Agenda
Regular Meeting
Board of Trustees, District No. 20
Walla Walla Community College
500 Tausick Way; Walla Walla, WA
Wednesday, December 17, 2014 – 9:30 a.m.

9:30 a.m.  Call to Order
Approval of Minutes
➢ November 19, 2014 Action
➢ November 21, 2014 Special Meeting Action
Approval of Agenda Action
Don McQuary, Chair

9:35 a.m.  Enrollment Reports Discuss
Dr. Nick Velluzzi
➢ Interim Fall Quarter Tab 1
➢ Preliminary Winter Quarter Tab 2

9:45 a.m.  November Budget Status Report Discuss Tab 3
Davina Fogg

9:55 a.m.  November Capital Budget Report Discuss Tab 4
Mrs. Fogg

10:05 a.m.  Instruction Report
Dr. Marleen Ramsey
➢ Achieving the Dream Report Discuss
   Jill Emigh
➢ High School-21 Discuss
   Darlene Snider

10:25 a.m.  Student Services Report
Mrs. Wendy Samitore
➢ Opportunity Grant Discuss
➢ Associated Student Body Activity Reports Discuss
   Clarkston: Teresa Carlson
   Walla Walla: Paige Vincent

10:45 a.m.  WWCC Foundation Activities Report Discuss
Mr. Doug Bayne

10:55 a.m.  Break
11:05 a.m.  2014 IPEDS Data Feedback Report  
   Dr. Velluzzi
   Discuss Tab 5

11:25 a.m.  Personnel  
   Sherry Hartford
   - Personnel Update  
   Discuss

11:35 a.m.  Recess to Executive Session to Discuss Faculty Negotiations  
   Discuss

11:55 a.m.  New and Unscheduled Business  
   Discuss

   Adjournment
The Board of Trustees of Community College District No. 20 met in regular session on November 19, 2014, in the Board Room of Walla Walla Community College. Mr. McQuary called the meeting to order at 9:30 a.m.

Trustees present:  
Mr. Don McQuary  
Mr. Miguel Sanchez  
Mrs. Kris Klaveano  
Dr. Roland Schirman

Administrators present:  
Dr. Steven VanAusdle, President  
Mrs. Davina Fogg, Vice President, Financial Services  
Dr. Marleen Ramsey, Vice President, Instruction  
Mrs. Wendy Samitore, Vice President, Student Services  
Mrs. Kathy Adamski, Dean, Health Sciences  
Mr. Jerry Anhorn, Dean, Ag. Science, Energy & Water Management  
Dr. Janet Danley, Director, Clarkston Campus  
Mrs. Jess Gilmore, Dean, Business, Entrepreneurial Programs & Extended Learning  
Mrs. Sherry Hartford, Director, Human Resources  
Mr. Jim Peterson, Special Projects, President's Office  
Mrs. Stacy Prest, Director, Library Services  
Dr. Joe Small, Dean, Corrections Education  
Mrs. Darlene Snider, Dean, Transitional Studies  
Dr. Nick Velluzzi, Director, Planning & Assessment  
Mrs. Kristi Wellington-Baker, Director, Student Development Center  
Ms. Melissa Williams, Director, Public Relations

Also present:  
Mr. Bryan Ovens, Assistant Attorney General  
Ms. Jessica Cook, WWCC Foundation  
Ms. Gail Bellmore, Human Resources  
Ms. Jerri Ramsey, Recording Secretary  
Mr. David Walk, Advertising & Media Manager  
Faculty:  
Bryan Evensen  
Brad LaFran  
Susan Palmer  
James Bradshaw  
Jill Emigh  
Jim Peitersen  
Jeanine Kay-Shoemake
Approval of Minutes.

Mrs. Klaveano moved and Mr. Sanchez seconded to approve the minutes of the October 15, 2014 Board of Trustees meeting as presented. *Motion carried.*

Approval of Agenda. Mr. McQuary requested the addition of a second New and Unscheduled Business agenda item immediately following the morning break. Dr. Ramsey reported that Steve May had requested a delay in his sabbatical report until the Winter Quarter so that item would need to be deleted from the agenda.

Dr. Schirman moved and Mr. Sanchez seconded to approve the agenda for the November 19, 2014 Board of Trustees meeting with the following amendments: Addition of a second New and Unscheduled Business following the break and elimination of Steve May's Sabbatical report from Instruction Report. *Motion carried.*

Interim Fall Quarter Enrollment Report. Dr. Velluzzi reviewed the Interim Fall Quarter Enrollment Report, noting net enrollment in state supported classes was down 243.2 FTE, to 2,906.9 FTE, compared to the previous year, total enrollment for all funds was down 326.3, or 7.3%, from the previous year, and unduplicated headcount for all funds was 5,757, down from 6,040 the previous year.

October Budget Status Report. Mrs. Fogg reviewed the October Budget Status Report, including: The Revenue Budget increased a net of $183,125, consisting of an increase to the State Allocation of $333,125 reflecting 65 additional Worker Retraining FTES, and Operating Fees decreased $150,000 due to a drop in tuition related to the drop in enrollment. The Expenditure Budget reflected the same changes as the Revenue Budget. Actual Revenue was at 30.66% compared to 32.22% the previous year. Actual Expenditures were at 31% for both years. Grants and Contracts totaled $11.389 million with increases in the Basic Food Employment & Training grant, I-DEA SBCTC Assistance grant, Community Network, and Early Learning Coalition.

October Capital Budget Report. Mrs. Fogg reviewed the October Capital Budget Report, noting $880,000 in new encumbrances or expenditures for the 2013-15 Appropriations. These included encumbrances for the Minor Project, the Dome piping project, and work on the walk-in refrigerator/freezer. Mr. Peterson reported approval had been received from the Department of Commerce and the Department of Enterprise Services to proceed with the reinvestment of $1.95 million in renewable wind energy projects in place of a commercial wind turbine.

Results of Audit by State Auditor's Office. Mrs. Fogg reported on the exit conference with representatives of the State Auditor's Office on the 2013 WWCC Annual Financial Report, noting there were no findings by the auditors. Mrs. Fogg also noted the final document will be publicly available in the near future.
Personnel.

**Appointments.** Mrs. Hartford outlined the background information and qualifications for the following appointment: Michael Hagerman, Precision Agriculture Instructor.

**Resignations/Retirements.** Mrs. Hartford reported on the resignation of Michael Laroche, Catering Chef, and on the retirement of Ginny McConnell, English/Business Instructor, Clarkston.

**Update.** Mrs. Hartford reported recruiting efforts were underway for a Catering Chef and Purchasing Manager; November is open enrollment month for employee health insurance; and AHE negotiations were expected to resume in the near future.

Student Services.

**Associated Student Body Activity Reports.** Walla Walla ASB President Paige Vincent reported on the passing of Dr. David Chase and reviewed his many contributions to WWCC; that ASB will be offering tobacco-free classes; discussions have been underway about making the campus tobacco-free; considering identifying and then purchasing a costume for a school mascot; in partnership with the Blue Mountain Action Council, will be opening a food bank on campus; and, in honor of Veteran's Day, presented a video on the placement of 7,000 U.S. flags on the Walla Walla campus lawn and reported on the ceremony and luncheon honoring Veterans. Clarkston ASB President Teresa Carlson reported on the November 5 Convocation with Dr. Miltenberger as the keynote speaker; the parade float for Veteran's Day; working on a float for the Christmas parade; secured and distributed Thanksgiving food baskets to needy students and their families; second-year nursing students are doing a coat drive; PBL is doing a clothing drive; and the Tutoring Center continues to do well.

Instruction Report. Jill Emigh reviewed the Achieving the Dream initiative, including: After selecting three initiatives last year, this year's efforts are focused on implementation of the initiatives; working with the Working Families Success Network for Community Colleges grant on financial literacy for students; through a pilot program, linking classes to provide students additional support when retaking a class; and seeking input on the draft Strategic Equity Plan. Ms. Emigh also reported the ATD coaches would be on campus December 8 and 9 for a series of meetings.

New and Unscheduled Business. Mr. McQuary noted he had requested information from staff on enrollment and budget trends.

Dr. Velluzzi distributed a report outlining state supported enrollment at WWCC from 2008-2014, with a breakdown between FTES by purpose for attending college and FTES by course intent, using publicly-available data from the State Board. Dr. Velluzzi noted the overall trend for Transfer Education increased from 31.2% to 34.95%, while Workforce Education declined from 60.1% to 53.2%. Dr. Velluzzi noted similar trends were apparent in course intent with Academic courses increasing from 33.4% to 36.4% and Workforce declining from 46.7% to 43.8%.
Mrs. Fogg provided information on the operating budget since 2007-08, noting the data for the Operating Budget information was obtained from the Board-approved Annual Plan and Budget and the expenditure data was from the Year-To-Date reports; all data publicly available. Mrs. Fogg reported the data indicated the operating budget for Transfer Education had increased 20.28% and for Workforce Education 20.19%, for the period from 2007-08 to 2013-14. Further, expenditures for the same period increased 26.24% for Transfer Education and 17.83% for Workforce Education.

**New and Unscheduled Business.** Mr. McQuary opened the floor for comments. Brad LaFran pointed out the Board of Trustees had not yet responded to the list of 13 desired outcomes that had accompanied the September 18 letter of no confidence. Mr. LaFran, Jim Peitersen, Susan Palmer, and Jeanine Kay Shoemake voiced a series of questions and concerns for the Board’s consideration. Brian Evensen expressed his support of President VanAusdle and the community college system.

**Recess to Executive Session to Evaluate Complaints Brought Against a Public Employee and to Review the Performance of a Public Employee.** The Board recessed to Executive Session at 11:00 a.m. to evaluate complaints brought against a public employee and to review the performance of a public employee, with an anticipated return time of 12:45 p.m. At 12:45 p.m. the Executive Session was extended to 1:30 p.m. At 1:30 p.m. the Executive Session was extended to 1:45 p.m. The Board returned to open session at 1:45 p.m. and Mr. McQuary reported no action had been taken during the Executive Session.

Mrs. Klaveano moved and Mr. Sanchez seconded that the Board of Trustees reaffirm the appointment of Steven L. VanAusdle as the president and approve the extension of his contract through June 30, 2017. *Motion carried.*

Mr. McQuary announced the Board would be holding a Special Meeting, with an Executive Session, beginning at 2:00 p.m. on Friday, November 21, in the Board Room, and would then issue a final response to the complaint by the No Confidence Committee.

**Adjournment:** The meeting adjourned at 1:55 p.m.

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**ATTEST:**

Mr. Don McQuary, Chair
Board of Trustees
The Board of Trustees of Community College District No. 20 met in special session on November 21, 2014, in the Board Room of Walla Walla Community College. Mr. McQuary called the meeting to order at 2:00 p.m.

Trustees present via telephone conference call:
   Mr. Don McQuary
   Mr. Miguel Sanchez
   Mrs. Kris Klaveano
   Dr. Roland Schirman

Administrators present:   Dr. Steven VanAusdle, President
                          Mrs. Sherry Hartford, Director, Human Resources

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

**Recess to Executive Session to Evaluate Complaints Brought Against a Public Employee.** The Board recessed to Executive Session at 2:05 p.m. to evaluate complaints brought against a public employee, with an anticipated return time of 2:30 p.m. At 2:30 p.m. the Board reported the Executive Session would be extended to 3:00 p.m. At 3:00 p.m. the Board reported the Executive Session would be extended to 3:15 p.m. The Board returned to open session at 3:15 p.m. and Mr. McQuary reported no action had been taken during the Executive Session.

**Adjournment:** The meeting adjourned at 3:15 p.m.

ATTEST:

______________________________
Steven L. VanAusdle, President

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Mr. Don McQuary, Chair
Board of Trustees
DATE: November 13, 2014

TO: Board of Trustees

FROM: Dr. Nick Velluzzi

RE: 2014 Interim Fall Enrollment Report

Attached is the 2014 Interim Fall Enrollment Report. Key elements of the report include:

- Net enrollment in state-supported classes is currently 2,924.3 FTE, down 234.3 FTE or 7.4% from this time last Fall Quarter 2013. Headcount is 4,092, down from 4,287 last Fall Quarter.

- Enrollment in Corrections is 1,252.9 FTE, down 113.7 FTE or 6.1% from last Fall Quarter. Unduplicated Headcount is 1,781, down from 1,897 last Fall Quarter.

- Running Start FTE is 132.7, down 8.7 FTE or 6.1%. Running Start headcount is 219, down from 238 last Fall Quarter.

- AEP FTE is 89.8, down 6.8 FTE or 6.9%. AEP headcount is 109, which is slightly up from 102 this time last Fall Quarter.

- Total enrollment (all funds) is 4,219.4 FTE, down 350.9 FTE or 7.7% from last Fall Quarter. Unduplicated Headcount is 5,873, down from 6,184 last Fall Quarter.
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Running Start, FTES are "billable" FTES 238 219 141.4 132.7 -8.7
Alternative Education Program, FTES are "billable" FTES 102 109 96.5 89.8 -6.8
DATE: December 11, 2014
TO: Board of Trustees
FROM: Dr. Nick Velluzzi
RE: 2015 Preliminary Winter Enrollment Report

Attached is the 2015 Preliminary Winter Enrollment Report. Though preliminary, the report shows:

- Net enrollment in state-supported classes is currently 2,318 FTE, which is down 7.6% or about 190 FTE from this time last year.
- Arts & Sciences in Walla Walla (day) is down 13.8%, which amounts to about 115 FTE.
- Walla Walla Evening is currently up by 17.2% from last year.
- Both Clarkston Day and Evening are slightly down, -1.2% and -13.6% respectively.
- There is nothing yet to report on contract funded enrollment, which includes Corrections, Running Start, and AEP.
- State-supported Unduplicated Headcount is 2,704. Unduplicated headcount data from last year was not reported, and unavailable.
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<td>2,485.7</td>
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### Revenue

**State Funds:**
- **Base Allocation:** $12,620,249 to $12,860,429 to $12,869,602 to $9,173 to $5,358,835 40.95%
- **Opportunity Grant:** $461,412 to $461,412 to $461,412 to $0 to $160,787 34.85%
- **Worker Retraining:** $1,612,573 to $1,945,698 to $1,945,698 to $0 to $647,167 33.26%

**Local Funds:**
- **Operating Fees:** $8,933,723 to $8,783,723 to $8,783,723 to $0 to $3,248,977 36.99%
- **General Local:** $1,533,900 to $1,533,900 to $1,533,900 to $0 to $565,341 36.86%
- **Alternative Education Program:** $410,000 to $410,000 to $410,000 to $0 to $0 0.00%
- **Running Start:** $685,000 to $685,000 to $685,000 to $0 to $0 0.00%
- **Foundation Support:** $140,000 to $140,000 to $140,000 to $0 to $70,000 50.00%
- **Corrections Ed.-Indirect:** $642,930 to $650,419 to $655,559 to $5,140 to $194,951 29.74%
- **Excess Enrollment from FY14:** $225,000 to $225,000 to $225,000 to $0 to $93,750 41.67%
- **Carry-Forward from FY14:** $125,000 to $125,000 to $125,000 to $0 to $52,083 41.67%

**Total Revenue:**
- **State:** $14,694,234 to $15,267,539 to $15,276,712 to $9,173 to $5,690,603 37.25%
- **Local:** $13,570,553 to $12,553,042 to $12,558,182 to $5,140 to $4,564,211 33.98%
- **Total:** $28,264,787 to $28,695,581 to $28,709,894 to $14,313 to $10,254,814 35.72%

### Expenditures

**Salaries and Wages:**
- $17,401,122 to $17,220,975 to $17,198,752 to $22,223 to $6,300,410 36.63%
- **Benefits:** $5,063,352 to $5,046,236 to $5,046,236 to $0 to $1,994,663 39.53%
- **Rents:** $166,128 to $166,128 to $166,128 to $0 to $61,153 37.03%
- **Utilities:** $825,455 to $825,455 to $825,455 to $0 to $272,626 33.03%
- **Goods and Services:** $2,801,284 to $2,882,882 to $2,930,037 to $47,209 to $965,679 33.98%
- **Equipment:** $233,822 to $271,925 to $271,925 to $0 to $166,679 61.30%
- **Subsidies/Transfers/Debt Service:** $1,279,039 to $1,371,853 to $1,371,928 to $75 to $569,761 41.53%

**Total Expenditures:**
- **Salaries and Wages:** $11,670,440 to $11,792,774 to $11,804,697 to $11,923 to $3,925,459 34.66%
- **Community Service:** $75,000 to $75,000 to $75,000 to $0 to $53,250 71.00%
- **Instructional Computing:** $484,585 to $910,181 to $899,433 to $(10,748) to $157,565 31.13%
- **Academic Administration:** $2,870,923 to $2,886,043 to $2,882,481 to $(5,562) to $1,177,257 41.05%
- **Library Services:** $603,401 to $592,507 to $592,507 to $0 to $284,044 47.94%
- **Student Services:** $3,804,393 to $3,887,669 to $3,886,002 to $333 to $1,590,645 40.96%
- **Facility Services:** $2,920,600 to $2,881,145 to $2,881,890 to $745 to $1,137,869 48.06%

**Total Expenditures:** $28,264,787 to $28,695,581 to $28,709,894 to $14,313 to $10,487,718 39.03%

### General Fund Expenditures

**By Program**

- **Instruction:** $11,670,440 to $11,792,774 to $11,804,697 to $11,923 to $3,925,459 34.66%
- **Community Service:** $75,000 to $75,000 to $75,000 to $0 to $53,250 71.00%
- **Instructional Computing:** $484,585 to $910,181 to $899,433 to $(10,748) to $157,565 31.13%
- **Academic Administration:** $2,870,923 to $2,886,043 to $2,882,481 to $(5,562) to $1,177,257 41.05%
- **Library Services:** $603,401 to $592,507 to $592,507 to $0 to $284,044 47.94%
- **Student Services:** $3,804,393 to $3,887,669 to $3,886,002 to $333 to $1,590,645 40.96%
- **Facility Services:** $2,920,600 to $2,881,145 to $2,881,890 to $745 to $1,137,869 48.06%

**By Object**

- **Salaries and Wages:** $17,401,122 to $17,220,975 to $17,198,752 to $(22,223) to $6,300,410 36.63%
- **Benefits:** $5,063,352 to $5,046,236 to $5,046,236 to $0 to $1,994,663 39.53%
- **Rents:** $166,128 to $166,128 to $166,128 to $0 to $61,153 37.03%
- **Utilities:** $825,455 to $825,455 to $825,455 to $0 to $272,626 33.03%
- **Goods and Services:** $2,801,284 to $2,882,882 to $2,930,037 to $47,209 to $965,679 33.98%
- **Equipment:** $233,822 to $271,925 to $271,925 to $0 to $166,679 61.30%
- **Subsidies/Transfers/Debt Service:** $1,279,039 to $1,371,853 to $1,371,928 to $75 to $569,761 41.53%

**Total Expenditures:** $28,264,787 to $28,695,581 to $28,709,894 to $14,313 to $10,487,718 39.03%
## Walla Walla Community College

**Grants and Contracts**

**November 2014**

### Current Month 2014-2015 Expenditures Activity YTD Revenue

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<th>Expenditures to Date</th>
<th>Encumbrances Date</th>
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#### State Funded

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<th>Encumbrances</th>
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<td>$3,862,714</td>
<td>$1,855,525</td>
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<tr>
<td>Workfirst</td>
<td>$0</td>
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<td>Water Management Center</td>
<td>$0</td>
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<td>$3,862,714</td>
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</table>

#### Federal Funded

<table>
<thead>
<tr>
<th>Fund</th>
<th>Program</th>
<th>Budget</th>
<th>Expenditures</th>
<th>Encumbrances</th>
<th>Actual Spent</th>
<th>Percentage Spent</th>
<th>Balance Expendable</th>
<th>Balance Receivable</th>
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<tbody>
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<td>Student Support Services (SSS)</td>
<td>$0</td>
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<tr>
<td>USDA - National Institute of Food &amp; Ag</td>
<td>$0</td>
<td>134,838</td>
<td>23,843</td>
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#### Private Funded

<table>
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<tr>
<th>Fund</th>
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<th>Actual Spent</th>
<th>Percentage Spent</th>
<th>Balance Expendable</th>
<th>Balance Receivable</th>
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<tr>
<td>Customized Contract Training</td>
<td>$0</td>
<td>$50,000</td>
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<td>$2,513,727</td>
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<td>$3,862,714</td>
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<tr>
<td>EMS Trauma Training</td>
<td>$0</td>
<td>11,146</td>
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<td>Child Care Aware</td>
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<td>93,827</td>
<td>32,580</td>
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<td>$3,862,714</td>
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#### Fiscal Agent Contracts

<table>
<thead>
<tr>
<th>Fund</th>
<th>Program</th>
<th>Budget</th>
<th>Expenditures</th>
<th>Encumbrances</th>
<th>Actual Spent</th>
<th>Percentage Spent</th>
<th>Balance Expendable</th>
<th>Balance Receivable</th>
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<tr>
<td>Community Network</td>
<td>$461</td>
<td>$30,057</td>
<td>$20,152</td>
<td>$208,114</td>
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<tr>
<td>Early Learning Coalition (ELC)</td>
<td>$0</td>
<td>75,565</td>
<td>24,282</td>
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<td>39.4%</td>
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<td>$0</td>
<td>418,087</td>
<td>143,247</td>
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<td>39.4%</td>
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<td>$1,855,525</td>
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<tr>
<td>Bonneville Power Administration (SRSRB)</td>
<td>$0</td>
<td>196,964</td>
<td>51,968</td>
<td>$208,114</td>
<td>$2,513,727</td>
<td>39.4%</td>
<td>$3,862,714</td>
<td>$1,855,525</td>
</tr>
</tbody>
</table>

#### Total Fiscal Agent Contracts

| $461 | $720,673 | $239,649 | $186,710 | $426,359 | $292,314 | 40.0% | $100,417 | $327,942 |

### Total

| $49,385 | $11,439,231 | $3,964,711 | $614,614 | $4,579,325 | $6,859,906 | 40.0% | $3,044,260 | $1,535,065 |

---

**Walla Walla Community College**

**Grants and Contracts**

**November 2014**

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**Tab 3**

**Page 2**
December 9, 2014

From: Davina Fogg
Vice President of Financial Services


<table>
<thead>
<tr>
<th>Type</th>
<th>Code</th>
<th>Title</th>
<th>Budget</th>
<th>Encumbrances</th>
<th>Expenditures</th>
<th>Balance</th>
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<tr>
<td></td>
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<td>2013-2015 Appropriations</td>
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<tr>
<td>S</td>
<td>4Z5A</td>
<td>2013-15 Repairs and Minor Improvements</td>
<td>$131,143</td>
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<td>S</td>
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<td>2013-15 Facility Repair - Dome Piping</td>
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<td>S</td>
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<td>S</td>
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<td>2013-15 Roof Repair - Main Bldg. Roof &amp; Insulation</td>
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<td></td>
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<td>$2,484,168</td>
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<td>Roof Repair - Main Building</td>
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<td>Facility Repair - HVAC Repair - Library/Bookstore</td>
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<td>TOTAL</td>
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<td>Local Funds and Grants</td>
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<td>L</td>
<td>4Z8x</td>
<td>Water Center Expansion - Local</td>
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<td>-</td>
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<td>Economic Dev. Admin. (EDA) - Water Ctr. Exp.</td>
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<td>$78,300</td>
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<td>G</td>
<td>4ZPx</td>
<td>IPZ Alternative Energy</td>
<td>$2,637,643</td>
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<td>$16,574</td>
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<td>G</td>
<td>4Z72</td>
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<td>-</td>
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<td>-</td>
<td>$22,000</td>
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<td>TOTAL</td>
<td>$5,149,536</td>
<td>$2,060,873</td>
<td>$38,574</td>
<td>$3,050,089</td>
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<td>TOTAL ALL FUNDS</td>
<td>$7,874,816</td>
<td>$3,505,748</td>
<td>$728,329</td>
<td>$3,640,740</td>
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</tbody>
</table>

Percent Uncommitted 46.2%

Fund Types:
S - State Appropriations  L - Local  G - Grant  P - Private  C - Certificate of Participation.
What Is IPEDS?

The Integrated Postsecondary Education Data System (IPEDS) is a system of survey components that collects data from about 7,500 institutions that provide postsecondary education across the United States. IPEDS collects institution-level data on student enrollment, graduation rates, student charges, program completions, faculty, staff, and finances.

These data are used at the federal and state level for policy analysis and development; at the institutional level for benchmarking and peer analysis; and by students and parents, through the College Navigator (http://collegenavigator.ed.gov), an online tool to aid in the college search process. For more information about IPEDS, see http://nces.ed.gov/ipeds.

What Is the Purpose of This Report?

The Data Feedback Report is intended to provide institutions a context for examining the data they submitted to IPEDS. The purpose of this report is to provide institutional executives a useful resource and to help improve the quality and comparability of IPEDS data.

What Is in This Report?

As suggested by the IPEDS Technical Review Panel, the figures in this report provide selected indicators for your institution and a comparison group of institutions. The figures are based on data collected during the 2013-14 IPEDS collection cycle and are the most recent data available. This report provides a list of pre-selected comparison group institutions and the criteria used for their selection. Additional information about these indicators and the pre-selected comparison group are provided in the Methodological Notes at the end of the report.

Where Can I Do More with IPEDS Data?

Institutions have the opportunity to create its comparison group instead of using the IPEDS pre-selected comparison group through the Customize Data Feedback Report functionality located in the IPEDS Data Center. Customized comparison groups allow institutional executives to quickly produce customizable reports using different comparison groups and accessing a wider range of IPEDS variables. The Data Center can be accessed at http://nces.ed.gov/ipeds/datacenter.
Comparison group data are included to provide a context for interpreting your institution's statistics. If your institution did not define a Custom Comparison Group for this report by July 15, NCES selected a comparison group for you. (In this case, the characteristics used to define the comparison group appears below.) The Customize Data Feedback Report functionality on the IPEDS Data Center (http://nces.ed.gov/ipeds/datacenter/) can be used to reproduce the figures in this report using different peer groups.

Using some of your institution's characteristics, a group of comparison institutions was selected for you. The characteristics include medium, public, 2-year colleges, in the western states, city locale and enrollment of a similar size. This comparison group includes the following 28 institutions:

- Aims Community College (Greeley, CO)
- Bellingham Technical College (Bellingham, WA)
- Berkeley City College (Berkeley, CA)
- Casper College (Casper, WY)
- Clover Park Technical College (Lakewood, WA)
- GateWay Community College (Phoenix, AZ)
- Honolulu Community College (Honolulu, HI)
- Lamar Institute of Technology (Beaumont, TX)
- Lamar State College-Port Arthur (Port Arthur, TX)
- Lower Columbia College (Longview, WA)
- Merritt College (Oakland, CA)
- Napa Valley College (Napa, CA)
- Odessa College (Odessa, TX)
- Oxnard College (Oxnard, CA)
- Porterville College (Porterville, CA)
- Renton Technical College (Renton, WA)
- Skagit Valley College (Mount Vernon, WA)
- South Mountain Community College (Phoenix, AZ)
- South Puget Sound Community College (Olympia, WA)
- Temple College (Temple, TX)
- Texarkana College (Texarkana, TX)
- Texas State Technical College-Harlingen (Harlingen, TX)
- Texas State Technical College-Waco (Waco, TX)
- Victoria College (Victoria, TX)
- Wenatchee Valley College (Wenatchee, WA)
- Whatcom Community College (Bellingham, WA)
- Yakima Valley Community College (Yakima, WA)
- Yavapai College (Prescott, AZ)
Figure 1. Percent of all students enrolled, by race/ethnicity and percent of students who are women: Fall 2013

- American Indian or Alaska Native
- Asian
- Black or African American
- Hispanic/Latino
- Native Hawaiian or other Pacific Islander
- White
- Two or more races
- Race/ethnicity unknown
- Nonresident alien
- Women

NOTE: For more information about disaggregation of data by race and ethnicity, see the Methodological Notes. Median values for the comparison group will not add to 100%. See "Use of Median Values for Comparison Group" for how median values are determined. N is the number of institutions in the comparison group.


Figure 2. Unduplicated 12-month headcount (2012-13), total FTE enrollment (2012-13), and full- and part-time fall enrollment (Fall 2013)

- Unduplicated headcount - total
- Total FTE enrollment
- Full-time fall enrollment
- Part-time fall enrollment

NOTE: For details on calculating full-time equivalent (FTE) enrollment, see Calculating FTE in the Methodological Notes. N is the number of institutions in the comparison group.


Figure 3. Number of subbaccalaureate degrees and certificates awarded, by level: 2012-13

- Associate's
- Certificates of at least 2 but less than 4 years
- Certificates of at least 1 but less than 2 years
- Certificates of less than 1 year

NOTE: N is the number of institutions in the comparison group.

Figure 4. Academic year tuition and required fees for full-time, first-time degree/certificate-seeking undergraduates: 2010-11 to 2013-14

Figure 5. Average net price of attendance for full-time, first-time degree/certificate-seeking undergraduate students receiving grant or scholarship aid: 2010-11 to 2012-13

Figure 6. Percent of full-time, first-time degree/certificate-seeking undergraduate students who received grant or scholarship aid from the federal government, state/local government, or the institution, or loans, by type of aid: 2012-13

Figure 7. Average amounts of grant or scholarship aid from the federal government, state/local government, or the institution, or loans received, by full-time, first-time degree/certificate-seeking undergraduate students, by type of aid: 2012-13
Comparison Group Median (N=28)

Graduation rate cohort as a percent of total entering students (Fall 2013)

NOTE: Graduation rate cohort includes all full-time, first-time degree/certificate-seeking undergraduates within normal time, and 150% and 200% of normal time to completion: 2009 cohort

Time to program completion

NOTE: The 150% graduation rate is the Student Right-to-Know (SRK) rates; the Normal time and 200% rates are calculated using the same methodology. For details, see the Methodological Notes. N is the number of institutions in the comparison group.


Figure 8. Percent of all undergraduates receiving aid by type of aid: 2012-13

Figure 9. Average amount of aid received by all undergraduates, by type of aid: 2012-13

Figure 10. Graduation rate and transfer-out rate (2010 cohort); graduation rate cohort as a percent of total entering students, and retention rates of first-time students (Fall 2013)

NOTE: Graduation rate cohort includes all full-time, first-time degree/certificate-seeking undergraduate students. Entering class includes all students coming to the institution for the first time. Graduation and transfer-out rates are the Student Right-to-Know rates. Only institutions with a mission to prepare students to transfer are required to report transfers out. Retention rates are measured from the fall of first enrollment to the following fall. For details, see the Methodological Notes. N is the number of institutions in the comparison group.

**Figure 12. Full-time equivalent staff, by occupational category: Fall 2013**

- Postsecondary Teachers and staff: Your institution Comparison Group Median (N=28)
  - Instructional support occupations: 40
  - Management: 23
  - Business and financial operations: 10
  - Computer, engineering, and science: 9
  - Community service, legal, arts, and media: 13
  - Healthcare: 8
  - Other: 110

**Figure 14. Percent distribution of core revenues, by source: Fiscal year 2013**

- Revenue source
  - Tuition and fees: 8, 12
  - State appropriations: 28
  - Local appropriations: 28
  - Government grants and contracts: 31, 39
  - Private gifts, grants, and contracts: 2, 1
  - Investment return: 1, 1
  - Other core revenues: 6, 22

**Figure 13. Average salaries of full-time instructional non-medical staff equated to 9-month contracts, by academic rank: Academic year 2013-14**

- Academic rank
  - All ranks: Your institution Comparison Group Median (N=28)
    - Professor (N=10): $52,398
    - Associate professor (N=9): $51,102
    - Assistant professor (N=7): $47,673
    - Instructor (N=20): $52,169
    - Lecturer (N=2): $52,398
  - No academic rank: $57,744

**Figure 15. Core expenses per FTE enrollment, by function: Fiscal year 2013**

- Expense function
  - Instruction: Your institution Comparison Group Median (N=28)
    - $5,431
  - Research: $0
  - Public service: $0
  - Academic support: $1,001
  - Institutional support: $1,330
  - Student services: $1,318
  - Other core expenses: $1,125
  - $2,462

**Note:** For calculation details, see the Methodological Notes. N is the number of institutions in the comparison group. For a detailed definition of core revenues, see the Methodological Notes. N is the number of institutions in the comparison group.
METHODOLOGICAL NOTES

Overview

This report is based on data supplied by institutions to IPEDS during the 2013-14 data collection year. Response rates exceeded 99% for most surveys. Detailed response tables are included in IPEDS First Look reports, which can be found at http://nces.ed.gov/pubsearch/getpubcats.asp?sid=010.

Use of Median Values for Comparison Group

The value for the comparison institution is compared to the median value for the comparison group for each statistic included in the figure. If more than one statistic is presented in a figure, the median values are determined separately for each indicator or statistic. Medians are not reported for comparison groups with fewer than three values. Where percentage distributions are presented, median values may not add to 100%. The IPEDS Data Center provides access to all of the data used to create the figures included in this report.

Missing Statistics

If a statistic is not reported for your institution, the omission indicates that the statistic is not relevant to your institution and the data were not collected. Not all notes may be applicable to your report.

Use of Imputed Data

All IPEDS data are subject to imputation for total (institutional) and partial (item) nonresponse. If necessary, imputed values were used to prepare your report.

Data Confidentiality

IPEDS data are not collected under a pledge of confidentiality.

Disaggregation of Data by Race/Ethnicity

When applicable, some statistics are disaggregated by race/ethnicity. Data disaggregated by race/ethnicity have been reported using the 1997 Office of Management and Budget categories. Detailed information about the race/ethnicity categories can be found at http://nces.ed.gov/ipeds/reic/resource.asp.

Cohort Determination for Reporting Student Financial Aid and Graduation Rates

Student cohorts for reporting Student Financial Aid and Graduation Rates data are based on the reporting type of the institution. For institutions that report based on an academic year (those operating on standard academic terms), student counts and cohorts are based on fall term data. Student counts and cohorts for program reporters (those that do not operate on standard academic terms) are based on unduplicated counts of students enrolled during a full 12-month period.

Description of Statistics Used in the Figures

Admissions and Test Score Data

Admissions and test score data are presented only for institutions that do not have an open admission policy, and apply to first-time, degree/certificate-seeking undergraduate students only. Applicants include only those students who fulfilled all requirements for consideration for admission and who were notified of one of the following actions: admission, non-admission, placement on a wait list, or application withdrawn (by applicant or institution). Admitted applicants (admissions) include wait-listed students who were subsequently offered admission. Early decision, early action, and students who began studies during the summer prior to the fall reporting period are included. Institutions report test scores only if they are required for admission.

Average Institutional Net Price

Average net price is calculated for full-time, first-time degree/certificate-seeking undergraduates who were awarded grant or scholarship aid from the federal government, state/local government, or the institution anytime during the full aid year. For public institutions, this includes only students who paid the in-state or in-district tuition rate. Other sources of grant aid are excluded. Average net price is generated by subtracting the average amount of federal, state/local government, and institutional grant and scholarship aid from the total cost of attendance. Total cost of attendance is the sum of published tuition and required fees, books and supplies, and the average room and board and other expenses.

For the purpose of the IPEDS reporting, aid received refers to financial aid that was awarded to, and accepted by, a student. This amount may differ from the aid amount that is disbursed to a student.

Core Revenues

Core revenues for public institutions reporting under GASB standards include tuition and fees; state and local appropriations; government grants and contracts; private gifts, grants, and contracts; sales and services of educational activities; investment income; other operating and non-operating sources; and other revenues and additions (federal and capital appropriations and grants and additions to permanent endowments). Core revenues for private, for-profit institutions (and a small number of public institutions) reporting under FASB standards include tuition and fees; government appropriations (federal, state, and local); government grants and contracts; private gifts, grants, and contracts (including contributions from affiliated entities); investment return; sales and services of educational activities; and other sources. Core revenues exclude revenues from auxiliary enterprises (e.g., bookstores, dormitories), hospitals, and independent operations. Nondegree-granting institutions do not report revenue from auxiliary enterprises in a separate category. These amounts may be included in the core revenues from other sources.

Core Expenses

Core expenses include expenses for instruction, research, public service, academic support, institutional support, student services, scholarships and fellowships (net of discounts and allowances), and other expenses. Expenses for operation and maintenance of plant, depreciation, and interest are allocated to each of the other functions. Core expenses at degree-granting institutions exclude expenses for auxiliary enterprises (e.g., bookstores, dormitories), hospitals, and independent operations. Nondegree-granting institutions do not report expenses for auxiliary enterprises in a separate category. These amounts may be included in the core expenses as other expenses.
Endowment Assets

Endowment assets, for public institutions under GASB standards, and private, not-for-profit institutions under FASB standards, include gross investments of endowment funds, term endowment funds, and funds functioning as endowment for the institution and any of its foundations and other affiliated organizations. Private, for-profit institutions under FASB do not hold or report endowment assets.

EQUATED INSTRUCTIONAL NON-MEDICAL STAFF SALARIES

Institutions reported total salary outlays by academic rank and gender, and the number of staff by academic rank, contract length (9-, 10-, 11-, and 12-month contracts), and gender. The total number of months covered by salary outlays was calculated by multiplying the number of staff reported for each contract length period by the number of months of the contract, and summing across all contract length periods. The weighted average monthly salary for each academic rank and gender was calculated by dividing the total salary outlays by the total number of months covered. The weighted average monthly salary was then multiplied by 9 to determine an equated 9-month salary for each rank.

FTE ENROLLMENT

The full-time equivalent (FTE) enrollment used in this report is the sum of the institution’s FTE undergraduate enrollment and FTE graduate enrollment (as calculated from or reported on the 12-month Enrollment component). Undergraduate and graduate FTE are estimated using 12-month instructional activity (credit and/or contact hours). See “Calculation of FTE Students (using instructional activity)” in the IPEDS Glossary at http://nces.ed.gov/ipeds/glossary/.

FTE STAFF

The full-time-equivalent (FTE) of staff is calculated by summing the total number of full-time staff and adding one-third of the total number of part-time staff. Graduate assistants are not included.

GRADUATION RATES AND TRANSFER-OUT RATE

Graduation rates are those developed to satisfy the requirements of the Student Right-to-Know Act and Higher Education Act, as amended, and are defined as the total number of individuals from a given cohort of full-time, first-time degree/certificate-seeking undergraduates who completed a degree or certificate within a given percent of normal time to complete all requirements of the degree or certificate program before the ending status date of August 31, 2013; divided by the total number of students in the cohort of full-time, first-time degree/certificate-seeking undergraduates minus any allowable exclusions. Institutions are permitted to exclude from the cohort students who died or were totally and permanently disabled; those who left school to serve in the armed forces or were called up to active duty; those who left to serve with a foreign aid service of the federal government, such as the Peace Corps; and those who left to serve on an official church mission. Transfer-out rate is the total number of students from the cohort who are known to have transferred out of the reporting institution (without earning a degree/award) and subsequently re-enrolled at another institution within the same time period; divided by the same adjusted cohort (initial cohort minus allowable exclusions) as described above. Only institutions with a mission that includes providing substantial preparation for students to enroll in another eligible institution are required to report transfers out.

RETENTION RATES

Full-time retention rates is a measure of the rate at which students persist in their educational program at an institution, expressed as a percentage. For four-year institutions, this is the percentage of first-time bachelors (or equivalent) degree-seeking undergraduates from the previous fall who are again enrolled in the current fall. For all other institutions this is the percentage of first-time degree/certificate-seeking students from the previous fall who either re-enrolled or successfully completed their program by the current fall. The full-time retention rate is calculated using the percentage of full-time, first-time degree/certificate-seeking undergraduates, while the part-time rate is calculated using the percentage of part-time, first-time degree/certificate-seeking undergraduates.

SALARIES, WAGES, AND BENEFITS

Salaries, wages, and benefits, for public institutions under GASB standards, and private, not-for-profit institutions under FASB standards, include amounts paid as compensation for services to all employees regardless of the duration of service, and amounts made to or on behalf of an individual over and above that received in the form of a salary or wage. Frequently, benefits are associated with an insurance payment. Private, for-profit institutions under FASB standards do not report salaries.

STUDENT-TO-FACULTY RATIO

The guidance provided to institutions for calculating their student-to-faculty ratio is as follows: the number of FTE students (using Fall Enrollment data) divided by the total FTE instructional staff (using the total Primarily instruction + Instruction/research/public service staff reported on the EAP section of the Human Resources component and adding any not primarily instructional staff that are teaching a credit course). For this calculation, FTE for students is equal to the number of full-time students plus one-third the number of part-time students; FTE for instructional staff is similarly calculated. Students enrolled in “stand-alone” graduate or professional programs (such as medicine, law, veterinary, dentistry, social work, or public health) and instructional staff teaching in these programs are excluded from the FTE calculations.

TOTAL ENTERING UNDERGRADUATE STUDENTS

Total entering students are students at the undergraduate level, both full- and part-time, new to the institution in the fall term (or the prior summer term who returned in the fall). This includes all first-time undergraduate students, students transferring into the institution at the undergraduate level, and non-degree/certificate-seeking undergraduates entering in the fall. Only degree-granting, academic year reporting institutions provide total entering student data.

TUITION AND REQUIRED FEES

Tuition is defined as the amount of money charged to students for instructional services, and required fees are those fixed sum charges to students for items not covered by tuition that are required of such a large proportion of all students that the student who does not pay the charge is an exception. The amounts used in this report are for full-time, first-time degree/certificate-seeking undergraduates and are those used by the financial aid office to determine need. For institutions that have differential tuition rates for in-district or in-state students, the lowest tuition rate is used in the figure. Only institutions that operate on standard academic terms will have tuition figures included in their report.

ADDITIONAL METHODOLOGICAL INFORMATION

Additional methodological information on the IPEDS components can be found in the publications available at http://nces.ed.gov/pubssearch/getpubcats.asp?sid=010.

Additional definitions of variables used in this report can be found in the IPEDS online glossary available at http://nces.ed.gov/ipeds/glossary/.