       | 57.4           | 83.0           | 25.6          | 44.6%        |                |       |               |             |                  |       |               |             |
| <b>Total Contract</b> | <b>1140.4</b>  | <b>1050.9</b>  | <b>-89.6</b>  | <b>-0.1</b> | <b>1241.0</b>  | <b>1290.8</b>     | <b>49.8</b>   | <b>4.0%</b> | <b>1218.3</b>  | <b>1217.09</b> | <b>-1.21</b>  | <b>-0.1%</b> | <b>1223.2</b>  |       |               |             | <b>1607.6</b>    |       |               |             |

## Self-Support/Community Service FTE Enrollment 2016-17

|                           | Summer Quarter |                |               |             | Fall Quarter   |                   |               |               | Winter Quarter |              |               |              | Spring Quarter |       |               |             | Annualized - YTD |       |               |             |
|---------------------------|----------------|----------------|---------------|-------------|----------------|-------------------|---------------|---------------|----------------|--------------|---------------|--------------|----------------|-------|---------------|-------------|------------------|-------|---------------|-------------|
|                           | 15-16<br>Final | 16-17<br>Final | Nom<br>Change | %<br>Change | 15-16<br>Final | 16-17 To-<br>Date | Nom<br>Change | %<br>Change   | 15-16<br>Final | 16-17        | Nom<br>Change | %<br>Change  | 15-16<br>Final | 16-17 | Nom<br>Change | %<br>Change | 15-16<br>Final   | 16-17 | Nom<br>Change | %<br>Change |
| <b>Total Self-Support</b> | <b>39.9</b>    | <b>43.7</b>    | <b>3.77</b>   | <b>9.4%</b> | <b>33.4</b>    | <b>29.1</b>       | <b>-4.3</b>   | <b>-13.0%</b> | <b>13.3</b>    | <b>17.76</b> | <b>4.5</b>    | <b>33.5%</b> | <b>31.0</b>    |       |               |             | <b>39.2</b>      |       |               |             |

## Unduplicated Headcount 2016-17

|                        |             |             |             |              |             |             |             |              |             |             |             |              |             |  |  |  |  |  |  |  |
|------------------------|-------------|-------------|-------------|--------------|-------------|-------------|-------------|--------------|-------------|-------------|-------------|--------------|-------------|--|--|--|--|--|--|--|
| State Support          | 2300        | 2325        | 25          | 1.1%         | 3965        | 3789        | -176        | -4.4%        | 4086        | 3737        | -349        | -8.5%        | 3990        |  |  |  |  |  |  |  |
| Contract               | 1694        | 1469        | -225        | -13.3%       | 1737        | 1661        | -76         | -4.4%        | 1722        | 1649        | -73         | -4.2%        | 1650        |  |  |  |  |  |  |  |
| <b>Undup Headcount</b> | <b>3994</b> | <b>3794</b> | <b>-200</b> | <b>-5.0%</b> | <b>5702</b> | <b>5450</b> | <b>-252</b> | <b>-4.4%</b> | <b>5808</b> | <b>5386</b> | <b>-422</b> | <b>-7.3%</b> | <b>5664</b> |  |  |  |  |  |  |  |

## Running Start and AEP FTE Enrollment 2016-17

|                     | 15-16<br>Final | 16-17<br>Final | Nom<br>Change | %<br>Change | 15-16<br>Final | 16-17 To-<br>Date | Nom<br>Change | %<br>Change | 15-16<br>Final | 16-17 | Nom<br>Change | %<br>Change | 15-16<br>Final | 16-17 | Nom<br>Change | %<br>Change | 15-16<br>Final | 16-17 | Nom<br>Change | %<br>Change |
|---------------------|----------------|----------------|---------------|-------------|----------------|-------------------|---------------|-------------|----------------|-------|---------------|-------------|----------------|-------|---------------|-------------|----------------|-------|---------------|-------------|
| RS "billable" FTEs" |                |                |               |             | 136.2          | 160.4             | 24.2          | 17.8%       | 133.8          | 159.4 | 25.6          | 19.1%       | 127.2          |       |               |             | 134.9          |       |               |             |
| AEP "billable" FTEs |                |                |               |             | 97.5           | 78.8              | -18.7         | -19.2%      | 88.8           | 82.6  | -6.2          | -7.0%       | 85.5           |       |               |             | 90.6           |       |               |             |

## 2017 MAY

- 10 Advising Day (most day classes cancelled)
- 15 Summer and Fall Registration Begins for Returning Students
- 23 Last day to drop Spring classes
- 29 Holiday (College Closed) Memorial Day
- 30 Summer Registration Begins for New Students

## JUNE

- 7-9 Spring Quarter Exams
- 9 Spring Quarter Ends
- 9 Clarkston Center Recognition of Graduates
- 9 Summer tuition due
- 10 Walla Walla Campus Recognition of Graduates
- 12-14 Faculty Option Days
- 13 Spring Grades Due to Registrar by 5:00 p.m.
- 19 Summer Quarter Begins
- 23 Sustainability Day (College Closed)
- 30 Sustainability Day (College Closed)

## JULY

- 4 Holiday (College Closed) Independence Day
- 7 Sustainability Day (College Closed)
- 14 Sustainability Day (College Closed)
- 17 Last day to drop Summer Session Classes
- 21 Sustainability Day (College Closed)
- 28 Sustainability Day (College Closed)

## AUGUST

- 3 Summer Quarter Ends
- 3 Summer Final Exam Day (for classes that occur Monday, Tuesday, Wednesday, Thursday)
- 4 Sustainability Day (College Closed)
- 8 Summer Grades Due to Registrar by 5 p.m.
- 11 Sustainability Day (College Closed)
- 18 Sustainability Day (College Closed)
- 25 WSP Summer Quarter Ends
- 25 Sustainability Day (College Closed)

## Summer Quarter 2018

June 25 to August 9

June xx-August xx (DOC Sites)

## 2017 SEPTEMBER

- 1 Sustainability Day (College Closed)
- 4 Holiday (College Closed) Labor Day
- 5-8 Faculty Option Days
- 11-22 Required faculty contract days
- 15 Fall tuition due
- 18, 19 Faculty In-Service
- 25 Fall Quarter Begins--54 Teaching, Exam, Advising Days

## NOVEMBER

- 3 Winter Quarter Final eSchedule available
- 10 Holiday (College Closed) Veterans Day
- 13 Last day to drop Fall classes
- 15 Advising Day (most day classes cancelled)
- 20-21 Faculty Option Days--No Class Sessions
- 22 Sustainability Day (College Closed)
- 23-24 Holiday (College Closed) Thanksgiving

## DECEMBER

- 4 Winter Quarter Registration Begins for Returning Students
- 11 Winter Quarter Registration begins for New Students
- 13-15 Fall Quarter Exams
- 15 Fall Quarter Ends
- 18-21 Faculty Option Days--No Class Sessions
- 19 Fall Grades Due to Registrar by 5:00 p.m.
- 22 Sustainability Day (College Closed)
- 25 Holiday (College Closed) Christmas
- 29 Winter tuition due

## 2018 JANUARY

- 1 Holiday (College Closed) New Year's Day
- 8 Winter Quarter Begins--51 Teaching, Exam, Advising Days
- 15 Holiday (College Closed) Martin L. King Day

## FEBRUARY

- 9 Spring Quarter Final eSchedule available
- 19 Holiday (College Closed) Presidents' Day
- 21 Advising Day (most day classes cancelled)
- 23 Last day to drop Winter classes

## MARCH

- 5 Spring Quarter Registration Begins for Returning Students
- 12 Spring Quarter Registration Begins for New Students
- 19-21 Winter Quarter Exams
- 21 Winter Quarter Ends
- 22-30 Spring Break
- 23-30 Faculty Option Days
- 23 Spring tuition due
- 26 Winter Grades Due to Registrar by 5:00 p.m.

## APRIL

- 2 Spring Quarter Begins--54 Teaching, Exam, Advising Days

## MAY

- 4 Summer and Fall Quarter Final eSchedules available
- 16 Advising Day (most day classes cancelled)
- 18 Last day to drop Spring classes
- 21

Begins for Returning Students

## 2018 MAY

- 21 Summer and Fall Registration Begins for Returning Students
- 28 Holiday (College Closed) Memorial Day

## JUNE

- 4 Summer Registration Begins for New Students
- 13-15 Spring Quarter Exams

May 2017

| S  | M  | T  | W  | T  | F  | S  |
|----|----|----|----|----|----|----|
|    | 1  | 2  | 3  | 4  | 5  | 6  |
| 7  | 8  | 9  | 10 | 11 | 12 | 13 |
| 14 | 15 | 16 | 17 | 18 | 19 | 20 |
| 21 | 22 | 23 | 24 | 25 | 26 | 27 |
| 28 | 29 | 30 | 31 |    |    |    |

15 December

| S  | M  | T  | W  | T  | F  | S  |
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| 3  | 4  | 5  | 6  | 7  | 8  | 9  |
| 10 | 11 | 12 | 13 | 14 | 15 | 16 |
| 17 | 18 | 19 | 20 | 21 | 22 | 23 |
| 24 | 25 | 26 | 27 | 28 | 29 | 30 |
| 31 |    |    |    |    |    |    |

June

| S  | M  | T  | W  | T  | F  | S  |
|----|----|----|----|----|----|----|
|    |    |    |    | 1  | 2  | 3  |
| 4  | 5  | 6  | 7  | 8  | 9  | 10 |
| 11 | 12 | 13 | 14 | 15 | 16 | 17 |
| 18 | 19 | 20 | 21 | 22 | 23 | 24 |
| 25 | 26 | 27 | 28 | 29 | 30 |    |

January 2018

| S  | M  | T  | W  | T  | F  | S  |
|----|----|----|----|----|----|----|
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| 7  | 8  | 9  | 10 | 11 | 12 | 13 |
| 14 | 15 | 16 | 17 | 18 | 19 | 20 |
| 21 | 22 | 23 | 24 | 25 | 26 | 27 |
| 28 | 29 | 30 | 31 |    |    |    |

July

| S  | M  | T  | W  | T  | F  | S  |
|----|----|----|----|----|----|----|
|    |    |    |    |    |    | 1  |
| 2  | 3  | 4  | 5  | 6  | 7  | 8  |
| 9  | 10 | 11 | 12 | 13 | 14 | 15 |
| 16 | 17 | 18 | 19 | 20 | 21 | 22 |
| 23 | 24 | 25 | 26 | 27 | 28 | 29 |
| 30 | 31 |    |    |    |    |    |

February

| S  | M  | T  | W  | T  | F  | S  |
|----|----|----|----|----|----|----|
|    |    |    |    |    | 1  | 2  |
| 3  | 4  | 5  | 6  | 7  | 8  | 9  |
| 10 | 11 | 12 | 13 | 14 | 15 | 16 |
| 17 | 18 | 19 | 20 | 21 | 22 | 23 |
| 24 | 25 | 26 | 27 | 28 | 29 |    |

August

| S  | M  | T  | W  | T  | F  | S  |
|----|----|----|----|----|----|----|
|    |    |    |    |    | 1  | 2  |
| 3  | 4  | 5  | 6  | 7  | 8  | 9  |
| 10 | 11 | 12 | 13 | 14 | 15 | 16 |
| 17 | 18 | 19 | 20 | 21 | 22 | 23 |
| 24 | 25 | 26 | 27 | 28 | 29 | 30 |
| 31 |    |    |    |    |    |    |

March

| S  | M  | T  | W  | T  | F  | S  |
|----|----|----|----|----|----|----|
|    |    |    |    |    | 1  | 2  |
| 3  | 4  | 5  | 6  | 7  | 8  | 9  |
| 10 | 11 | 12 | 13 | 14 | 15 | 16 |
| 17 | 18 | 19 | 20 | 21 | 22 | 23 |
| 24 | 25 | 26 | 27 | 28 | 29 | 30 |
| 31 |    |    |    |    |    |    |

September

| S  | M  | T  | W  | T  | F  | S  |
|----|----|----|----|----|----|----|
|    |    |    |    |    | 1  | 2  |
| 3  | 4  | 5  | 6  | 7  | 8  | 9  |
| 10 | 11 | 12 | 13 | 14 | 15 | 16 |
| 17 | 18 | 19 | 20 | 21 | 22 | 23 |
| 24 | 25 | 26 | 27 | 28 | 29 | 30 |

April

| S  | M  | T  | W  | T  | F  | S  |
|----|----|----|----|----|----|----|
| 1  | 2  | 3  | 4  | 5  | 6  | 7  |
| 8  | 9  | 10 | 11 | 12 | 13 | 14 |
| 15 | 16 | 17 | 18 | 19 | 20 | 21 |
| 22 | 23 | 24 | 25 | 26 | 27 | 28 |
| 29 | 30 |    |    |    |    |    |

October

| S  | M  | T  | W  | T  | F  | S  |
|----|----|----|----|----|----|----|
| 1  | 2  | 3  | 4  | 5  | 6  | 7  |
| 8  | 9  | 10 | 11 | 12 | 13 | 14 |
| 15 | 16 | 17 | 18 | 19 | 20 | 21 |
| 22 | 23 | 24 | 25 | 26 | 27 | 28 |
| 29 | 30 | 31 |    |    |    |    |

May

| S  | M  | T  | W  | T  | F  | S  |
|----|----|----|----|----|----|----|
|    |    |    |    |    |    | 1  |
| 2  | 3  | 4  | 5  | 6  | 7  | 8  |
| 9  | 10 | 11 | 12 | 13 | 14 | 15 |
| 16 | 17 | 18 | 19 | 20 | 21 | 22 |
| 23 | 24 | 25 | 26 | 27 | 28 | 29 |
| 30 | 31 |    |    |    |    |    |

November

| S  | M  | T  | W  | T  | F  | S  |
|----|----|----|----|----|----|----|
|    |    |    |    |    |    | 1  |
| 2  | 3  | 4  | 5  | 6  | 7  | 8  |
| 9  | 10 | 11 | 12 | 13 | 14 | 15 |
| 16 | 17 | 18 | 19 | 20 | 21 | 22 |
| 23 | 24 | 25 | 26 | 27 | 28 | 29 |
| 30 |    |    |    |    |    |    |

June

| S  | M  | T  | W  | T  | F  | S  |
|----|----|----|----|----|----|----|
|    |    |    |    |    |    | 1  |
| 2  | 3  | 4  | 5  | 6  | 7  | 8  |
| 9  | 10 | 11 | 12 | 13 | 14 | 15 |
| 16 | 17 | 18 | 19 | 20 | 21 | 22 |
| 23 | 24 | 25 | 26 | 27 | 28 | 29 |
| 30 |    |    |    |    |    |    |



**Sustainability Days—College closed (paid leave options apply):**  
June 23, 30; July 7, 14, 21, 28;  
August 4, 11, 18, 25; September 1,  
November 22, December 22

### Summer Quarter 2017

June 19 to August 3

June 19-August 25 (DOC Sites)

### Fall Quarter 2017

September 25-December 15

(54 Teaching, Exam, Advising Days)

### Winter Quarter 2018

January 8-March 21

(51 Teaching, Exam, Advising Days)

### Spring Quarter 2018

April 2-June 15

(54 Teaching, Exam, Advising Days)

### Key

- No Classes in session
- College Closed
- College Closed—Sustainability Day Closures exclude DOC sites

Summer and Fall Registration

## WALLA WALLA COMMUNITY COLLEGE - February 2017

|                                 | 2016-2017<br>Approved<br>Budget | January<br>Adjusted<br>Budget | February<br>Adjusted<br>Budget | Difference | Revenue<br>to<br>Date | % of<br>Annual<br>Budget | Prior Year<br>Activity<br>to Date | % of<br>Prior<br>Budget |
|---------------------------------|---------------------------------|-------------------------------|--------------------------------|------------|-----------------------|--------------------------|-----------------------------------|-------------------------|
| <b>REVENUE:</b>                 |                                 |                               |                                |            |                       |                          |                                   |                         |
| <b>State Funds:</b>             |                                 |                               |                                |            |                       |                          |                                   |                         |
| Base Allocation                 | \$14,522,811                    | \$14,663,244                  | \$14,663,244                   | \$0        | \$8,863,291           | 60.45%                   | \$8,624,082                       | 60.85%                  |
| Opportunity Grant               | 461,412                         | 461,412                       | 461,412                        | 0          | 289,587               | 62.76%                   | 261,010                           | 56.57%                  |
| Worker Retraining               | 2,073,823                       | 2,176,323                     | 2,176,323                      | 0          | 1,252,187             | 57.54%                   | 1,418,686                         | 68.41%                  |
| <b>Total State:</b>             | <b>\$17,058,046</b>             | <b>\$17,300,979</b>           | <b>\$17,300,979</b>            | <b>\$0</b> | <b>\$10,405,065</b>   | <b>60.14%</b>            | <b>\$10,303,778</b>               | <b>61.67%</b>           |
| <b>Local Funds:</b>             |                                 |                               |                                |            |                       |                          |                                   |                         |
| <b>General:</b>                 |                                 |                               |                                |            |                       |                          |                                   |                         |
| Operating Fees                  | \$8,085,000                     | \$8,085,000                   | \$8,085,000                    | \$0        | \$5,329,750           | 65.92%                   | \$5,666,096                       | 70.10%                  |
| General Local                   | 1,528,900                       | 1,528,900                     | 1,528,900                      | 0          | 1,082,938             | 70.83%                   | 1,060,843                         | 69.39%                  |
| Alternative Education Program   | 530,000                         | 530,000                       | 530,000                        | 0          | 155,863               | 29.41%                   | 190,007                           | 42.70%                  |
| Running Start                   | 785,000                         | 785,000                       | 785,000                        | 0          | 317,985               | 40.51%                   | 263,015                           | 35.07%                  |
| Foundation Support              | 200,000                         | 200,000                       | 200,000                        | 0          | 150,000               | 75.00%                   | 150,000                           | 75.00%                  |
| Corrections Ed.-Indirect        | 669,228                         | 679,316                       | 679,316                        | 0          | 454,108               | 66.85%                   | 353,538                           | 55.28%                  |
| Carry-Forward & Use of Reserves | 493,575                         | 493,575                       | 493,575                        | 0          | 329,050               | 66.67%                   | 565,717                           | 66.67%                  |
| <b>Total General:</b>           | <b>\$12,291,703</b>             | <b>\$12,301,791</b>           | <b>\$12,301,791</b>            | <b>\$0</b> | <b>\$7,819,694</b>    | <b>63.57%</b>            | <b>\$8,249,216</b>                | <b>66.02%</b>           |
| <b>Self-Support:</b>            |                                 |                               |                                |            |                       |                          |                                   |                         |
| Community Service               | 75,000                          | 75,000                        | 75,000                         | 0          | 123,147               | 164.20%                  | 63,583                            | 84.78%                  |
| Ancillary Programs              | 300,000                         | 300,000                       | 300,000                        | 0          | 189,697               | 63.23%                   | 329,484                           | 54.91%                  |
| <b>Total Self Support:</b>      | <b>\$375,000</b>                | <b>\$375,000</b>              | <b>\$375,000</b>               | <b>\$0</b> | <b>\$312,844</b>      | <b>83.43%</b>            | <b>\$393,067</b>                  | <b>58.23%</b>           |
| <b>Total Local Funds</b>        | <b>\$12,666,703</b>             | <b>\$12,676,791</b>           | <b>\$12,676,791</b>            | <b>\$0</b> | <b>\$8,132,538</b>    | <b>64.15%</b>            | <b>\$8,642,283</b>                | <b>65.62%</b>           |
| <b>TOTAL REVENUE</b>            | <b>\$29,724,749</b>             | <b>\$29,977,770</b>           | <b>\$29,977,770</b>            | <b>\$0</b> | <b>\$18,537,603</b>   | <b>61.84%</b>            | <b>\$18,946,061</b>               | <b>63.41%</b>           |

|                                  | 2016-2017<br>Approved<br>Budget | January<br>Adjusted<br>Budget | February<br>Adjusted<br>Budget | Difference | Expenditures<br>to<br>Date | Encumbrances<br>to<br>Date | Total<br>Activity<br>to Date | % of<br>Annual<br>Budget | Prior Year<br>Activity<br>to Date | % of<br>Prior<br>Budget |
|----------------------------------|---------------------------------|-------------------------------|--------------------------------|------------|----------------------------|----------------------------|------------------------------|--------------------------|-----------------------------------|-------------------------|
| <b>EXPENDITURES:</b>             |                                 |                               |                                |            |                            |                            |                              |                          |                                   |                         |
| <b>By Object</b>                 |                                 |                               |                                |            |                            |                            |                              |                          |                                   |                         |
| Salaries and Wages               | \$18,330,139                    | \$18,288,841                  | \$18,250,384                   | (\$38,457) | \$11,094,718               | \$0                        | \$11,094,718                 | 60.79%                   | \$11,037,770                      | 60.72%                  |
| Benefits                         | 6,086,087                       | 6,140,083                     | 6,116,811                      | (23,272)   | 3,989,152                  | 0                          | 3,989,152                    | 65.22%                   | 3,903,873                         | 64.68%                  |
| Rents                            | 179,228                         | 179,228                       | 179,228                        | 0          | 112,949                    | 53,394                     | 166,343                      | 92.81%                   | 156,742                           | 92.08%                  |
| Utilities                        | 835,355                         | 835,355                       | 835,355                        | 0          | 537,887                    | 0                          | 537,887                      | 64.39%                   | 504,698                           | 60.42%                  |
| Goods and Services               | 2,531,721                       | 2,581,911                     | 2,636,611                      | 54,700     | 1,621,416                  | 546,273                    | 2,167,689                    | 82.21%                   | 2,336,818                         | 88.23%                  |
| Travel                           | 233,836                         | 243,860                       | 249,438                        | 5,578      | 213,580                    | 0                          | 213,580                      | 85.62%                   | 235,723                           | 88.84%                  |
| Equipment                        | 256,335                         | 412,443                       | 413,894                        | 1,451      | 259,122                    | 16,411                     | 275,533                      | 66.57%                   | 251,068                           | 73.34%                  |
| Subsidies/Transfers/Debt Service | 1,272,048                       | 1,296,049                     | 1,296,049                      | 0          | 732,172                    | 0                          | 732,172                      | 56.49%                   | 877,538                           | 62.64%                  |
| <b>Total by Object</b>           | <b>\$29,724,749</b>             | <b>\$29,977,770</b>           | <b>\$29,977,770</b>            | <b>\$0</b> | <b>\$18,560,996</b>        | <b>\$616,078</b>           | <b>\$19,177,074</b>          | <b>63.97%</b>            | <b>\$19,304,230</b>               | <b>64.61%</b>           |
| <b>By Program</b>                |                                 |                               |                                |            |                            |                            |                              |                          |                                   |                         |
| Instruction                      | \$12,392,947                    | \$12,757,296                  | \$12,716,550                   | (\$40,746) | \$7,659,999                | \$153,015                  | \$7,813,014                  | 61.44%                   | \$7,845,445                       | 62.79%                  |
| Community Service                | 75,000                          | 75,000                        | 75,000                         | 0          | 66,397                     | 0                          | 66,397                       | 88.53%                   | 38,469                            | 51.29%                  |
| Instructional Computing          | 435,482                         | 439,656                       | 439,827                        | 171        | 250,101                    | 13,912                     | 264,013                      | 60.03%                   | 264,123                           | 67.27%                  |
| Ancillary Programs               | 300,000                         | 300,000                       | 300,000                        | 0          | 231,374                    | 3,759                      | 235,133                      | 78.38%                   | 466,011                           | 77.67%                  |
| Academic Administration          | 2,997,266                       | 3,146,533                     | 3,142,054                      | (4,479)    | 2,058,684                  | 6,650                      | 2,065,334                    | 65.73%                   | 2,097,740                         | 66.10%                  |
| Library Services                 | 621,882                         | 631,437                       | 631,437                        | 0          | 403,603                    | 2,090                      | 405,693                      | 64.25%                   | 409,070                           | 66.40%                  |
| Student Services                 | 3,951,221                       | 4,024,447                     | 4,046,964                      | 22,517     | 2,623,354                  | 4,162                      | 2,627,516                    | 64.93%                   | 2,511,760                         | 65.33%                  |
| Institutional Support            | 5,845,595                       | 5,471,519                     | 5,493,037                      | 21,518     | 3,235,910                  | 209,973                    | 3,445,883                    | 62.73%                   | 3,536,022                         | 62.70%                  |
| Facility Services                | 3,105,356                       | 3,131,882                     | 3,132,901                      | 1,019      | 2,031,574                  | 222,517                    | 2,254,091                    | 71.95%                   | 2,135,590                         | 70.23%                  |
| <b>Total by Program</b>          | <b>\$29,724,749</b>             | <b>\$29,977,770</b>           | <b>\$29,977,770</b>            | <b>\$0</b> | <b>\$18,560,996</b>        | <b>\$616,078</b>           | <b>\$19,177,074</b>          | <b>63.97%</b>            | <b>\$19,304,230</b>               | <b>64.61%</b>           |

# WALLA WALLA COMMUNITY COLLEGE

## Grants and Contracts

February 2017

|  | January &<br>February<br>Changes | 2016-2017<br>YTD<br>Budget | Expenditures<br>to<br>Date | Encumbrances     | Activity<br>to<br>Date | YTD<br>Percentage<br>Spent | Balance<br>Expendable | Revenue<br>to<br>Date | Balance<br>Receivable |
|--|----------------------------------|----------------------------|----------------------------|------------------|------------------------|----------------------------|-----------------------|-----------------------|-----------------------|
| <b>Corrections Education</b>                     | <b>\$96,017</b>                  | <b>6,603,735</b>           | <b>\$4,176,406</b>         | <b>\$96,347</b>  | <b>\$4,272,753</b>     | <b>64.7%</b>               | <b>\$2,330,982</b>    | <b>\$3,172,261</b>    | <b>\$1,100,492</b>    |
| <b>State Funded</b>                              |                                  |                            |                            |                  |                        |                            |                       |                       |                       |
| Carl Perkins Federal Vocational                  | \$0                              | \$389,828                  | \$153,373                  | \$9,765          | \$163,138              | 41.8%                      | \$226,690             | \$109,114             | \$54,024              |
| Perkins-Leadership Block Grant                   | 0                                | 16,000                     | 8,338                      | 0                | 8,338                  | 52.1%                      | 7,662                 | 8,338                 | 0                     |
| Perkins-Non-Traditional                          | 0                                | 5,000                      | 0                          | 0                | 0                      | 0.0%                       | 5,000                 | 0                     | 0                     |
| WSP Perkins-Special Projects                     | 15,000                           | 15,000                     | 0                          | 0                | 0                      | 0.0%                       | 15,000                | 0                     | 0                     |
| CRCC Perkins-Special Projects                    | 15,000                           | 15,000                     | 0                          | 0                | 0                      | 0.0%                       | 15,000                | 0                     | 0                     |
| Workfirst  | 0                                | 268,435                    | 176,346                    | 0                | 176,346                | 65.7%                      | 92,089                | 132,192               | 44,154                |
| Water Management Center                          | 0                                | 363,750                    | 200,496                    | 661              | 201,157                | 55.3%                      | 162,593               | 181,875               | 19,282                |
| Dept. of Ecology - Titus Creek Project           | 0                                | 16,130                     | 1,720                      | 14,410           | 16,130                 | 100.0%                     | 0                     | 0                     | 16,130                |
| State Work Study                                 | 0                                | 41,645                     | 25,248                     | 0                | 25,248                 | 60.6%                      | 16,397                | 10,000                | 15,248                |
| Ag Center USDA Grant                             | 0                                | 675,929                    | 277,017                    | 16,863           | 293,880                | 43.5%                      | 382,049               | 150,204               | 143,676               |
| TAACCCT Grant                                    | 0                                | 818,837                    | 554,175                    | 0                | 554,175                | 67.7%                      | 264,662               | 195,401               | 358,774               |
| Early Achiever Opportunity Grant                 | 0                                | 66,400                     | 50,905                     | 0                | 50,905                 | 76.7%                      | 21,051                | 46,303                | 4,602                 |
| Department of Early Learning - ECEAP             | 0                                | 199,049                    | 54,042                     | 8,544            | 62,586                 | 31.4%                      | 136,463               | 133,279               | (70,693)              |
| Adult Basic Education                            | 0                                | 113,555                    | 73,107                     | 0                | 73,107                 | 64.4%                      | 40,448                | 50,037                | 23,070                |
| EI Civics  | 0                                | 22,828                     | 6,216                      | 0                | 6,216                  | 27.2%                      | 16,612                | 3,877                 | 2,339                 |
| I-DEA Grant                                      | 0                                | 20,000                     | 19,974                     | 26               | 20,000                 | 100.0%                     | 0                     | 10,979                | 9,021                 |
| Basic Food Employment & Training                 | 0                                | 343,960                    | 180,351                    | 0                | 180,351                | 52.4%                      | 163,609               | 243,354               | (63,003)              |
| Central Washington University                    | 0                                | 20,752                     | 9,751                      | 0                | 9,751                  | 47.0%                      | 11,001                | 20,752                | (11,001)              |
| ABE Leadership Block Grant                       | 0                                | 4,968                      | 2,317                      | 0                | 2,317                  | 46.6%                      | 2,651                 | 2,317                 | 0                     |
| Miscellaneous SBCTC Grants                       | 0                                | 1,000                      | 1,000                      | 0                | 1,000                  | 100.0%                     | 0                     | 500                   | 500                   |
| <b>Total State Funded</b>                        | <b>\$30,000</b>                  | <b>\$3,418,066</b>         | <b>\$1,794,376</b>         | <b>\$50,269</b>  | <b>\$1,844,645</b>     |                            | <b>\$1,578,977</b>    | <b>\$1,298,522</b>    | <b>\$546,123</b>      |
| <b>Federal Funded</b>                            |                                  |                            |                            |                  |                        |                            |                       |                       |                       |
| Student Support Services (SSS) FY 15-20          | \$0                              | \$492,630                  | \$232,783                  | \$0              | \$232,783              | 47.3%                      | \$259,847             | \$165,194             | \$67,589              |
| College Work Study                               | 0                                | 102,345                    | 60,983                     | 0                | 60,983                 | 59.6%                      | 41,362                | 53,279                | 7,704                 |
| <b>Total Federal Funded</b>                      | <b>\$0</b>                       | <b>\$594,975</b>           | <b>\$293,766</b>           | <b>\$0</b>       | <b>\$293,766</b>       |                            | <b>\$301,209</b>      | <b>\$218,473</b>      | <b>\$75,293</b>       |
| <b>Private Funded</b>                            |                                  |                            |                            |                  |                        |                            |                       |                       |                       |
| Customized Contract Training                     | \$0                              | \$50,000                   | \$14,593                   | \$0              | \$14,593               | 29.2%                      | \$35,407              | \$7,441               | \$7,152               |
| EMS Trauma Training                              | 0                                | 7,000                      | 3,518                      | 0                | 3,518                  | 50.3%                      | 3,482                 | 1,400                 | 2,118                 |
| Parent Co-op                                     | 0                                | 40,000                     | 21,658                     | 0                | 21,658                 | 54.1%                      | 18,342                | 21,353                | 305                   |
| Child Care Aware                                 | 42,297                           | 245,800                    | 142,433                    | 138              | 142,571                | 58.0%                      | 103,229               | 160,316               | (17,745)              |
| Working Families Support Network                 | 0                                | 75,678                     | 38,734                     | 12,000           | 50,734                 | 67.0%                      | 24,944                | 75,678                | (24,944)              |
| Project Finish Line                              | 0                                | 31,952                     | 26,029                     | 0                | 26,029                 | 81.5%                      | 5,923                 | 31,952                | (5,923)               |
| ESD 123 Consulting & Home Services               | 0                                | 83,637                     | 27,307                     | 0                | 27,307                 | 32.6%                      | 56,330                | 48,638                | (21,331)              |
| Waitsburg School District Preschool              | 0                                | 40,000                     | 19,449                     | 0                | 19,449                 | 48.6%                      | 20,551                | 0                     | 19,449                |
| Legacy for Health - Tobacco Free Initiative      | 0                                | 5,000                      | 596                        | 0                | 596                    | 11.9%                      | 4,404                 | 5,000                 | (4,404)               |
| SE Washington Economic Development               | 0                                | 22,405                     | 15,645                     | 0                | 15,645                 | 69.8%                      | 6,760                 | 22,405                | (6,760)               |
| Avista   | 0                                | 18,927                     | 2,557                      | 0                | 2,557                  | 13.5%                      | 16,370                | 18,927                | (16,370)              |
| <b>Total Private Funded</b>                      | <b>\$42,297</b>                  | <b>\$640,247</b>           | <b>\$312,616</b>           | <b>\$12,138</b>  | <b>\$324,754</b>       |                            | <b>\$315,493</b>      | <b>\$412,958</b>      | <b>(\$88,204)</b>     |
| <b>Fiscal Agent Contracts</b>                    |                                  |                            |                            |                  |                        |                            |                       |                       |                       |
| Community Network                                | \$5,000                          | \$33,863                   | \$33,550                   | \$0              | \$33,550               | 99.1%                      | \$313                 | \$33,863              | (\$313)               |
| Early Learning Coalition (ELC)                   | 0                                | 40,520                     | 35,888                     | 0                | 35,888                 | 88.6%                      | 4,632                 | 27,791                | 8,097                 |
| Snake River Salmon Recovery Board (SRSRB)        | 0                                | 361,376                    | 209,025                    | 44,787           | 253,812                | 70.2%                      | 107,564               | 133,058               | 120,754               |
| Bonneville Power Administration (SRSRB)          | 0                                | 166,841                    | 124,023                    | 25,910           | 149,933                | 89.9%                      | 16,908                | 77,784                | 72,149                |
| <b>Total Fiscal Agent Contracts</b>              | <b>\$5,000</b>                   | <b>\$602,600</b>           | <b>\$402,486</b>           | <b>\$70,697</b>  | <b>\$473,183</b>       |                            | <b>\$129,417</b>      | <b>\$272,496</b>      | <b>\$200,687</b>      |
| <b>Grand Total of All Grants &amp; Contracts</b> | <b>\$173,314</b>                 | <b>\$11,859,623</b>        | <b>\$6,979,650</b>         | <b>\$229,451</b> | <b>\$7,209,101</b>     | <b>60.8%</b>               | <b>\$4,656,078</b>    | <b>\$5,374,710</b>    | <b>\$1,834,391</b>    |



## Walla Walla Community College Budget Values and Principles

## Tab 8

### Board Expectations

- The budget will align with the College's mission, vision, core themes, and objectives.
- The budget process reflects WWCC's values of Learning, Community, Diversity, Health and Humor, Excellence, Integrity, Teamwork, Innovation, Personal and Professional Growth, and Sustainability.
- The budget will foster a college environment that supports quality instruction, student learning, and student success.
- The budget will consider student and community needs.
- The budget must comply with legal, contractual and accreditation requirements, and Board and College policies.
- The budget responds to or anticipates external factors specific to each budget development cycle.
- The budget positions WWCC for long-term financial sustainability and maintains reserve funds to deal with emergencies or unanticipated expenses.

### Our Expectations of Ourselves

- We will be good stewards of our resources.
- We will conduct ourselves as a community of learners during all phases of budget development -- working within a shared governance framework, while treating people with dignity and respect at all times.
- We will improve the transparency and inclusiveness of the budget process by maintaining open, honest, and clear communication.
- We will develop mechanisms for stakeholders to receive and respond to budget information.
- We will involve and inform programs and individuals who will be directly impacted, as plans evolve and before making final budget recommendations.
- We will use evidence to inform the budget process. The budget process and outcomes of budgeting decisions will be assessed and evaluated.

*Endorsed by College Council: 3.6.17*

*Approved by WWCC Board of Trustees:*

**2017 – 2018  
Budgeting Facts and Assumptions**

1. The 2017-18 Budget Instructions were distributed to all WWCC employees by email on March 1. These comprehensive instructions included background on the shortfall that will need to be resolved during the budgeting process.
2. Several key changes in the budget development process were enacted to create a highly participatory and open budget process; including the creation of a Budget website to capture and communicate facts, assumptions, schedules, presentations, etc. The website will also have a “Suggestions” page to allow all employees to share ideas during the planning and budget process.
3. Planning Groups were established to work across large sections of the operating budget to prioritize new funding requests and identify options that will be used to create several reduction scenarios.
4. The Governor’s biennial budget includes a 6% raise for all employees that is spread over the biennium in 2% increments with approximately 70% funded by the State.
5. The Governor’s budget included state funding for a “tuition backfill” so that tuition rates would not need to increase during the biennium.
6. The State House and Senate budgets have not been released as of 3/10/17.
7. Enrollment planning is well underway and goals focused on a number of instructional pathways and programs are coming into focus.
8. SBCTC’s final enrollment target for our state allocated funding has not been determined, however a range of 2,697 – 2793 FTES is currently under consideration.
9. The new allocation funding model will again reduce our share of state funds by \$174,829. This is the second of a four-year phased-in reduction that was equal to 4.1% of the College’s total state allocation as of June 30, 2016.
10. Operating fee (tuition) revenue projections are projected to decrease by \$320,000 or 4%.
11. Running Start enrollments have increased and Alternative Education Program enrollments declined slightly for a net increase in revenues of almost \$95,000 after taking into account a projected 2% annual reimbursement rate increase.
12. Reserves of \$200,000 were used to create a balanced budget for 2016-17, resulting in the need to plan to absorb that deficit in the 2017-18 budget.
13. After using local reserves for the past two years, \$175,000 must be added to the operating budget to cover our share of the ctcLink maintenance contract.
14. In addition to the above impacts from the 2016-17 budget process, several strategies were used to take advantage of short-term savings and one-time only funding sources resulting in the need to plan to absorb around \$350,000 of those ongoing costs into the 2017-18 budget.

15. Fall Quarter 2017 the Clarkston Workforce and Business Development facility will come to life with students for the first time. Debt Service costs of \$106,000 will be included in the operating budget to pay back the \$1.5 million Certificate of Participation that was borrowed to help construct the new facility.
16. Ongoing instructional operating costs for the Clarkston Workforce and Business Development center are currently estimated at around \$150,000.

DRAFT 3/10/17



## WALLA WALLA COMMUNITY COLLEGE BOARD POLICY RESERVES

The College will maintain a reserve fund balance of at least five percent (5%) of the average general operating revenues for the three immediately preceding fiscal years. The reserve will ensure that sufficient funds are available to deal with fluctuations in revenue and expenditures. Board approval will be required should it be necessary to decrease the reserve fund balance below five percent (5%).

The status of the College's reserve will be reported to the Board of Trustees at least annually.

### **Proposed revision 3/15/17:**

**The President shall ensure that the College maintains a reserve fund balance of at least twenty percent (20%) of general operating revenues. The reserve will ensure that sufficient funds are available to deal with fluctuations in revenue and expenditures. The Board may approve spending resulting in lower reserve balances in an emergency situation or when they believe it to be in the best interests of the College's immediate or long-term needs.**

**The status of the College's reserve will be reported to the Board of Trustees at least annually.**





# Walla Walla Community College

Policy: Cash Management

Adopted: April 20, 2005

## CASH MANAGEMENT

The College will take such actions as are necessary to ensure the effective cash management of funds. Business Services shall manage the cash flow of all funds consistent with state law and the policies and procedures established by the Office of Financial Management (OFM).

The College shall establish written administrative procedures in accordance with this policy that are necessary to manage the cash flow of funds.



# Walla Walla Community College

Policy: Investments

Adopted: May 18, 2005

## Board Policy – Investments

Authority to manage the College's investment program is derived from Chapter 39.58 RCW for Washington State Government entities. It is the policy of the College to invest public funds in a manner which will provide maximum security with the highest investment return while meeting the daily cash flow demands of the College and conforming to all state and local statutes governing the investment of public funds.

### **Scope**

This investment policy applies to all financial assets of the College and shall include the following:

- General Funds
- Special Revenue Funds
- Internal Service Funds
- Enterprise Funds
- Trust/Agency Funds

### **Prudence**

Investments shall be made with the judgment and care, under circumstances then prevailing, which persons of prudence, discretion and intelligence exercise in the management of their own affairs, not for speculation, but for investment, considering the probable safety of their capital as well as the probable income to be derived. The standard of prudence to be used by investment officials shall be the "**prudent person**" standard, as defined by RCW 43.250.040, and shall be applied in the context of managing an overall portfolio. Investment officers acting in accordance with written procedures and the investment policy and exercising due diligence shall be relieved of personal responsibility for an individual security's credit risk or market price changes, provided deviations from expectations are reported in a timely fashion and appropriate action is taken to control adverse developments.

## **Objective**

The primary objectives, in priority order, of the College's investment activities shall be:

**Safety:** Safety of the principal is the foremost objective of the investment program. Investments of the College shall be undertaken in a manner that seeks to ensure the preservation of capital in the overall portfolio. To obtain this objective, diversification is required in order that potential losses on individual securities do not exceed the income generated from the remainder of the portfolio.

**Liquidity:** The College's investment portfolio will remain sufficiently liquid to enable the College to meet all operating requirements, which might be reasonably anticipated.

**Yield:** The College's investment portfolio shall be designed with the objective of attaining a market rate of return throughout budgetary and economic cycles, taking into account the College's investment risk constraints and the cash flow characteristics of the portfolio.

## **Delegation of Authority**

Authority to manage the College's investment program is derived from the College Board of Trustees policy on delegation of authority to the President who has hereby delegated that authority to the Vice President for Financial Services, who shall establish written procedures for the operation of the investment program consistent with this investment policy. No person may engage in an investment transaction except as provided under the terms of this policy and the procedures established by the Vice President of Financial Services.

## **Ethics and Conflicts of Interest**

Officers and employees involved in the investment process shall refrain from personal business activity that could conflict with the proper execution of the investment program, or which could impair their ability to make impartial decisions.

## **Authorized Financial Dealers and Institutions**

The State Treasurer maintains a list of broker/dealers and financial institutions authorized to provide investment services. Authorized broker/dealers and financial institutions will be limited to those that meet one or more of the following:

- Financial institutions approved by the Washington Public Deposit Protection Commission (RCW 39.58); or,
- Primary dealers recognized by the Federal Reserve Bank; or,
- Non-primary dealers qualified under U.S. Securities and Exchange Commission Rule 15C-3-1, the Uniform Net Capital Rule.

### **Authorized and Suitable Investments**

Eligible investments are only those securities and deposits authorized by statute (RCW 36.29.020 and 43.84.808). Eligible investments include:

- Certificates, notes, bonds or other obligations backed by the full faith and credit of the U.S. Government
- Certificates of deposit issued by qualified public depositories of the State of Washington
- Bankers acceptances
- Washington State Treasurer's "Local Government Investment Pool" (LGIP)
- Investment pools managed by qualified public depositories when investments of the pool consist entirely of qualified federal government securities.

### **Safekeeping and Custody**

All security transactions entered into by the College shall be conducted on a **delivery-versus-payment (DVP)** basis. Securities purchased by the entity will be delivered against payment and held in a custodial safekeeping account with the trust department of a bank. The trust department of a bank, a third party custodian, will be designated by the Vice President for Financial Services and all transactions will be evidenced by safekeeping receipts.

### **Diversification**

The College will diversify its investments by security type and institution. With the exception of US Treasury securities and authorized pools, no more than 50% of the College's total investment portfolio will be invested in a single security type or with a single financial institution.

### **Internal Controls**

The College will maintain internal controls to protect against the loss of public funds arising from negligence, theft or misuse. These controls will include, but not be limited to:

- The use of third party custody and safekeeping;
- The execution of all securities transactions on a delivery-versus-payment (DVP) basis;
- The clear delegation of investment authority;
- The separation of transaction authority from record keeping;
- The use of objective criteria in selecting financial institutions and dealers authorized to provide investment services to the state;
- The use of objective criteria in awarding investment purchases and sales to authorized financial institutions and dealers; and
- The state auditor will "audit the accounts" and "inspect the books" to determine the compliance of investment activities with state statutes and this policy.

### **Performance Standards**

The investment portfolio will be designed to obtain an average rate of return which meets or exceeds the rate paid by the Local Government Investment Pool. This performance standard shall take into account the College's investment risk constraints and cash flow needs.



# Walla Walla Community College

Policy: Use of Debt

Adopted: April 20, 2005

## USE OF DEBT

The College in accordance with Chapter 28B.50.140 (6) RCW, may, with the approval of the State Board for Community and Technical Colleges (SBCTC) borrow money and issue and sell revenue bonds in accordance with the provisions of RCW 28B.10.300 through 28B10.330 where applicable.

It is the policy of the College to effectively manage the appropriate level of debt to ensure adequate resources are available to meet debt service requirements. The College shall not incur debt or borrow money which will cause the aggregate debt obligation by the College to exceed that amount for which payments of principal and interest in any fiscal year would require the College to expend more than three percent (3%) of the average general operating revenues for the three immediately preceding fiscal years.

The College shall establish written administrative procedures for the use of debt in accordance with this policy and state law.



Office of the President  
 Walla Walla Community College  
 500 Tausick Way  
 Walla Walla, WA 99362-9267  
 Phone: (509)527-4274  
 Fax: (509)527-4249

## MEMORANDUM

**TO:** Board of Trustees

**DATE:** March 7, 2017

**FROM:** Derek Brandes, President 

**RE:** Tenure Recommendations

---

Both the Tenure Review Committee and Marleen Ramsey, Vice President of Instruction, have made recommendations regarding awarding tenure. After my review of the tenure files, I agree with their recommendations.

I recommend that the Walla Walla Community College Board of Trustees grant tenure to the following faculty members:

|                      |                                       |
|----------------------|---------------------------------------|
| Jennifer Bayne-Lemma | Philosophy Instructor                 |
| Timothy Burgoyne     | Office Technology/Business Instructor |
| Joe Cooke            | Accounting Instructor                 |
| Michelle McKibben    | Cosmetology Instructor                |
| Robert Walker        | CNC Machining Instructor, WSP         |

My recommendations for continuation of other faculty in the tenure process will be reviewed during the Executive Session.



**Walla Walla Community College**

**Instruction Office**

500 Tausick Way  
Walla Walla, WA 99362-9267  
(509) 527-4289  
FAX (509) 527-4249

TO: Derek Brandes

FROM: Marleen Ramsey *Marleen*

DATE: March 3, 2017

SUBJECT: Probationary Faculty Evaluation and Recommendation

After meeting with the Tenure Review Committee on March 3, 2017, and carefully evaluating the progress of each of the current probationary faculty appointees, I fully concur with the committee's assessment and endorse its recommendation that the following faculty members be considered favorably in the granting of tenure:

|                      |                                       |
|----------------------|---------------------------------------|
| Jennifer Bayne-Lemma | Philosophy Instructor                 |
| Timothy Burgoyne     | Office Technology/Business Instructor |
| Joe Cooke            | Accounting Instructor                 |
| Michelle McKibben    | Cosmetology Instructor                |
| Robert Walker        | CNC Machining Instructor, WSP         |

I recommend continued probationary status for the following faculty:

|                    |                                      |
|--------------------|--------------------------------------|
| Patricia Becker    | Nursing Instructor                   |
| Jodi Bice          | Nursing Instructor, Clarkston Campus |
| Jeremiah Burt      | English Instructor                   |
| Ruth Hallowell     | Nursing Instructor                   |
| Kaye McGehee       | Nursing Instructor, Clarkston Campus |
| Chris Mehl         | Mathematics Instructor               |
| Curtis Phillips    | Human Services Instructor            |
| Kimberly Pottberg  | Nursing Instructor, Clarkston Campus |
| Jennifer Stutesman | Reference Librarian                  |
| Kimberly Tolson    | English Instructor, Clarkston Campus |
| Jennifer Vaughn    | ABE Instructor                       |

cc: Sherry Hartford



**Walla Walla Community College**  
**Tenure Review Committee**  
500 Tausick Way  
Walla Walla, WA 99362-9267

TO: Dr. Derek Brandes, President

FROM: Linda Lane, Chair  
Tenure Review Committee *Linda Lane*

DATE: March 3, 2017

SUBJECT: Probationary Faculty Evaluations and Recommendations

The Tenure Review Committee met on March 3, 2017, to review Winter Quarter evaluations of those faculty who were referred to the committee by your memo of October 15, 2016. The administrative, student, peer, and self evaluations within each of those person's file were discussed as well as a review provided by each of the supervisors in attendance.

The committee voted to recommend that the Board of Trustees grant tenure to the following faculty, who have completed three years of successful employment at Walla Walla Community College:

|                      |                                       |
|----------------------|---------------------------------------|
| Jennifer Bayne-Lemma | Philosophy Instructor                 |
| Timothy Burgoyne     | Office Technology/Business Instructor |
| Joe Cooke            | Accounting Instructor                 |
| Michelle McKibben    | Cosmetology Instructor                |
| Robert Walker        | CNC Machining Instructor, WSP         |

The committee voted to recommend that the following probationary faculty be continued in full-time probationary employment:

|                    |                                      |
|--------------------|--------------------------------------|
| Patricia Becker    | Nursing Instructor                   |
| Jodi Bice          | Nursing Instructor, Clarkston Campus |
| Jeremiah Burt      | English Instructor                   |
| Ruth Hallowell     | Nursing Instructor                   |
| Kaye McGehee       | Nursing Instructor, Clarkston Campus |
| Chris Mehl         | Mathematics Instructor               |
| Curtis Phillips    | Human Services Instructor            |
| Kimberly Pottberg  | Nursing Instructor, Clarkston Campus |
| Jennifer Stutesman | Reference Librarian                  |
| Kimberly Tolson    | English Instructor, Clarkston Campus |
| Jennifer Vaughn    | ABE Instructor                       |

Feel free to contact me if you have any questions.

cc: Marleen Ramsey  
Sherry Hartford






Office of the President  
Walla Walla Community College  
500 Tausick Way  
Walla Walla, WA 99362-9267  
Phone: (509)527-4274  
Fax: (509)527-4249

Tab 12

## MEMORANDUM

**TO:** Board of Trustees

**DATE:** March 7, 2017

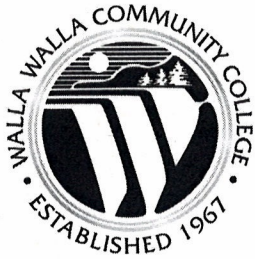
**FROM:** Derek Brandes, President 

**RE:** Sabbatical Recommendation – John Van Slyke

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John Van Slyke, a full-time History and Geography instructor, has submitted an application for a two-quarter sabbatical (Winter and Spring 2018). After reviewing his application and the recommendations from the Professional Development Committee, Dr. Richard Middleton-Kaplan, and Dr. Marleen Ramsey, I recommend that the Board approve sabbatical leave for John Van Slyke.

Thank you.



January 15, 2017

Dr. Derek Brandes, President  
Walla Walla Community College  
500 Tausick Way  
Walla Walla, WA 99362

Dr. Brandes:

I am writing in support of Mr. John VanSlyke's request for a two-quarter sabbatical leave during the upcoming academic year, 2017-18. As outlined in his sabbatical application he is asking for leave to be covered during winter and spring quarters, 2018. The purpose of his sabbatical leave will be to spend several months in Cuba researching and investigating their educational practices, both secondary and post-secondary education. For decades now, since Fidel Castro came into power in 1959, there have been strained relations and closed doors between the United States and Cuba. Both countries have evolved and grown into the 21<sup>st</sup> century with very little awareness and understanding of each other's culture, but with the opening of doors during the latter part of President Obama's tenure, the opportunity to travel and learn about our neighbor, 90 miles from the shores of Florida is now possible.

Prior to his sabbatical leave, Mr. VanSlyke proposes to make contact and plan visits to educational counterparts in various secondary and university institutes in Cuba. He hopes to develop greater understanding of the Cuban education system, specifically pertaining to his discipline, history, and to learn more about course content, course construction, and higher education practices in Cuba. It should be a fascinating study and would bring incredible personal and professional understanding that would enhance several history courses (e.g., Introduction to Latin American History, World Regional Geography, and Roots of World issues) that he teaches here at WWCC.

Attached (Attachment A) please find the estimated projection of the costs to WWCC to cover his sabbatical. I will work with the Dean of Arts and Sciences, Dr. Middleton-Kaplan to ensure that Mr. VanSlyke's courses are covered with qualified adjuncts during the two quarters that he will be on leave. During the decade plus that Mr. VanSlyke has taught at the college he has worked hard to develop courses that are key to the completion of general university requirements and relevant to the study of world history. His latest efforts have been in developing a very high quality course entitled Roots of World Issues (Hist 105), which is a course required for all graduates of Washington State University. It was only last year that WSU developed articulation agreements to allow community colleges to teach this course for transfer to their institution. I strongly support Mr. VanSlyke's sabbatical request and I'm happy to answer any questions you may have regarding his proposal. Thank you.

Sincerely,

Marleen Ramsey, Ph.D.  
Vice President of Instruction

Cc: Dr. Richard Middleton-Kaplan, Dean of Arts and Sciences  
Mr. John VanSlyke, History Faculty, WWCC



# WALLA WALLA COMMUNITY COLLEGE



16 January 2017

Dr. Derek Brandes, President  
Walla Walla Community College  
500 Tausick Way  
Walla Walla, WA 99362

Dear Dr. Brandes:

I am delighted to add my voice to Dr. Marleen Ramsey's in enthusiastically supporting Mr. John Van Slyke's application for a sabbatical in Winter and Spring 2018. As Dr. Ramsey says, we will work together to insure that Mr. Van Slyke's courses are covered with qualified adjuncts, and I am confident that we can arrange that with no disruption to student learning.

The benefits to student learning from this well-thought-out sabbatical proposal are significant and myriad. The recent reduction of trade and travel barriers with Cuba opens a brief window through which Mr. Van Slyke, and by extension WWCC students, can see into a foreign society at the moment of its historical transformation. However, travel to Cuba in itself would not accomplish this, because even now most U.S. travelers to Cuba are restricted to what tour packages show to them; the sabbatical will enable Mr. Van Slyke to go beneath the touristy surface because of his sound planning, his stature as a college History teacher, his Spanish-language ability, and the contacts he will establish with Cuban educators who are eager to rejoin the broader international community of teachers. Entering into living history will help Mr. Van Slyke to convey a sense of exciting, before-our-eyes transformation to his students; indeed, this extends the approach he has developed in his successful new HIST 105: Roots of World Issues course, which examines contemporary problems by moving from present turmoil back to historical roots, thereby reversing the sequence of traditional History instruction and captivating students with the present-day relevance of historical study. Students in several courses will benefit from this project, including direct application in GEOG 102, HIST& 127 and 128, and HIST 250, as well as HIST 105. Upon his return, I will support campus- and community-wide presentations through which he can share his findings.

Mr. Van Slyke's proposal to investigate how Cuba and the U.S.A. "tell the history of their relationship" is particularly noteworthy and deserving of support. From Robert Graves in "The Persian Version" (a poem which presents an alternative to the Greek telling of the Battle of Marathon) to philosophers of history such as Hayden White, we have learned that written and oral histories are framed into narrative structures that reflect agendas of power. Yet most students still conceive of history as a supposedly objective rendering of facts. Being able to contrast two conflicting national narratives, and the ways those narratives are now mutating to come to terms with the rapidly changing present, provides students with a rare opportunity to witness how the stories and histories we tell affect how we regard our neighbors.

Finally, Mr. Van Slyke's proposal reinforces our burgeoning institutional focus on international education. Bringing more international students to WWCC is laudable because, among other benefits, it helps our local students achieve a broader international awareness. At a practical level, global awareness

is an essential learning outcome for the twenty-first century. Mr. Van Slyke's proposal furthers these same aims. The materials that he gathers, the contacts he makes and the exchanges that may result, will directly help WWCC students to become better informed global citizens who are prepared to meet not just the economic but also the political, moral, and perspectival challenges of a complex global society.

For all these reasons, I whole-heartedly endorse Mr. Van Slyke's sabbatical proposal.

Sincerely,



Richard Middleton-Kaplan, Ph.D.  
Dean of Arts & Sciences

Cc: Dr. Marleen Ramsey, Vice President of Instruction  
Mr. John Van Slyke, History Faculty, WWCC

WWCC

1/22/17

Recommendation Letter

Jim Peitersen

Dear Committee:

I am happy that John Van Slyke asked me to provide a recommendation letter for him to the Professional Development Committee concerning his application for a sabbatical. John is requesting sabbatical leave for a portion of the 2017-18 academic year to visit Cuba. He plans to begin relationships with Cuban historians, meet with the populace, and explore the Cuban interpretation of U.S./Cuba relations in the 20<sup>th</sup> century. I generally support all requests for sabbaticals and as the other historian at WWCC I find this particular request worthy of support, and it is compelling for multiple reasons.

John's request for sabbatical leave to visit Cuba is ideal because it will allow him to connect with scholars and the general public in a country that plays a significant role in multiple classes within his discipline. The historical data, professional connections, public contact, and Spanish language immersion will be invaluable as John continues to develop his ongoing courses (World Civ., World Regional Geography, and Roots of World Issues) and should help him reinvigorate the Latin American History course. The knowledge and personal experiences he gains from this visit will benefit our students in many ways. The courses will be richer and John can add anecdotal information from both Cuban scholars and the general public on the island. He can examine issues with more authority, and personal experiences will add depth to discussions. These aspects are perfect examples of a serious/rigorous sabbatical plan.

Beyond the professional development aspects, I believe that John will benefit from this sabbatical in other ways. He has been learning/practicing the Spanish language for years and this immersion will give him a deeper understanding of the language of Cuba (and most of Latin America). I know he has the desire to be naturally fluent in the language, and this time in Cuba should help. As a fellow tenured instructor I know that John will benefit from the chance to get away and "recharge." When we teach quarter after quarter of survey classes, it is sometimes hard to find new ways to explore the discipline of history. This chance to study Cuban history and Cuba/U.S. relationships while living in Cuba will be exciting and invigorating. John will be able to share his experiences with his students, the WWCC community, and the Walla Walla community.

Please accept my unqualified recommendation that the committee approve John's application.

Jim Peitersen – WWCC American Studies Instructor



**Walla Walla Community College**  
**2017-2018 SABBATICAL LEAVE APPLICATION**

---

It is not unusual to receive more requests for sabbatical leave than can be awarded, due to budget constraints. Therefore, the process involving selection becomes somewhat competitive. The screening committee carefully reviews each request and makes a judgment based to a great degree on the quality of the application. Attached to this application form you will find a page from the faculty contract which explains in detail the sabbatical leave policy. Please pay very close attention to item number five (5) which deals with the proper procedure. Good luck to you in your request for sabbatical leave.

---

Name: John R. Van Slyke Date: January 13, 2017

Date of first full-time contract at WWCC: Winter Quarter, 2007

Number of years (full-time) at WWCC: 10

Current teaching assignment: full-time, world history & world regional geography

I request 2 quarter(s) of leave to begin winter 2018 and  
to terminate spring 2018 .

## **I. Description of Sabbatical Leave Plan**

### **A. State reasons for requesting the leave.**

In discussing the prospect of a sabbatical from Walla Walla Community College with various faculty and administrators over the past couple years, I have received a consistent message that -in so much as a sabbatical is financially and logistically feasible- I should do it. The sabbatical affords the faculty member an invaluable opportunity for personal and professional reflection along his journey as a teaching professional. While I have never taken a sabbatical before, I have observed such benefits in the experiences of my colleagues and counterparts throughout higher education.

Cuba is an intriguing setting for a sabbatical for reasons both personal and academic. Personally, I have been long enamored of Cuba's unique history within the western hemisphere (more on this later). Cuba's language, people, music and history have created a very powerful impression in my mind, and thus I have long-considered travel to this island to be an item on my bucket list. Professionally, Cuba's history and global presence have made it a recurring subject throughout the many courses I teach at the college. The country provides a meaningful microcosm of Latin America in my Early Modern (Hist& 127) and Modern World Civilization (Hist& 128) courses. Likewise, Cuba provides the content for entire units in my Intro to Latin American History (Hist 250) and World Regional Geography (Geog 102), and I imagine it will play a prominent role in my Roots of World Issues (Hist 105) as a stand-alone issue in coming editions of the course. In essence, I envision the sabbatical plan that I am proposing here to be a meaningful opportunity for the college to support a faculty member in global studies (world history and world regional geography), to realize long-standing personal and professional development.

### **B. Provide a detailed description of the plan.**

#### ***The purpose***

In April of 1959, just months after he took over Cuba, Castro visited the United States. On a swing that included visits with then-Vice President Nixon, and Harvard University, Castro famously characterized the U.S.-Cuba relationship thusly:

"I think we didn't know you, and we really don't know you well, and you don't know us well. And it is necessary that you and us know better."

Castro's subsequent embrace of communism, and the Cold War tensions that ensued, have allowed this apt statement to ring true even a half-century later. What's more, with the rapid pace of change in the twenty-first century world, I think U.S.-Cuban relations are as relevant today as during the height of the Cold War. Clearly my students would benefit from a closer understanding of the evolving relationship between the United States and its near neighbor and potential partner and ally.



The specific question I would like to explore as part of my travels and cultural experiences on sabbatical is how the countries of the United States and Cuba tend to tell the history of their relationship. Not surprisingly, the way in which a person, a society, or a country characterizes its relationship with an “other” often holds significant consequence for how it regards that other in the present or in the future. In simple terms, this is what I wish to explore as a meaningful part of my sabbatical experience.

My hypothesis is that in characterizing their shared past, the U.S. and Cuba tend to stress different periods of their relationship and this holds consequence for the feelings and frustrations raised by the past. The U.S., I believe, regards U.S.-Cuban history as principally beginning with the Cuban Revolution, and thus with a communist dictator allying with the United States’ Cold War rival. This allows for the U.S. to focus on many of the unsavory tactics employed by Fidel and his regime against political opponents, many of whom were closely tied to American interests on the U.S.-dependent island. I am less certain of how Cuban historians and teachers characterize the relationship, but I imagine the history goes back earlier, to the decades in which Cuba fought for its independence, first from Spain, and later from the neocolonial bonds of the United States. I am eager to put this hypothesis to the test by exploring the question for myself.

### ***The plan***

In the months to come, I plan to establish contacts with a cadre of secondary and university instructors in Cuba. Drawing upon this small sample, I expect to glean interesting aspects of the Cuban education system, mostly pertaining to history, but sure to encompass far more. My hope is that I will find my counterparts cooperative. In addition to establishing contacts for the purposes of interviewing, obtaining course content, and observing classroom lessons, I will survey what Cuba must certainly have in the way of national standards that are used to guide its curriculum, specifically those aspects pertaining to relations with the United States.

My itinerary would span ten weeks traveling and observing throughout various parts of Cuba. By planning well in advance, I think the important variables of housing, professional contacts, cultural destinations, and itinerary planning, can all be balanced. Upon my return, I would spend spring quarter still on sabbatical, compiling my findings made on the ground in Cuba, and modifying and redesigning some of my courses in accord with the fresh knowledge, insight and perspective gleaned from my travels.

## **II. Proposed Benefits**

### **A. Describe the value of the proposed activity to the enhancement of the instructional program of WWCC.**

As an instructor of world history and world regional geography, I am one of



relatively few faculty at Walla Walla Community College who is charged with bringing wholly international content to the learning experience of our students. I have traveled internationally in the past, but not extensively. This sabbatical plan would place me in an international context, forced to navigate significant divides of culture, language, politics and history. Experiences like this are invaluable for helping instructors further obtain –and then model- a global perspective, which is vital to disciplines like world history and world regional geography.

Beyond a global perspective, close examination of how Cubans regard their past vis-a-vis the United States is directly relevant to the content of over half of the courses I teach at WWCC. Critical historical periods like Colonialism, Imperialism, Independence, Cold War, Neoliberalism, Globalization, etc., are all writ large in the experience of Cuba. At our present crossroads as a college where we are more closely examining our service and retention of Latino students, faculty experiences like the one I propose here are crucial. Beyond travel and research in Cuba, I hope to return and use my experience abroad to enhance my course offerings in general, and to re-design my Intro to Latin American History course (Hist 250), in particular.

**B. Describe the value of the proposed activity to your professional growth and development.**

Assembling the vision and beginning planning for this project has been energizing. The historical context and curiosity that I have assembled as an instructor of world history, regional geography, and contemporary world issues will serve me very well in pursuit of this sabbatical plan.

As mentioned already, the global perspective emerging from travel experience will be significant. Traveling and living in Cuba will present me with a 'frontier experience' of culture, language, history, government and people. As is so often the case with frontiers, when we venture forth into exotic circumstances we return changed, with a new range of comfort and familiarity with the world. I see this as a tremendous value to my students and hope that my experience can serve as a source of inspiration, insight and curiosity for their world.

Beyond the difficult-to-measure notion of perspective, one of the key benefits I would expect from this sabbatical experience would be to identify and develop an expanded network of colleagues within my disciplines. By enlarging this circle of professionals I expect to witness instruction in a variety of contexts, communicate with fellow professionals in Cuba and the U.S., and learn of their shared and unique challenges of teaching. This collegial community will be evident not only in the educators I meet in Cuba, but also in the conversations and contacts that emerge in the wake of my sabbatical experience.

Finally, I fully expect that my experience abroad will serve as a transformative experience in the way I understand and relate to my students. For much of this sabbatical experience I will be placing myself in a state of vulnerability, which is

where learning most often begins. As I gain a more authentic glimpse of Cuba's past, its present and its rich mix of influences, perhaps I will be experiencing once again how it feels to learn, and be reminded of the wonderful, authentic and frustrating challenge of assembling patterns and meaning out of "the beautiful mess" that a foreign culture often presents. In any case, I know that I will learn empathy for my students as I struggle to re-assemble a language for learning; I am hopeful that my Spanish language skills will grow by leaps and bounds in the time that I am away.

### **III. Description of Past Contributions to WWCC**

**(Include part-time or classified employment, fellowships, WWCC committee work, recognition, etc.)**

I have been a *full-time instructor* in world history, world regional geography, and American environmental history, and contemporary world issues for 10 years (since winter quarter, 2007)

*Course designs* – In my time as an instructor, I have designed two courses from the ground up (History 205, Hist 105), and re-designed others several times (I am on my third textbook for Hist& 126/127/128), and adapted four courses for online instruction (Hist&126/127/128 and Hist 105).

Campus Expo Presentations – I have prepared and presented topics at two Fall Faculty instructional Expos (*The "L" Word*, and *Teaching Organically*).

*On-line instructional training* (Quality Matters) – In 2010 I completed this 'best practices' curriculum for preparing face-to-face instructors for the important new modality of on-line instruction.

*T-3 Learning Academy* - In 2014 I participated in a learning cadre, converting a unit on Fidel Castro and the Cuban Revolution to a "flipped classroom" model.

*Peer reviews* – As a full-time, tenured instructor in the social sciences and humanities, I have served as a peer reviewer for several of my colleagues.

*Outcomes reviews* – In recent years I have participated in outcomes reviews for my history and geography courses.

I supported our college commitment to shared governance as a member of the *Faculty Senate* and *College Council* from 2013-15.

*CANVAS Instructional Pilots* – I am currently participating in two, one to specifically assist with teaching in a way that is more deliberately tied to course outcomes.

*Community leadership* – I am currently serving as the Moderator of First

Congregational Church, and assisting as time and need allow in the Walla Walla Warming Center at First Congregational Church. Last spring and fall I served as an assistant coach for my son's baseball teams.

*Student advising* – I am a full participant in the ever-evolving role of student advisor.

*Honors instructor* – Last spring I lead an honors version of Hist 205, American Environmental History. Two of my students were recently accepted into this year's Whitman "Gateway Program."

**IV. Three letters of recommendation:**

- A. One colleague**
- B. Your dean or director**
- C. Vice President of Instruction**