



## **Agenda**

Regular Meeting  
Board of Trustees, District No. 20  
Walla Walla Community College  
Walla Walla Community College Clarkston Campus  
1470 Bridge Street; Clarkston, WA  
Wednesday, April 19, 2017  
11:00 a.m. – Study Session  
1:00 p.m. – Board Meeting

*All Times Are Estimates*

### **Study Session**

- |                   |   |                |
|-------------------|---|----------------|
| <b>11:00 a.m.</b> | <b>Call to Order</b><br><b>Approval of Agenda</b><br><i>Dr. Roland Schirman, Chair</i>                | <b>Action</b>  |
| <b>11:05 a.m.</b> | <b>Report and Tour of Workforce and Business Development Building</b><br><i>Dr. Chad Miltenberger</i> | <b>Discuss</b> |

**12:15 p.m.      Lunch Break**

*All Times Are Estimates*

### **Board Meeting**

- |                  |  |  |  |
|------------------|--|--|--|
| <b>1:00 p.m.</b> | <b>Introductions</b><br><u>Shane Loper</u> <ul style="list-style-type: none"> <li>• <b>Johnny Watts, Assistant Director of Facility Services</b></li> </ul>  | <b>Discuss</b>   | <b>Tab 1</b>   |
| <b>1:05 p.m.</b> | <b>Consent Agenda</b><br><i>Dr. Schirman</i> <ol style="list-style-type: none"> <li>1. <b>March 15, 2017 Board Meeting Minutes</b></li> <li>2. <b>Personnel Update</b></li> <li>3. <b>March Financial Report</b></li> <li>4. <b>Interim Spring Quarter Enrollment Report</b></li> <li>5. <b>2017-18 WWCC Instructional Calendar</b></li> <li>6. <b>Amended Reserves Policy</b></li> </ol>  | <b>Action</b>  | <b>Tab 2</b><br><b>Tab 3</b><br><b>Tab 4</b><br><b>Tab 5</b><br><b>Tab 6</b><br><b>Tab 7</b> |
| <b>1:10 p.m.</b> | <b>Oral Reports</b> <ul style="list-style-type: none"> <li>• <b>Associated Student Body Activity Report -- Clarkston Campus</b><br/> <i>Ms. Angela Wakefield, President</i></li> <li>• <b>Clarkston Campus Report</b><br/> <i>Dr. Miltenberger</i></li> <li>• <b>Student Affairs</b><br/> <i>Dr. Jose da Silva</i></li> <li>• <b>Updated on Applied Baccalaureates</b><br/> <i>Ms. Jess Gilmore, Mr. Jerry Anhorn</i></li> </ul> | <b>Discuss</b><br><br><b>Discuss</b><br><br><b>Discuss</b><br><br><b>Discuss</b> |  |
| <b>2:00 p.m.</b> | <b>For Information Only: Interagency Agreement with Office of Financial Management for Collective Bargaining</b><br><i>Mrs. Sherry Hartford</i>  | <b>Discuss</b>   | <b>Tab 8</b>   |

|                  |  |                |               |
|------------------|--|----------------|---------------|
| <b>2:10 p.m.</b> | <b>Presentation on Willow Charter School</b><br><i>Mr. Daniel Calzaretta</i>   | <b>Discuss</b> | <b>Tab 9</b>  |
| <b>2:30 p.m.</b> | <b>President's Report</b><br><i>Dr. Derek Brandes</i> <ul style="list-style-type: none"> <li>• <b>Legislative Update</b></li> <li>• <b>SENSE Survey Results</b></li> </ul> | <b>Discuss</b> | <b>Tab 10</b> |
| <b>2:45 p.m.</b> | <b>Board Reports/Remarks</b>   | <b>Discuss</b> |               |
| <b>2:55 p.m.</b> | <b>New and Unscheduled Business</b>  | <b>Discuss</b> |               |
| <b>3:05 p.m.</b> | <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>                             |                |               |
| <b>3:20 p.m.</b> | <b>Adjourn</b>   |                |               |



**Walla Walla Community College  
Board of Trustees Meeting  
April 19, 2017**

**Tab 1**

**Introductions**

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.

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

March 15, 2017

The Board of Trustees of Community College District No. 20 met in regular session on March 15, 2017, in the Board Room of Walla Walla Community College. Mrs. Darcey Fugman-Small called the meeting to order at 11:00 a.m.

**Trustees present:** Mr. Tim Burt  
Mrs. Darcey Fugman-Small  
Mr. Don McQuary  
Mr. Miguel Sanchez

**Administrators present:** Dr. Derek Brandes, President  
Dr. Jose da Silva, Vice President, Student Affairs  
Mrs. Davina Fogg, Vice President, Financial & Administrative Services  
Mrs. Sherry Hartford, Vice President, Human Resources  
Mrs. Kathy Adamski, Dean, Health Science Education  
Ms. Melissa Andrewjeski, Dean, Coyote Ridge Corrections Center  
Mr. Jerry Anhorn, Dean, Workforce Education  
Mr. Brent Caulk, Dean, Corrections Education, WSP  
Ms. Jessica Gilmore, Dean, Business, Entrepreneurial Programs,  
and Extended Learning  
Dr. Richard Middleton-Kaplan, Dean, Arts and Sciences  
Ms. Stacy Prest, Director, Library Services  
Ms. Darlene Snider, Dean, Transitional Studies  
Ms. Loretta Taylor, Interim Dean, Corrections Education  
Mrs. Melissa Thiessen, Executive Director, Communications &  
Marketing  
Dr. Nick Velluzzi, Executive Director, Institutional Effectiveness  
Ms. Kristi Wellington-Baker, Executive Director, Strategic Initiatives

**Also present:** Ms. Caitlin Fleming, Assistant Attorney General  
Ms. Linda Lane, Chair, Tenure Review Committee  
Ms. Jerri Ramsey, Recording Secretary

**Approval of Agenda.** Mrs. Fugman-Small noted the introduction of Johnny Watts by Shane Loper would take place at a future Board meeting.

Mr. Sanchez moved and Mr. McQuary seconded to approve the agenda for the March 15, 2017 Board of Trustees meeting with the change noted by Mrs. Fugman-Small. *Motion carried.*

## **Study Session**

### **Core Theme Reports:**

- **Student Success.** Dr. Velluzzi reviewed data relative to Core Theme One: Student Success, from IPEDS and the Student Achievement Initiative, used in the College's Year One Self-Evaluation Report; noting the need to determine the most effective data, i.e., data that is meaningful, actionable, and feeds back in to the mission statement.
- **Strong Communities.** Dr. Brandes reviewed a series of Core Themes and Objectives Recommendations, i.e., developing Board policy regarding Core Themes, Mission Fulfillment, and Monitoring Reports; adding tactics to the objectives to align to the various plans (Strategic, Achieving the Dream, etc.); creating dashboards to track progress on outcomes. Dr. Brandes also recommended retitling Core Theme Two from Strong Communities to Relevant, Equitable, and Innovative Programs and Services. The Board was in favor of proceeding with these recommendations.

## **Board Meeting**

Mrs. Fugman-Small called the meeting back to order at 1:00 p.m.

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

- Kevin Knapp, Purchasing Manager
- Lori Carambot, Director of Special Fiscal Services
- Rolando Chavez, Custodian 4
- David Diaz, Custodian 4

## **Consent Agenda.**

Mr. McQuary moved and Mr. Sanchez seconded the consent agenda items be approved or accepted, as appropriate: 1) Approval of February 15, 2017 Board of Trustees Meeting Minutes; 2) Personnel Update; and 3) Enrollment Report. *Motion carried.*

**Employee Recognition.** Mrs. Fugman-Small recognized Kathy Adamski, Dean of Health Science Education/Director of Nursing Education, with a WWCC Recognition of Excellence Award for her leadership efforts in the recently completed nursing accreditation process.

**Oral Reports.**

- **Associated Student Body Activity Report – Walla Walla Campus.** Anna Winnett, Walla Walla ASB Activities Vice President, provided highlights of recent Walla Walla ASB activities, including assisting at the Cowboy Breakfast with proceeds going to the Fight Child Abuse effort and plans to attend the upcoming Students of Color Conference. Ms. Winnett also reported on the upcoming Embrace Leadership Conference, "Opening Doors by Building Community," to be held May 4. On behalf of the Clarkston ASB, Ms. Winnett reported the Clarkston ASB had held a Legacy Project brainstorming session and would also be attending the Students of Color Conference.

- **Instruction.**

1. **For Information Only: 2017-18 Instructional Calendar.** Jessica Gilmore reviewed the proposed WWCC 2017-18 Instructional Calendar, noting it would be included on the consent agenda at the April Board meeting.

2. **Instruction Report: Transforming Lives through the WWCC Operetta.** Julie Jones, Kristen Vining, Lisa Rasmussen, and Performing and Fine Arts students explained the origins of the "What's Your Story" operetta, i.e., a collaboration of both song and art based on the students' personal life experiences, displayed artwork, and the students performed selections from the operetta.

- **College Council**

1. **Policy Sub-Committee Update.** Sherry Hartford highlighted the progress of the Policy Review Committee and reviewed the Committee's planned next steps in the process.

- **Budget.**

1. **February Financials.** Mrs. Fogg reviewed the February Financials, noting there were no changes to the Revenue Budget and only minor changes to the Expenditures Budget. Mrs. Fogg reported the total Actual Revenues closed at 61.84% compared to 63.41% the previous year and total Actual Expenditures closed at 63.97% vs. 64.61% the previous year. Grants and Contracts totaled just under \$12 million with new grants in Corrections Ed (\$96,000), two Perkins grants (\$15,000 each), Child Care Aware (\$42,297), and Community Network (\$5,000).

2. **Approve Walla Walla Community College Budget Values and Principles.** Dr. Brandes reviewed the draft Budget Values and Principles document, noting since its first presentation at the February 15, 2017 Board meeting, changes had been incorporated in the document following review by College Council and the Clarkston Campus.

Mr. Sanchez moved and Mr. McQuary seconded to approve the Walla Walla Community College Budget Values and Principles as presented and made a part of these minutes. *Motion carried.*

**3. Planning Assumptions.** Mrs. Fogg reviewed the current draft Budgeting Facts and Assumptions.

**4. For Information Only: Amend Reserves Policy.** Dr. Brandes presented the current Reserves policy, noting it calls for a five percent reserve, and recommending the Board consider amending it to a twenty percent reserve. The Board requested the policy include language that the Board is to be notified whenever the reserve is below twenty percent. Dr. Brandes also briefly highlighted the Cash Management Policy, Board Policy–Investments, and Use of Debt policy.

**President's Report.** Dr. Brandes reported the State Board had provided positive feedback on the two Statements of Need for Applied Baccalaureates that had been submitted and that efforts were underway to form a community advisory group to discuss peer mentoring groups, a parent orientation program, and family nights to engage families in college education.

- **Legislative Update.** Dr. Brandes reported Trustee Tim Burt's appointment to the Board of Trustees had been unanimously approved by the Senate. Dr. Brandes also reported he, Mr. McQuary, Tim Toon, and Walla Walla ASB President and Executive Vice President, Beth Meyer and Jeff Schwarz, would be spending the following day at the Capitol meeting with representatives and senators. Dr. Brandes highlighted the current status of legislation impacting community and technical colleges.

**Recess to Executive Session to Review Performance of Probationary Faculty Relative to Tenure Status.** The Board recessed to Executive Session at 2:35 p.m. to review the performance of probationary faculty relative to tenure status with an anticipated return time of 3:05 p.m. The Board returned to open session at 3:05 p.m. and Mrs. Fugman-Small reported no action had been taken during the Executive Session.

**Tenure.**

- **Tenure Recommendations.**

Mr. McQuary moved and Mr. Burt seconded that the Board approve granting tenure to: Jennifer Bayne-Lemma, Philosophy Instructor; Timothy Burgoyne, Office Technology/Business Instructor; Joe Cooke, Accounting Instructor; Michelle McKibben, Cosmetology Instructor; and Robert Walker, CNC Machining Instructor, WSP. *Motion carried.*

- **Continued Full-Time Probationary Employment Recommendations.**

Mr. Sanchez moved and Mr. Burt seconded that the Board approve continued full-time probationary employment for the following faculty pursuing tenure: Patricia Becker, Nursing Instructor; Jodi Bice, Nursing Instructor, Clarkson 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; and Jennifer Vaughn, ABE Instructor. *Motion carried.*

- **2017-18 Sabbatical Leave Request.** Dr. Brandes reviewed a request from John Van Slyke for a two-quarter (Winter and Spring 2018) sabbatical, noting the Professional Development Committee and Dr. Marleen Ramsey supported approval of his request.

Dr. Brandes recommended, Mr. McQuary moved, and Mr. Sanchez seconded that the Board approve granting a two quarter sabbatical (Winter and Spring 2018) for John Van Slyke. *Motion carried.*

**Board Reports/Remarks.** Mr. Burt reported Dr. Brandes had spent a day in Pomeroy the previous week meeting with high school students, faculty, and staff, and the community.

**New and Unscheduled Business.** None.

**Public Comment.** None.

**Adjourn.** The meeting adjourned at 3:00 p.m.

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Derek R. Brandes, President

ATTEST:

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Mrs. Darcey Fugman-Small, Vice Chair  
Board of Trustees





## **Walla Walla Community College Budget Values and Principles**

### **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:*

**WALLA WALLA COMMUNITY COLLEGE**

**MEMORANDUM**

**DATE:** April 12, 2017  
**TO:** Board of Trustees  
**FROM:** Sherry Hartford, Vice President of Human Resources  
**SUBJECT:** Personnel Update

SBCTC Administrative & Mid-Level Professional Salary Survey

The HR Office annually provides salary data to the SBCTC for the Administrative & Mid-Level Professional salary survey that is used by community and technical colleges in setting salaries for exempt and mid-level administrators.

Retirements/Resignations/Separations, March 2017

Cheryl Bloom, Program Assistant, Admissions Office  
Karen Carlile, Office Assistant, High School Programs  
Frances Hector, Secretary Senior, John Deere  
Rene Saldana, Custodian, Facility Services  
Kelly Snell, Worker Retraining Manager

Current Recruitments

- 1) Nursing Education Coordinator, Clarkston
- 2) Program Assistant, Office of Admissions/Registrar
- 3) Vocational Instructional Technicians, Commercial Drivers, Columbia Basin College

Upcoming Recruitments

- 1) Welding/Machining/Manufacturing Instructor, Clarkston
- 2) Welding Instructor, Washington State Penitentiary
- 3) Computer Science Instructor, Main Campus
- 4) Natural Sciences Instructor, Clarkston

## WALLA WALLA COMMUNITY COLLEGE - March 2017

|                                 | 2016-2017<br>Approved<br>Budget | February<br>Adjusted<br>Budget | March<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        | \$9,981,781           | 68.07%                   | \$9,747,919                       | 68.78%                  |
| Opportunity Grant               | 461,412                         | 461,412                        | 461,412                     | 0          | 411,305               | 89.14%                   | 354,055                           | 75.20%                  |
| Worker Retraining               | 2,073,823                       | 2,176,323                      | 2,176,323                   | 0          | 1,539,412             | 70.73%                   | 1,612,786                         | 77.77%                  |
| <b>Total State:</b>             | <b>\$17,058,046</b>             | <b>\$17,300,979</b>            | <b>\$17,300,979</b>         | <b>\$0</b> | <b>\$11,932,498</b>   | <b>68.97%</b>            | <b>\$11,714,760</b>               | <b>70.08%</b>           |
| <b>Local Funds:</b>             |                                 |                                |                             |            |                       |                          |                                   |                         |
| <b>General:</b>                 |                                 |                                |                             |            |                       |                          |                                   |                         |
| Operating Fees                  | \$8,085,000                     | \$8,085,000                    | \$8,085,000                 | \$0        | \$7,289,697           | 90.16%                   | \$7,820,657                       | 96.75%                  |
| General Local                   | 1,528,900                       | 1,528,900                      | 1,528,900                   | 0          | 1,441,905             | 94.31%                   | 1,425,712                         | 93.25%                  |
| 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          | 323,969               | 41.27%                   | 307,264                           | 40.97%                  |
| 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          | 444,823               | 65.48%                   | 405,594                           | 61.59%                  |
| Carry-Forward & Use of Reserves | 493,575                         | 493,575                        | 493,575                     | 0          | 370,181               | 75.00%                   | 636,431                           | 75.00%                  |
| <b>Total General:</b>           | <b>\$12,291,703</b>             | <b>\$12,301,791</b>            | <b>\$12,301,791</b>         | <b>\$0</b> | <b>\$10,176,438</b>   | <b>82.72%</b>            | <b>\$10,935,665</b>               | <b>87.39%</b>           |
| <b>Self-Support:</b>            |                                 |                                |                             |            |                       |                          |                                   |                         |
| Community Service               | 75,000                          | 75,000                         | 75,000                      | 0          | 144,561               | 192.75%                  | 103,812                           | 138.42%                 |
| Ancillary Programs              | 300,000                         | 300,000                        | 300,000                     | 0          | 224,144               | 74.71%                   | 396,465                           | 66.08%                  |
| <b>Total Self Support:</b>      | <b>\$375,000</b>                | <b>\$375,000</b>               | <b>\$375,000</b>            | <b>\$0</b> | <b>\$368,705</b>      | <b>98.32%</b>            | <b>\$500,277</b>                  | <b>74.12%</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>\$10,545,143</b>   | <b>83.18%</b>            | <b>\$11,435,942</b>               | <b>86.71%</b>           |
| <b>TOTAL REVENUE</b>            | <b>\$29,724,749</b>             | <b>\$29,977,770</b>            | <b>\$29,977,770</b>         | <b>\$0</b> | <b>\$22,477,642</b>   | <b>74.98%</b>            | <b>\$23,150,702</b>               | <b>77.41%</b>           |

|                                  | 2016-2017<br>Approved<br>Budget | February<br>Adjusted<br>Budget | March<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                    | \$18,250,384                   | \$18,225,804                | (\$24,580) | \$12,671,021               | \$0                        | \$12,671,021                 | 69.52%                   | \$12,732,131                      | 69.68%                  |
| Benefits                         | 6,086,087                       | 6,116,811                      | 6,107,742                   | (9,069)    | 4,511,500                  | 0                          | 4,511,500                    | 73.87%                   | 4,453,106                         | 73.61%                  |
| Rents                            | 179,228                         | 179,228                        | 179,228                     | 0          | 128,660                    | 37,983                     | 166,643                      | 92.98%                   | 156,741                           | 92.08%                  |
| Utilities                        | 835,355                         | 835,355                        | 835,355                     | 0          | 627,452                    | 0                          | 627,452                      | 75.11%                   | 578,663                           | 69.27%                  |
| Goods and Services               | 2,531,721                       | 2,636,611                      | 2,656,087                   | 19,476     | 1,780,444                  | 496,062                    | 2,276,506                    | 85.71%                   | 2,483,792                         | 99.62%                  |
| Travel                           | 233,836                         | 249,438                        | 249,796                     | 358        | 238,421                    | 0                          | 238,421                      | 95.45%                   | 273,813                           | 92.17%                  |
| Equipment                        | 256,335                         | 413,894                        | 428,067                     | 14,173     | 276,014                    | 24,439                     | 300,453                      | 70.19%                   | 283,226                           | 73.99%                  |
| Subsidies/Transfers/Debt Service | 1,272,048                       | 1,296,049                      | 1,295,691                   | (358)      | 1,009,924                  | 0                          | 1,009,924                    | 77.94%                   | 1,044,717                         | 74.41%                  |
| <b>Total by Object</b>           | <b>\$29,724,749</b>             | <b>\$29,977,770</b>            | <b>\$29,977,770</b>         | <b>\$0</b> | <b>\$21,243,436</b>        | <b>\$558,484</b>           | <b>\$21,801,920</b>          | <b>72.73%</b>            | <b>\$22,006,189</b>               | <b>73.59%</b>           |
| <b>By Program</b>                |                                 |                                |                             |            |                            |                            |                              |                          |                                   |                         |
| Instruction                      | \$12,392,947                    | \$12,716,550                   | \$12,683,173                | (\$33,377) | \$8,746,822                | \$123,323                  | \$8,870,145                  | 69.94%                   | \$9,129,988                       | 72.47%                  |
| Community Service                | 75,000                          | 75,000                         | 75,000                      | 0          | 87,274                     | 0                          | 87,274                       | 116.37%                  | 41,274                            | 55.03%                  |
| Instructional Computing          | 435,482                         | 439,827                        | 439,827                     | 0          | 272,502                    | 8,973                      | 281,475                      | 64.00%                   | 287,173                           | 73.14%                  |
| Ancillary Programs               | 300,000                         | 300,000                        | 300,000                     | 0          | 259,987                    | 3,131                      | 263,118                      | 87.71%                   | 533,296                           | 88.88%                  |
| Academic Administration          | 2,997,266                       | 3,142,054                      | 3,149,424                   | 7,370      | 2,329,220                  | 6,650                      | 2,335,870                    | 74.17%                   | 2,367,488                         | 74.28%                  |
| Library Services                 | 621,882                         | 631,437                        | 631,437                     | 0          | 449,993                    | 20,425                     | 470,418                      | 74.50%                   | 461,354                           | 74.40%                  |
| Student Services                 | 3,951,221                       | 4,046,964                      | 4,051,559                   | 4,595      | 3,161,702                  | 5,002                      | 3,166,704                    | 78.16%                   | 2,911,052                         | 75.44%                  |
| Institutional Support            | 5,845,595                       | 5,493,037                      | 5,496,769                   | 3,732      | 3,631,928                  | 197,261                    | 3,829,189                    | 69.66%                   | 3,922,308                         | 70.90%                  |
| Facility Services                | 3,105,356                       | 3,132,901                      | 3,150,581                   | 17,680     | 2,304,008                  | 193,719                    | 2,497,727                    | 79.28%                   | 2,352,256                         | 77.35%                  |
| <b>Total by Program</b>          | <b>\$29,724,749</b>             | <b>\$29,977,770</b>            | <b>\$29,977,770</b>         | <b>\$0</b> | <b>\$21,243,436</b>        | <b>\$558,484</b>           | <b>\$21,801,920</b>          | <b>72.73%</b>            | <b>\$22,006,189</b>               | <b>73.59%</b>           |

**WALLA WALLA COMMUNITY COLLEGE**  
**Grants and Contracts**  
**March 2017**

|  | Current<br>Month<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>\$0</b>                  | <b>6,603,735</b>           | <b>\$4,693,130</b>         | <b>\$68,860</b>  | <b>\$4,761,990</b>     | <b>72.1%</b>               | <b>\$1,841,745</b>    | <b>\$3,718,410</b>    | <b>\$1,043,580</b>    |
| <b>State Funded</b>                              |                             |                            |                            |                  |                        |                            |                       |                       |                       |
| Carl Perkins Federal Vocational                  | \$0                         | \$389,828                  | \$189,105                  | \$0              | \$189,105              | 48.5%                      | \$200,723             | \$131,789             | \$57,316              |
| Perkins-Leadership Block Grant                   | 0                           | 16,000                     | 9,149                      | 0                | 9,149                  | 57.2%                      | 6,851                 | 8,338                 | 811                   |
| Perkins-Non-Traditional                          | 0                           | 5,000                      | 2,201                      | 0                | 2,201                  | 44.0%                      | 2,799                 | 0                     | 2,201                 |
| Perkins - Student Leadership                     | 9,000                       | 9,000                      | 1,030                      | 0                | 1,030                  | 11.4%                      | 7,970                 | 0                     | 1,030                 |
| WSP Perkins-Special Projects                     | 0                           | 15,000                     | 5,922                      | 0                | 5,922                  | 39.5%                      | 9,078                 | 0                     | 5,922                 |
| CRCC Perkins-Special Projects                    | 0                           | 15,000                     | 413                        | 1,615            | 2,028                  | 13.5%                      | 12,972                | 0                     | 2,028                 |
| Workfirst  | 0                           | 268,435                    | 211,449                    | 0                | 211,449                | 78.8%                      | 56,986                | 132,192               | 79,257                |
| Water Management Center                          | 0                           | 363,750                    | 219,650                    | 11,386           | 231,036                | 63.5%                      | 132,714               | 181,875               | 49,161                |
| 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                     | 27,346                     | 0                | 27,346                 | 65.7%                      | 14,299                | 10,000                | 17,346                |
| Ag Center USDA Grant                             | 0                           | 675,929                    | 328,152                    | 19,567           | 347,719                | 51.4%                      | 328,210               | 270,716               | 77,003                |
| TAACCCT Grant                                    | 0                           | 818,837                    | 586,408                    | 0                | 586,408                | 71.6%                      | 232,429               | 453,643               | 132,765               |
| Early Achiever Opportunity Grant                 | 0                           | 66,400                     | 50,976                     | 0                | 50,976                 | 76.8%                      | 21,051                | 46,827                | 4,149                 |
| Department of Early Learning - ECEAP             | 0                           | 199,049                    | 63,315                     | 8,544            | 71,859                 | 36.1%                      | 127,190               | 151,936               | (80,077)              |
| Adult Basic Education                            | 0                           | 113,555                    | 86,000                     | 0                | 86,000                 | 75.7%                      | 27,555                | 50,037                | 35,963                |
| El Civics  | 0                           | 22,828                     | 7,318                      | 0                | 7,318                  | 32.1%                      | 15,510                | 3,877                 | 3,441                 |
| 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                    | 193,519                    | 0                | 193,519                | 56.3%                      | 150,441               | 243,354               | (49,835)              |
| Central Washington University                    | 0                           | 20,752                     | 10,616                     | 0                | 10,616                 | 51.2%                      | 10,136                | 20,752                | (10,136)              |
| ABE Leadership Block Grant                       | 0                           | 4,968                      | 2,691                      | 0                | 2,691                  | 54.2%                      | 2,277                 | 2,317                 | 374                   |
| Miscellaneous SBCTC Grants                       | 0                           | 1,000                      | 1,000                      | 0                | 1,000                  | 100.0%                     | 0                     | 500                   | 500                   |
| <b>Total State Funded</b>                        | <b>\$9,000</b>              | <b>\$3,427,066</b>         | <b>\$2,017,954</b>         | <b>\$55,548</b>  | <b>\$2,073,502</b>     |                            | <b>\$1,359,191</b>    | <b>\$1,719,132</b>    | <b>\$354,370</b>      |
| <b>Federal Funded</b>                            |                             |                            |                            |                  |                        |                            |                       |                       |                       |
| Student Support Services (SSS) FY 15-20          | \$0                         | \$492,630                  | \$272,346                  | \$0              | \$272,346              | 55.3%                      | \$220,284             | \$238,189             | \$34,157              |
| College Work Study                               | 0                           | 102,345                    | 80,277                     | 0                | 80,277                 | 78.4%                      | 22,068                | 69,274                | 11,003                |
| <b>Total Federal Funded</b>                      | <b>\$0</b>                  | <b>\$594,975</b>           | <b>\$352,623</b>           | <b>\$0</b>       | <b>\$352,623</b>       |                            | <b>\$242,352</b>      | <b>\$307,463</b>      | <b>\$45,160</b>       |
| <b>Private Funded</b>                            |                             |                            |                            |                  |                        |                            |                       |                       |                       |
| Customized Contract Training                     | \$0                         | \$50,000                   | \$17,552                   | \$0              | \$17,552               | 35.1%                      | \$32,448              | \$20,990              | (\$3,438)             |
| EMS Trauma Training                              | 0                           | 7,000                      | 4,109                      | 0                | 4,109                  | 58.7%                      | 2,891                 | 1,400                 | 2,709                 |
| Parent Co-op                                     | 0                           | 40,000                     | 25,464                     | 0                | 25,464                 | 63.7%                      | 14,536                | 27,999                | (2,535)               |
| Corrections Ed AA Degree - Seattle Foundation    | 0                           | 19,848                     | 97                         | 0                | 97                     | 0.5%                       | 19,751                | 19,848                | (19,751)              |
| Working Families Support Network                 | 0                           | 75,678                     | 40,938                     | 12,000           | 52,938                 | 70.0%                      | 22,740                | 75,678                | (22,740)              |
| Project Finish Line                              | 0                           | 31,952                     | 27,470                     | 0                | 27,470                 | 86.0%                      | 4,482                 | 31,952                | (4,482)               |
| ESD 123 Consulting & Home Services               | 0                           | 83,637                     | 30,675                     | 0                | 30,675                 | 36.7%                      | 52,962                | 53,638                | (22,963)              |
| Waitsburg School District Preschool              | 0                           | 40,000                     | 21,317                     | 0                | 21,317                 | 53.3%                      | 18,683                | 0                     | 21,317                |
| Legacy for Health - Tobacco Free Initiative      | 0                           | 5,000                      | 3,792                      | 0                | 3,792                  | 75.8%                      | 1,208                 | 5,000                 | (1,208)               |
| SE Washington Economic Development               | 0                           | 22,405                     | 17,303                     | 0                | 17,303                 | 77.2%                      | 5,102                 | 22,405                | (5,102)               |
| Avista   | 0                           | 18,927                     | 2,557                      | 0                | 2,557                  | 13.5%                      | 16,370                | 18,927                | (16,370)              |
| <b>Total Private Funded</b>                      | <b>\$0</b>                  | <b>\$640,247</b>           | <b>\$348,673</b>           | <b>\$12,088</b>  | <b>\$360,761</b>       |                            | <b>\$279,486</b>      | <b>\$438,153</b>      | <b>(\$77,392)</b>     |
| <b>Fiscal Agent Contracts</b>                    |                             |                            |                            |                  |                        |                            |                       |                       |                       |
| Community Network                                | \$56,319                    | \$90,182                   | \$46,993                   | \$0              | \$46,993               | 52.1%                      | \$43,189              | \$57,993              | (\$11,000)            |
| Early Learning Coalition (ELC)                   | 0                           | 40,520                     | 40,520                     | 0                | 40,520                 | 100.0%                     | 0                     | 36,697                | 3,823                 |
| Snake River Salmon Recovery Board (SRSRB)        | 0                           | 361,376                    | 240,129                    | 39,440           | 279,569                | 77.4%                      | 81,807                | 133,058               | 146,511               |
| Bonneville Power Administration (SRSRB)          | 188,550                     | 355,391                    | 138,188                    | 25,910           | 164,098                | 46.2%                      | 191,293               | 94,075                | 70,023                |
| <b>Total Fiscal Agent Contracts</b>              | <b>\$244,869</b>            | <b>\$847,469</b>           | <b>\$465,830</b>           | <b>\$65,350</b>  | <b>\$531,180</b>       |                            | <b>\$316,289</b>      | <b>\$321,823</b>      | <b>\$209,357</b>      |
| <b>Grand Total of All Grants &amp; Contracts</b> | <b>\$253,869</b>            | <b>\$12,113,492</b>        | <b>\$7,878,210</b>         | <b>\$201,846</b> | <b>\$8,080,056</b>     | <b>66.7%</b>               | <b>\$4,039,063</b>    | <b>\$6,504,981</b>    | <b>\$1,575,075</b>    |



### Walla Walla Community College

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(509) 522-2500  
FAX (509) 527-4800

DATE: April 12, 2017

TO: Board of Trustees

FROM: Dr. Nick Velluzzi

RE: Interim Enrollment Report, Spring Quarter 2017

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

- State funded enrollment is reporting 2,428.1 FTEs, down -7.9% or -207.2 FTEs from the **close** of Spring Quarter 2016. Unduplicated headcount is currently 3,367, down -623 or -15.6% from the **close** of last spring.
- Contract enrollment is reporting 1,025 FTEs, which is down 198.2 FTEs or -.2% from the **close** of last Spring Quarter. Corrections is reporting 929 FTEs, down -268.9 FTEs or -.2% from last spring.
- Self-support enrollment is currently reporting 19.7 FTEs, which is down 11.3 FTEs or 36.4% from the **close** of Spring Quarter 2016.
- Running start is reporting 148.2 FTEs, up 21 FTEs or 16.5% from the **close** of last Spring Quarter. AEP is reporting 82.5 FTEs, down -3 FTEs or -3.5% from the **close** of last Spring Quarter.

# Interim Spring Enrollment Board Report

April 12, 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 To<br>Date | 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          | 223.3            | -21.57        | -8.8%         | 247.44         | 235.07           | -12.37        | -5.0%        | 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          | 364.62           | -136.71       | -27.3%        | 280.58         | 245.28           | -35.3         | -12.6%       | 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          | 318.2            | -7.56         | -2.3%         | 326.77         | 302.14           | -24.63        | -7.5%        | 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          | 228.4            | -37.3         | -14.0%        | 260.0          | 206.67           | -53.31        | -20.5%       | 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          | 739.3            | -62.0         | -7.7%         | 718.9          | 666.86           | -52.08        | -7.2%        | 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          | 250.1            | -20.1         | -7.4%         | 283.7          | 284.33           | 0.68          | 0.2%         | 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          | 300.9            | -35.3         | -10.5%        | 300.0          | 303.31           | 3.36          | 1.1%         | 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          | 212.4            | -21.9         | -9.3%         | 218.0          | 184.45           | -33.54        | -15.4%       | 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>2637.2</b>    | <b>-342.4</b> | <b>-11.5%</b> | <b>2635.3</b>  | <b>2428.11</b>   | <b>-207.2</b> | <b>-7.9%</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         | 1155.8         | -5.1          | -0.4%       | 1197.9         | 929.0         | -268.9        | -0.2        | 1560.4           |       |               |             |
| Other Contract        | 0.8            | 0.4            | -0.4          | -0.5        | 58.2           | 65.7              | 7.5           | 13.0%       | 57.4           | 84.0           | 26.6          | 46.3%       | 25.3           | 95.98         | 70.7          | 2.8         |                  |       |               |             |
| <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>1239.77</b> | <b>21.47</b>  | <b>1.8%</b> | <b>1223.2</b>  | <b>1025.0</b> | <b>-198.2</b> | <b>-0.2</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>19.29</b> | <b>6.0</b>    | <b>45.0%</b> | <b>31.0</b>    | <b>19.7</b> | <b>-11.3</b>  | <b>-36.4%</b> | <b>39.2</b>      |       |               |             |

## Unduplicated Headcount 2016-17

|                        |             |             |             |              |             |             |             |              |             |             |             |              |             |             |              |               |  |  |  |  |
|------------------------|-------------|-------------|-------------|--------------|-------------|-------------|-------------|--------------|-------------|-------------|-------------|--------------|-------------|-------------|--------------|---------------|--|--|--|--|
| State Support          | 2300        | 2325        | 25          | 1.1%         | 3965        | 3789        | -176        | -4.4%        | 4086        | 3750        | -336        | -8.2%        | 3990        | 3367        | -623         | -15.6%        |  |  |  |  |
| Contract               | 1694        | 1469        | -225        | -13.3%       | 1737        | 1661        | -76         | -4.4%        | 1722        | 1671        | -51         | -3.0%        | 1650        | 1293        | -357         | -21.6%        |  |  |  |  |
| <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>5421</b> | <b>-387</b> | <b>-6.7%</b> | <b>5664</b> | <b>4660</b> | <b>-1004</b> | <b>-17.7%</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          | 148.2 | 21.0          | 16.5%       | 134.9          |       |               |             |
| AEP "billable" FTEs |                |                |               |             | 97.5           | 78.8              | -18.7         | -19.2%      | 88.8           | 82.6  | -6.2          | -7.0%       | 85.5           | 82.5  | -3.0          | -3.5%       | 90.6           |       |               |             |

### 2017 MAY

- 10 Advising Day (most day classes cancelled)
- 10 Quarterly Canvas shells created
- 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)*

### 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 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)
- 15 Quarterly Canvas shells created
- 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)
- 21 Quarterly Canvas shells created
- 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
- 25 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)
- 16 Quarterly Canvas shells created
- 18 Last day to drop Spring classes

#### Key

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

### 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
- 15 Spring Quarter Ends
- 15 Clarkston Center Recognition of Graduates
- 15 Summer tuition due
- 16 Walla Walla Campus Recognition of Graduates
- 18-19 Faculty Option Days
- 19 Spring Grades Due to Registrar by 5:00 p.m.
- 25 Summer Quarter Begins

#### 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 |    |    |    |

#### December

| 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 |    |    |    |    |    |    |

#### 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

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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

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| 9  | 10 | 11 | 12 | 13 | 14 | 15 |
| 16 | 17 | 18 | 19 | 20 | 21 | 22 |
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| 30 | 31 |    |    |    |    |    |

#### February

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| 17 | 18 | 19 | 20 | 21 | 22 | 23 |
| 24 | 25 | 26 | 27 | 28 | 29 |    |

#### August

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| 10 | 11 | 12 | 13 | 14 | 15 | 16 |
| 17 | 18 | 19 | 20 | 21 | 22 | 23 |
| 24 | 25 | 26 | 27 | 28 | 29 | 30 |
| 31 |    |    |    |    |    |    |

#### March

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| 10 | 11 | 12 | 13 | 14 | 15 | 16 |
| 17 | 18 | 19 | 20 | 21 | 22 | 23 |
| 24 | 25 | 26 | 27 | 28 | 29 | 30 |
| 31 |    |    |    |    |    |    |

#### September

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| 10 | 11 | 12 | 13 | 14 | 15 | 16 |
| 17 | 18 | 19 | 20 | 21 | 22 | 23 |
| 24 | 25 | 26 | 27 | 28 | 29 | 30 |

#### April

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| 15 | 16 | 17 | 18 | 19 | 20 | 21 |
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#### October

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| 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  |
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| 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  |
|----|----|----|----|----|----|----|
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| 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 31 (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)

#### Summer Quarter 2018

June 25 to August 9

June 25-August 31 (DOC Sites)



# Walla Walla Community College

Policy: Reserves

Adopted: April 20, 2005

Revised: April 19, 2017

## RESERVES

### **Tracked Changes**

The ~~College President will maintain~~ shall ensure that the College maintains a reserve fund balance of at least ~~five percent (5%)~~ twenty percent (20%) 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. 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 ~~approval will be required should it be necessary to decrease the reserve fund balance below five percent (5%).~~ The President will notify the Board at any time the reserve balance is less than twenty percent (20%).

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

### **Final**

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 President will notify the Board at any time the reserve balance is less than twenty percent (20%).

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



**INTERAGENCY AGREEMENT  
BETWEEN  
THE WASHINGTON STATE  
OFFICE OF FINANCIAL MANAGEMENT  
AND  
WALLA WALLA COMMUNITY COLLEGE**

## **PARTIES TO THE AGREEMENT**

This Interagency Agreement is made and entered into by and between the Office of Financial Management, hereinafter referred to as "OFM", and Walla Walla Community College, hereinafter referred to as "Walla Walla Community College", pursuant to the authority granted by Chapter 39.34 RCW.

## **PURPOSE**

The purpose of this Agreement is to set forth the terms of agreement whereby the OFM State Human Resources, Labor Relations Section will conduct contract negotiations for collective bargaining agreements on behalf of Walla Walla Community College, as outlined in Chapter 41.80.010 RCW for civil service employees. Walla Walla Community College, by electing to have OFM conduct their contract negotiations, delegates the authority to the OFM State Human Resources, Labor Relations Section to act as their sole and exclusive agent for the purpose of negotiating agreements or contracts to be entered into by and between the labor organization and Walla Walla Community College. Each institution of higher education, in coordination with all participating institutions of higher education, will designate the membership of the negotiating team that will work with the OFM State Human Resources, Labor Relations Section.

## **STATEMENT OF WORK**

OFM's Labor Relations Section shall provide the following types of services related to this Agreement.

- OFM will conduct pre-negotiation sessions with representatives of the institutions of higher education in preparation for collective bargaining contract negotiations. The institutions of higher education's representatives will participate in pre-negotiation meetings to identify bargaining issues, develop concepts, and contract proposals. OFM will coordinate the meetings with the Walla Walla Community College designated point of contact.
- OFM will provide training on negotiations to the institutions of higher education's negotiating team members prior to the beginning of contract negotiations.
- OFM will lead and conduct contract negotiations on behalf of Walla Walla Community College in close coordination with the higher education negotiating team and will continue negotiations until a bargaining agreement is reached between the institutions of higher education and the labor organization.
- OFM will provide "train the trainer" support to the human resource staff on the terms of the executed contract after the conclusion of the labor negotiations. OFM will provide support to Walla Walla Community College in updating the supervisor training.
- OFM will provide a point of contact to the Walla Walla Community College human resource staff to address matters related to contract language interpretation, intent and contract administration.
- OFM will respond to all demands to bargain and lead bargaining until an agreement is reached.

## **PERIOD OF PERFORMANCE**

This Agreement shall become effective on July 1, 2017 and will expire on June 30, 2021, unless terminated sooner or extended by mutual agreement.

## **DATA EXCHANGE AND RETRIEVAL**

Walla Walla Community College will be required to provide any and all information supporting or pertaining to the negotiation of labor agreements. The source for information will be payroll and human resource data for the Walla Walla Community College processed with the Washington State Board for Community and Technical Colleges (SBCTC). A separate Data Sharing Agreement (DSA) has been executed between OFM and SBCTC to establish the terms for the data transmission and data security (OFM interagency Data Sharing Agreement No. 3090-04). In the event OFM needs additional information, institutions will be expected to provide current and accurate data according to the requested timeframe. Any confidential information received by OFM from Walla Walla Community College shall remain confidential to the extent provided by law. All data received by OFM will be used solely for the purpose of evaluating and identifying the fiscal impact of negotiations and budget development.

## **COMPENSATION**

Walla Walla Community College shall reimburse OFM for services based on a percentage of the represented employee salary base. Currently the percent is .17 percent of the represented classified salary base. This amount may need to be adjusted according to actual workload. The base billing data will be taken from the data used to create the fiscal projections for the negotiations (OFM Compensation Impact Model, CIM).

Walla Walla Community College shall reimburse OFM for any travel expenses incurred during contract negotiations on behalf of Walla Walla Community College. Such expenses shall be limited to the current State travel reimbursement rates. OFM will invoice for expenses by providing a detailed breakdown of travel expenses.

Walla Walla Community College shall reimburse OFM for travel expenses incurred for consultative and contract administration provided outside the Olympia area after contract negotiations are completed. Such expenses shall be limited to the current State travel reimbursement rates. OFM will invoice for expenses by providing a detailed breakdown of those travel expenses.

## **INVOICING AND PAYMENT**

Walla Walla Community College shall submit payment under this Agreement on a quarterly basis.

OFM shall submit invoices to the attention of:

Sherry Hartford, Vice President of Human Resources  
Walla Walla Community College  
500 Tausick Way  
Walla Walla, WA 99362-9267

Payment shall be made either by electronic funds transfer to OFM or by warrant mailed to:

Office of Financial Management  
Attention: Accounts Receivable  
P.O. Box 43113  
Olympia, WA 98504-3113

## **MANAGEMENT**

The Program Manager for each of the parties shall be responsible for and shall be the contact person for all communications and billings regarding the performance of this contract.

The Program Manager for OFM is Karen Durant, Section Chief, Enterprise Classification, Compensation and Human Resource Analytics, PO Box 47500, Olympia, WA 98504-7500, Phone: 360/407-4107; [karen.durant@ofm.wa.gov](mailto:karen.durant@ofm.wa.gov).

The Program Manager for Walla Walla Community College is Sherry Hartford, Human Resources Director, 500 Tausick Way, Walla Walla, WA 99362-9267, Phone: 509/527-4382; [Sherry.hartford@wwcc.edu](mailto:Sherry.hartford@wwcc.edu).

The Walla Walla Community College also agrees to designate Ed McCallister, Director of Human Resources, State Board for Community and Technical Colleges to be the coordinator between all community colleges and the OFM Labor Relations Section.

Matters relating to data processing, data exchange or data security are the responsibility of the OFM Chief Information Officer or his/her designee.

## **DISPUTES**

In the event that a dispute arises under this Agreement, resolution shall be determined by a three-member Dispute Board. The membership of the Board will consist of a designated representative from Walla Walla Community College, a representative from OFM, and a third member mutually agreed upon by the two members. The Dispute Board shall review the facts, agreement terms and applicable statutes and rules and make a determination of the dispute. The determination of the Dispute Board shall be final and binding on the parties hereto.

## **TERMINATION**

Either party may terminate this Agreement upon thirty (30) days written notice to the other party's program manager. In the event of termination of this Agreement, the terminating party shall be liable only for performance rendered or costs incurred in accordance with the terms of this Agreement prior to the effective date of termination.

## **AGREEMENT CHANGES, MODIFICATIONS AND AMENDMENTS**

This Agreement may be changed, modified, or amended by written agreement executed by both parties.

## **EXECUTION**

We, the undersigned, agree to the terms of the foregoing Agreement.

**WALLA WALLA COMMUNITY COLLEGE**

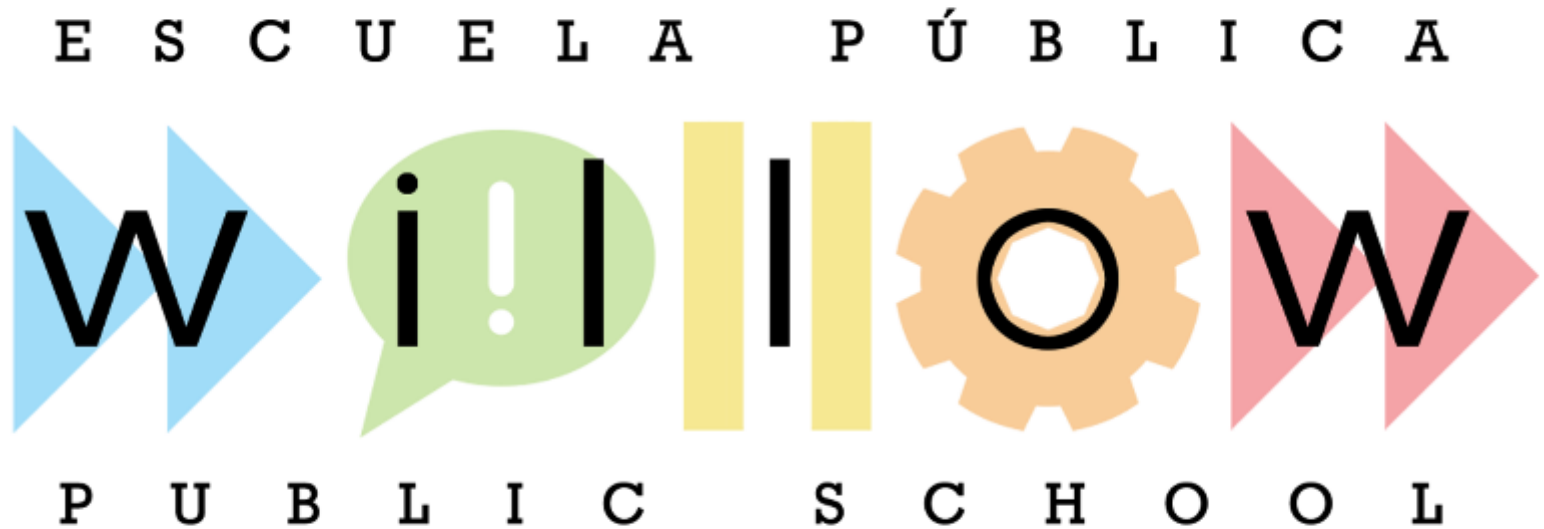
**OFFICE OF FINANCIAL MANAGEMENT**

\_\_\_\_\_  
Derek Brandes, President

\_\_\_\_\_  
Bonnie Lindstrom, Contracts Coordinator

\_\_\_\_\_  
Date

\_\_\_\_\_  
Date



# WWCC Board of Trustees Presentation

April 19, 2017

# What is a Charter School?

- Bipartisan bill passed in April 2016
- Public schools
- For ALL students
- Tuition-free

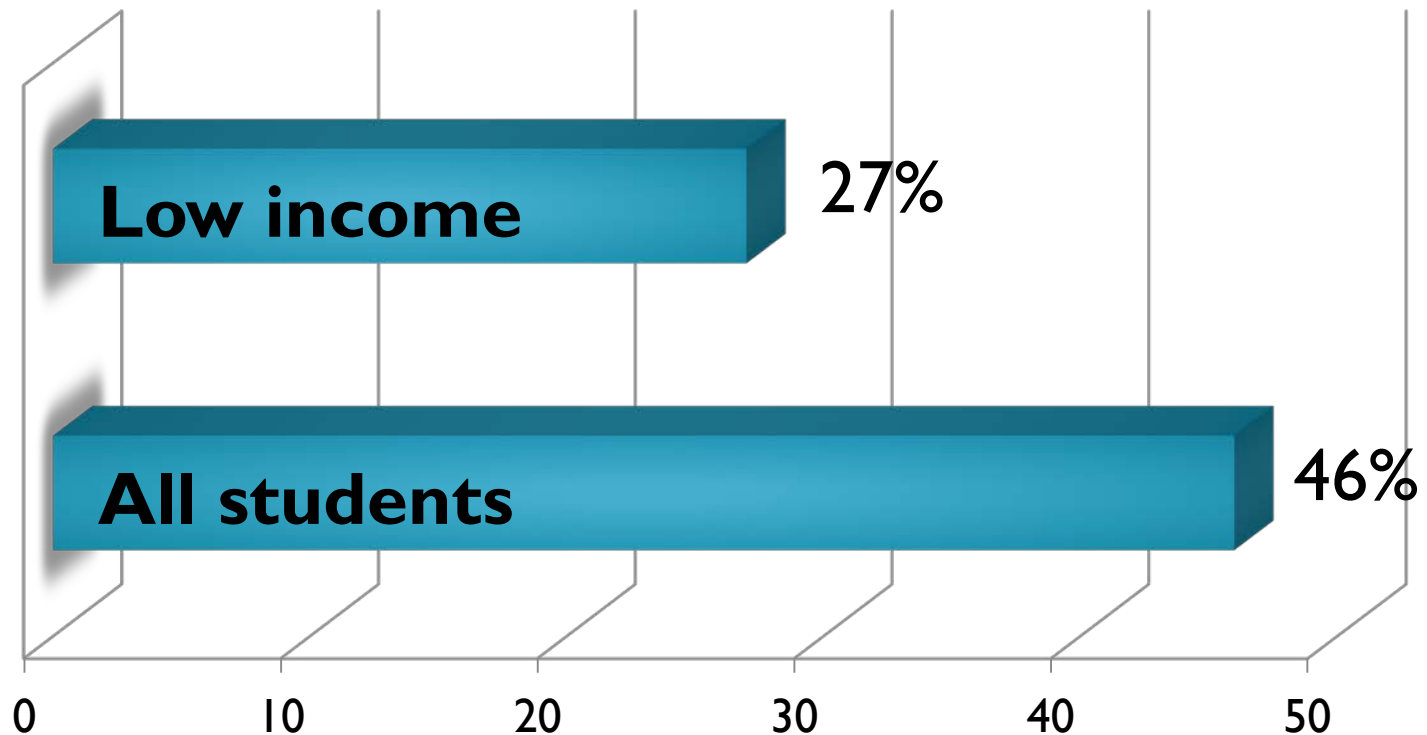
# Willow Public School Facts

- **Vision:** Equity and Excellence for all students.
- **Mission:** Prepare our diverse middle school population to excel in high school, college, and careers—and inspire students to improve their community and the world.
- Open August 2018
- 120 students

# Why a Charter in Walla Walla?

- Significant, persistent opportunity gap for students of color and low-income students.
- Math and reading significant indicators of college/career success

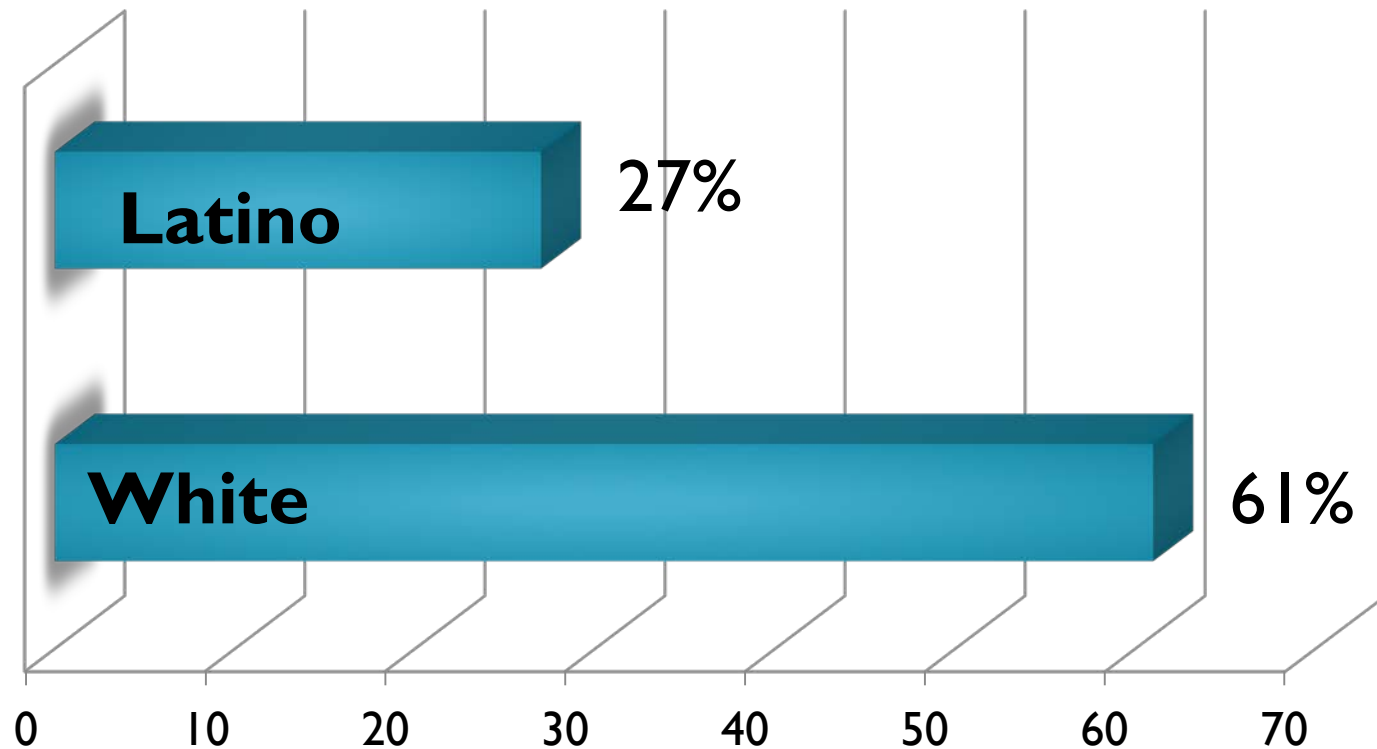
# 6<sup>th</sup> Grade State Reading Exam (2015-16) Meeting Standard





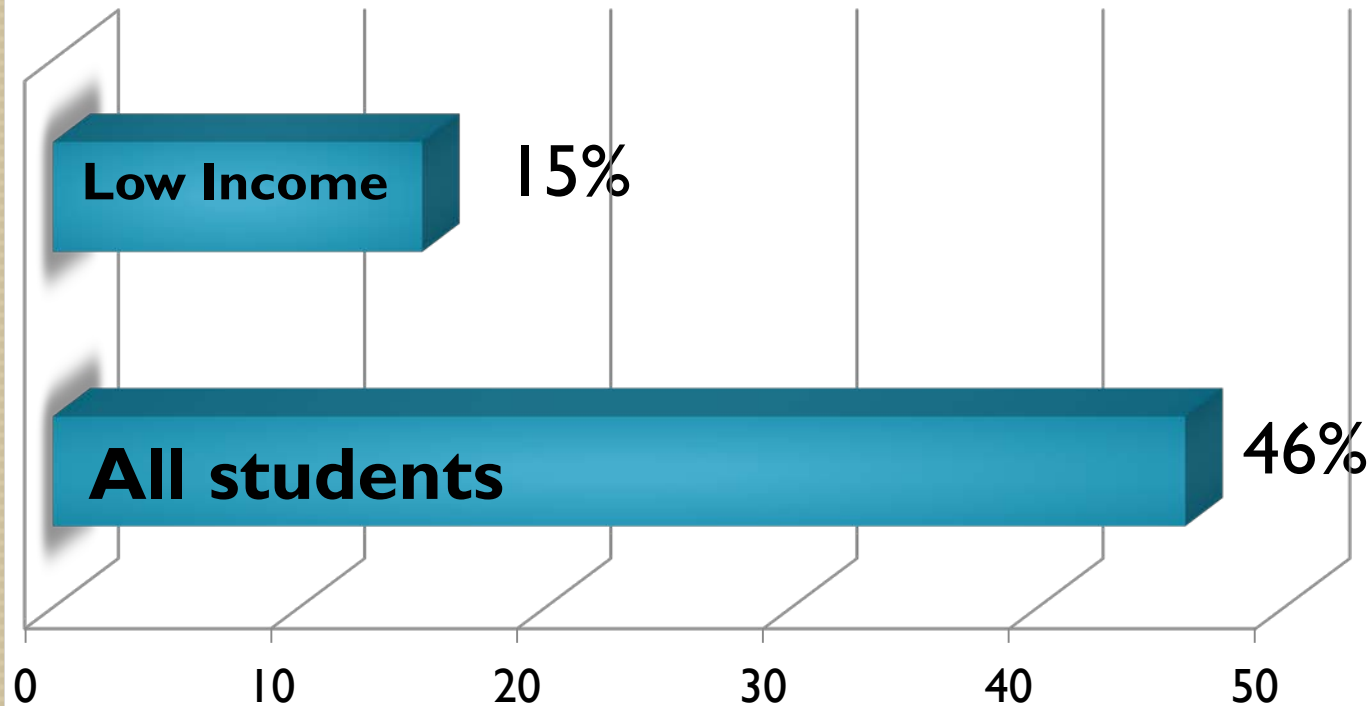
# 6<sup>th</sup> Grade State Reading Exam (2015-16)

## Meeting Standard



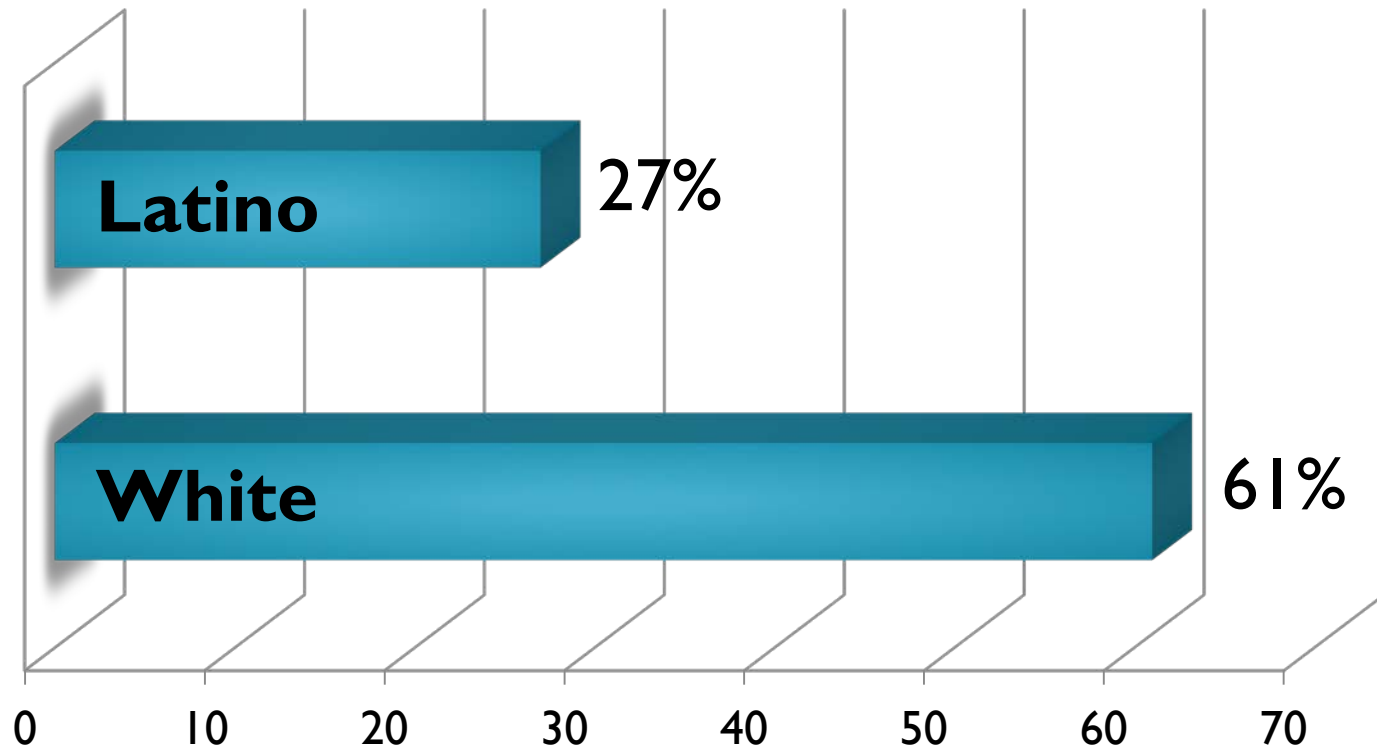
# 6<sup>th</sup> Grade State Math Exam (2015-16)

## Meeting Standard



# 6<sup>th</sup> Grade State Math Exam (2015-16)

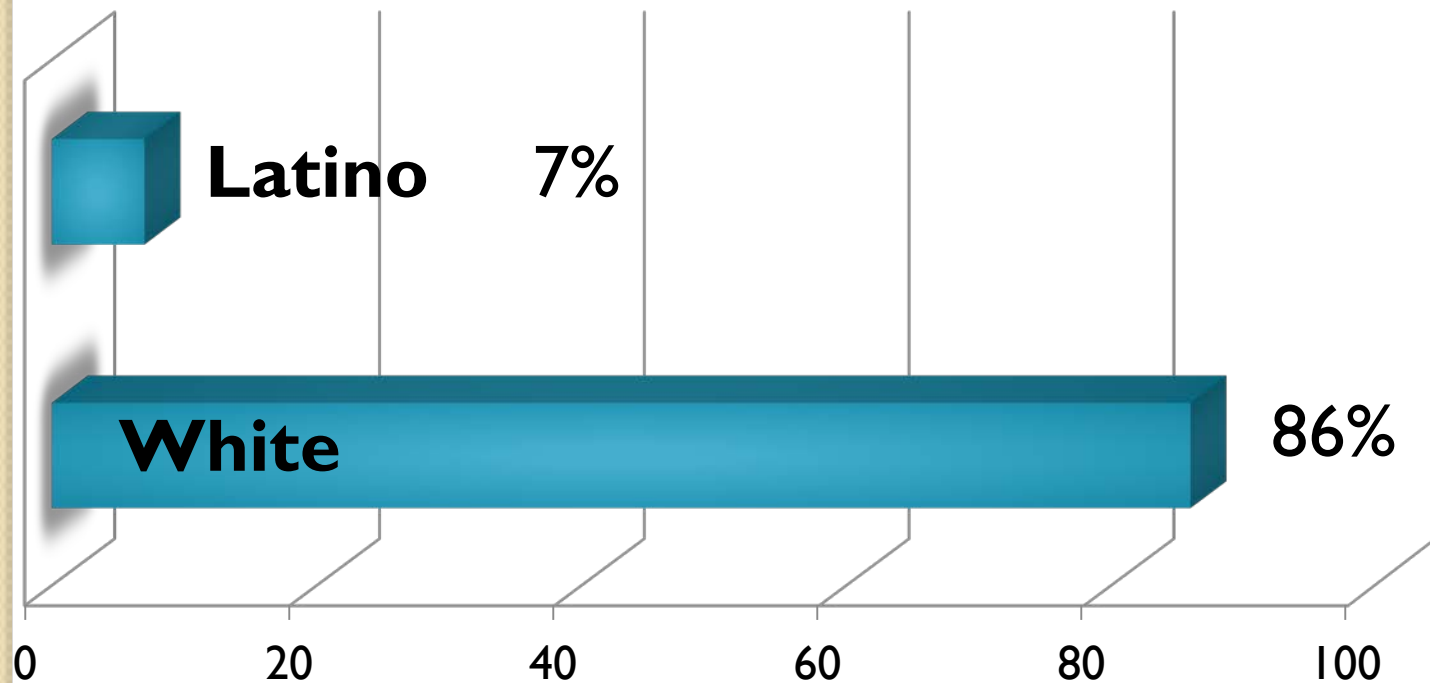
## Meeting Standard



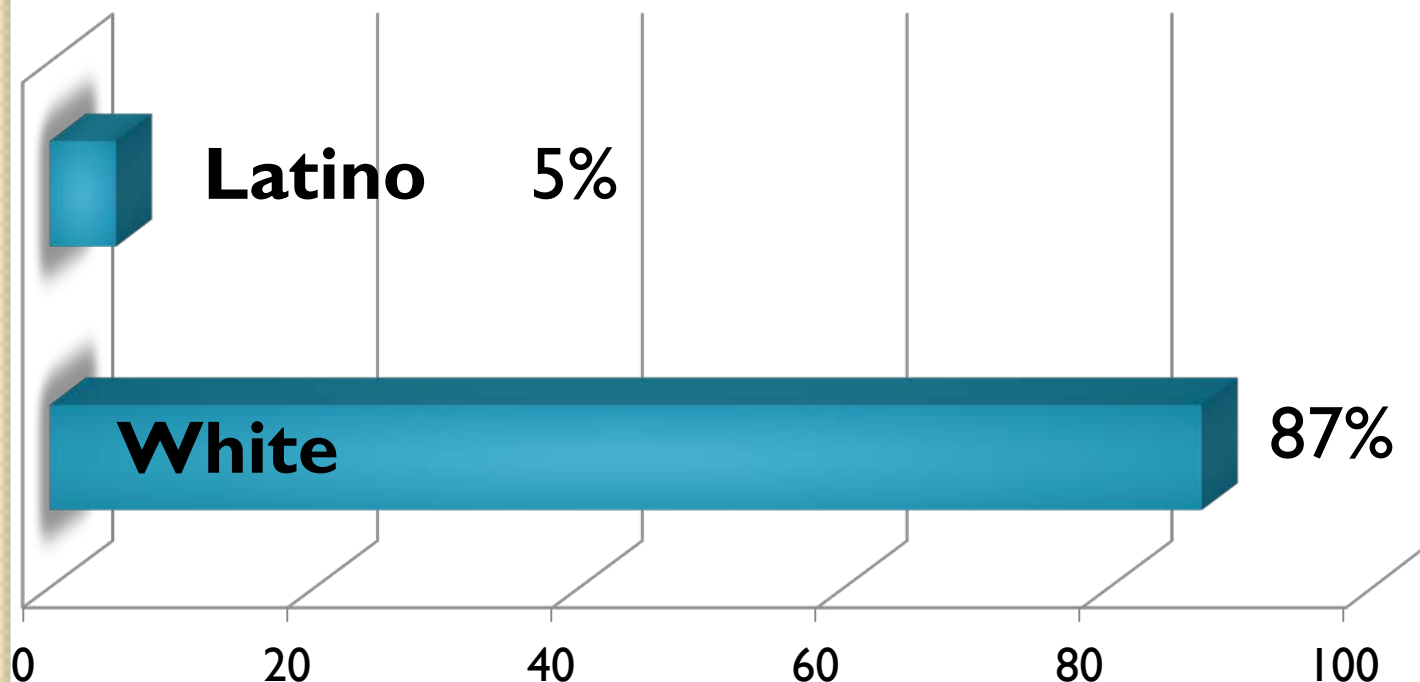
# How Does Middle School Impact College and Career?

- High school success directly linked to middle school experience
- Lack of high school success = poor college/career prospects

# Impact on College and Career Readiness – Of the total enrolled in calculus, Walla Walla HS (2013):

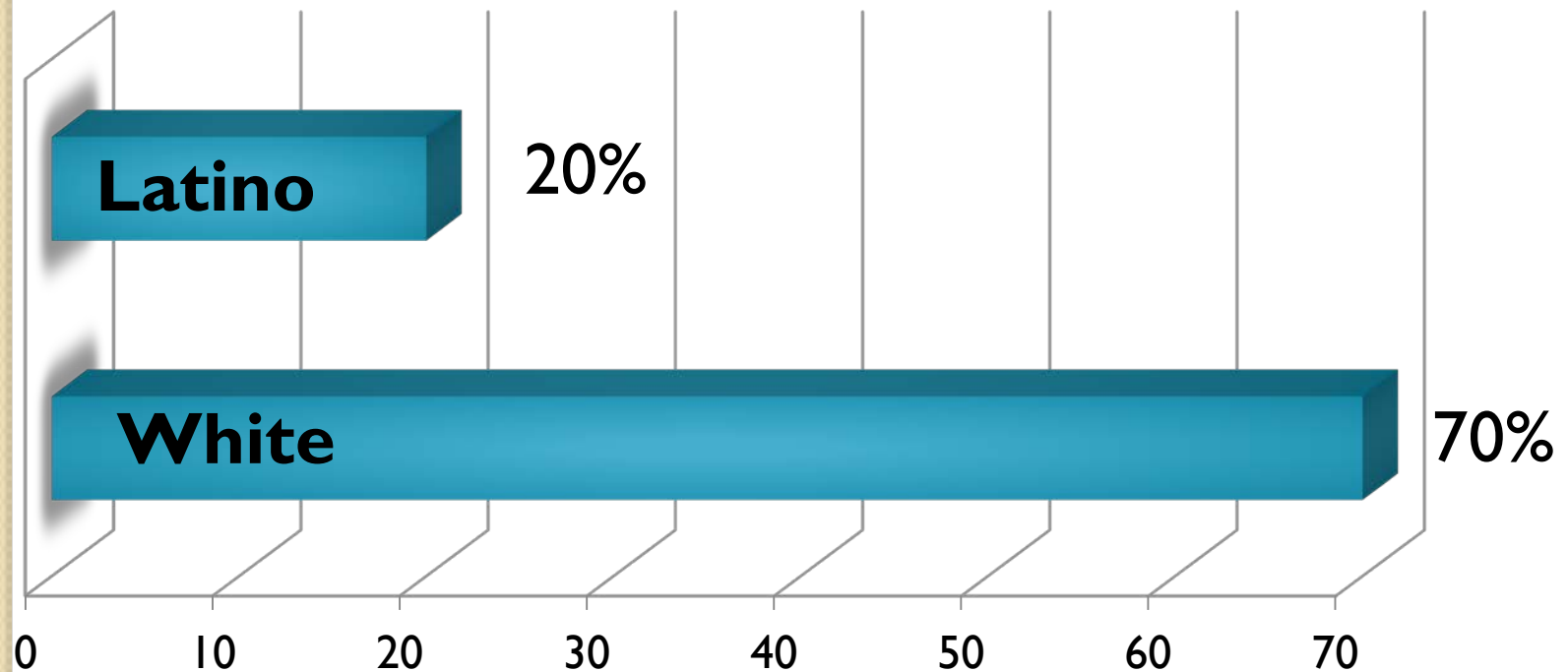


# Impact on College and Career Readiness – Of the total enrolled in AP math, Walla Walla HS (2013):

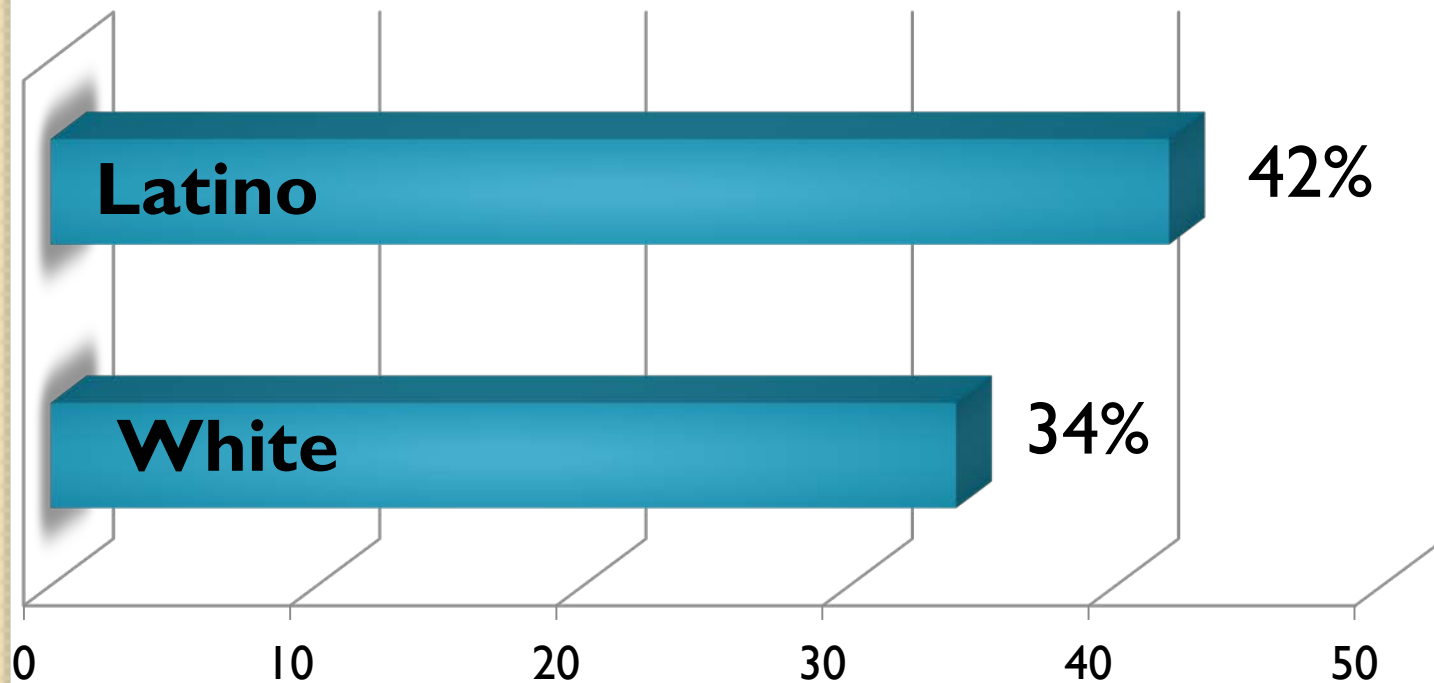


# Impact on College and Career Readiness –

Of the total enrolled in AP science,  
Walla Walla HS (2013):

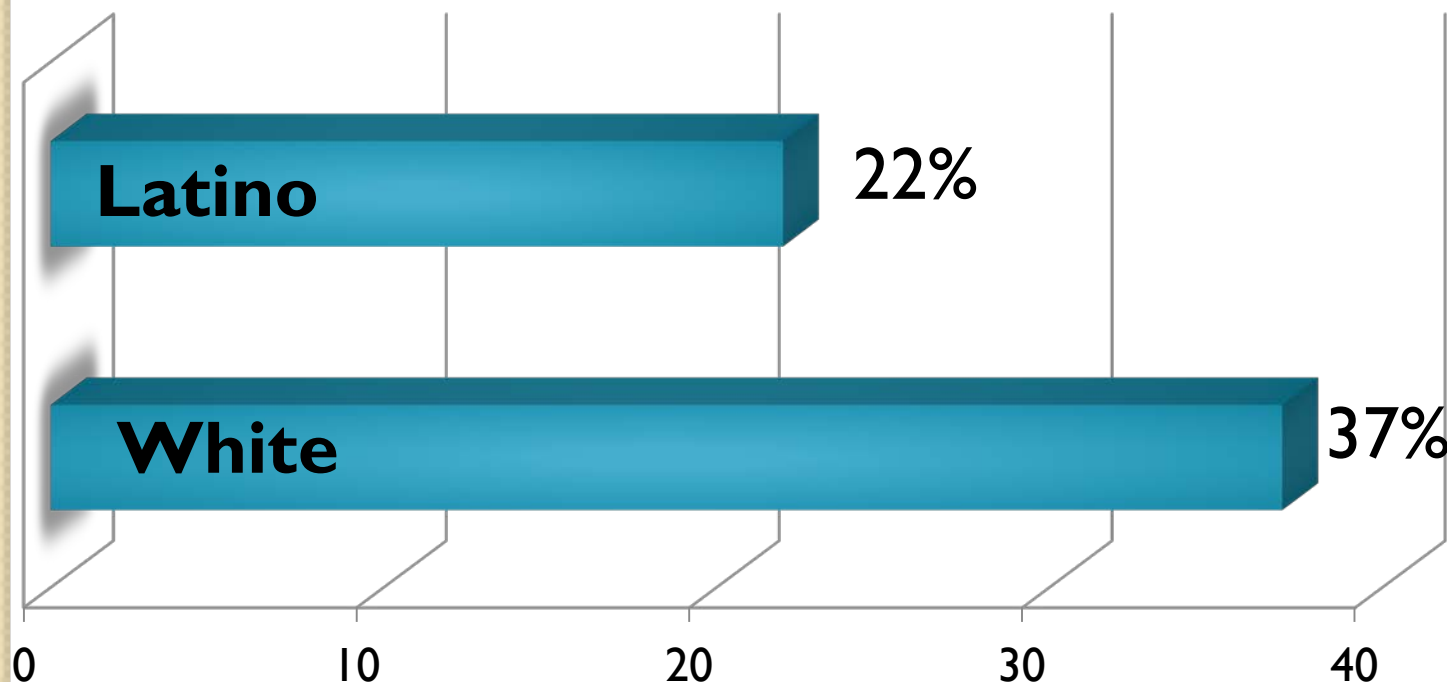


# Impact on College and Career Readiness – Percentage of Walla Walla HS students enrolled in a 2-year college (2014):





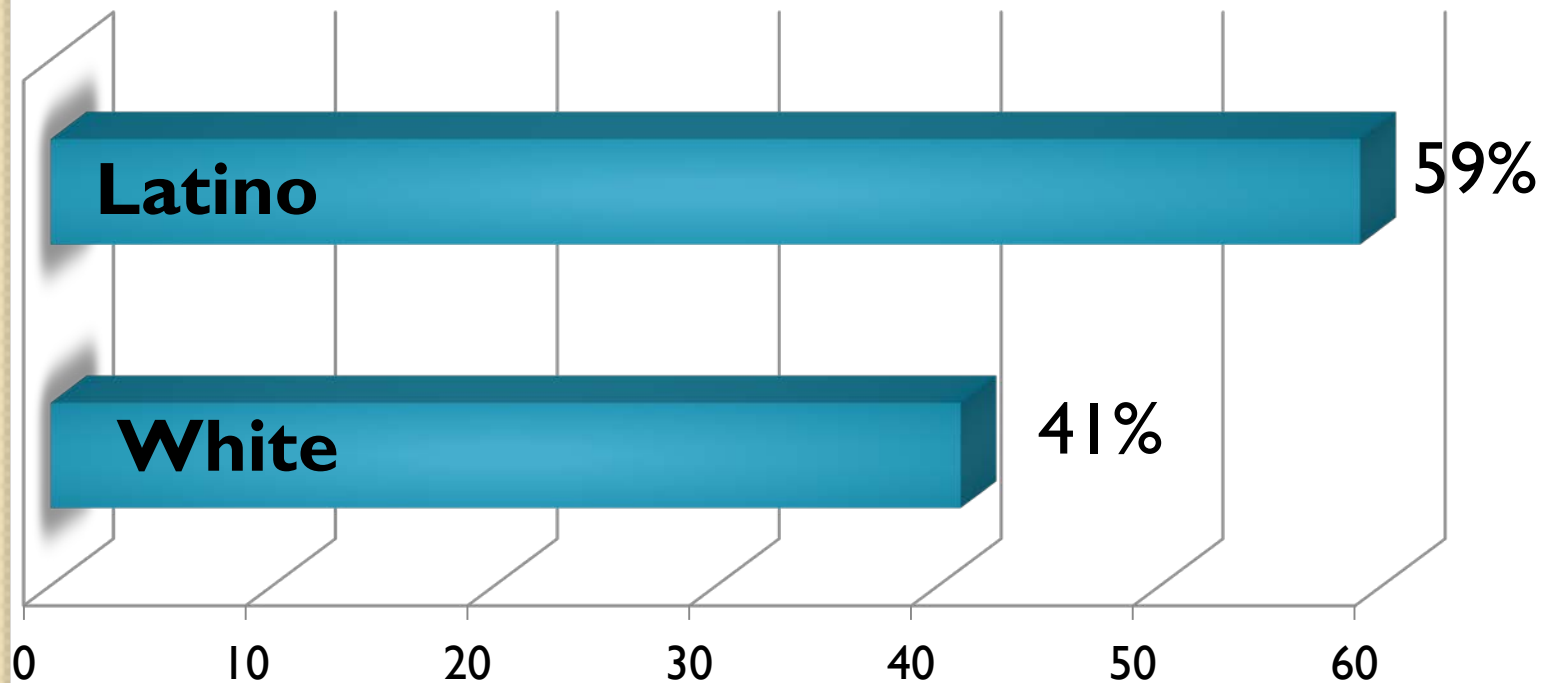
# Impact on College and Career Readiness – Percentage of Walla Walla HS students enrolled in a 4-year college (2014):



# Discipline

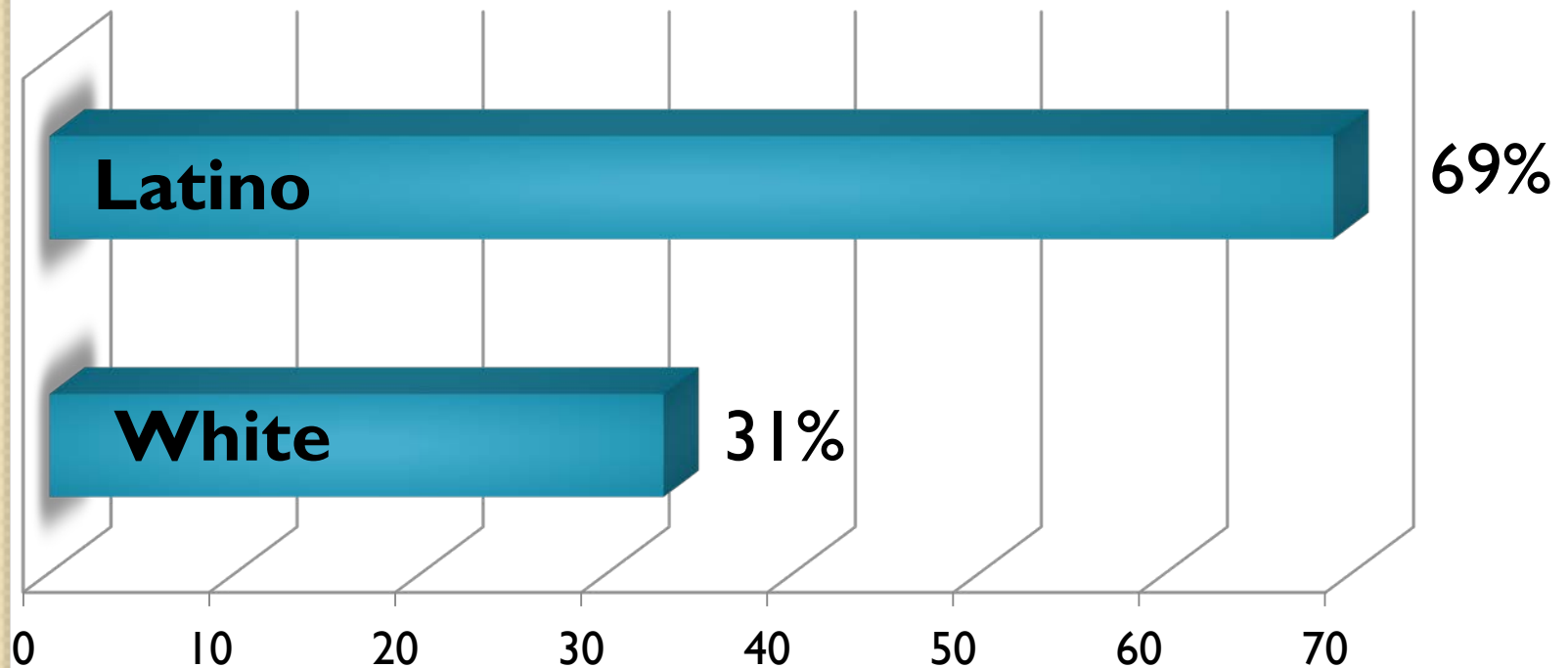
## Out-of-School Suspensions (101 total)

### Walla Walla HS (2013):



# Discipline

Expulsions (26 total)  
Walla Walla HS (2013):



# Parent/Community Involvement

- Community meetings between January-March 2015 to explore interest
- Input from parents and community
- Over 100 ideas; many used in our school plan (food, family connections, projects)
- Important community partners, including: C2C, YMCA, YWCA, Public Library, Moms' Network, The Health Center
- Continued community outreach: monthly events

# Working with Walla Walla Community College

- Synergy of missions: prepare students to reach college AND graduate
- Serving the same population – just at different times
- Innovative approach – campus location for middle school
- Gates grant to fund partnership: \$50,000

E S C U E L A P Ú B L I C A



P U B L I C S C H O O L

# Questions?



## Survey of Entering Student Engagement

Walla Walla Community College

**2016 Key Findings**

### Table of Contents

|   |   |
|---|---|
| Benchmarks of Effective Educational Practice With Entering Students | 2 |
| Aspects of Highest Student Engagement                               | 4 |
| Aspects of Lowest Student Engagement                                | 5 |
| Academic Advising and Planning                                      | 6 |
| Academic Goal Setting and Planning                                  | 8 |

## Benchmarks of Effective Educational Practice With Entering Students

### SENSE Benchmarks

#### ★ Early Connections

When students describe their early college experiences, they typically reflect on occasions when they felt discouraged or thought about dropping out. Their reasons for persisting almost always include one common element: a strong, early connection to someone at the college.

#### ★ High Expectations and Aspirations

Nearly all students arrive at their community colleges intending to succeed and believing that they have the motivation to do so. When entering students perceive clear, high expectations from college staff and faculty, they are more likely to understand what it takes to be successful and adopt behaviors that lead to achievement. Students then often rise to meet expectations, making it more likely that they will attain their goals. Often, students' aspirations also climb, and they seek more advanced credentials than they originally envisioned.

#### ★ Clear Academic Plan and Pathway

When a student, with knowledgeable assistance, creates a road map—one that shows where he or she is headed, what academic path to follow, and how long it will take to reach the end goal—that student has a critical tool for staying on track. Students are more likely to persist if they not only are advised about what courses to take, but also are helped to set academic goals and to create a plan for achieving them.

*Continued on Page 3*

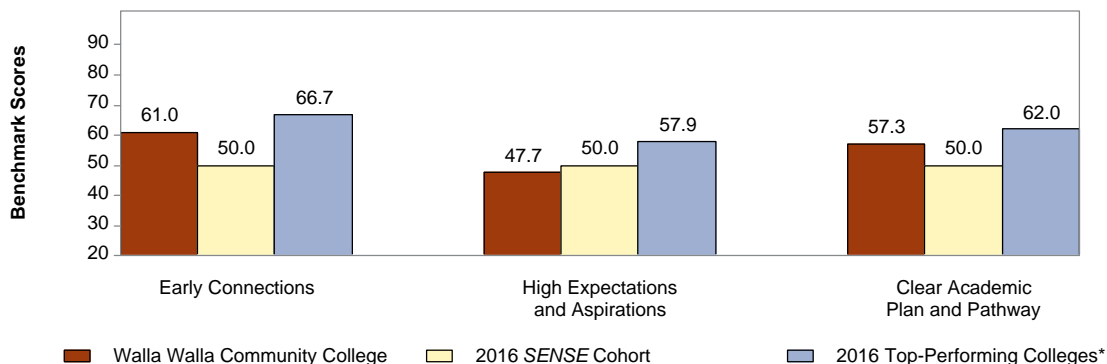
The Survey of Entering Student Engagement (*SENSE*) benchmarks are groups of conceptually related survey items that address key areas of entering student engagement. The six benchmarks denote areas that educational research has shown to be important to entering students' college experiences and educational outcomes; thus, they provide colleges with a useful starting point for looking at institutional results.

Ideally, colleges engage entering students in all six benchmark areas, beginning with a student's first contact with the institution and continuing through completion of the first three weeks of the initial academic term. This time is decisive because current research indicates that helping students succeed through the first academic term can dramatically improve subsequent success, including completing courses and earning certificates and degrees.

While many student behaviors and institutional practices measured by the benchmarks can and should continue throughout students' college careers, the *SENSE* items and the resulting data focus on this critical entering student timeframe.

*SENSE* benchmark scores are computed by averaging the scores on survey items composing the benchmarks. Benchmark scores are standardized to have a mean of 50 and standard deviation of 25 across all entering student respondents.

Figure 1a



\*Top-Performing Colleges are those that scored in the top 10 percent of the cohort by benchmark.

Notes: Benchmark scores are standardized to have a mean of 50 and a standard deviation of 25 across all respondents. For further information about how benchmarks are computed, please visit [www.cccse.org](http://www.cccse.org).



## Benchmarks of Effective Educational Practice With Entering Students

The standardized benchmark scores allow colleges to gauge and monitor their performance in areas of entering student engagement. In addition, participating colleges have the opportunity to make appropriate and useful comparisons between their performance and that of groups of other colleges.

Performing as well as the national average or a peer-group average may be a reasonable initial aspiration, but it is important to recognize that these averages are sometimes unacceptably low. Aspiring to match and then exceed high-performance targets is the stronger strategy.

Community colleges can differ dramatically on such factors as size, location, resources, enrollment patterns, and student characteristics. It is important to take these differences into account when interpreting benchmark scores—especially when making institutional comparisons. The Center for Community College Student Engagement has adopted the policy “Responsible Uses of CCSSE and SENSE Data,” available at [www.cccse.org](http://www.cccse.org).

SENSE uses a three-year cohort of participating colleges in all core survey analyses. The current cohort is referred to as the 2016 SENSE Cohort (2014-2016) throughout all reports.

### SENSE Benchmarks

*Continued from Page 2*

#### ★ Effective Track to College Readiness

Nationally, more than six in 10 entering community college students are underprepared for college-level work. Thus, significant improvements in student success will hinge upon effective assessment, placement of students into appropriate courses, and implementation of effective strategies to ensure that students build academic skills and receive needed support.

#### ★ Engaged Learning

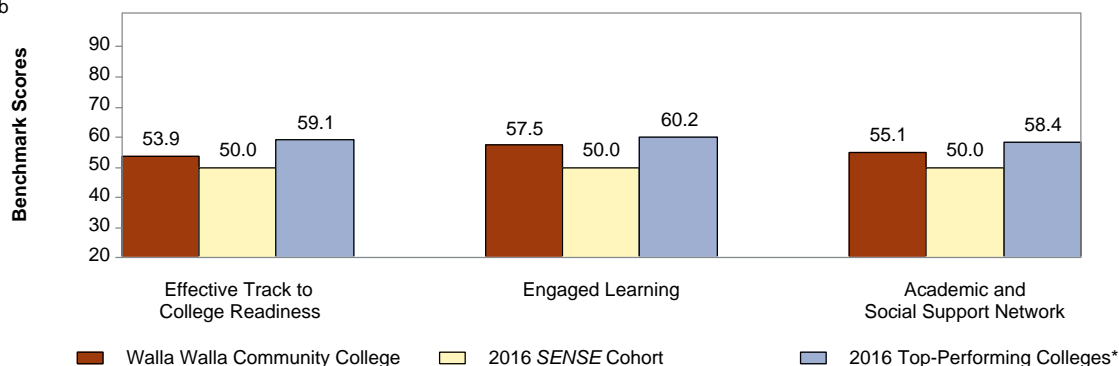
Instructional approaches that foster engaged learning are critical for student success. Because most community college students attend college part-time, and most also must find ways to balance their studies with work and family responsibilities, the most effective learning experiences will be those the college intentionally designs.

#### ★ Academic and Social Support Network

Students benefit from having a personal network that enables them to obtain information about college services, along with the academic and social support critical to student success. Because entering students often don't know what they don't know, colleges must purposefully create those networks.

For further information about SENSE benchmarks, please visit [www.cccse.org](http://www.cccse.org).

Figure 1b



\*Top-Performing Colleges are those that scored in the top 10 percent of the cohort by benchmark.

Notes: Benchmark scores are standardized to have a mean of 50 and a standard deviation of 25 across all respondents. For further information about how benchmarks are computed, please visit [www.cccse.org](http://www.cccse.org).

## Aspects of Highest Student Engagement

Benchmark scores provide a manageable starting point for reviewing and understanding *SENSE* data. One way to dig more deeply into the benchmark scores is to analyze those items that contribute to the overall benchmark score. This section features the five items across all benchmarks (excluding those for which means are not calculated) on which the college scored most favorably and the five items on which the college scored least favorably relative to the 2016 *SENSE* Cohort.

The items highlighted on pages 4 and 5 reflect the largest differences in mean scores between the institution and the 2016 *SENSE* Cohort. While examining these data, keep in mind that the selected items may not be those that are most closely aligned with the college's goals; thus, it is important to review all institutional reports on the *SENSE* online reporting system at [www.cccse.org](http://www.cccse.org).

Figure 2 displays the aggregated frequencies for the items on which the college performed most favorably relative to the 2016 *SENSE* Cohort. For instance, 70.9% of Walla Walla Community College students, compared with 49.7% of other students in the cohort, responded *strongly agree* or *agree* on Item 18p. It is important to note that some colleges' highest scores might be lower than the cohort mean.

Figure 2

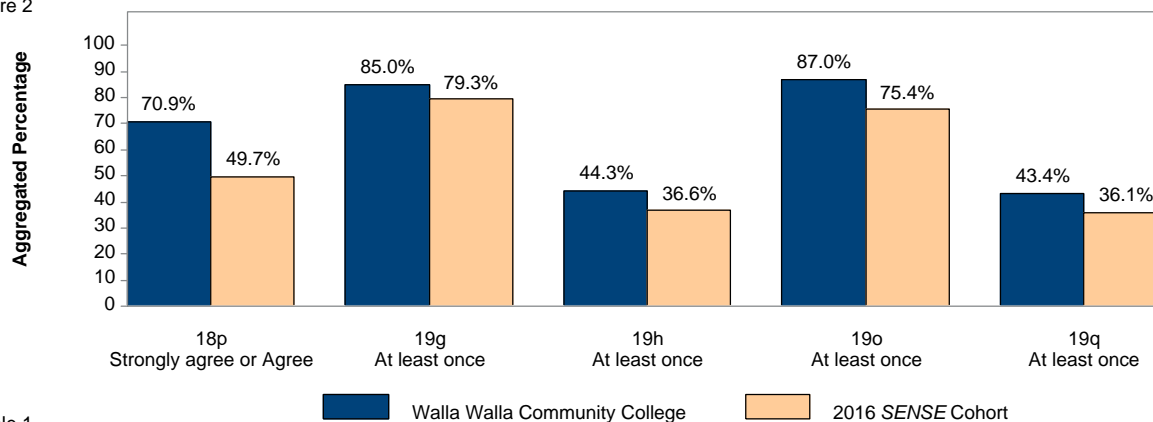


Table 1

| Benchmark         | Item Number | Item   |
|-------------------|-------------|--|
| Early Connections | 18p         | At least one college staff member (other than an instructor) learned my name               |
| Engaged Learning  | 19g         | Frequency: Worked with other students on a project or assignment during class              |
| Engaged Learning  | 19h         | Frequency: Worked with classmates outside of class on class projects or assignments        |
| Engaged Learning  | 19o         | Frequency: Received prompt written or oral feedback from instructors on your performance   |
| Engaged Learning  | 19q         | Frequency: Discussed ideas from your readings or classes with instructors outside of class |

Notes:

For Item(s) 18, *strongly agree* and *agree* responses are combined.

For Item(s) 19, except 19c, 19d, 19f, and 19s, *once*, *two or three times*, and *four or more times* responses are combined.

## Aspects of Lowest Student Engagement

Figure 3 displays the aggregated frequencies for the items on which the college performed least favorably relative to the 2016 *SENSE* Cohort. For instance, 55.0% of Walla Walla Community College students, compared with 65.5% of other students in the cohort, responded *never* on Item 19c. It is important to note that some colleges' lowest scores might be higher than the cohort mean.

Figure 3

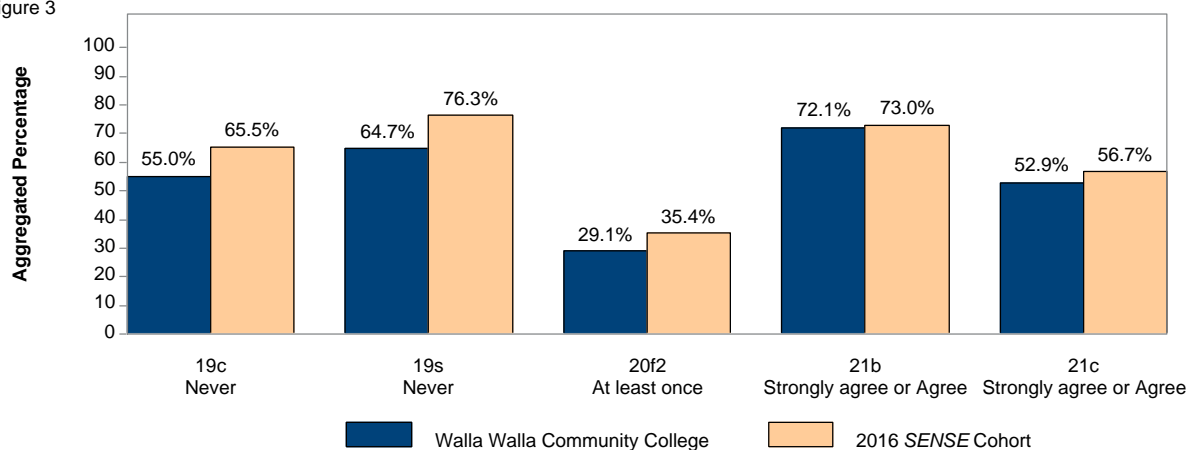


Table 2

| Benchmark                            | Item Number | Item  |
|--------------------------------------|-------------|---|
| High Expectations and Aspirations    | 19c         | Frequency: Turned in an assignment late   |
| High Expectations and Aspirations    | 19s         | Frequency: Skipped class  |
| Engaged Learning                     | 20f2        | Frequency: Used writing, math, or other skill lab   |
| Effective Track to College Readiness | 21b         | Learned to understand my academic strengths and weaknesses within a class, or through another experience at this college      |
| Effective Track to College Readiness | 21c         | Learned skills and strategies to improve my test-taking ability within a class, or through another experience at this college |

### Notes:

For Item(s) 19c, d, f, and s, responses have been reversed. The frequency displayed is the percentage of students who report *never* doing the activities described in the items.

For Item(s) 20, *once*, *two or three times*, and *four or more times* responses are combined.

For Item(s) 21, *strongly agree* and *agree* responses are combined.

## Academic Advising and Planning

*SENSE* special-focus modules allow participating colleges and researchers to delve more deeply into areas of early student experience and institutional practices that are related to entering student success. The bar charts across pages 6 and 7 display frequency results for five items from the Academic Advising and Planning (AA&P) module, several of which focus on a student's first advising session. Figure 4 focuses on whether or not students were required to meet with an advisor prior to registering for classes, and Figures 5 and 6 focus on how long the first advising session lasted and if the advisor communicated information regarding academic support services. Figure 7 asks students whether their perception of how long it would take to complete their goals changed after meeting with an advisor, while Figure 8 asks if during their first advising session students discussed when their next advising appointment would be. To access complete frequency reports, please visit the *SENSE* online reporting system via [www.cccse.org](http://www.cccse.org).

Figure 4: Were you required to meet (in person or online) with an academic advisor prior to registering for classes your first academic term at this college?

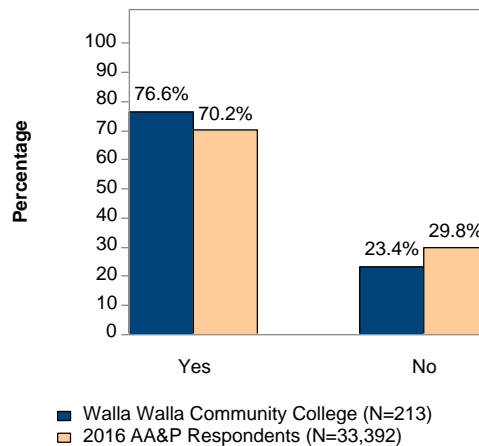


Figure 5: How long did your first academic advising session at this college last?

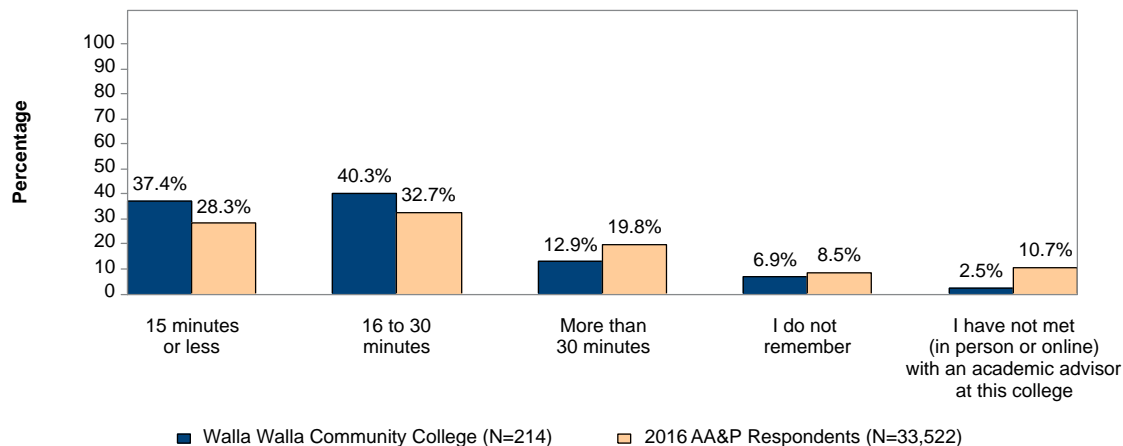


Figure 6: At this college, an academic advisor has provided me with information about academic support services (tutoring services, writing center, math skill lab, etc.).

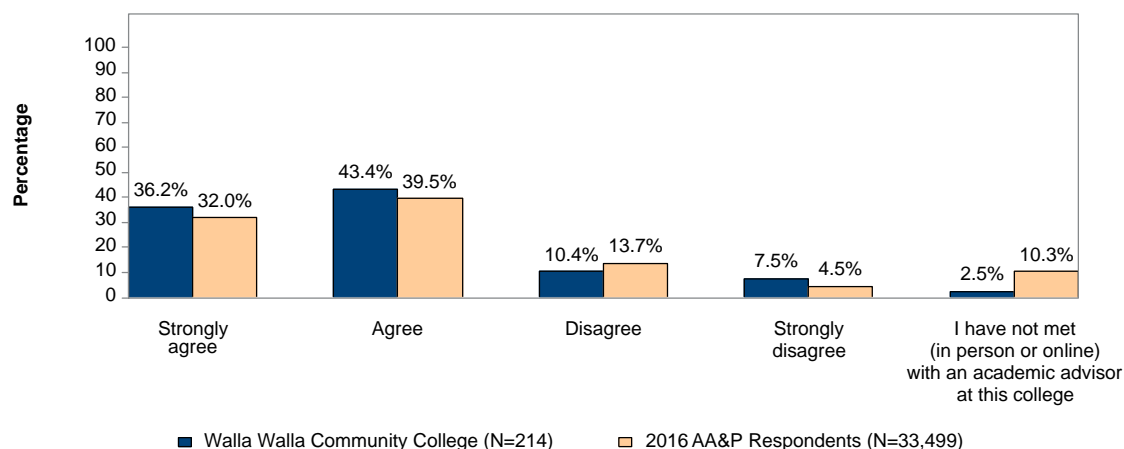


Figure 7: After first meeting (in person or online) with an academic advisor at this college, my understanding of how long it would take to complete my academic goals...

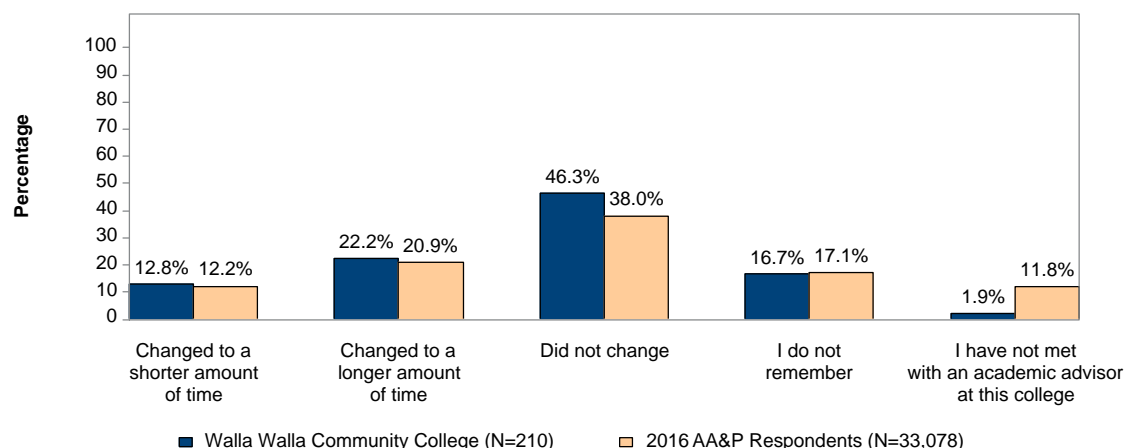
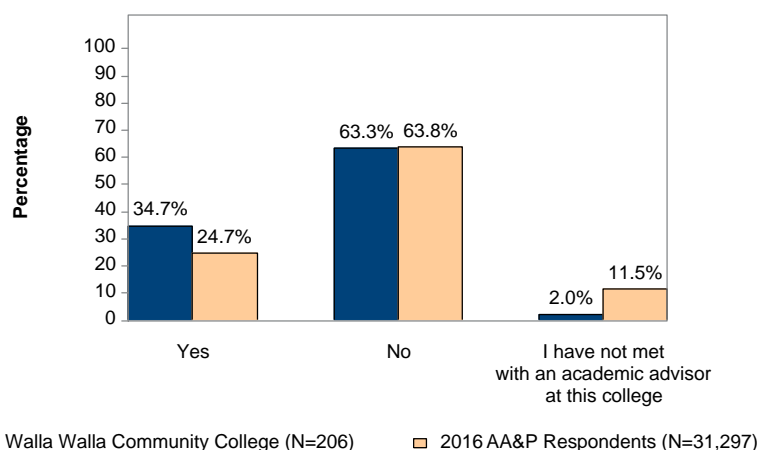


Figure 8: During your first meeting (in person or online) with an academic advisor at this college, he or she discussed when your next advising session should be.



## Academic Goal Setting and Planning

Most community colleges have academic and goal setting policies that are intended to help all students *start right*. Yet, often these policies, even when they are ostensibly mandatory, might not be implemented in ways that ensure success for all students. The disaggregated data below illustrate the student experience with academic goal setting and planning at your college. Nationally, more than 60% of community college students are enrolled less than full time. Thus, while looking at these data, it is important to consider the institution's enrollment patterns. Are all of your entering students starting right?

Figure 9

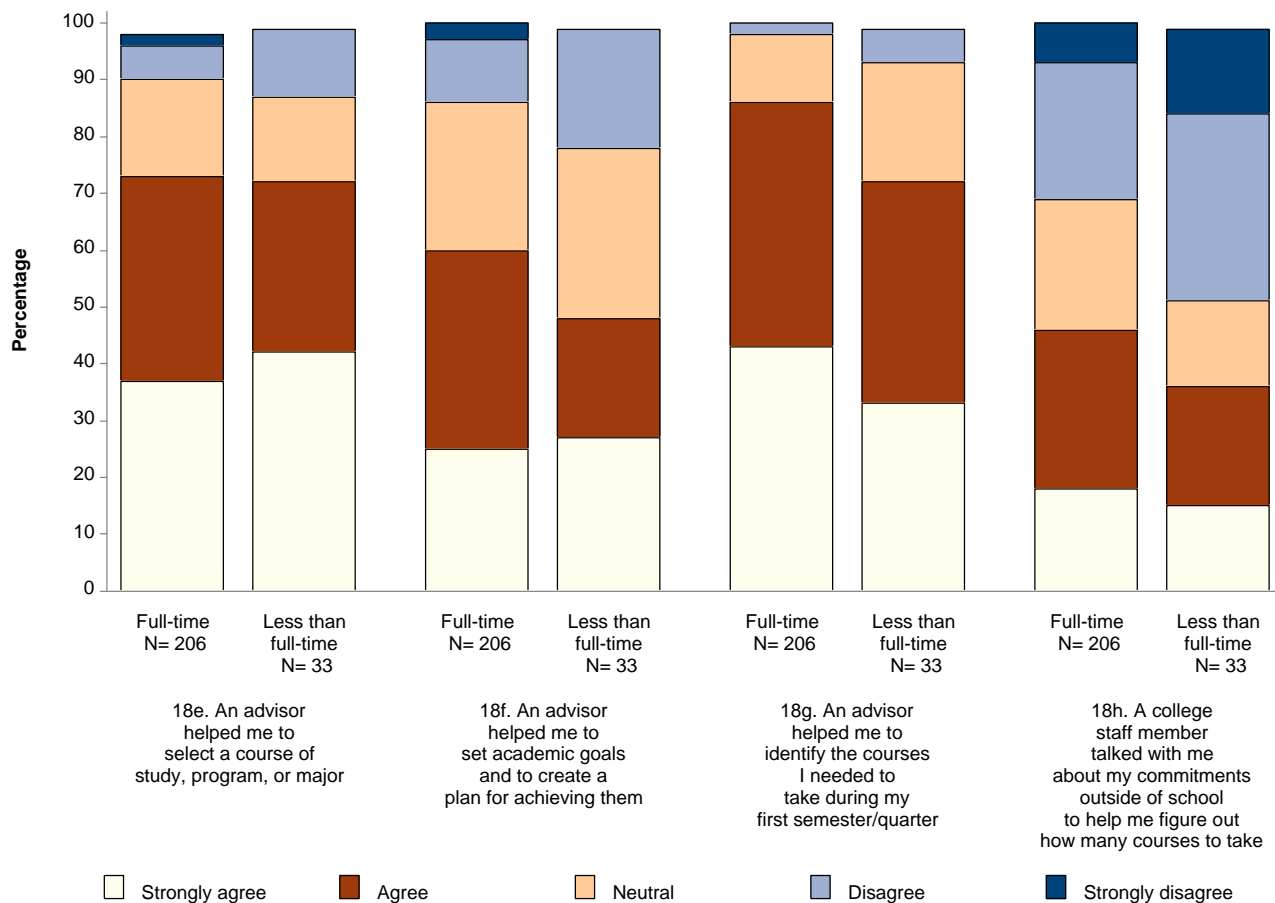


Table 3

|                   | 18e       |                     | 18f       |                     | 18g       |                     | 18h       |                     |
|-------------------|-----------|---------------------|-----------|---------------------|-----------|---------------------|-----------|---------------------|
| Response          | Full-time | Less than full-time | Full-time | Less than full-time | Full-time | Less than full-time | Full-time | Less than full-time |
| Strongly agree    | 37.4%     | 42.4%               | 24.8%     | 27.3%               | 42.7%     | 33.3%               | 18.4%     | 15.2%               |
| Agree             | 36.4%     | 30.3%               | 35.4%     | 21.2%               | 42.7%     | 39.4%               | 27.7%     | 21.2%               |
| Neutral           | 17.5%     | 15.2%               | 26.2%     | 30.3%               | 11.7%     | 21.2%               | 22.8%     | 15.2%               |
| Disagree          | 6.3%      | 12.1%               | 10.7%     | 21.2%               | 2.4%      | 6.1%                | 23.8%     | 33.3%               |
| Strongly disagree | 2.4%      | N/A                 | 2.9%      | N/A                 | 0.5%      | N/A                 | 7.3%      | 15.2%               |