Walla Walla Community College
An Overview
Monday, September 26, 2011

8:00-8:45 a.m., President, Dr. Steven VanAusdle

8:50-9:35 a.m., Cabinet & President
  • Dr. Steven VanAusdle, President
  • Mr. Jim Peterson, Vice President, Administrative Services
  • Ms. Davina Fogg, Vice President, Financial Services
  • Dr. Clint Gabbard, Vice President, Student Services/Marketing
  • Dr. Mindy Stevens, Vice President, Workforce Education
  • Dr. Marleen Ramsey, Vice President of Instruction, Academic Education & Transitional Studies
  • Ms. Sherry Hartford, Director of Human Resources

9:40-10:15 a.m., Leaders of innovative programs and committees
  • Dr. Myles Anderson, Interim Director, Enology and Viticulture Center
  • Mr. Jim Peterson, Director, Water and Environmental Center
  • Dr. Nick Velluzzi, Director of Institutional Planning and Assessment
  • Ms. Marilyn Galusha, Director, Allied Health and Nursing
  • Dr. Joe Small, Dean, Corrections Education

10:30-11:15 a.m., Constituency organizations
  • Mr. Rob Sentz, CEO, Economic Modeling Specialists, Inc.
  • Mr. Egils Milbergs, Executive Director, Economic Development Commission for Washington State
  • Mr. David Tobias, Human Resource Director, Tyson Fine Foods
  • Mr. Jock Edwards, Director, Sherwood Trust
  • Mr. Eric Quaempts, Director of the Department of Natural Resources, Confederated Tribes of Umatilla Indian Reservation
  • Mr. Bill Clemens, Chair, Workforce Development Council; Regional Community Manager for Pacific Power

11:20 a.m.-12:10 p.m., Professional development leaders
  • Ms. Debora Frazier, Faculty Professional Development Coordinator. Agriculture/Economic Instructor
  • Mr. Jeff Adams, Co-Chair, Faculty Professional Development Committee. Spanish Instructor
  • Dr. Curtis Phillips, Instructional Designer and Adjunct Sociology Instructor
  • Ms. Krista Mahan, Director, Title III, and Office Technology Instructor

12:10-1:10 p.m., Lunch (go to cafeteria/student center)
1:15-2:00 p.m., General education faculty (cross-discipline)
   • Dr. Jan Kruper, Psychology Instructor
   • Ms. Juli Sachs, Math Instructor
   • Mr. Jim Peitersen, History Instructor
   • Ms. Susan Palmer, Sociology Instructor
   • Dr. Lori Loseth, Biology Instructor, Clarkston Campus

2:05-2:50 p.m., Developmental education faculty
   • Ms. Melissa Holecek, I-BEST Watershed Ecology Program
   • Ms. Shareen Knowles, GED, Corrections Education, Washington State Penitentiary
   • Ms. Beverly Jantz Miller, ABE/GED, WorkFirst Program
   • Ms. Karen Kirkwood, I-BEST, Developmental Education Writing
   • Mr. Paul Boyd, Developmental Education Math, Clarkston Campus
   • Ms. Elivette Diaz, English as a Second Language (ESL)

2:50-3:10 p.m., Break

3:15-4:00 p.m., Academic Deans / Program Chairs
   • Ms. Darlene Snider, Director, Transitional Studies
   • Ms. Sandi Madsen, Director, e-Learning
   • Dr. Janet Danley, Director, Clarkston Campus
   • Ms. Susan Rammelsberg, Nursing Program Coordinator, Clarkston Campus
   • Ms. Loretta Taylor, Corrections Education, Coyote Ridge Correction Center
   • Ms. Debra Erikson, Coordinator, WorkFirst Program

4:00-4:45 p.m., Career & Technical Education faculty
   • Mr. Bill Griffith, Turf Management
   • Ms. Susan Quinn, Office Occupations
   • Mr. James Bradshaw, Wind Energy Technology
   • Ms. Tami Mitchell, Medical Assisting
   • Mr. Jerry J. Anhorn, Watershed Ecology
   • Mr. Steve Harvey, Commercial Truck Driving
Tuesday, September 27, 2011

8:00-8:45 a.m., Guided Tour of Campus
- Melissa Harrison
- Two student ambassadors
  1) Early Childhood Parent Cooperative Center
  2) Enology and Viticulture Center
  3) Allied Health and Performing Arts building
  4) Water and Environmental Center
    (I-BEST “Water Policy,” Jerry Anhorn and Karen Kirkwood,
    Interactive Assignment, Water and Environmental Center Room 2063)

8:50-9:35 a.m., Student services directors and coordinators
- Dr. Clint Gabbard, Vice President, Student Services
- Ms. Wendy Samitore, Director, Student Development Center
- Ms. Kristi Wellington-Baker, Director, Retention Services
- Mr. Carlos Delgadillo, Director and Registrar, Office of Admissions and Records
- Ms. Carol Bennett, Coordinator of Student Services, Clarkston Campus

9:45-10:30 a.m., Counselors
- Ms. Kim Cassetto, Director, High School Programs
- Mr. Loren Hajduk, Counselor
- Dr. Claudia Angus, Coordinator, Disability Support Services
- Dr. Chad Miltenberger, Assistant Director, Clarkston Campus
- Ms. Sandy Meliah, Director, TRiO Support Services

10:30-10:45 a.m., Break

10:45-11:30 a.m., Financial Aid
- Dr. Clint Gabbard, Vice President of Student Services
- Ms. Danielle Hodgen, Director Financial Aid
- Ms. Tessa Weigand, Financial Aid Advisor
- Mr. Doug Bayne, Director of Resource Development
- Ms. Sharon Brown, Assistant Financial Aid Director

11:35 a.m.-12:20 p.m., Institutional research and IT
- Mr. Bill Storms, Director Technology Services
- Ms. Jamie Fouty, Director Institutional Research
- Mr. Forrest Baker, Assistant Director Technology Services

12:20-1:00 p.m., Lunch
1:05-1:45 p.m., Visit to tutoring / learning center
  • Dr. Laura Schueller, Director of Tutoring and Learning Center

*2:00-2:45 p.m., Group A. Student leadership
  • David Chase, ASB Advisor
  • Vincent Ruzicka, Assistant ASB Advisor
  • Julie Kammayer, ASB President, Clarkston Campus
  • Caitlin Duncan, ASB President (Alternative: Sienna Edmunson, Business Vice President)
  • Tai Jensen, Executive Vice President
  • Angela Burns, Activities Vice President

*2:00-2:45 p.m., Group B. Students who are currently taking developmental education classes
  (meets in Small Conference Room next to the Board Room)
  • Taeao (Ty) Kiliona, ABE/GED, Transitioning
  • Maria Franco, ESL
  • Ella Erickson, Developmental Education, Clarkston Campus
  • Jessica Hopkins, GED 2011, 1st Year Culinary Arts
  • Juan Sanchez, ESL/GED/Pre-Nursing

3:00-3:45 p.m., Board members
  • Mr. Miguel Sanchez, Chair
  • Dr. Roland Schirman, Vice Chair
  • Mrs. Kris Klaveano
  • Mr. Jerry Hendrickson
Monday, September 26, 2011
8:00-8:45 a.m.
President, Dr. Steven VanAusable

8:50-9:35 a.m.
Cabinet & President

Dr. Steven VanAusable, President
- Institutional Administration
- Instruction
- Corrections Education Overview
  - Coyote Ridge Correction Center
  - Washington State Penitentiary- Education Department
- Foundation Office
- Human Resources

Mr. Jim Peterson, Vice President, Administrative Services
- Administrative Services (includes Facilities Services)
- Director of Water & Environmental Center

Ms. Davina Fogg, Vice President, Financial Services
- Business Services (includes Catering, Stockroom, and Payroll)
- Technology Services

Dr. Clint Gabbard, Vice President, Student Services/Marketing
- Marketing, Media & Graphics
- Student Services

Dr. Mindy Stevens, Vice President, Workforce Education
- Clarkston Center Campus
- Health Science Division
  - Nursing Education, Walla Walla & Clarkston Center
- Workforce Education

Dr. Marleen Ramsey, Vice President of Instruction, Academic Education & Transitional Studies
- Academic Education
- Instructional Support Center
- Extended Learning
- Library Services
- Transitional Studies
- Title III
- WorkFirst Program
- Institutional Research

Ms. Sherry Hartford, Director of Human Resources
- Human Resources
9:40-10:15 a.m.
Leaders of innovative programs and committees

Dr. Myles Anderson, Interim Director, Enology and Viticulture Center

Mr. Jim Peterson, Director, Water and Environmental Center

Dr. Nick Velluzzi, Director of Institutional Planning and Assessment
  • Innovative Partnership Zone
  • Wine Cluster Study

Ms. Marilyn Galusha, Director, Allied Health and Nursing
  • Nursing Education on Clarkston and Walla Walla Campuses
  • Allied Health and Safety
    ° Nursing Assistant
    ° Medical Assisting

Dr. Joe Small, Dean, Corrections Education
  • Washington State Penitentiary
  • Coyote Ridge Correction Center
Innovations in Enology and Viticulture

Enology and Viticulture Institute

Description

The College’s Enology and Viticulture Institute was established in 2000, in response to growing wine industry demands for education and training programs designed specifically for their expanding enterprises. With the assistance of local, regional and State wine industry support (140 wineries in Walla Walla County of the 739 total licensed in the State of Washington), the Institute today is comprised of a state of the art instructional facility including a teaching vineyard, commercial winery (first winery established in an American community college). The winery’s capacity includes custom crush services, tasting room and wine production. The Institute houses and provides direct industry representation in the form of ETS regional laboratory, a world leader in wine testing. Instructional services include degree and certificate programs and training opportunities for the wine industry including access to respected experts and professionals.

The Institute extends its influence by providing a platform for enology and viticulture experts and other professionals to share their experience and introduce students to all aspects of the industry. This strong connection, and relationship with industry partners, enables the program to provide students with industry level skills, employer connections and real world work experience.

Key Partners


Outcomes

- Washington Governor’s Workforce Best Practices Award 2006
- Entwine (annual celebration of wine, arts and education collaboration in Walla Walla)

Testimonials

Duane Wollmuth, Executive Director, Walla Walla Wine Alliance, 509-526-3117
Gary Figgins, Owner/operator, Leonetti Cellar, 509-520-7992
Marty Club, Owner/operator, L'Ecole No. 41, 509-525-0940
In 2007, the Walla Walla Community College and its partners were awarded funding to study the economic impact of the wine industry that had grown in the Walla Walla Valley. Five years later, the College and its partners received funding to re-visit that work in order to track changes that occurred in the industry over time and get a sense of how the industry and the broader Walla Walla regional economy were impacted by the recession.

Our research shows that while the national and state economies were contracting, the Walla Walla regional economy experienced 11.3% employment growth. Job growth was largely concentrated in the primary cluster sectors of vineyards and wineries, which drove expansion in arts and hospitality and multiplied throughout the region. Our study demonstrates that without the wine cluster, the region would be economically stagnant. In other words, the growth of the wine cluster has diversified and enhanced the region’s resilience and ability to withstand external shocks. Basing an explanation of Walla Walla’s resilience solely on the wine cluster would be misleading, as it is equally important to account for the concentration of higher education institutions, public agencies, health care, as well as the recent surge in agricultural commodity prices. Nevertheless, our findings decisively demonstrate role of the wine cluster as an economic development driver in the Walla Walla region.

Quick Facts

Wine Cluster Jobs

- Total jobs 2011: 2,061
- Jobs added since 2007: 967
- Jobs added since 1997: 1966
- Total earnings generated by wine cluster in 2011: $96 million

Wine Cluster Jobs (including multiplier effects)

- Total jobs 2011: 6,003
- Jobs added since 2007: 2,740
- Projected jobs in 2020: 8,913
- Total regional earnings generated through direct, indirect, and induced effects: $230 million

Wine Cluster and Multiplier Effect Jobs as a Percentage of Overall Jobs in Walla Walla Regional Economy

- Percent of 1997 jobs: 0.8%
- Percent of 2007 jobs: 8.5%
- Percent of 2011 jobs: 14.4%
- Percent of 2020 jobs (projected): 19.8%

1 Wine cluster jobs account for those employed in wine production, vineyards, and a subset of the hospitality industry that is oriented toward wine tourism (hotels, restaurants, and specialty retail).

2 Multiplier effects account for those jobs that the wine cluster is responsible for creating. Indirect jobs account for inputs and services that wine cluster businesses purchase. Induced effects account for local jobs generated though spending income earned in the wine cluster.

The Walla Walla Wine Cluster study was completed by the Walla Walla Community College in cooperation with the City of Walla Walla. Economic Modeling Specialists Incorporated (EMSI) provided economic modeling expertise.
Innovations in Instruction

Expanding access to healthcare education in rural areas

Description

The College has successfully addressed the challenges of delivering healthcare related instruction to its students across its vast instructional service District in rural southeastern Washington State. Through a series of innovative delivery processes, the College effectively addresses student access, retention and completion rates of healthcare students allowing significant reduction of geographic and financial barriers.

The College utilizes the resources of its instructional technology staff and the latest in distance learning technology to provide specialized healthcare instructional opportunities to students in its branch campus in excess of 100 miles distance from Walla Walla. These established instructional technology innovations support effective and consistent quality instruction between College sites. This arrangement also allows Clarkston based students access to critical clinical based training sites in their own community based healthcare facilities during the period of their academic experience.

Key Partners

St. Joseph Hospital, Lewiston, ID
Tri State Memorial Hospital
College Technology Department
Yakima Valley Community College

Outcomes

- Developed skill training videos using Tegrity technology to increase access and meet learning needs of transitioning students.
- Designed web enhanced and hybrid nursing assistant presentations accessible via Angel platform promoting student access to instruction.
- Developed web enhanced and IBEST directed C.N.A. modules supporting transition.
- Developed hybrid online Spanish Medical Interpreter program supporting regional workforce needs and student access.
- Increased healthcare program enrollment / access in Clarkston more than 20%.
- Nursing Assistant students access increased by 55% due to travel barrier removal.
- Distance delivery provides greater than 35% savings in healthcare instructional budget.
- Established distance delivery Medical Assistant Program in collaboration with Yakima Valley Community College.

Testimonials

Shelly Williams, Director of Foundation, Tri State Memorial Hospital, 509-758-4902
Dr. Janet Danley, Director Clarkston Campus, Walla Walla Community College, 509-758-1703
Innovations in Nursing Education

Description

The college’s nursing program is one of the largest associate degree programs in the state and is unique in that instruction for 145 first year nursing students on two campuses is taught via interactive television (ITV). Selected classes for 125 second year students are also taught via ITV. All theory classes are recorded and can be accessed via video streaming by students from school or home. Web enhanced instruction allows student to access skill videos as well as all class and program materials. The program has adjusted class and clinical offerings to accommodate rural and working students.

The program has been recognized by both the National League for Nursing Accrediting Commission and at the State Level for the Nursing Career Pathway for WWCC’s “work ready exit and entry points” to accommodate the needs of the diverse community college students we serve. Students can begin with a basic pre-nursing assistant course and complete the pathway to the graduate level of nursing with all classroom instruction in the WWCC Health Science building or online. Students can enroll simultaneously in the WWCC’s nursing program and selected courses in the bachelors nursing program from Washington State University.

Best practices

- Intensive advising and student tracking system
- Smooth articulation to BSN completion program
- Nursing students outreach to the community
- Student to faculty professional pathway

Key Partners

Washington State University
Clinical facility partners (65+)
Nursing Advisory Committee

Outcomes

- Washington Governor’s Workforce Best Practice Award 2004 (Evening Program)
- Two Nursing Expansion Grants
- High employer satisfaction with WWCC program graduates
- High student satisfaction with all aspects of nursing program

Testimonials

- Vikki Davis, Chair of Nursing Advisory Committee, Walla Wall County Health Department, (509) 524-2650
- Diana Griffin, WWCC 2010 graduate, WSU graduate student, WWCC tutor, (509) 301-3295
- Rhonda Mason, Director of Patient Care services, Tri-State Memorial Hospital (509) 758-4795
NURSING PATHWAY

Doctorate and Masters Degree Nursing

Bachelors Degree Nursing

Associate Degree Nursing

Practical Nursing

I-BEST Model (CNA)

Nursing Assistant

Caregiver Training

Practitioner, Educator, Clinician

Registered Nurse / Advanced Career Opportunities

Registered Nurse

Licensed Practical Nurse

Certified Nursing Assistant

Residential and Long-Term Care

Median Wage

Varies

$29.08

$24.58

$19.59

$11.24

$9.82

EDUCATIONAL STEPPING STONES: ABE; GED; ESL; High School Completion Programs
Monday, September 26, 2011

10:30-11:15 a.m.
Constituency organizations

Mr. Rob Sentz, *CEO, Economic Modeling Specialists, Inc.*

Mr. Egils Milbergs, *Executive Director, Economic Development Commission for Washington State*

Mr. David Tobias, *Human Resource Director, Tyson Fine Foods*
  - Partners with WWCC by providing a Learning Center at the worksite for team members to take ABE/GED/ESL courses.

Mr. Jock Edwards, *Director, Sherwood Trust*
  - The Sherwood Trust is a private foundation focused on the Walla Walla Valley and its surrounding communities. Walla Walla Community College has partnered with the Sherwood Trust to bring The NonProfit Learning Center to our community. The Non-Profit Learning Center exists to provide on-going training, resources, and education on current and challenging issues as well as to encourage peer networks that foster sharing and collaboration.

Mr. Eric Quaempts, *Director of the Department of Natural Resources, Confederated Tribes of Umatilla Indian Reservation*

Mr. Bill Clemens, *Chair, Workforce Development Council; Regional Community Manager for Pacific Power*
  - The Workforce Development Council is an organization where regional public and private entities work together for the economic well being of the larger community.
Monday, September 26, 2011

11:20 a.m.-12:10 p.m.
Professional development leaders

Ms. Debora Frazier, Faculty Professional Development Coordinator.  
Agriculture/Economic Instructor

Mr. Jeff Adams, Co-Chair, Faculty Professional Development Committee.  
Spanish Instructor

Dr. Curtis Phillips, Instructional Designer and Adjunct Sociology Instructor

Ms. Krista Mahan, Director, Title III, and Office Technology Instructor

12:10-1:10 p.m.
Lunch (Walatsa Café/student center)
## WWCC Professional Development Workshops – 2010-11

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<th>Student Success: Student Services</th>
<th>Student Success: Instructional</th>
<th>Technology</th>
<th>Community/Inspiration</th>
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<tr>
<td>Disability Awareness</td>
<td>Understanding and reading your budgets</td>
<td>Angel Support Sessions (Weekly meetings)</td>
<td>Book Groups</td>
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<td>Supporting Students with Challenging Social Behaviors</td>
<td>Digital Images &amp; Copyrights</td>
<td>WordPress Training</td>
<td>Brain Rules Discussion Group</td>
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<tr>
<td>Advising – New and Innovative Best Practices</td>
<td>Developing &amp; Managing an effective Cooperative work experience</td>
<td>Angel Training</td>
<td>WWCC Accident Prevention Plan</td>
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<tr>
<td>Understanding and Responding to Depression</td>
<td>Clicker Training</td>
<td>CC-Net Instructor Resources</td>
<td>Emergency Procedures Handbook</td>
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<td>Assessing your student population</td>
<td>Moving students from textbook theoretical scenarios to real-world application!</td>
<td>Integrating Library Resources into Angel</td>
<td>Courage to Teach</td>
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<tr>
<td>Financial Aid information</td>
<td>Fair Use, the DMCA, TEACH T3 Academy</td>
<td>Bridge the Gap, Poverty Simulation</td>
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<td>Getting your students ready for work</td>
<td>Instructional partnerships in writing</td>
<td>Teaching via the web</td>
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<td>New Transfer AA Degrees &amp; Updates</td>
<td>OCA Program Assessments</td>
<td>Using TEGRITY</td>
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<td>Twitter in the classroom</td>
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<td>Using technology in teaching</td>
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<td>Using Grade Machine</td>
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### TOTAL ATTENDANCE

|            | 104 | 88 | 367 | 150 |

Faculty earned 443 PIUs in 2010-11.
Professional Development: Wellness and Learning
Walk and Talk

Purpose

WWCC’s Standard One core themes for accreditation are 1) Promote student success and achievement, 2) Encourage innovative and diverse learning opportunities, and to 3) Strengthen community. The purpose of this professional development opportunity is to combine “wellness” with discussion around topics that focus on fulfilling the mission of WWCC through our core themes.

Overview

The idea is to meld “wellness” with “discussion” of ideas and strategies throughout Fall Quarter. For the next 10 weeks (Fall Quarter), individuals would pair up with another person and walk with that individual for at least 1 hour a week or broken up into two half hour walks. You can walk with the same person throughout or choose a different walking partner weekly—the choice is yours.

During this walk you will agree to talk on one topic (from a list of topics or one that you generate) and explore all aspects of this topic during your 1 hour walk. You are encouraged to pick a different topic each week or when you both feel satisfied that all aspects of your current topic have been explored. You and your walking partner will record the date of your walk, miles covered, and topic discussed in a log that will be provided to you. Typically a good walking pace is 3 miles/hour—so using these metrics walking partners could theoretically accrue 6 miles a week times 10 weeks totaling 60 miles.

At the end of the quarter the miles accrued from all partners will be added up. At that time the decision would be announced that the group as a whole had accrued enough mileage to reach _______ city where we would meet for a “virtual conference”. Throughout the fall quarter you will receive a snapshot or update on the current distance the group has covered—will we make it to Waitsburg or to Las Vegas? In the end, this conference will take place on main campus at the end of fall quarter and would include a keynote speaker, roundtable discussions, good food, and light entertainment!

PIU(s)

Anyone can participate in the wellness and learning Walk and Talk. Those interested in PIUs have an opportunity to earn a variable 1-2 PIU. To receive PIUs participants will register for the class, pay the credit fee ($5 for one credit, $10 for two), keep a log tracking the number of miles covered, and attend the conference at the end of quarter. PIUs earned can vary depending on the number of hours you walk or how many miles you cover, and will be evaluated on a case-by-case basis by the Vice President of Instruction Dr. Marleen Ramsey to determine actual PIU award.

Walk and Talk Mileage Log

Regardless of whether you are earning PIUs, you can track your miles in an Excel spreadsheet or print the mileage log if you want to use the pen-and-paper format. Weekly or biweekly please email log to Curtis Phillips at curtis.phillips@wwcc.edu or drop off your printed copy to his office (room 240A in the library) or mailbox. A cumulative running total will be tallied throughout the quarter and Ruth Russo will use this total to highlight our current location and generate predictions as to where we are headed!
### Instructional EXPO
#### September 9, 2011

<table>
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<tr>
<th>Room 242</th>
<th>Room 215</th>
<th>Room 216</th>
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<th>Room 241</th>
<th>Room 222</th>
<th>Room 214</th>
<th>Room 243</th>
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<tbody>
<tr>
<td>Presenter: Brenda Anderson</td>
<td>Presenter: Ginny McConnell, Dr. McConnell is an English Instructor at the Clarkston Campus and has a published author of four historical True Crime books. Join her in this engaging session as she shares some of her historical crime research and how these research skills help her ENG&amp;102 students in their research.</td>
<td>Wind Power Plants are popping up all over Eastern Washington and Oregon. Come learn about Wind Turbine Technology, the newest workforce program at WWCC. You will learn about this new energy program and how WWCC is taking the lead in preparing skilled workers for this new industry.</td>
<td>Come learn the secrets of preparing a nutrition course for three different delivery modes: face-to-face, online, and hybrid – all in one quarter! You will learn a little about nutrition, good teaching practices, and a whole lot about teaching in three different delivery systems.</td>
<td>Presenters: Matt Williams, Karen Kirkwood, Jill Emigh</td>
<td>You will learn how the I-BEST teaming teaching model helped students successfully develop communication and writing skills within a challenging science class, “Plant Morphology”. The presenters will share their experience in organizing this innovative approach to integrative lessons.</td>
<td>Presenters: Stan Hughes, Greg Schnorr</td>
<td>This is an interactive session that highlights a best teaching practice. Participants will learn how cooperative learning fosters success, social engagement, and workplace skills. The presenter will demonstrate a “whole class problem solving activity” and participants will have a chance to try it with a partner.</td>
<td>Presenter: Brad LaFran</td>
<td>Within the last twenty years, startling evidence of man’s beginnings has surfaced. Geneticists have shed new light on the riddle of human origins. Now with growing certainty the prehistory of man can be traced as never before. This story is more extraordinary than even the most fantastic creation myths.</td>
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**Group A**

- **Session I:** 9:00 a.m. – 9:30 a.m.
- **BREAK:** 9:30 a.m. – 9:35 (change to next session)
- **Session II:** 9:35 a.m. – 10:05 a.m.
- **BREAK:** 10:05 a.m. – 10:20 a.m. (comfort break)
### Group B

**Session I:** 10:20 a.m. – 10:50 a.m.  
**BREAK:** 10:50 a.m. – 10:55 a.m. (change to next session)  
**Session II:** 10:55 a.m. – 11:25 a.m.  

**President’s Welcome:** 11:30 a.m. – 12:10 p.m.  
Conference Room (185ABC)

**Lunch:** 12:15 p.m. – 1:30 p.m.  
(Hosted Lunch in the Dining Room)

<table>
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<tr>
<th>Faculty Support Center</th>
<th>Conference Center Room 185A</th>
<th>Room 216</th>
<th>Room 220</th>
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<th>Room 241</th>
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<th>Room 243</th>
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<tr>
<td>You don’t need a “smart board” to capture all the highlights of technology. Join your colleagues in learning all the great capabilities of the “Short Throw” project. Use your creative imagination and consider all the learning possibilities that this new fantastic technology has to offer students.</td>
<td>The presentation is two-fold: an opportunity for faculty to explore their own speaking voices and a description of WWCC’s Opera project. Participants will have the chance to hear Kristin's newest operetta composition!</td>
<td>Ever wondered how you could teach your students to give interesting, thoughtful, and well planned presentations? In this session you will learn the A-Z ways for helping your students learn class content by teaching their fellow students.</td>
<td>WWCC’s Enology and Viticulture recently won two gold medals and a silver medal at the Indiana Wine Competition. In this presentation you will learn how WWCC’s wine program helps students make award winning wines. Wine tasting is included. <strong>Limited to 20 participants in a session.</strong></td>
<td>Tips to foster our own writing development. Begin with this short session. Walk away with a short piece and resolve to do something you’ve always wanted to do. WRITE!</td>
<td>There are some people who really do love math! Come learn about teaching activities that engage and help students overcome their anxiety about the math.</td>
<td>WWCC’s Art Department inspires students to find the “Van Gogh” hidden within. Enjoy this interactive and engaging session learning more about what the Visual Arts has to offer students at WWCC. You may even find the “Van Gogh” hidden in you!</td>
<td>Click on WWCC’s home page and you will be surprised by the new look. In this interactive session participants will have a grand tour of the WWCC’s new home page and discover links and sites that they may not have ever known existed!</td>
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An Invitation

To: All Walla Walla Community College faculty and staff.  
*Participants must register to participate!*

From: The Center for Community Building to End Poverty’s *Bridge the Gap Project* funded by the Bill & Melinda Gates Foundation.

For: A transformational, day-long training event to be held at room 2023-2024 on Walla Walla Community College’s main campus. This training is designed specifically for educators and practitioners who teach and serve students from under-resourced backgrounds.

Date: Thursday, September 15th - 2011

Times: 9:00am to 4:00pm with refreshments and lunch provided. To receive credit, participants must stay for the entire program.

The event will offer:

- A powerful, poverty simulation experience and de-brief;
- Participation in the transformational *Bridges out of Poverty* training;
- Free workbooks and materials;
- Opportunity to earn PIUs;
- Beverages and lunch

Please RSVP for the event with:

**Lisa Horan, Bridge the Gap Director** at  
encourager@cableone.net  
(208) 305-3167

by Tuesday, September 13th -2011.
The Academy

Learning Objectives

Participants in the Academy will:

- Understand new teaching techniques and tools.
- Build awareness of course design and pedagogy centered on student needs and outcomes.
- Consider using multimedia technology in teaching.
- Learn best practices that can be shared among faculty throughout the institution.

Learning Outcomes

Participants in the Academy will:

- Develop a new teaching technique or tool that is student-centered and outcome-based.
- Demonstrate awareness of course design and pedagogical principles.
- Experience multimedia technology in teaching.
- Illustrate clear organization and team-building skills in a collaborative working environment.

Course Topics

- Diversity responsive teaching: providing a framework for today's diverse classroom.
- How students learn: deep learning versus surface learning, student-centered teaching, levels of understanding and learning styles.
- Using technology in teaching and the selection of appropriate media and technology tools.
- Course mapping, teaching and curriculum plans, and matching learning objectives with student outcomes.
- Instructional design principles, including use of the QualityMatters rubric and appropriate course management delivery systems.

Course Description

- The Academy is a 30-hour course, completed over two academic quarters, that addresses specific areas in pedagogy and technology. All Academy groups have a designated Angel classroom to conduct meetings, communicate, share resources and post assignments. The Academy is designed as a self-paced program with specific due dates on assignments and professional development training sessions to serve as guidelines for staying on track. The Academy recognizes that best practices come from direct experience, which is why the Academy is divided into two parts—group and individual practice. You will start this process by selecting a new teaching technique or tool which addresses a course-level outcome and will serve as your group's overarching theme. Your group will then identify resources to develop and create a shared lesson plan based on that theme. Each member will have the opportunity to modify this shared lesson plan to fit a specific class that he or she teaches. The idea is to create a shareable lesson plan that can be used by instructors across the institution. The primary purpose of the Academy is to highlight the teaching philosophy and pedagogy behind your group's new teaching technique or tool. It is important as instructors that we understand why we use a certain technique or tool to help us meet our course-level outcomes.
1:15-2:00 p.m.
General education faculty (cross-discipline)

Dr. Jan Kruper, Psychology Instructor
Ms. Juli Sachs, Math Instructor
Mr. Jim Peitersen, History Instructor
Ms. Susan Palmer, Sociology Instructor
Dr. Lori Loseth, Biology Instructor, Clarkston Campus
• **Academic Transfer area has worked hard to measure outcomes over the last decade**
  (class, department, division, and college-wide)
  - Social Science division selects together one division level learning outcome to focus on throughout the quarter
  - Math, pre-college and college level choose to focus on one division level learning outcome each quarter.

• **“Writing across the curriculum” is a focus area**
  - Research projects
  - Writing Center requirements/collaboration

• **Collaboration is ongoing**
  - Team-teaching (i.e., Sociology/English, Math/Chemistry, Biology/English, Developmental Education/Watershed Ecology)
  - Linked courses
  - Integrative Assignments
  - Learning communities

• **Technology**
  - Innovators
    - “Clickers”
    - SmartBoards
    - Interactive Textbooks
    - Culture of Diversity
  - Emphasis at the class/department/division levels (Goals/Mission)
  - Established Diversity courses for transfer
  - Sponsor/Manage/Attend various activities each academic year

• **Faculty generosity**
  - Single/Payroll scholarship fund donations
  - Volunteering time for students & community
  - Supporting Clubs

• **Advising**
  - A vast majority of our Faculty enjoy advising students and build a strong rapport with them
  - Voted overwhelming to make it a contractual requirement!

• **Class Size**
  - Class sizes are kept small to enhance the learning environment
  - Face-to-face classes are a priority, to maximize our excellent instructors
  - Faculty are accessible to students throughout the day, at a high level
Murder Across the Curriculum
As recent television ratings attest, interest in crime is at a record high. Many of television’s most-watched programs have a forensic theme. How better to demonstrate the relevance of one class to others? This assignment paired mathematics students (who measured angles of blood splatter), criminal justice students (who investigated a crime scene) and biology students (who ran DNA gel electrophoresis) in order to solve a “crime.”

Integrative Assignment between English and Biology
The purpose of this assignment was to have students apply skills they (or peer colleagues) had learned in English 102 to a discipline specific course (in this case, General Biology). This project linked the English 102 students, who had just come out of learning about the APA style of writing, with beginning biology students who were just learning something about the study of biology, especially the importance of the scientific method which emphasizes research and communication. This project was designed to weave these two disciplines (English and Biology) together in such a way to embrace the concept of: 1) teaching for deep understanding and 2) make use of the concept of learning communities.

Chemical Reactions and YouTube Videos
The purpose of this assignment was to have students apply their knowledge of classifications of chemical reactions, thermodynamics, and kinetics to explain a chemical reaction of their choice using YouTube as a platform to present information to the rest of the class. Students were placed in groups and selected one chemical reaction (with instructor approval) of interest. Students were then provided with the appropriate chemicals and lab supplies and asked to make a creative video that explained the reaction as it occurred. The class held an open campus viewing where faculty members from all disciplines were invited to watch the videos.

Common Household Chemicals for Chemistry Lab
The integration of common (or household) chemicals serves a dual purpose. First, it appeals to the green chemistry movement with respect to chemical conservations and waste management. Second, and more importantly, it allows students to make connections between the chemical world and their everyday experiences. For example, students use baking soda (sodium bicarbonate) directly out of the box when investigating buffers. This enforces the fact that all chemicals (even the seemingly mundane) have unique and important chemical properties.

Partnership with Microbiology
In this project, the chemistry students research and report on the specific chemical contained within the substance that has the known antiseptic properties (ex. the antiseptic chemical contained in tea tree oil is terpinen-4-ol). The microbiology students examine the extent to which the antiseptic claims are valid against common strains of bacteria. The students then meet and exchange results and write a scientific paper presenting their findings. This project serves as an excellent example of interdisciplinary research in science.

CHEM 110 and MATH 65
The purpose of this experiment is to allow students from two different areas of study, chemistry and math, recognize the connection between the two disciplines by working collaboratively on a single project. By working together towards the same goal, students will have direct, hands-on involvement in the scientific process through the collection, analysis, and interpretation of experimental data. In addition, the collaborative environment fosters the practice of intercommunication between disciplines and the translation of those communicative efforts to a general audience.
CHEM 110 and ART 107 (Fundamentals of Digital Art)

The purpose of this collaboration was to generate visually interesting and informative posters that will be displayed around campus to generate awareness and promote chemistry during National Chemistry Week (NCW), October 19th - 24th. This year’s NCW theme is “It’s Elemental – A Celebration of the Periodic Table.” Chemistry students are asked to effectively communicate science based material to a potentially non-science audience (the art students) while the art students are asked to reinterpret this information into a meaningful image. Therefore, this collaborative project is an exercise in communication between disciplines.

Human Services Field Experience- Soc 107, 108, 109

The Human Services Field Experience is intended to give the students actual experience in the industry or major that they have selected or are considering. The course operates much like an internship where credits and grades are earned based on the number of hours that the student volunteers. Camp Wooten is an overnight camping trip for all sixth grade students in the four Clarkston Elementary schools. For many of the sixth graders it is the first time camping and the first time away from parents and out of Clarkston. Our students serve as the counselors and are in charge of a group of students in a cabin setting for field studies and recreational activities. This is a life changing experience for most of the college students and the sixth grade students. This class also represents a very positive partnership between WWCC and Clarkston School District.
Monday, September 26, 2011

2:05-2:50 p.m.
Developmental education faculty

Ms. Melissa Holecek, *I-BEST Watershed Ecology Program*

Ms. Shareen Knowles, *GED, Corrections Education, Washington State Penitentiary*

Ms. Beverly Jantz Miller, *ABE/GED, WorkFirst Program*

Ms. Karen Kirkwood, *I-BEST, Developmental Education Writing*

Mr. Paul Boyd, *Developmental Education Math, Clarkston Campus*

Ms. Elivette Diaz, *English as a Second Language (ESL)*

2:50-3:10 p.m.
Break
In the spring of 2004, the State Board for Community and Technical Colleges (SBCTC) invited WWCC to be one of ten colleges in Washington State to develop and implement an innovative curriculum designed to more effectively serve low skilled students. This instructional method joined basic skills faculty with professional-technical programs including Certified Nursing Assistant, Commercial Truck Driving, Corrections and Law Enforcement, Watershed Ecology, and Early Childhood Education.

**Basic Skills I-BEST Model**

- Team Teaching Model where basic skills and workforce training instructors work together to help students advance basic and professional-technical skills concurrently.
- I-BEST professional-technical program must be on the “high demand” list as identified from the local area in Workforce Explorer.
- Students must qualify for federally supported levels of basic skills education.
- Students entering an I-BEST program are pre-assessed for placement using CASAS at the start of the program.
- Professional-technical and basic skills instructors jointly instruct in the same classroom with at least 50% overlap of the instruction time.

**Developmental Education I-BEST Model**

- New two-year, developmental education I-BEST model supported by Gates Foundation Grant.
- Team Teaching Model where developmental education and workforce training instructors work together to map courses, assess textbooks, identify “dangerous intersections” (knowledge areas where students struggle) and develop integrative assignments.
- Students qualify if they COMPASS test into developmental reading, writing, or math level courses.
- Professional-technical and Developmental Education instructors jointly instruct in the same classroom with at least 50% overlap of instruction time.
- Tribal members, upper level ESL students are targeted for I-BEST Watershed Ecology project.
Correction Education
(ESL, ABE, GED) Best Practices

The WWCC Correctional Education Programs are located at Coyote Ridge Correction Center (CRCC) in Connell and at the Washington State Penitentiary (WSP) in Walla Walla. There are approximately 655 students in the two basic skills program each quarter. These students are evaluated with a standardized test when they enter our program. Almost all classrooms have computers with a program called Aztec, which individualizes the student learning in all the content areas. The GED tests are also used to monitor progress and completion outcomes. Teachers in the correctional setting work hard to motivate students to learn and make progress. There are a high percentage of learning disabilities, so teachers use a variety of approaches to help a student succeed. Students are constantly being encouraged to plan for and take the steps to a better future by improving their basic skills, getting a GED, and then pursuing more education or a vocation.

- Individualized learning, group or whole class instruction
- On-going assessment, pre- and post-testing
- Goal setting
- Use of technology in the classroom
- Pathway to continuing education
  - Vocational programs - Auto Body, Automotive Repair, Basic Bookkeeping, Building Maintenance, Carpentry, Diesel Mechanics, Graphic Design, HVAC, and Welding
  - Associate of Arts degree – grant funded
- 468 GED’s earned since July 1, 2010
- 282 Vocational certificates earned since July 1, 2010
- 655 Basic Skills students enrolled Fall Quarter 2011
- 517 Vocational students enrolled Fall Quarter 2011
Monday, September 26, 2011

3:15-4:00 p.m.
Academic Deans / Program Chairs

Ms. Darlene Snider, Director, *Transitional Studies*

Ms. Sandi Madsen, Director, *e-Learning*

Dr. Janet Danley, Director, *Clarkston Campus*

Ms. Susan Rammelsberg, *Nursing Program Coordinator, Clarkston Campus*

Ms. Loretta Taylor, *Corrections Education, Coyote Ridge Correction Center*

Ms. Debra Erikson, *Coordinator, WorkFirst Program*
Transitional Studies

“The Department of Transitional Studies provides a variety of program options for students who are preparing for entry into college level coursework, vocational-technical programs, and the workforce. Learning opportunities include basic skills classes, bilingual (Spanish/English) preparation programs, English for second language learners classes, GED test preparation in both English and Spanish, I-BEST (integrated basic education and skills training) programs, college preparatory courses, and transition-to-work courses.

- Learning Centers:
  - Farm Labor Homes Learning Center
  - Tyson Fine Foods Learning Center
  - Garrison Night School (partnership with Walla Walla School District)
  - St. Patrick’s Church Learning Center

- Innovative Curriculum:
  - Online Educational Interview
  - “Write Your Way to College” – Instructional Alignment Project
  - Integrative Assignment Projects – College Sparks initiative partnering I-BEST/CNA, ABE/ESL, Pre-College Writing/ESL, Pre-College Writing/College Biology
  - Teach for Understanding – cross disciplinary research in creating curriculum to developing students’ understanding and college readiness skills.
  - SkillUp Project 2011-12 – Transforming lives of high risk youth (through education and career exploration)
  - Future focus is on modularizing pre-college math and using theory of change model to study better practices for math completion.
Transitional Studies
SkillUp Project

Walla Walla Community College is piloting a new innovative program beginning fall 2011 which will serve young adults, high risk, 18-24, in an on-ramp to I-BEST program. WWCC is one of four colleges selected to participate in this pilot project which is made up of the following: SkillUp Washington, in partnership with the Bill & Melinda Gates Foundation, the Washington State Board of Community and Technical Colleges, and the Washington State Workforce Training and Education Coordinating Board.

**Workforce Development Council (WDC)**
- Liaison and support for Blue Mountain Action Council (BMAC)
- Identify and support internships

**Blue Mountain Action Council (BMAC)**
- Provide career coach
- Case manage and coordinate barrier mitigation services
- Support internships
- Provide community classroom space

**Lincoln Alternative School**
- Recruit recent graduates and non-completers with low skills
- Link significant adults and students (relational transitions)

**Walla Walla Community College**

1st Quarter
- Modular curriculum that use career readiness and career exploration as context
  - Focus on reading, English and writing, and math
  - Integrate on-line GED academy for skill development and/or to gain GED certificates

2nd Quarter on site at WWCC
- Expansion of skill development with accelerated curricula
- Integrate pre-I-BEST and college readiness/transition
- “College Student for a Day” event

3rd Quarter
- Internships
- Accelerated skill development contextualized to work experience
- Some students may transition early to I-BEST, pre-college I-BEST, or traditional vocational or academic classes; some students may dual enroll

**Immediate Outcomes:** Students will:
- make gains (as measured through CASAS) in adult basic skills at higher rates than like students in traditional programs
- earn a GED at higher rates than like students, when a GED is required and attempted
- meet/exceed the project target to enroll in I-BEST, vocational or academic courses and/or gain employment in greater numbers within 2 quarters of program completion

**Long Term Outcomes:** Students will reach the Tipping Point at higher rates than like students
May 4, 2011

Garrison Night School
c/o Diana Erickson, WWPS

Dear Garrison Night School:

Walla Walla Public Schools has proclaimed May as Partners in Learning Month to raise awareness of the vital role businesses, agencies and individuals have in our school system.

Partners in Learning Month is an opportunity for Walla Walla Public Schools to extend a heartfelt thank you to all our community partners who provide essential support to help Walla Walla Public Schools offer a first-class educational program. Each May, we will organize annual celebrations to recognize the contributions of our district partners.

Please accept the enclosed Proclamation to share with your staff and organization stakeholders in any way you feel appropriate.

Your efforts have not gone unnoticed and are appreciated. Your continued and generous support helps ensure all Walla Walla children have opportunities for success.

Sincerely,

Board of Directors
Walla Walla Public Schools

Jim Lehmann, President
Anne Golden
Daniel Hess

Max Carrera, Vice President
Cindy Meyer
Mick Miller, Superintendent

Walla Walla Public Schools is an Equal Opportunity Employer and complies with all requirements of the ADA.
Walla Walla Community College began offering distance learning courses in the telecourse mode in the winter of 1998. As student interest increased and technology progressed, we began also offering online courses in the summer of 2000. WWCC is a part of Washington Online (WAOL) which is a cooperative effort by the Washington State Board for Community and Technical Colleges (SBCTC) to provide courses necessary to complete an AA degree online using the Internet with the learning management system (LMS) ANGEL.

To enhance quality education, WWCC provides these support systems for faculty and students:

**Students:**
- Online student tutorials
- Orientations for students preparing to take online courses.
- Test proctoring for students taking hybrid and online courses
- Online student mentors
- 24/7 Tech Support

**Faculty:**
- TEGRITY training
- ANGEL training
- Bb collaborate training
- Quality Matters design/development
- Sloan-C courses

With the support of Title III, WWCC hired an Instructional Designer in January of this year. This person serves as a resource person to the faculty and staff in design, development, and revision of digital instructional delivery systems. This position facilitates the implementation of instructional methodologies and innovations.

A grant from the Bill and Melinda Gates Foundation was received to redesign 80 high enrolled, gatekeeper and pre-college courses for online and blended delivery to assist in improving course completion rates, lower textbook, time, and travel costs for students, and increase content sharing across all 34 community and technical colleges.
Walla Walla Community College

Clarkston Campus

Location and Description

Walla Walla Community College’s Clarkston Campus is located in the southeast corner of Washington on the border with Idaho. The Clarkston community is unique in having a high percentage of individuals living in poverty with low academic skills and background in the midst of two research universities within 30 miles of the campus and a state regional college in the neighboring community of Lewiston, Idaho. The citizenry of Clarkston benefits from the programs and services available at the Clarkston campus. In particular, allied health, nursing, and professional technical programs in accounting technology and business administration prepare students for living-wage employment in two to three years of study. Additionally, the academic transfer programs prepare students for continuing study at one of the nearby universities or the state college. The campus also provides a robust adult basic education and GED preparation program to those requiring remediation before beginning college level study.

Programs and Services

• Intensive advising and remedial course work intended to facilitate student success
• Intensive monitoring and tracking of students including face-to-face, phone, and electronic messaging with students to help them make progress in their classes and programs
• Peer tutoring, particularly in math, science, and writing is available to all students utilizing manipulatives, online tutorials, as well as one-on-one and small group tutoring
• An intrusive early academic warning system is in place that couples personal counseling and advising for students who may not be succeeding at levels anticipated by faculty
• Student Ambassador services, which couple peer mentors with new and returning students who may need that extra help in navigating the college environment
• Two specific classes are offered each quarter to all students to assist them in becoming successful college students: Investigations and Learning Strategies. “Investigations” is designed for students who have endured low socioeconomic and/or poor academic preparation throughout their lives. This course provides the student with lifeskills tools to help them successfully master the college environment. “Learning Strategies” provides students with explicit learning tools to help them in their studies including time management, test preparation, computer literacy, effective textbook study, and note taking.
• A new innovation has recently been launched in the Adult Basic Education lab called Life Skills Modules. The “Life Skills Modules” cover a variety of topics and subjects from simple life skills such as balancing a checkbook, living on a budget, to preparing for employment interview and obtaining and retaining employment.
Correction Education
Associate of Arts
Direct Transfer Degree Program

Washington State Penitentiary

- Fall 2008 startup with 29 students, funded by Sunshine Lady Foundation (Doris Buffett)
- 139 students currently assigned Fall 2011 (479% growth in 3 years)
- 36 degree completions to date

Coyote Ridge Corrections Center

- Fall 2009 startup with 48 students, initially funded by Incarcerated Individuals Federal Grant*
- 175 students currently assigned Fall 2011 (364% growth in 2 years)
- 19 degree completions to date

*Both programs were supported by federal grant but lost funding in July 2011. Both now operate under Sunshine Lady Foundation Grant only.

Students Services offered to students at both sites via

- Pre-College Math, Reading, Writing classes
- Compass Testing
- Academic Advising / Financial Aid Application Assistance for Release / Transfer Planning
- Student Newsletters
- Quarterly presentations - Motivational Speakers or Support Service Workshops

“As far as I know, I am the only person so far to graduate from the Walla Walla Community College Associate of Arts program offered at CRCC, and also be released from prison. I graduated with a 3.831 GPA and have continued on with my education at Central Washington University. The money I saved from attaining my AA degree at CRCC doesn’t even compare to benefits I have received. I am now an active member of society who has goals to better himself and everyone around him. I have a good direction in life that I want and am willing to take. One that will keep my head on straight and keep me out of trouble. There is no monetary value you can place on that.”

– Anthony Huber
WorkFirst

WorkFirst is Washington’s temporary cash assistance (TANF) program for low-income families. The goal of the WorkFirst program is to help TANF recipients build a pathway that can lead them out of poverty and toward economic security. WorkFirst assists low-income parents in gaining skills necessary to compete in today’s labor market in order to obtain self-sufficiency through living wage employment.

Working with local partners including Department of Social & Health Services, Employment Security, and Blue Mountain Action Council, Walla Walla Community College’s WorkFirst team receives referrals, develops education and training plans, and optimizes available resources to provide educational services and workforce training to eligible students.

**Our Goal:** Meet students where they are and develop a plan that gets them where they need to be to attain their education and career goals in order to support their families.

**Our Process:** Educational and transitions planning that includes skills assessment, career assessments, and educational assessments in development of an individualized plan that guides the student through short-term and long-term career and life-planning goals, and provides personal support and encouragement.

**Services include:**

- **WorkFirst Life Skills Forum:** courses in essential life skills such as Career/Life/Educational Planning, Time Management, Developing Problem Solving & Critical Thinking Skills, Stress Management, Financial Literacy, Developing Effective Communication Skills, and Developing Successful Study Skills.
  - In addition to learning the practical content of the Life Skills Modules, students also learn the mechanics of taking an on-line class in Angel in a non-graded, individually paced environment, they learn Cornell note-taking style, and develop a mental model of themselves as a successful student.

- Training to enhance skills and employability: computer literacy, keyboarding, software applications, and web-based training that addresses gaps in basic education.

- **WorkFirst Financial Aid Assistance** funding tuition, fees and books for approved training pathways including:
  - **Literacy or language instruction:** Adult Basic Education, GED prep, English as a Second Language.
  - **Developmental education:** prerequisites / basic education required for enrollment into certificate programs.
  - **Customized Job Skills Training:** short-term training customized to specific employment sectors such as Nursing Assistant, Phlebotomy, Commercial Truck Driving.
  - **Workforce Training:** Professional-Technical training backed by a one-year certificate.
Monday, September 26, 2011

4:00-4:45 p.m.
Career & Technical Education faculty

Mr. Bill Griffith, *Turf Management*

Ms. Susan Quinn, *Office Occupations*

Mr. James Bradshaw, *Wind Energy Technology*

Ms. Tami Mitchell, *Medical Assisting*

Mr. Jerry J. Anhorn, *Watershed Ecology*

Mr. Steve Harvey, *Commercial Truck Driving*

*End Day One*
Innovations in Program Assessment and Planning

General Workforce and Demand Occupations Advisory Committees

Description

Walla Walla Community College implemented external advisory committees, (General Workforce Advisory - 1995 and Demand Occupations Advisory - 2007) to assist in identifying critical short and long term training needs and to assess existing programs effectiveness in meeting current and emerging workforce education needs. The College also relies upon professional-technical program advisory committees for labor market information directly related to specific categories of employment. Over 200 representatives from various occupational management and labor fields work with College program managers and instructors in design and delivery of cutting-edge courses. These valuable liaisons ensure current skill standards and competencies necessary for employment are incorporated into the instructional programs.

Committee recommendations and discussions assist administration in ensuring workforce programs are reactive to industry and workforce employment needs while identifying new program implementation options or program improvement needs. This continuing emphasis on identifying emerging industry partnerships and projected workforce employment demand aligns effectively with the College’s goals of “preparing students for the 21st century workforce” and “serving as a leading partner in strengthening communities,” by supporting workforce programs that adjust to employment demand, train to industry standard and provide living wage employment.

Key Partners


Outcomes

- Initiate wind energy technology training program
- Allocation of funding supporting basic skill training for displaced workers
- Initiate GED remote site training option
- Initiate watershed ecology technology program

Testimonials

Paul Gerola, Director Economic Development, Port of Walla Walla, 509-525-3100
Bob Branscum, Vice President, American West Bank, 509-524-2441
Steve Moss, Executive Director, Blue Mountain Action Council, 509-529-4980
Program Viability and Assessment

College Viability and Assessment Process

Description

The Colleges program viability and assessment processes have evolved from the institution’s capacities and experiences with electronic data collection, external industry accreditations, student completer follow-up surveys, program advisory committee assessments, curriculum reviews and quarterly course outcome assessments.

Walla Walla Community College recognizes the necessity of directing limited resources into programs that provide completers the greatest opportunity for success. The Colleges vision is to be “one of the most innovative, professional, service-oriented rural community colleges in the United States based on meeting both student needs and public expectations.” The College continues to implement and refine assessment processes that support effective long term planning while providing real time assessment of educational program viability.

No single measurement paints a picture as clear as comparison of multiple measures to include critical internal assessment criteria related to enrollment, retention and completion. Additionally, assessment criteria related to student employment upon completion, industry recognized accreditations / certifications and integration of academic skills into technical training have demanded continuing enhancement of measurement tools. Key to assessment success is institutional emphasis and active involvement of administrators, instructors, advisory committees, students and use of appropriate data base technologies.

The establishment of the College’s Online College Administrator (OCA) established in 2005, has become of paramount value in providing learning outcomes data vital to instruction, planning, budgeting and programming decisions.

Key Partners

- Instructional Advisory Committees
- College administrators, faculty and staff

Outcomes

- 21 Industry accreditations supported across the workforce division during last 10 years
- Decision for closure of Precision Machining Technology program in 2010
- Initiation of Career and Technical Education (CTE) Academic Early Warning to address technical program retention in 2009
- Expansions in Healthcare to include Medical Administrative Assistant in 2008
- Establishment of Health Care Bridge / transition support program in 2002

Testimonials

Dr. Mindy Stevens, Vice President Workforce Education, Walla Walla Community College, 509-527-4215
Kjell Christophersen, President, EMSI, 208-883-3500
Education/Industry Partnerships

College’s Collaborative Industry Partnerships

Description
Walla Walla Community College has strategically identified and developed a critical mass of community-based industry, public agency and professional association partners that support the development and enhancement of workforce education programs on the campus. In addition, these entities also provide community education opportunities for College students that lead to living wage employment and regional economic development.

The wide array of collaborative industry partnerships support the College’s workforce training programs both directly and indirectly. Currently, 14 formal partnership arrangements exist that range in collaboration from providing funding for instruction to business/industry based training options for students. For example, the Walla Walla Wine Alliance supports the College through provision of student scholarships and fiscal support of major showcase events. The Confederated Tribes of the Umatilla Indian Reservation collaborate in funding instructional and program development relating to ecology and watershed management. Healthcare organizations provide expertise, clinical training sites and employment for student healthcare completers.

Key Partners
Economic Modeling Specialists, Inc (EMSI), Confederated Tribes of Umatilla Indian Reservation, Tyson Fine Foods, Sherwood Trust, John Deere Corp., Nelson Irrigation, Key Technology

Outcomes
This wide array of collaborative partnerships supports the College’s workforce training programs through direct and indirect means and is often critical to our ability to provide workplace training opportunities, i.e.

- Nursing accesses healthcare professionals and institutions in providing clinical training sites at healthcare facilities.
- Automotive, Diesel, Welding and John Deere Technology enjoy industry support in identifying emerging technologies and providing essential state-of-the-art equipment for training purposes.
- Wind Energy collaborates with industry to access specialized equipment and real world training activities.

Partnerships exist in varied forms, but each relationship is important and serves a critical service to the College and community, i.e.

- Promotion of healthcare careers and continuing education by the Southeastern Washington Health Occupations Alliance.
- Promotion and direct support of the energy technology training opportunities by the Southeastern Washington Economic Development Association
- Facility and program development support of watershed ecology by the Confederated Tribes of the Umatilla Indian Reservation
- Facility, scholarship and program development support of the enology program by the Walla Walla Wine Alliance.

Testimonials
Duane Wollmuth, Director, Walla Walla Wine Alliance, 509-780-2181
Eric Quaempts, Director, Natural Resources, CTUIR, 541-276-3447
Bill Clemens, Community Relations, PacifiCorp, 509-520-7788
Innovations in Alternative Energy Instruction

Wind Energy Technology Instruction

Description

Initiated in 2008, the innovative workforce education program was specifically initiated and designed to meet the emerging workforce demand of the quickly expanding wind energy industry in the Pacific Northwest. Program development has actively been supported by the wind energy industry with emphasis on development of entry level technician skills (including industry work experience and certification training integrated into all aspects of the training process). The two-year technical training emphasizes wind tower safety, electrical theory, power generation, distribution, controls, mechanical systems, crane rigging, and integrated general education components.

Key Partners

- Southeastern Washington Economic Development Association
- Puget Sound Energy
- PacificCorp Energy
- Center of Excellence for Energy Technology, Centralia College

Impact

- Program enrollment has expanded from an initial 12 students in the pilot program to more than fifty students in 2011.
- Student employment exceeds 90% of those who have completed one-year certification (including tower climbing and rescue certification).
- Approval from Washington State Board of Community and Technical Colleges of an associate of science degree in wind energy technology (2010).
- Program participants are introduced to all aspects of the industry and establish real world employment connections as part of their training.

Testimonials

Bill Clemens, Community Relations, PacifiCorp, 509-520-7788
Barbara Hins-Turner, Director, Center of Excellence Energy Technology, 360-736-9391 ext 477
Duane Wollmuth, Executive Director, Walla Walla Wine Alliance 509-526-3117
Innovations in Agricultural Technology Instruction

John Deere Corporation Partnership

**Description**

A working partnership designed to provide critical industry training for John Deere farm equipment technicians and supporting industry workforce needs was established in 1994. The John Deere Partnership continues to emphasize regular and open communication with clearly defined roles and expectations. Partnership progress is evaluated annually by the corporation and college to include identification of needed adjustments and plan of action.

The program essentially provides the industry partner two important elements 1) new employee training emphasizing procedures, processes and equipment common to the John Deere organization and 2) incumbent worker training supporting the new and emerging technologies that current technicians will be exposed to in the field. The industries need for trained technicians, coupled with the College’s access to facilities and certified industry qualified instructors, provides an optimal environment for effective partnership. The Partnership collaboration includes dealerships in the Western States region in identifying new employees and direct support for students in training. The training regimen is designed to meet the needs of both the College and the dealer, with students rotating each training quarter between the classroom and dealership work experience. Graduates of this instructional program receive a Corporate endorsed associate degree in John Deere Technology.

**Key Partners**

John Deere Corporation
John Deere Western Region

**Outcomes**

- Provides students access to state of art technology and equipment as provided by the partnership.
- Students access paid work experiences directly linked to instructional learning outcomes.
- Students are exposed to all aspects of the industry while additionally receiving mentor support during alternate training quarters.
- Student retention and completion is maximized by the collaborative efforts of the partnership.

**Testimonials**

Jennifer McClure, Manager, College Partnerships, John Deere Corporation, 913-310-8228

Myron Hallauer, Division Customer Support Manager, John Deere Corporation, 775-827-0140
Melissa Harrison
Student ambassadors

1) Early Childhood Parent Cooperative Center
2) Enology and Viticulture Center
3) Allied Health and Performing Arts Building
4) Water and Environmental Center
   • I-BEST “Water Policy,” Jerry Anhorn and Karen Kirkwood
     Interactive Assignment, Water and Environmental Center Room 2063
Hi-Fidelity Simulation Lab: Developing Clinical Judgment

The Nursing Program at WWCC has integrated a Hi-Fidelity Simulation Lab into the first- and second-year nursing curriculum. This provides our nursing students with increasingly complex patient scenarios requiring the student to incorporate theory into practice. As in real-life situations, the patient does not present the nurse with a written list of complaints for which the nurse has a written list of interventions. The Simulation Lab facilitator manipulates patient responses based on students’ assessments and interventions and provides a realistic scenario requiring the use of critical thinking skills. Student confidence is increased and clinical judgment skills are progressively developed in a safe clinical environment.

Advantages of a Hi-Fidelity Simulation Lab at WWCC

• Simulation Lab is particularly useful for low census clinical populations encountered in a rural community, such as obstetrics and pediatrics. A broad range of clinical experiences are obtained by the nursing student who might not otherwise have the opportunity to care for these patient populations.
• Simulation provides nursing students with the opportunity to practice without patient risk, however, students still experience stress from the situation as in real life.
• Students role play various roles in the simulation scenario (nurse, recorder, spouse) which allows them to view the same situation from different viewpoints promoting understanding and empathy.

Progression of Clinical Judgment

<table>
<thead>
<tr>
<th>Core Competency</th>
<th>Level 1 (Winter)</th>
<th>Level 2 (Winter)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Asthma with MRSA Pneumonia</td>
<td>Pneumonia (Complicated by diabetes, renal failure, schizophrenia)</td>
</tr>
<tr>
<td>Critical Thinking</td>
<td>• Determine meaning of abnormal vital signs</td>
<td>• Determine Highest Priority nursing interventions for immediate transfer to ICU</td>
</tr>
<tr>
<td></td>
<td>• Detect that lab values are abnormal, show beginning analysis</td>
<td>• Analyze lab values from many body systems, determine serial trends and make inferences as to degree of severity of condition</td>
</tr>
<tr>
<td></td>
<td>• Identify possible nursing interventions appropriate to assist a patient breathe effectively</td>
<td>• Detect that patient has a medication toxicity and determine the correct antidote required</td>
</tr>
<tr>
<td>Management of Care</td>
<td>• Discusses care issues with 2nd nurse</td>
<td>Call physician to discuss critical nature of current status</td>
</tr>
<tr>
<td>Safe and Effective Interventions</td>
<td>• Take vital signs, do assessment</td>
<td>• Naso-tracheal suction to relieve ineffective airway clearance</td>
</tr>
<tr>
<td></td>
<td>• Raise head of bed to help patient breathe</td>
<td>• Position so affected lung is dependent for better aeration in desaturation situation</td>
</tr>
<tr>
<td></td>
<td>• Connect non-rebreather mask with oxygen at 8-10 L/min</td>
<td>• Give IV medication immediately for medication toxicity</td>
</tr>
<tr>
<td></td>
<td>• Place on contact precautions</td>
<td>• Hang/monitor IV fluids and IV antibiotics</td>
</tr>
<tr>
<td></td>
<td>• May give Tylenol or Albuterol neb.</td>
<td>• Detect medication error that has occurred</td>
</tr>
<tr>
<td>Therapeutic Communication</td>
<td>• Speak with mother in reassuring manner</td>
<td>• Use communication techniques to reinforce reality and safety (schizophrenic)</td>
</tr>
<tr>
<td>Professional Behavior</td>
<td>• Interact professionally</td>
<td>• Interact professionally</td>
</tr>
</tbody>
</table>
Tuesday, September 27, 2011

8:50-9:35 a.m.
Student services directors and coordinators

Dr. Clint Gabbard, Vice President, Student Services

Ms. Wendy Samitore, Director, Student Development Center

Ms. Kristi Wellington-Baker, Director, Retention Services

Mr. Carlos Delgadillo, Director and Registrar, Office of Admissions and Records

Ms. Carol Bennett, Coordinator of Student Services, Clarkston Campus
Degree Completion Initiatives

Degree Boost

Degree Boost was one of the recent Initiatives designed to increase the completion rates of students at Walla Walla Community College. What started as a single focus on degree attainment of a cohort of students within 30 credits of completing a degree has expanded into a three component initiative. The three components are:

- **Retention & Completion**  WWCC Students within 30 credits of degree completion
- **4-year Transfer & Completion**  4-year transfer students with less than 12 credits to WWCC transfer degree completion
- **Recovery & Completion**  WWCC students who stopped out within 15 credits of degree completion at WWCC

The pilot project, Retention & Completion, selected students based on their program intent code, targeting those enrolled in the Associate in Arts and Associate in Sciences degrees as well as select direct transfer agreements. In 2008, the initial pilot cohort (218 students) was invited to meet with professional advisors for review of their degree progress, and completion of an efficient educational course plan. In collaboration with the WWCC Foundation, students were offered a $10 bookstore gift card as their incentive for participation. 81 students met with advisors and completed completion plans. 78 students have completed degrees. In response to the excellent results of the initial pilot, additional initiatives were identified for the 2011-12 school year focusing on identified disadvantaged populations, including Opportunity Grant and TRIO/Student Support Services participants.

In collaboration with Walla Walla Community College Technology Services, Student Services developed the data query needed to easily identify the cohort of students. That data query was used to develop a dynamically driven report that significantly improved the efficiency of cohort identification. This became the springboard for a new application, currently in use, providing students and advisors a tool for review of degree progress related to all degree options at the institution. This data is produced by the Degree Estimation Appliance and exposed in the ADP (Advisor Data Portal). Future plans are to expose this data in MyWWCC – the student portal.
In response to dramatic changes in the structure of Washington’s economy, the layoffs of thousands of workers in major industries, and the long-term need for training programs for Washington citizens, the legislature enacted the Workforce Employment and Training Act in 1993. As a result of this legislation, colleges created Worker Retraining programs that have served over 116,000 unemployed and dislocated workers in Washington. This law has significantly expanded the training available to the thousands of jobless workers who need to change careers in order to re-enter the workforce.

Worker Retraining can help pay for training expenses for individuals who lost their jobs due to economic changes and for those receiving Unemployment Insurance (UI) benefits.

Washington’s community and technical colleges, as well as licensed private schools, receive Worker Retraining funding to improve programs that prepare people for work. Based on input from local employers, government, and community, these funds are used to update equipment, revise curriculum, and develop work experience opportunities. Colleges also hire staff to advise Worker Retraining students and coordinate Worker Retraining programs.

Last year alone, Walla Walla Community College served 646 students, all enrolled in high demand occupations as evidenced in the Workforce Explorer Demand Occupations list. Students enrolled in the WRT program have been successful in attaining degrees and certificates, putting them back into the workforce at a living wage—meeting the intent of the legislation, and providing critically needed workers in emerging occupations.

### Services
- Tuition, books & fees assistance
- Financial Aid system navigation
- Career Development related to high demand occupation opportunities
- Program advising & progress monitoring
- Coordination of campus and community financial resources
- Industry advisory board connections

### Eligibility
- WA State unemployment benefit eligible participant
- Displaced Homemaker
- Displaced Veterans
- Self Employed – declining industry Vulnerable worker
- Disaster impacted worker
In 2006, the Washington State Legislature appropriated $4 million to the State Board for Community and Technical Colleges to create the Opportunity Grant Pilot Program. Walla Walla Community College was selected to be one of the 10 pilot programs, and served approximately 50 low-income students enrolled in training for high wage, high-demand career pathways. Of the approximately 843 students served in the pilots within the ten colleges, participants achieved a 73 percent retention rate overall, with Walla Walla’s retention rate exceeding 94%, and was identified as the top retention program in the state.

The Legislature, in 2007, removed the pilot status and expanded the program with a total of $11.5 million per year for all 34 community and technical colleges. In 2007-08, the WWCC Opportunity Grant Program served approximately 120 full-time and part-time students; the equivalent of approximately 100 full-time equivalent students (FTEs). An evaluation of the statewide program in its first year after the pilot exceeded student persistence expectations with an 81 percent Fall to Spring retention rate, with Walla Walla’s rate again exceeding 90%.

In 2009, the State Board for Community and Technical Colleges (SBCTC) increased the capacity of the Opportunity Grant Program by adding $1 million from the Work-Based Learning Program. These monies were divided evenly between the 34 community and technical colleges.

<table>
<thead>
<tr>
<th>Services</th>
<th>Eligibility</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Tuition and fees assistance up to 45 credits</td>
<td>• Washington State residency</td>
</tr>
<tr>
<td>• Up to $1,000 books and supplies</td>
<td>• Low income</td>
</tr>
<tr>
<td>• Intrusive advising and progress monitoring</td>
<td>• Pursuing one of six approved high demand pathways</td>
</tr>
<tr>
<td>• Coordination of campus and community resources</td>
<td>o Diesel Technology</td>
</tr>
<tr>
<td></td>
<td>o Energy Systems</td>
</tr>
<tr>
<td></td>
<td>o Medical Administrative Assistant</td>
</tr>
<tr>
<td></td>
<td>o Nursing</td>
</tr>
<tr>
<td></td>
<td>o Medical Assisting</td>
</tr>
<tr>
<td></td>
<td>o Watershed Ecology</td>
</tr>
</tbody>
</table>

![Opportunity Grant 3 year review](chart.png)
Career & Employment Services

In 2010, WWCC identified a need for the development of a comprehensive Career & Employment Services center in collaboration with local industry and workforce partners to meet needs of students and graduates.

Since that time, the CESC has implemented an annual campaign informing students and faculty about services and funding available to retain and support the transition from student to employee. Services are delivered in a variety of modes, including online, individual appointments, workshops and classroom presentations.

The CESC continues to be innovative in meeting student needs, and a hub for creating pathways from education to employment.

**Services**

Career & Employment Services

- Campus Student Employment placements
- Community Work study placements
- Career Assessment & Interpretations
- Resume & Cover letter assistance
- Interview techniques workshops
- Industry Cluster Career Info Fair

Retention Services – Financial support

- Opportunity Grant funding - $350k
- Worker Retraining funding - $500k
- Challenge Grant funding - $45k
- Resource Distribution Team mgmt

Retention Services – Student support

- Advising and Enrollment planning
- College Experience online course
- Community Resource & Referral

**Mission Statement**

The WWCC Career & Employment Services Center collaborates with college, community and industry partners to prepare students for the competitive and evolving 21st century workforce.

**Goals**

- Provide centralized & comprehensive career development, educational planning, and job search/ placement services.
- Assist students in understanding and accessing financial resources to maximize their opportunity for success.
- Maintain a positive & informative presence while mentoring students and fostering relationships with partners.

**Highlighted Innovations & Partnerships**

Career Coach is a public web tool designed to help colleges and workforce agencies connect students and jobseekers to local careers.

WWCC was the pilot site and partnered in the development of CC providing critical end user development requirements to the EMSI team related to College and student needs.
Walla Walla Community College has long been recognized for our innovative thinking. With the ever-increasing speed of computer systems, better data sources, technical skill and the will to apply technology to the world of higher education, Walla Walla Community College has been able to improve student outcomes and do more to improve outcomes while resources have dwindled.

Walla Walla Community College’s IT and Student Services departments meet regularly and have created a culture that is unique and which has resulted in the creation of many innovative processes and computer applications. It is the unique relationship and efforts of staff members to work together to make a positive difference at Walla Walla Community College.

One example of this is the Student Services department idea of a degree completion initiative that involved manually comparing student transcripts with degree requirements to identify students who were close to a degree. Students were contacted and encouraged to complete the degree and assisted with creating a plan to do so. The IT department then automated the process and used both SMS and Degree Audit data to estimate proximity to degrees for all students for all degrees.

Other examples of initiatives and outcomes where Student Services and IT worked together:

- IT and Student Services meet for one hour each week. Leadership from both departments attend the meetings and are committed to getting results. Changes can be implemented in days with all the right people at the table
- ADP (Advisor Data Portal) – is used extensively by advisors
- AEW (Academic Early Warning) – saves many a student and allows them to succeed
- Degree Completions Initiatives such as Auto-Confer and the Degree Estimator Appliance increase student completions with manual and automated process
Walla Walla Community College has developed a number of initiatives that increase the number of students completing degrees and decrease the time to completion. Under this umbrella we have the following processes or planned processes:

**Degree Completion Initiatives:**

**Degree Estimator Appliance**
- (SMS, Degree Audit and Student Survey Data are used to create degree proximity metrics. This data is used by all of the remaining initiatives. The Degree Estimator Appliance is being shared with other colleges.

**Degree Boost**
- Retention & Completion. Meet with students still at WWCC that are close to a degree and make a plan to complete. 40% of students contacted make an appointment with an advisor and of that 40% almost 100% complete their degree.
- Transfer & Completion. A planned initiative is to contact former students who went on to other colleges and transfer their credits earned at other colleges back to Walla Walla Community College if it results in the ability to award a degree or they have stopped out at the other college without earning a degree.
- Recovery & Completion. A planned initiative to systematically contact students who stopped out of WWCC, are close to degree, but have done nothing since leaving WWCC.

**Auto Confer** This initiative uses the three data sources – SMS, Degree Audit and Student Survey Data to confer degrees on students who have earned them but not had them previously posted to our SMS system.

**ADP (Advisor Data Portal)** The ADP application consumes the results of the Degree Estimator Appliance, sorts all the degrees by proximity metric and shows the advisors a visual of the degrees a student is closest to achieving. This helps create a productive advising session and often illuminates some options that the student was unaware existed.

Student Achievement data from ADP planned to be added to the student portal.
Walla Walla Community College created a software tool that combines data from two sources common to all Community and Technical Colleges in Washington State – SMS and Degree Audit. The SMS data contains all courses recorded to a student’s transcript and the Degree Audit data contains the courses required for all degrees.

Using today’s computers we can process hundreds of thousands of student records in a matter or minutes – passing each student’s transcript past each of hundreds of degree requirements. The result is a data set that contains estimates of a student’s proximity to any degree – hundreds of thousands of students.

Walla Walla Community College’s Technical Services department created an innovative way to share the Degree Estimator software with other colleges. We bundled everything needed (expect the data) into a virtual image and posted it with instructions on our Innovations page.
Walla Walla Community College has created a web-based tool called ADP (Advisor Data Portal). ADP pulls data from our SMS system and other data sources unique to Walla Walla Community College, organizes it and aggregates it on a web page so that advisors can see, in one place, all data related to a student’s educational experience at Walla Walla Community College.

Walla Walla Community College has shared the ADP application with many other colleges in our state and continues to promote our innovations page and offer limited free and more extensive fee-based technical assistance to any college.

Unique data sources incorporated into the ADP include:

- AEW (Academic Early Warning) history
- Degree Estimates
- Advisor notes
- Student eCompass test scores
- Student photos
- Student Achievement display (Math and English progression etc). Plan to add ABE/ESLs (CASAS) progression.
- Content that is controlled by the Student Services staff
  - Left navigation pane links are maintained using a graphical editing tool. Links that are placed here are generally links to external applications either unique to Walla Walla Community College or hosted elsewhere such as:
    - Our eCatalog, eSchedule, Degree Audit system etc.
    - Grade calculators or financial aid calculators hosted elsewhere
  - Headlines that the Student Services Department wants all advisors to see.

This screen shows part of what an advisor sees in ADP for one student.
9:45-10:30 a.m.
Counselors

Ms. Kim Cassetto, Director, High School Programs

Mr. Loren Hajduk, Counselor

Dr. Claudia Angus, Coordinator, Disability Support Services

Dr. Chad Miltenberger, Assistant Director, Clarkston Campus

Ms. Sandy Meliah, Director, TRiO Support Services

10:30-10:45 a.m., Break
Alternative Education Program (AEP) at WWCC

**Mission**

AEP exists to offer students an opportunity to complete their high school goals, while respecting the variety of experiences and paths each individual brings to this completion process

- WWCC contracts with Walla Walla School District to serve students ages 16-21.
- Walla Walla School District students are referred to AEP by an administrator; area District students are released by their superintendents

**Demographic of AEP - serves discouraged students**

- 90% credit deficient – these students would be in 7-8 class periods for an entire year to become “on track” for graduation
- 20% are pregnant or teen parents
- 30% couch surf (homeless) or are self-supporting
- 35% are Latino, Hispanic, or Mexican
- 70-80% are first generation college students

**Outcome & Retention**

- 27% of our AEP graduates enroll in a college the quarter following to graduation
- 40% of our AEP graduates enroll in a college the year following graduation

**How does AEP fit within the community?**

**WWPS School District**
- Improved graduation & extended graduation rates
- Bridges gap between K-20 professional development & alignment opportunities
- Reduces Gang and school-related violence by separating students between all locations
- Allows first-generation and high-risk students a risk-free, early college experience

**Interagency agreements & wrap around services**
- Decreases truancy and number of students "on the street"
- Provides drop out prevention & increases college-preparedness
- Provides intervention for students in Juvenile Justice System with wrap-around services
- Increases opportunities for Substance counseling
Innovative Student Instructional Support Service

Academic Early Warning System Center for Career and Technical Students

Description

The Academic Early Warning System Center for Career and Technical Students was established in 2009 to provide students with timely assistance that addresses challenges they are confronting in their specific area of technical instruction. The College expanded its Academic Early Warning System (AEWS) with emphasis directed toward students enrolled in Career and Technical instructional programs.

All efforts are directed at assisting students in overcoming educational barriers. In this regard, the Center provides increased response to instructor referrals including direct and intrusive student contacts, provision for tutorial assistance, and assessment of student suitability in particular courses of study. Tutorial services are specifically designed for the needs of each student referred. The instructor selects an appropriate tutor for the student needing assistance and the Center oversees the one-on-one tutorial process. If appropriate assistance is not found within the College to meet the student’s need, external providers and services are secured.

Key College/External Partners

College Professional-Technical instructors and Student Service counselors (referral of students to the Center for assistance) and external community agencies/institutions providing specialized supportive assistance.

Outcomes

The Center specifically serves as a referral resource, allowing students the opportunity to express their frustrations and obtain supportive services. This process reduces emotional, family, work and life stresses key to improving academic performance and retention. Comparing 2008 and 2010 academic year student performance, the following specific impact has been realized:

• Number of students attaining challenging and relevant career/technical skill proficiencies increased by 8.39%.
• Student attainment of industry-recognized credentials, certificates or degrees increased by 8.39%.
• Student retention in Career and Technical programs increased by 17.96%.
• Placement in military service/apprenticeship programs or placement/retention in employment in career fields leading to high skill, high wage, or high demand occupations/professions increased by 4.6%.

Testimonials

Carlos Jaques, Director of Special Populations, Walla Walla Community College, 509-527-4260

Michael Haggard, Welding Instructor, Walla Walla Community College, 509-527-4219
Health Care Bridges

Description

Healthcare continues to have a demand for highly skilled qualified workers at all levels of employment. The College’s Healthcare Bridge instructional program involves identification of barriers and addressing the needs of students choosing to prepare for healthcare jobs. When addressing the needs of limited English proficiency students, basic skill deficiencies and related barriers is the initial priority.

The Healthcare Bridge program was created in 2002 to actively recruit and retain non-traditional students in entry level healthcare instructional programs. This program includes: High School Nursing Assistant Program through completion of the College’s associate degree in nursing. The Healthcare Bridge program begins with informing limited English speaking and other non-traditional students with the opportunities available to them of completing a healthcare instructional program. The Healthcare Bridge program typically begins at the secondary school level through a program titled High School Nursing Assistant. Asotin, Clarkston and Walla Walla High Schools have provided this program during the last decade.

When the Healthcare Bridge students enroll at the College, they are supported through intrusive advising and guided through the preparation and application process related to the health science degree program of their choice. Student may enter health career programs at any level of education and receive the support of pre-college instructional services such as the I-BEST program.

Key Partners

Asotin, Clarkston and Walla Walla (Washington) High Schools, Southeastern Washington Health Occupations Alliance, Providence St. Mary's, Walla Walla General Hospital

Outcomes

- Hispanic participation increased from 17% in 2007 to 55% in 2011.
- Nominated in 2008 for the Bellwether Award for healthcare bridging innovations.
- 16% of NA enrollment consisted of I-BEST NA and High School NA on Walla Walla Campus
- 15% of IBEST students selected Nursing as a career pathway.
- 22% of Walla Walla campus Running Start Nursing Assistant students expressed intent to complete a healthcare degree.
- 39% of Clarkston Running Start Nursing Assistant students expressed intent to complete a healthcare degree.

Testimonials

Melani Mangum, Director of Training and Development, Providence St. Mary’s, 509-522-5934
Cecilia Liskey, Director of Nursing, Odd Fellows Home, 509-525-6463
Claircy Boggess, Career Information Specialist, Walla Walla High School, 509-526-4462
### Persistence and Good Academic Standing

67% of WWCC students in aid eligible programs are low income (2009 SBCTC AY report) and over 79% of all WWCC students are first generation (WWCC placement testing 2008-09). Low-income, first generation students persist at lower rates than students who are not (Mortenson 2009).

One in five (20%) disadvantaged students (TRiO/SSS eligible not served) at WWCC is unable to stay in good academic standing. Disadvantaged students are less likely to maintain a transfer-acceptable GPA that allows transfer to state four-year institutions.

<table>
<thead>
<tr>
<th>Academic Year</th>
<th>TRiO/SSS students with a 2.0GPA or higher</th>
</tr>
</thead>
<tbody>
<tr>
<td>2006-2007</td>
<td>92%</td>
</tr>
<tr>
<td>2007-2008</td>
<td>93%</td>
</tr>
<tr>
<td>2008-2009</td>
<td>93%</td>
</tr>
<tr>
<td>2009-2010</td>
<td>94%</td>
</tr>
</tbody>
</table>


<table>
<thead>
<tr>
<th>Academic Year</th>
<th>TRiO/SSS student persistence</th>
</tr>
</thead>
<tbody>
<tr>
<td>2006-2007</td>
<td>76%</td>
</tr>
<tr>
<td>2007-2008</td>
<td>80%</td>
</tr>
<tr>
<td>2008-2009</td>
<td>80%</td>
</tr>
<tr>
<td>2009-2010</td>
<td>83%</td>
</tr>
</tbody>
</table>


### Cultural Differences

The Latino enrollment constitutes the largest group of minority students and represents a high proportion of the student population. Minority populations attend community colleges at high rates but transfer to four-year institutions at much lower rates (Mortenson 2009). The table below shows enrollment of the TRiO/SSS Latino population over the past three years. The percentage of ethnic minorities at WWCC are similar to these findings, although TRiO/SSS percentages run higher. These percentages continue to increase every year.

<table>
<thead>
<tr>
<th>Ethnic Minority Enrollment TRiO/SSS WWCC</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>2008-2009</strong></td>
</tr>
<tr>
<td>Percent of Color</td>
</tr>
<tr>
<td>28.6%</td>
</tr>
<tr>
<td>Latino/Hispanic</td>
</tr>
<tr>
<td>22.7%</td>
</tr>
<tr>
<td><strong>2009-2010</strong></td>
</tr>
<tr>
<td>Percent of Color</td>
</tr>
<tr>
<td>42%</td>
</tr>
<tr>
<td>Latino/Hispanic</td>
</tr>
<tr>
<td>23.7%</td>
</tr>
<tr>
<td><strong>2010-2011</strong></td>
</tr>
<tr>
<td>Percent of Color</td>
</tr>
<tr>
<td>43%</td>
</tr>
<tr>
<td>Latino/Hispanic</td>
</tr>
<tr>
<td>28%</td>
</tr>
</tbody>
</table>


### Graduation and Transfer Rates

Non-eligible students graduate and transfer at more than two times the rate of students who are SSS eligible. This data clearly indicates the disparity between disadvantaged students and those who are non-disadvantaged. SSS services are needed that create a transfer climate and encourage SSS eligible students to successfully transfer to four-year baccalaureate granting institutions. SSS participants are graduating and transferring at a rate 6% higher than SSS eligible non-participants.

<table>
<thead>
<tr>
<th>Graduation and Transfer Rates at WWCC</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Population</strong></td>
</tr>
<tr>
<td>SSS Eligible (non-participants)</td>
</tr>
<tr>
<td>Non-Eligible</td>
</tr>
<tr>
<td>SSS participants</td>
</tr>
</tbody>
</table>

*Source: Institutional Research Office – SMS Database 2004-08; WWCC TRiO/SSS database.*
Tuesday, September 27, 2011

10:45-11:30 a.m.
Financial Aid

Dr. Clint Gabbard, Vice President of Student Services

Ms. Danielle Hodgen, Director Financial Aid

Ms. Tessa Weigand, Financial Aid Advisor

Mr. Doug Bayne, Director of Resource Development

Ms. Sharon Brown, Assistant Financial Aid Director
The Financial Aid office at Walla Walla Community College has witnessed a record number of applicants for financial aid for the current 2010-2011 academic year, but this is nothing new. Each year marks a new high water mark of students needing to find resources to offset the creeping increases in the cost of attending college. Last year, just over 3000 students received $18 million in total aid, including grants, scholarships, loans, and employment aid. The trending of students increasing their borrowing continued, with more students than ever before borrowing $6.7 million in funds.

The key to Financial Aid at WWCC is Access – getting the resources to the students who need assistance, so they can make efficient progress towards their academic outcome goal. A few statistics highlight Financial Aid’s commitment to access:

- 65.2% - Percentage of students in programs eligible for aid that are receiving aid
- 37.7% – System average of percentage of students in programs eligible for aid that are receiving aid
- 2nd – Rank of Walla Walla Community College among 34 CTC’s in state of Washington in getting aid to students in programs eligible for aid.
- $10 million – Amount of Federal and State grants awarded to students last year (a 34% increase over the previous year).
- $1 million – Amount of community-based scholarships awarded to our students last year
Tuesday, September 27, 2011

11:35 a.m.-12:20 p.m.
Institutional research and IT

Mr. Bill Storms, Director Technology Services

Ms. Jamie Fouty, Director Institutional Research

Mr. Forrest Baker, Assistant Director Technology Services

12:20-1:00 p.m.
Lunch
Institutional Research

The IR Department supports the multi-campus institution in the continuance of local, state, and federal partnerships, reporting, and innovation projects.

- EMSI Economic Impact Study
- Comprehensive Program Analyses
- IPEDS, NCES, NPSAS
- Grants
- Accreditations
- Walla Walla Citizen Survey
- Early Interventions Transitions
- Governance Institution for Student Success
- WA State Pre-College Assessment, Placement, & Diagnostics TaskForce
- Student Achievement
- Annual Indicators of Institutional Effectiveness
- Graduation Project, 4-year institutions
- Public Information Requests
- Cross-departmental partnerships/research projects
  - Dashboard
  - Student progression and completion
  - Student follow-up
  - Gainful Employment Requirements
  - CCSSE
  - Student Learning Outcomes
  - Budget & Planning
  - Advisory Boards & Committees
  - New Program Viability
  - Gatekeeper/pre-requisite success rates
Walla Walla Community College is proud of our culture of innovation. We want other colleges to benefit from our innovations. In an effort to share our innovations Walla Walla Community College’s Technology Services Department has created an “Innovations” web page located at http://wwcc.edu/innovations.

The web page contains white papers on best practices as well as shareable and non-sharable software applications. It is easier to share applications with community and technical colleges within the State of Washington because we all share a common SMS (Student Management System). The ideas are still relevant to any college and with some technical work applications could be used outside the state of Washington.
Walla Walla Community College’s Technology Services Department led an effort about 8 years ago to create the OCA. The OCA started as a place to organize program and course data and expanded to a place to house Master Course Outlines (MCO), syllabi, class-level assessment, learning outcomes, course, program and degree level outcomes, assessment plans and responses and budget requests tied to assessment results.

- The OCA drives the public view of our programs, degrees & courses and includes learning outcomes
- The OCA allows faculty to upload syllabi, create assessment plans and responses at the course, program and degree level and to share those assessment documents with other faculty
- Walla Walla Community College has hosted the OCA for Pierce College, Yakima Valley Community College and Columbia Basin College which jump-started their efforts in this area
- Walla Walla Community College’s Technology Services Department received a commendation from the Northwest Commission on Colleges and Universities for the OCA (along with one for innovative work with the Student Services Department related to advising and student success)
Walla Walla Community College has created a web-based tool called AEW (Academic Early Warning). AEW collects data from all instructors about their students. It is used to alert Walla Walla Community College student support staff about students that are in need of tutoring or other assistance to succeed. It automates the creation of letters and/or emails to students. It increases student retention. It is flexible enough that the system administrator can also include codes to report students recommended for honors and send them customized letters honoring their achievement.

Like ADP, Walla Walla Community College has shared the AEW application with many other colleges in our state and continues to promote our innovations page and offer limited free and more extensive fee-based technical assistance to any college.

The following story illustrates the benefits of AEW:

“A ‘non-traditional’ student walks into the HR office at Walla Walla Community College and asks, in a gruff tone: ‘Who is in charge of this Academic Early Warning system?’ Thinking they might be upset the staff person meekly explains they might want to talk to the instruction office and offers to call them. The student says:

“No. I have been out of school for a few years and am just returning. I was struggling a bit and then I got this letter. It advised me to see a tutor, which I did, and I got all Bs this quarter. I just want to thank whoever it is that took the time and interest in me to send that letter. It made a difference.”

Uses for AEW:

• Identify students in need of special support services in order to succeed
• Recognize exceptional students
• Track special populations including those on financial aid, athletes etc.
• Track attendance issues
Walla Walla Community College’s Technology Services Department has worked with the Director of Institutional Research, Instructional and Student Services leadership to create a Dashboard of publicly available, data driven charts. Our plans are to extend these to include charts for degree/certificate completions, employment data. We currently have charts for the following data elements:

- Student Age Trend
- % of Full Time Students
- % of First Time Students
- Enrollment Figures
- Enrollment charts

Examples of charts on our public dashboard:

The Dashboard landing page

An example of a publicly available chart from the Dashboard
Walla Walla Community College’s Technology Services Department is using a Microsoft product called SQL Server Reporting Services to create a series of queries that are used by staff to gather useful data. The queries can be written by anyone with some training and knowledge of the data. To date the Technology Services Department has created all of the queries but has trained the Institutional Researcher on how to use the tool. Queries are organized in folders. Individuals such as the IR staff person can have their own folder for development and testing and move the finished query to the published folder.

Some queries that have been created to date:

- Declared and Prepared – select students appropriate to self-advise
- Auto Confer – select students close to or having earned a degree that is not transcripted
- AEW supplementary reports
- Enrollment data

**Declared and Prepared query**

Example of the input screen and output for the query that gathers students who have declared a major and are deemed (per the selection criteria entered at the time) to be prepared to advise themselves until they are near completion.
Walla Walla Community College’s Technology Services Department researched commercial and open source student portals. We found that commercial portals were very expensive and open source portals took too much time to customize. In both cases the staff to support them was considerable. We decided we could write our own and provide 80% of the benefits of a student portal at 10% (or less) of the initial cost and with no recurring software fees.

The MyWWCC portal was launched in 2009. Student Services did a good job of orientating new students to the portal. We had over 60% of our full time students login to the portal the first week of classes. It is now an integral part of what students use on campus.

**The MyWWCC portal includes (among other things):**

- Headlines (what we want students to see) front and center at login
- Single Sign-on from on-campus computers and to the Angel LMS
- Links to common applications – eSchedule, eCatalog, registering for classes – etc
- Quarterly registration PIN if released by the advisor or student is “declared and prepared”

**Future plans are (among other things):**

- Add Degree Estimator data
- Add SAI (Student Achievement Initiative) data – Math/English progression to college level
- Add graphics showing “satisfactory academic progress” over time to degree
Like the student portal – MyWWCC - Walla Walla Community College’s Technology Services Department researched commercial and open source staff portals. We found that commercial portals were very expensive and open source portals took too much time to customize. In both cases the staff to support them was considerable. We decided we could write our own and provide 80% of the benefits of a student portal at 10% (or less) of the initial cost and with no recurring software fees.

The staff portal – CCNET - portal was launched in 2009. Staff have come to rely on the easy access the CCNET portal provides to a variety of links and single sign-on (SSO) to various instructional applications.

**The staff portal CCNET includes (among other things):**

- Headlines /Announcements/Calendars
- Single Sign-on from on-campus computers and to the Angel LMS
- Links to common applications – OCA, AEW, ADP, eSchedule, eCatalog, Instructor Briefcase, Training database, time and leave reporting, College Dashboard

**Future plans are (among other things):**

- Degree Completion data by program
- Summary reports related to AEW participation
Walla Walla Community College was designated by the Washington SBCTC (State Board for Community and Technical Colleges) as the Agricultural Center of Excellence college for the state. When asked to create a web presence for the Agriculture Center of Excellence, Walla Walla Community College’s Technical Services department utilized the OCA to create a robust source of data related to the agriculture programs offered by 24 Community and Technical Colleges in the state of Washington.

Utilizing the OCA program we already had allowed us to quickly provide a very rich web site. We also borrowed the map from the SBCTC web site.
Walla Walla Community College’s Technology Services department has developed a variety of custom data queries to assist various departments. We needed a place to organize them and control access so we created the College Reporting Services web page. It is also the launch point for data related to major areas of interest such as:

- Enrollment
- Student Achievement
- Financial
- Degrees
- College Reporting Server (using Microsoft’s SSRS – SQL Server Reporting Services)

These queries were developed to improve the speed and accuracy at which staff can do their job in support of the college mission. Many staff members have commented on how much time these save them.
Visit to tutoring / learning center

Dr. Laura Schueller, Director of Tutoring and Learning Center, WWCC
The Walla Walla Community College Tutoring and Learning Center (TLC) offers a comfortable, quality learning environment for students with a staff committed to providing access to drop-in tutoring services in Mathematics, Science, and Writing as well as in-room use of computers, textbooks, calculators, microscopes, and other study aids.

Tutoring services are provided by College Reading and Learning Association (CRLA) trained staff which is encouraged to use questioning methods whenever possible to inspire student’s ownership of their own learning. In 2010-2011, we made nearly 8000 documented student contacts in our two centers. ALL SERVICES ARE FREE TO WWCC STUDENTS.

- We tutor students at all levels of mathematics: AEP, GED prep, OCCSUP, Business Math, Transitional Studies, Pre-College, and College level up through Differential Equations and Linear Algebra. Our Math Lead is a split math/transitional studies faculty member.

- We serve student writing needs at all levels and across the curriculum. Our Writing Lead works part time as a library faculty.

- We serve science students in biological sciences, chemistry, astronomy, geology, and physics at all levels. Our Clarkston Lead serves as the Science Lab Manager, and our Walla Walla Science Lead is an adjunct faculty in Biology.
  - In 2010-2011, we employed 24 WWCC students as peer tutors.
  - 13 have returned to WWCC as students in good standing
  - 8 graduated and have transferred to baccalaureate programs
  - 2 graduated and are in the work force

- We hire students from local four year colleges to provide more advanced tutoring and strengthen relationships with these colleges.
  - We hire and train student tutors from Walla Walla University, Whitman College, and Lewis and Clark State University.

- We provide extra tutor hours and services near exam times.

- We work with faculty and student support groups (i.e. TRiO, disability services, placement/advising) across campus to optimize the student educational experience beyond the classroom.
*2:00-2:45 p.m.
Group A. Student leadership

David Chase, ASB Advisor
Vincent Ruzicka, Assistant ASB Advisor
Julie Kammayer, ASB President, Clarkston Campus
Caitlin Duncan, ASB President (Alternative: Sienna Edmunson, Business Vice President)
Tai Jensen, Executive Vice President
Angela Burns, Activities Vice President

*2:00-2:45 p.m.
Group B. Students who are currently taking developmental education classes

Taeao (Ty) Kiliona, ABE/GED, Transitioning
Carlotta Bonilla, ESL/Pre-CNA
Maria Franco, ESL
Ella Erickson, Developmental Education, Clarkston Campus
Jessica Hopkins, GED 2011, 1st Year Culinary Arts
Juan Sanchez, ESL/GED/Pre-Nursing
Tuesday, September 27, 2011

3:00-3:45 p.m.
Board members

Mr. Miguel Sanchez, Chair
- Appointed to the WWCC Board of Trustees in 2008, Miguel is serving as its Chair for 2011-2012.
- He holds a B.S. in Physical Fitness and Management from Upper Iowa University and an A.A. in General Education from Troy State University, is a graduate of the US Army Advance Noncommissioned Officers Course for combat arms and the First Sergeant’s Course.
- A graduate of the Basic Law Enforcement Academy in Spokane, Miguel served as a patrol officer for five years and currently serves as a detective for the Walla Walla Police Department.

Dr. Roland Schirman, Vice Chair
- A resident of Dayton in Columbia County, Dr. Schirman was appointed to the WWCC Board of Trustees by Governor Chris Gregoire in the fall of 2009.
- Roland holds a Ph.D. in Agronomy/Weed Science from the University of Wisconsin and retired in 2005 after a 42-year career as an agriculture research/extension agent with Washington State University.

Mrs. Kris Klaveano
- Appointed to WWCC Board of Trustees in 2005, her current term continues through September 2015. Kris has served as Vice Chair and two years as Chair of the Board.
- Graduated from WSU with a degree in bacteriology and public health
- A longtime resident of Pomeroy (Garfield County)

Mr. Jerry Hendrickson
- Representing Asotin County, Jerry Hendrickson was appointed to the Board of Trustees of WWCC in 1999, reappointed in 2001, and again in 2006. Jerry has served as the Vice Chair and Chair of the Board.
- A retired educator, Jerry taught in the public school system for thirty-two years. He holds a B.S. and B.A. in Education from Central Washington University.
Thank you for coming!

-the students, faculty, and staff of Walla Walla Community College