Walla Walla Community College
An Overview
**GENERAL FACTS**

- **Year Founded:** 1967
- **Programs:** 53 degree and 50 certificate programs in Academic, Workforce, and Developmental Education on all campuses.
- **Students Served:**
  - Walla Walla Campus: 5,679
  - Clarkston Campus: 1,378
  - Washington State Penitentiary: 2,012
  - Coyote Ridge Correctional Center: 1,587
  - All other locations: 3,018
- **Assistance:** 75.8% of students receive need-based financial aid
- **Student/Faculty ratio:** 22.6 students per faculty
- **Employee Information:**
  - 22 Administrative Exempt
  - 85 Exempt Professional-Technical
  - 133 Full Time Faculty
  - 330 Part Time Faculty
  - 121 Classified Staff

**STUDENT SUCCESS AND OUTCOMES**

- **723 ASSOCIATES DEGREES**
  - were awarded in 2010-11, (27% higher than last year and higher than the IPEDs median peer comparison value).

- **484 CERTIFICATES**
  - of 1yr or longer, and 770 less than 1yr
  - Certificates – both of which were higher than the previous year and the IPEDs median peer comparison value of the same year.

  Between 2008-09 and 2010-11:
  - **Associate degree completion increased by 49%**, Certificates of 1 year or more increased by 40% and less than 1 year certificates increased by 65%.

  Compared to median value of IPEDs peer group for 2009-10, WWCC had 80% more associates, ten times more 1+ year certificates, and twenty-two times more less than one year certificates.

**Big Economic Impact**

- Students enjoy a 38.8% rate of return on their investment.
- State and local governments see a rate of return of 12.9% on their financial support.

- Added income attributed to the accumulation of skills amounts to $265.5 million each year.
- Completion/Transfer Outcomes: 54% graduate or transfer
- Labor Market Outcomes: $54,756 annualized wages for employed graduates
- Equitable Outcomes: 42% of underrepresented minorities graduate or transfer
INVESTMENT ANALYSIS

Student Perspective

- WWCC served 12,047 students in the 2009-10 reporting year.
- Education increases lifetime income. The average income at the career midpoint of someone with an associate’s degree in the WWCC Service Area is $37,700, 35% more than a student with a high school diploma.

• Students enjoy a 38.8% rate of return on their investment in WWCC.

- Throughout his or her working career, the average WWCC student’s discounted lifetime income increases by $11.20 for every dollar invested in WWCC.

- Students enjoy an attractive 38.8% average rate of return on their WWCC educational investment, recovering all costs (including tuition, fees, and forgone wages) in 4.2 years.

Social Perspective

- Higher earnings of WWCC students and associated increases in state income expand the tax base in Washington by about $42.5 million each year.

- Washington will see avoided social costs amounting to $1.9 million per year due to WWCC students, including savings associated with improved health, reduced crime, and reduced welfare and unemployment.

Taxpayer Perspective

- State and local governments see a rate of return of 12.9% on their support for WWCC. This return compares very favorably with private sector rates of return on similar long-term investments.

ECONOMIC GROWTH ANALYSIS

College Operations Effect

- The WWCC Service Area economy annually receives roughly $28.6 million in income due to WWCC operations. This is a conservative figure adjusted to account for monies that leave the economy or are withdrawn from the economy in support of the college.

Student Spending Effect

- WWCC estimates that approximately 22% of its students come from outside the region, bringing with them monies that would not have otherwise entered the local economy.

- The expenditures of WWCC’s non-local students generate roughly $4 million in added income in the WWCC Service Area each year.

Productivity Effect

- The current WWCC Service Area economy embodies an estimated 2.2 million credits that have accumulated over the past 30-year period as thousands of former WWCC students (completers and non-completers) enter the workforce year after year.

- WWCC skills translate to higher earnings for students and increased output of businesses. The added income attributable to the accumulation of WWCC credits in the workforce amounts to around $265.5 million each year.
Student Success Report for 2011-12

One of WWCC’s top priorities was to promote student success and achievement by optimizing rates of access, retention, and completion of high quality certificates and degrees. Indicators of success also include transfer rates, employment rates, and earnings. This summary shows evidence of attainment for 2011-12.

Access

- Number of students enrolled per 1,000 persons, aged 18-64, with intent to transfer, workforce training, and basic skills (2011).

<table>
<thead>
<tr>
<th>Region</th>
<th>Transfer</th>
<th>Workforce</th>
<th>Basic Skills</th>
</tr>
</thead>
<tbody>
<tr>
<td>WWCC</td>
<td>21.15</td>
<td>36.6</td>
<td>3.9</td>
</tr>
<tr>
<td>State</td>
<td>14.09</td>
<td>17.8</td>
<td>4.4</td>
</tr>
</tbody>
</table>

- Enrollment has grown significantly over the last 10 years, especially in Corrections and Distance Delivery.

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Walla Walla</td>
<td>2,745.30</td>
<td>2,367.50</td>
<td>2,664.50</td>
</tr>
<tr>
<td>Clarkston</td>
<td>552</td>
<td>485.9</td>
<td>637.5</td>
</tr>
<tr>
<td>Corrections</td>
<td>844.2</td>
<td>876.7</td>
<td>1,691.50</td>
</tr>
<tr>
<td>Distance</td>
<td>0</td>
<td>261.3</td>
<td>403.9</td>
</tr>
<tr>
<td>All Other</td>
<td>131.7</td>
<td>217.2</td>
<td>306</td>
</tr>
<tr>
<td>TOTAL</td>
<td>4,273.30</td>
<td>4,208.60</td>
<td>5,703.40</td>
</tr>
<tr>
<td>Unduplicated Headcount</td>
<td>11,334</td>
<td>11,349</td>
<td>12,679</td>
</tr>
</tbody>
</table>

- In 2011-12, the College enrolled 198 AAFTE students above the State funding level.
Retention

- Retention rates for WWCC are similar to institutions identified in IPEDS data.

<table>
<thead>
<tr>
<th>Year</th>
<th>WWCC Full Time Student Retention Rates</th>
<th>Median Full Time Retention Rate of Western US comparison Institutions (similar to WWCC in size, community, etc.)</th>
</tr>
</thead>
<tbody>
<tr>
<td>2007-2008</td>
<td>63%</td>
<td>58%</td>
</tr>
<tr>
<td>2008-2009</td>
<td>60%</td>
<td>56%</td>
</tr>
<tr>
<td>2009-2010</td>
<td>66%</td>
<td>52%</td>
</tr>
<tr>
<td>2010-2011</td>
<td>58%</td>
<td>58%</td>
</tr>
<tr>
<td>2011-2012</td>
<td>61%</td>
<td>57%</td>
</tr>
</tbody>
</table>

Student Achievement

<table>
<thead>
<tr>
<th>Year</th>
<th>Total Headcount</th>
<th>Basic Skills</th>
<th>College Readiness</th>
<th>1st 15 Credits</th>
<th>1st 30 Credits</th>
<th>Quantitative/Computation</th>
<th>Certificate, Degree, Apprenticeship</th>
<th>TOTAL Points</th>
<th>Points Per Student</th>
</tr>
</thead>
<tbody>
<tr>
<td>2009-10</td>
<td>8,581</td>
<td>2,043</td>
<td>1,761</td>
<td>1,356</td>
<td>1,041</td>
<td>638</td>
<td>843</td>
<td>7,682</td>
<td>0.895</td>
</tr>
<tr>
<td>2010-11</td>
<td>9,201</td>
<td>1,807</td>
<td>1,865</td>
<td>1,419</td>
<td>1,098</td>
<td>650</td>
<td>939</td>
<td>7,778</td>
<td>0.845</td>
</tr>
<tr>
<td>2011-12</td>
<td>7,950</td>
<td>1,440</td>
<td>1,739</td>
<td>1,222</td>
<td>1,033</td>
<td>676</td>
<td>910</td>
<td>7,020</td>
<td>0.883</td>
</tr>
</tbody>
</table>

FTES

<table>
<thead>
<tr>
<th>Year</th>
<th>Points the Same</th>
</tr>
</thead>
<tbody>
<tr>
<td>2009-10</td>
<td>2.178</td>
</tr>
<tr>
<td>2010-11</td>
<td>2.259</td>
</tr>
<tr>
<td>2011-12</td>
<td>2.145</td>
</tr>
</tbody>
</table>

Statewide System Totals

<table>
<thead>
<tr>
<th>Total Points</th>
<th>Points Per Student</th>
</tr>
</thead>
<tbody>
<tr>
<td>486,225</td>
<td>0.895</td>
</tr>
<tr>
<td>97,640</td>
<td>0.845</td>
</tr>
<tr>
<td>90,288</td>
<td>0.883</td>
</tr>
<tr>
<td>71,393</td>
<td>0.895</td>
</tr>
<tr>
<td>56,503</td>
<td>0.845</td>
</tr>
<tr>
<td>41,792</td>
<td>0.883</td>
</tr>
<tr>
<td>32,684</td>
<td>0.895</td>
</tr>
<tr>
<td>390,300</td>
<td>0.845</td>
</tr>
</tbody>
</table>

Cohort Points Per Student – Workforce and Transfer Combined

<table>
<thead>
<tr>
<th>Year</th>
<th>WWCC</th>
<th>System</th>
</tr>
</thead>
<tbody>
<tr>
<td>2006</td>
<td>1.35</td>
<td>1.07</td>
</tr>
<tr>
<td>2007</td>
<td>1.29</td>
<td>1.06</td>
</tr>
<tr>
<td>2008</td>
<td>1.41</td>
<td>1.09</td>
</tr>
<tr>
<td>2009</td>
<td>1.36</td>
<td>1.09</td>
</tr>
</tbody>
</table>

- One of the top five performing colleges in the system for first-year workforce and transfer students.
Completions

- Within three years of entering, over half (53%) of full-time students graduate or transfer, compared to a U.S. average of 39% (IPEDS).
- Cohort data shows that three out of every four (73%) new WWCC students complete a degree or certificate of over one year, transfer, or are still enrolled four years after starting; almost half of these students attain an Associate's Degree.
- Degree and certificate completion has increased significantly from 2008-09 to 2011-12 (see table).

<table>
<thead>
<tr>
<th>WWCC Associates Degrees and Certificate Completions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Completion Level</td>
</tr>
<tr>
<td>------------------</td>
</tr>
<tr>
<td>Associates</td>
</tr>
<tr>
<td>1+ Year Certificates</td>
</tr>
<tr>
<td>Less Than 1 Year Certificates</td>
</tr>
<tr>
<td>Total</td>
</tr>
</tbody>
</table>

- Between 2008-09 and 2011-12: WWCC Associate Degree completion increased by 47%, Certificates of one-year or more increased by 24%; and less than 1-year Certificates increased by 14%.
- Compared to our median comparison institution for 2009-10, WWCC had 80% more Associate Degrees, 854% more 1+-year Certificates, and 2,097% more less than 1-Year Certificates.
- Students graduate at a 19% higher rate than our peer institutions (36% compared to 17%, according to IPEDS).

Equitable Outcomes:

<table>
<thead>
<tr>
<th>WWCC and National Comparison 2010 Graduation Rates by Race</th>
</tr>
</thead>
<tbody>
<tr>
<td>Race and Ethnicity</td>
</tr>
<tr>
<td>--------------------</td>
</tr>
<tr>
<td>American Indian/Alaska Native</td>
</tr>
<tr>
<td>Black, non-Hispanic</td>
</tr>
<tr>
<td>Caucasian</td>
</tr>
<tr>
<td>Hispanic</td>
</tr>
<tr>
<td>Asian/Pacific Islander</td>
</tr>
<tr>
<td>Race Unknown</td>
</tr>
</tbody>
</table>

- Racial and ethnic minority attainment at WWCC exceeds the national average among two-year public institutions across all categories.
- Among categories of race and ethnicity, Hispanics comprised approximately 10% of the WWCC student population in 2010. The Hispanic attainment rate at WWCC is 41%, almost double the national average.
**Transfer:**
- 42% of the 2005 full-time new student cohort transferred within 5 years of starting and 30% of part-time students of this cohort transferred.
- 47% of the 2006 full-time new student cohort transferred within 5 years of starting and 33% of part-time students of this cohort transferred.

**Employment and Earnings:**
- Wage records show 2010-11 graduates earn $54,756 compared to other new hires at $20,904.
- Wage records show 2011 graduates earn $46,600 one year after graduation, which is 164% of new hire wages of non-graduates in our District.
- Wage records show that 2006 graduates are earning an annual wage of $57,069 in the second quarter of 2012, which is approximately 225% of new hire wages of non-graduates in our district. By 2012, annual average wages for this cohort eclipse the average wage earned in Washington State by 14 percent.
- WWCC is currently developing a system to obtain wage and employment data for all graduates on an ongoing basis. Presently, no labor market outcomes information is available for graduates working beyond Washington State borders. Because WWCC serves populations and directly impacts portions of Idaho and Oregon, obtaining earnings data from at least those states will dramatically improve upon what we know about our graduates and enhance our program planning processes.
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)
• Enology & Viticulture program featured in PBS NewsHour broadcast in September 2012
• 83% of alumni surveyed in November 2011 are employed in the wine industry
• Entered seven different wine competitions in 2011/2012. Won 22 awards of which six were Gold or Double Gold medals
• Council on Competitiveness
  o Enology & Viticulture program was showcased in their December 2011 report
  o Served College Cellars 2008 Malbec and 2007 Semillon at their 25th Anniversary Celebration Dinner held on December 7, 2011 in Washington, D.C.
• Two faculty members have been inducted into the Legends of Washington Wine Hall of Fame

Testimonials

Steve Warner, President, Washington State Wine Commission, (206) 326-5759

Gordon Burns, Founder, ETS Laboratories, (707) 302-1211
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 Agriculture and Bioenergy

Description

The Agriculture Center of Excellence is one of ten Centers of Excellence in the State of Washington, is based at Walla Walla Community College, and fosters communications and collaborations amongst Washington’s 34 community and technical college programs in Agriculture, Natural Resources, and related fields in coordination with industry and community partners. In fall 2011, the US Department of Agriculture’s (USDA) National Institute for Food and Agriculture (NIFA) awarded a five-year, $40 million grant to the University of Washington-led consortium, Advanced Hardwood Biofuels Northwest (AHB), to develop a Pacific Northwest biofuel industry that provides 100% renewable and infrastructure-compatible transportation fuels derived from sustainably grown hardwoods. The Agriculture Center of Excellence is the co-lead of the Education component of AHB with the role to develop Associate level programs and provide bioenergy educational content for existing programs throughout the community and technical college system in the Pacific Northwest.

Key Partners

- ZeaChem
- GreenWood Resources
- Oregon State University, Washington State University-Extension, University of Washington, University of Idaho, and University of California-Davis

Impact

- Developing two-year standalone Workforce Education associate degree in Biorefinery Operations in collaboration with Walla Walla Community College, industry, and academic partners.
- Developing new Bioenergy course sequence that consists of: Introduction to Bioenergy; three course Biorefinery series in Processes, Equipment, and Operations; two courses on Bio-Chemical and Thermo-Chemical Conversion; a course on Biomass Feedstock (that will lead eventually to development of a sister curriculum focused on Biomass Feedstock Management); and a Cooperative Experience and Seminar in Bioenergy.
- Developing Bioenergy Certificate tied to Associate of Science Transfer degree (Option I) that will articulate existing Walla Walla Community College courses and new Bioenergy course sequence with Oregon State University and the University of Washington.
- Developing articulation agreements between Walla Walla Community College and community and technical colleges in northern CA, OR, WA, ID, and western MT.
- Working with WWCC’s Water and Environmental Center and WSU Extension to assist PNW Producers in the adoption of comprehensive management practices that integrate cultural, financial, and ecological decision-making – through two new programs that have emerged from our Bioenergy outreach: the Five-Star Watershed Stewardship program and the Pacific Northwest Savory Hub.

Testimonials

Peter Moulton, WA Department of Commerce’s Bioenergy program, peter.moulton@commerce.wa.gov
Lyndon Jones, Pacific Ethanol, ljones@pacificethanol.net
Andrew Rodstrom, GreenWood Resources, andrew.rodstrom@gwrglobal.com
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
  - Orientation 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 support from an Instructional Designer, 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.

WWCC has made significant progress increasing professional development sessions using technology in teaching, including using lecture capture (Tegrity). ANGEL Learning Management System (LMS), Wikis, Blogs, and Twitter. Teaching and curriculum planning training with the ASSURE and SECTIONS models have been explored. eLearning course and program development continues to increase through several initiatives by our Instructional Designer to promote faculty development in the areas of online pedagogy and course design. Faculty members who teach online are also given opportunities to align their courses in Quality Matters principles and evaluation. WWCC has provided essential upgrades to the Faculty Support Center and Resource Room for faculty training. In addition, technology upgrades for 27 classroom teaching consoles were updated to allow instructors to fully implement eLearning strategies learned in workshops and training sessions.
Corrections Education
Associate of Arts
Direct Transfer Degree Program

Washington State Penitentiary
- Fall 2008 startup with 29 students, funded by Sunshine Lady Foundation (Doris Buffett)
- 138 students currently assigned Fall 2012 (479% growth in 3 years)
- 56 degree completions to date

Coyote Ridge Corrections Center
- Fall 2009 startup with 48 students, initially funded by Incarcerated Individuals Federal Grant*
- 141 students currently assigned Fall 2012 (364% growth in 2 years)
- 61 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

Debate & Dialog Program
The Prison Debate & Dialogue Program is funded by the Open Society Institute. It is a two-year grant that supports the development, establishment, and sustainability of debate and dialogue programming. The program is organized around three complementary components to develop specialized AA Degree coursework for students, establish a prison debate club and support a speaker series, and expand regional debate and dialogue through 3 inter-collegial debate events at CRCC (2012 and 2013) and WSP (2013). In Fall 2012 we partnered with Washington State University, and Criminal Justice students from the WSU campus met with our WWCC Prison Debate Club at the prison, ending in a final debate presentation on November 7th at CRCC.

“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
Partnerships with Constituency Organizations

Walla Walla Community College enhances student success and creates learning opportunities for our students by establishing and maintaining key partnerships in both the private and public sector. The College has developed a national reputation for driving community and economic development by aligning its programs with emerging opportunities and sharing leadership responsibilities for economic development efforts in the region. A most noteworthy example is the college’s leadership role in helping establish and grow a wine cluster that has resulted in a $500 million economic impact in the County, according to the Washington State Wine Commission.

The College has been very successful providing leadership in establishing and operating the Walla Walla Innovation Partnership Zone. This is an economic development tool created by the State legislature to foster innovation and partnerships in 13 designated locations in Washington State. These designations were based on a competitive grant process and included startup funds ranging from $750,000 to $1 million. Subsequent to the initial designation in 2007, WWCC has received over $5 million for innovative projects. The Innovation Partnership Zone (IPZ) Program in Washington State was recently recognized as the best innovative economic development practice by the Council of State Governments and will be a featured display during the CSG National Conference in Austin, Texas. A brochure describing the Walla Walla IPZ is included.

The College maintains numerous partnerships throughout the region. Five partnerships are described in the second attachment to serve as an example of the emphasis the College places on collaborative endeavors to accomplish its mission.
Our mission is to promote innovative approaches to economic, environmental, and cultural sustainability through talent, investment, and infrastructure, and implement strategic initiatives that positively shape the investment and infrastructure through the development of our region’s economy.

- $230 million wine cluster economic impact.
- 9% regional economic growth since 2007.
- 6,003 wine cluster jobs created.

Figure 3.3: Projected IPZ Employment With and Without the Wine Cluster

Recent Accomplishments

- Blue Mountain Station, a project by the Port of Columbia in Dayton, WA, is a new business park designed to house a cluster of artisan food and beverage businesses.
- The IPZ received a $3.6 million legislative appropriation to support Alternative Energy: Training and Innovation at Walla Walla Community College.
- Railex LLC and Ste. Michelle Wine Estates investment of approximately $20 million to create the first rail-based system to transport wine efficiently and sustainably across the United States.
- Development of on-site market to provide opportunities for retail sales through the production of value-added agricultural activities and small-scale processing.
- A cluster of artisan food and beverage businesses designed to house new businesses and leisure activities in Dayton, WA.

Tim McCarty
Deputy City Manager,
City of Walla Walla
tmccarty@ci.walla-walla.wa.us
509.527.4350
## Partnerships

<table>
<thead>
<tr>
<th>Partnership</th>
<th>Description of Partnership</th>
</tr>
</thead>
</table>
| Innovation Partnership Zone (IPZ) and Economic Modeling Specialists, Inc. (EMSI) | - One of 13 designated zones in state to promote economic development by 1) Aligning workforce with needs of economy; 2) Promoting public and private investment; and 3) Improving infrastructure. The only zone where a community college (all others are universities) shares leadership responsibilities with a city and a port district.  
- WWCC has developed two Centers of Innovation on campus with IPZ support, both receiving the Governor’s Best Practice Award for Workforce and Economic Development (Center for Enology & Viticulture - $230 million annual economic impact – and the Water & Environmental Center - identified best partner by the Confederated Tribes contributing to salmon recovery in the Columbia River system.  
- Energy Center under construction with plans to expand from 16 students in 2010, 60 students in 2012, to 100 students in 2015. Legislature funded $3.67 million via IPZ to WWCC in 2012 session to support program growth and create an Energy Park headquartered on campus.  
- WWCC has partnered with EMSI to develop economic planning tools (impact studies, cluster studies, Career Coach) that have scaled internationally and helped the College align its programs with the needs of the economy.  
- Role in Student Success: Created three technical degree and certificate programs for approximately 150 students to prepare for green, high-return jobs the College has helped create. All partnerships provide internship opportunities, advice to College and students, and financial support. |
| Mary Trimarco, Dept. of Commerce  <br>mary.trimarco@commerce.wa.gov |  
Egils Milbergs, Washington Economic Development Commission  
egils.milbergs@wecd.wa.gov  
Nabiel Shawa, Manager, City of Walla Walla  
nshawa@ci.walla-walla.wa.us  
Kjell Christophersen, EMSI  
kjell@economicmodeling.com |
| Confederated Tribes of the Umatilla Indian Reservation, Walla Walla Watershed Management Partnership, and Snake River Salmon Recovery Board | - Partners in implementing a shared vision of a healthy economy and a healthy and safe environment by investing in innovations in watershed governance and management practices, three degree and certificate-oriented technical programs in Watershed Ecology, Water Resource Management, and Irrigation Technology and Technology Transfer of best practices to increase stream flows for fish, farming, and other economic and domestic uses.  
- Phase II of the Water & Environmental Center was recently completed to house expanded workforce programs, scientists, and technicians employed by the Confederated Tribes, the Sustainable Living Center, and other partners.  
- Provides a unique opportunity for Native American students to prepare for green occupations related to their values and for all students and staff at WWCC to better understand and appreciate our cultural heritage. High risk students are successfully preparing for high-demand occupations. |
| Eric Quaempts, Confederated Tribes  
ericquaempts@ctuir.com |  
Cathy Schaeffer, WW Watershed Mgmt. Partnership  
cathy.schaeffer@wwcc.edu  
Steve Martin, Salmon Recovery Board  
steve@snakeriverboard.org |
<table>
<thead>
<tr>
<th>Partnership</th>
<th>Description of Partnership</th>
</tr>
</thead>
</table>
| **Department of Corrections (Washington State Penitentiary and Coyote Ridge Correctional Center) and the Sunshine Lady Foundation (Doris Buffett)** | • Basic Skills, Workforce Programs, and an Academic Transfer Program are provided at the Penitentiary and the Correctional Center for approximately 1,650 inmates. The Transfer Programs are funded by the Sunshine Lady Foundation (Doris Buffett).  
• Department of Corrections plans to expand workforce programs provided by WWCC based on student success.  
• The Academic Transfer Program’s visibility with state policy makers likely will result in more state-supported programs in the future.  
• High risk and minority students are given an opportunity to prepare for further education and work life beyond the walls of confinement. While we can’t legally follow-up on these students after their release, the feedback we do receive is extraordinarily positive. |
| **Partnership with Walla Walla, College Place, Touchet, Waitsburg, Prescott, Dayton, Pomeroy, Clarkston, and Asotin School Districts** | **State Senator Mike Hewitt**  
E-mail: hewitt_mi@leg.wa.gov  
**Mick Miller, Superintendent, Walla Walla School District**  
E-mail: mmiller@wwps.org  
**Dr. Bill Jordan, Superintendent, Prescott School District**  
E-mail: bjordan@prescott.k12.wa.us | • WWCC strives to develop pathways for high school students that will increase graduation rates of at-risk students and provide a running start for many who are ready for college work their junior and senior years.  
• An Alternative High School, Running Start, and college in the high school programs are available and a Regional Skills Center for high school students is being constructed on the WWCC campus. Skills Center programs will articulate with WWCC programs.  
• WWCC has a unique opportunity to partner with College Place in designing a new innovative high school that will integrate with the college. Since College Place has not had a high school, it is a unique opportunity to design a 9-14 educational experience.  
• More students will enter WWCC better prepared for both academic and workforce programs. |
| **John Deere Corporation** | **Justin Scammey, Manager, College Partnerships**  
E-mail: scammeysteinh@johndeere.com | • Last year we celebrated 20 years of a successful partnership training dealer-sponsored students for technical careers with Deere throughout the Northwest.  
• Deere provides prequalified students, equipment, curriculum development support, paid internship opportunities, instructor training, and jobs at completion.  
• Lessons learned from this high profile partnership have scaled to other programs at the College and throughout the Northwest. Experience partnering with Deere has taught us how to partner with employers and organizations effectively as evidenced with similar partnerships with Tyson Foods, Nelson Irrigation, the regional wine industry, Northwest Grain Growers, Sherwood Trust, and others.  
• Our students benefit from high quality instruction, full time internship opportunities every other quarter in a dealership, and the availability of more good paying jobs than can be filled. Deere provides scholarship opportunities for those in need. |
Professional Development

Planning Themes (Goals for workshops)

1. Promote Student Success & Achievement (45%)
2. Encourage Innovative and Diverse Learning Opportunities (32%)
3. Strengthen Community (23%)

Workshops Offered 2011–2012

Faculty & Staff Participation

<table>
<thead>
<tr>
<th>Student Success</th>
<th>Innovative and Diverse Learning</th>
<th>Strengthen Community</th>
</tr>
</thead>
<tbody>
<tr>
<td>Understanding and Responding to Depression</td>
<td>I’m ready for Tegrity!</td>
<td>Faculty Book Group (3)</td>
</tr>
<tr>
<td>Student Services Resources for faculty and students</td>
<td>Meeting MERLOT</td>
<td>PROJECT Trio – Master class</td>
</tr>
<tr>
<td>Financial Aid information for faculty advisors (2)</td>
<td>Social Networking Safety Training:</td>
<td>What’s the Economy for Anyway</td>
</tr>
<tr>
<td>Transfer Basics</td>
<td>Long results, short throws</td>
<td>Water Rights</td>
</tr>
<tr>
<td>New Advisor Training</td>
<td>Open Education: Does it matter?</td>
<td></td>
</tr>
<tr>
<td>Stressed for the Test -- The Impact of Anxiety on Performance</td>
<td>Protecting Yourself Online</td>
<td></td>
</tr>
</tbody>
</table>
| Clickers in the Classroom                              | Get your head in the “cloud”!

Pedagogy Roundtable Discussion

Classroom Diversity

Courage to Teach – Discussion

Gender and Masculinity in our Culture

Students with Asperger Syndrome

You Want Me to Do What???

Total Attendance:

| Total Attendance | 144 | 125 | 80 |

% Participation:

| % Participation | 41.3% | 35.8% | 22.9% |

- Full-time Faculty earned 584.4 PIUs
- Average was 5.037 PIUs per faculty
Pre and Post Faculty Development
Core Curriculum Assessment
2011 – 2012

Please indicate how knowledgeable you are in the following areas (circle the number that best describes what you think).  

<table>
<thead>
<tr>
<th></th>
<th>Don't Know</th>
<th>Very little - almost nothing</th>
<th>Some knowledge</th>
<th>Fair</th>
<th>Good</th>
<th>Very - almost expert</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
</tbody>
</table>

Diverse Student Populations

a) Diversity responsive teaching: delivering content to today’s diverse classroom.  

<table>
<thead>
<tr>
<th></th>
<th>Pre</th>
<th>Post</th>
<th>Pre</th>
<th>Post</th>
<th>Pre</th>
<th>Post</th>
<th>Pre</th>
<th>Post</th>
<th>Pre</th>
<th>Post</th>
<th>Pre</th>
<th>Post</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>0.0% (0)</td>
<td>0.0% (0)</td>
<td>31.0% (13)</td>
<td>33.3% (14)</td>
<td>35.7% (15)</td>
<td>0.0% (0)</td>
<td>0.0% (0)</td>
<td>0.0% (0)</td>
<td>0.0% (0)</td>
<td>0.0% (0)</td>
<td>0.0% (0)</td>
<td></td>
</tr>
</tbody>
</table>

How Students Learn

b) Deep learning versus surface learning  

<table>
<thead>
<tr>
<th></th>
<th>Pre</th>
<th>Post</th>
<th>Pre</th>
<th>Post</th>
<th>Pre</th>
<th>Post</th>
<th>Pre</th>
<th>Post</th>
<th>Pre</th>
<th>Post</th>
<th>Pre</th>
<th>Post</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>0.0% (0)</td>
<td>2.4% (1)</td>
<td>28.6% (12)</td>
<td>38.1% (16)</td>
<td>26.2% (11)</td>
<td>4.8% (2)</td>
<td>0.0% (0)</td>
<td>0.0% (0)</td>
<td>4.0% (1)</td>
<td>24.0% (6)</td>
<td>68.0% (17)</td>
<td>4.0% (1)</td>
</tr>
</tbody>
</table>

Using Technology in Teaching

c) Wikis  

<table>
<thead>
<tr>
<th></th>
<th>Pre</th>
<th>Post</th>
<th>Pre</th>
<th>Post</th>
<th>Pre</th>
<th>Post</th>
<th>Pre</th>
<th>Post</th>
<th>Pre</th>
<th>Post</th>
<th>Pre</th>
<th>Post</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>33.3% (14)</td>
<td>35.7% (15)</td>
<td>23.8% (10)</td>
<td>7.1% (3)</td>
<td>0.0% (0)</td>
<td>0.0% (0)</td>
<td>0.0% (0)</td>
<td>0.0% (0)</td>
<td>4.0% (1)</td>
<td>32.0% (8)</td>
<td>32.0% (8)</td>
<td>20.0% (5)</td>
</tr>
</tbody>
</table>

Teaching and Curriculum Plans

d) Curriculum plans: ASSURE, SECTIONS models  

<table>
<thead>
<tr>
<th></th>
<th>Pre</th>
<th>Post</th>
<th>Pre</th>
<th>Post</th>
<th>Pre</th>
<th>Post</th>
<th>Pre</th>
<th>Post</th>
<th>Pre</th>
<th>Post</th>
<th>Pre</th>
<th>Post</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>31.0% (13)</td>
<td>31.0% (13)</td>
<td>14.3% (6)</td>
<td>19.0% (8)</td>
<td>4.8% (2)</td>
<td>0.0% (0)</td>
<td>0.0% (0)</td>
<td>0.0% (0)</td>
<td>24.0% (6)</td>
<td>48.0% (12)</td>
<td>28.0% (7)</td>
<td>0.0% (0)</td>
</tr>
</tbody>
</table>

Instructional Design

e) Quality Matters  

<table>
<thead>
<tr>
<th></th>
<th>Pre</th>
<th>Post</th>
<th>Pre</th>
<th>Post</th>
<th>Pre</th>
<th>Post</th>
<th>Pre</th>
<th>Post</th>
<th>Pre</th>
<th>Post</th>
<th>Pre</th>
<th>Post</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>9.5% (4)</td>
<td>26.2% (11)</td>
<td>19.0% (8)</td>
<td>21.4% (9)</td>
<td>21.4% (9)</td>
<td>2.4% (1)</td>
<td>0.0% (0)</td>
<td>4.0% (1)</td>
<td>16.0% (4)</td>
<td>20.0% (5)</td>
<td>52.0% (13)</td>
<td>8.0% (2)</td>
</tr>
</tbody>
</table>
WWCC's professional development goals are centered on our core themes and degree outcomes.

**Core Themes**
WWCC's key indicators are embedded in three Core Themes.
1. Promote Student Success and Achievement (45%)
2. Encourage Innovative and Diverse Learning Opportunities (32%)
3. Strengthen Community (23%)

**AA/AS Degree Outcomes**
1. Communication Learning Outcome
2. Critical Analysis Learning Outcome
3. Digital and Information Competencies Learning Outcome
4. Diversity Learning Outcome
5. Discipline Level Learning Outcomes

**Professional Development Activities**
Sabbaticals | Exceptional Faculty | Innovation Mini Grants | Conference Travel | Professional Development

<table>
<thead>
<tr>
<th></th>
<th>Promote Student Success and Achievement</th>
<th>Encourage Innovative and Diverse Learning Opportunities</th>
<th>Strengthen Community</th>
<th>Weight Actual</th>
</tr>
</thead>
<tbody>
<tr>
<td>Communication</td>
<td>10.3%</td>
<td>3.0%</td>
<td>7.6%</td>
<td>20.9%</td>
</tr>
<tr>
<td>Critical Analysis</td>
<td>8.5%</td>
<td>7.3%</td>
<td>5.0%</td>
<td>20.8%</td>
</tr>
<tr>
<td>Digital and Information</td>
<td>7.2%</td>
<td>9.0%</td>
<td>2.0%</td>
<td>18.2%</td>
</tr>
<tr>
<td>Diversity</td>
<td>6.3%</td>
<td>8.5%</td>
<td>3.3%</td>
<td>18.1%</td>
</tr>
<tr>
<td>Discipline Level</td>
<td>9.0%</td>
<td>8.0%</td>
<td>5.0%</td>
<td>22.0%</td>
</tr>
<tr>
<td>Weight</td>
<td>41.3%</td>
<td>35.8%</td>
<td>22.9%</td>
<td>*100%</td>
</tr>
</tbody>
</table>

*Results calculated by participation from 2011 – 2012 professional development workshops offered.
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 one or two academic quarters that addresses specific areas in pedagogy and technology. Each group determines their meeting schedule, location of meetings, forms of communication and interaction with members, and establishes group criteria as appropriate. All Academy groups can 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.
• **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
## English and Chemistry Outcomes

### Completion Rates

**All English Courses (Walla Walla, Clarkston, WSP, CRCC, Online)**

#### Academic Year 2011-12

<table>
<thead>
<tr>
<th>Course</th>
<th>Number Enrolled</th>
<th>Number Completed</th>
<th>% Completion</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>English 101</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fall 2011</td>
<td>388</td>
<td>319</td>
<td>82%</td>
</tr>
<tr>
<td>Winter 2012</td>
<td>289</td>
<td>230</td>
<td>80%</td>
</tr>
<tr>
<td>Spring 2012</td>
<td>215</td>
<td>157</td>
<td>73%</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>892</strong></td>
<td><strong>706</strong></td>
<td><strong>79%</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Course</th>
<th>Number Enrolled</th>
<th>Number Completed</th>
<th>% Completion</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>English 102</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fall 2011</td>
<td>160</td>
<td>117</td>
<td>73%</td>
</tr>
<tr>
<td>Winter 2012</td>
<td>194</td>
<td>160</td>
<td>82%</td>
</tr>
<tr>
<td>Spring 2012</td>
<td>211</td>
<td>176</td>
<td>83%</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>565</strong></td>
<td><strong>453</strong></td>
<td><strong>80%</strong></td>
</tr>
</tbody>
</table>

### Completion Rates

**All Chemistry Courses (Walla Walla, Clarkston)**

#### Academic Year 2011-12

<table>
<thead>
<tr>
<th>Course</th>
<th>Number Enrolled</th>
<th>Number Completed</th>
<th>% Completion</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Chemistry</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fall 2011</td>
<td>138</td>
<td>132</td>
<td>95.6%</td>
</tr>
<tr>
<td>Winter 2012</td>
<td>129</td>
<td>116</td>
<td>90%</td>
</tr>
<tr>
<td>Spring 2012</td>
<td>104</td>
<td>93</td>
<td>89%</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>371</strong></td>
<td><strong>341</strong></td>
<td><strong>92%</strong></td>
</tr>
</tbody>
</table>
I-BEST
Integrated Best Education Skills Training

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.
- 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.
Corrections 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
- 371 GED’s earned between July 1, 2011 and June 30, 2012
- 301 Vocational certificates earned between July 1, 2011 and June 30, 2012
- 461 Basic Skills students enrolled Fall Quarter 2012
- 503 Vocational students enrolled Fall Quarter 2012
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

Description

The College's 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 College's 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 Program 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 Assistant in 2008
- Establishment of Health Care Bridge / transition support program in 2002

Testimonials

Dr. Mindy Nelson, Vice President Workforce Education, Walla Walla Community College, 509-527-4215
Kjell Christophersen, President, EMSI, 208-883-3500
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.
  - Currently we have 36 students enrolled in the John Deere program.
  - Since 2009 we have graduated 49 students. 40 are working at John Deere dealerships, 7 are working at other agricultural dealerships, one is a farmer, and one is employed in mining.

**Testimonials**
Justin Scammy, Manager, College Partnerships, John Deere Corporation, (913) 310-8232
Myron Hallauer, Division Customer Support Manager, John Deere Corporation, (775) 827-0140
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
Innovations in Allied Health 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.
- 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 hybrid distance delivery Medical Assistant Program in collaboration with Yakima Valley Community College, achieving CAAHEP Accreditation in fall 2012.

Nursing Assistant Program Outcomes

- Seventy percent (70%) or more of students who enter the Nursing Assistant Program will complete it.
- Those who complete the Nursing Assistant Program will achieve a pass rate at or above the Washington State average pass rate or the Nurse Aide Competency Evaluation. Current Washington State average is 83%.

<table>
<thead>
<tr>
<th>Year</th>
<th>Students Admitted</th>
<th>Completed</th>
<th>NACES Pass Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>2008/2009</td>
<td>302</td>
<td>262 (87%)</td>
<td>96%</td>
</tr>
<tr>
<td>2009/2010</td>
<td>218</td>
<td>295 (93%)</td>
<td>95%</td>
</tr>
<tr>
<td>2010/2011</td>
<td>290</td>
<td>275 (95%)</td>
<td>91%</td>
</tr>
</tbody>
</table>

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
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. Students may enter health career programs at any level of education and receive the support of pre-college instructional services such as the ESL for Healthcare Workers or 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. Marys, (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
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:
  - Valle Lindo Homes Learning Center
  - Tyson Fine Foods Learning Center
  - Garrison Night School (partnership with Walla Walla School District)
  - St. Patrick’s Church Learning Center
  - Migrant Headstart, Farm Homes

- 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.
  - I-BEST for Health Occupations- ESL for Health Care Workers (ESL Levels 1-3)
  - Creating “Cultures of Student Responsibility” project
  - Pre-College Accelerated English reading and writing block program
Walla Walla Community College is piloting a new innovative program beginning fall 2011 which serves 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 workplace internships
- Co-enrollment in WIA

**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 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
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 supports to WorkFirst students.

**Demographic of WorkFirst Students:**
- 70% are single-parent households / 30% are two-parent households
- 51% have one child in the household
- 28% have two children in the household
- 21% have three or more children in the household
- 77% are female / 23% male
- 17% are Latino, Hispanic or Mexican
- 100% of WF students are working with an outside agency for assistance with issue resolution (housing, medical, Child Protective Services, chemical dependency, mental health, etc.)

**2011–2012 Student Achievement Initiative Gains & Program Outcomes**

<table>
<thead>
<tr>
<th>Category</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre-College: Basic Skill Gains and Developmental Level completion points</td>
<td>218</td>
</tr>
<tr>
<td>15 or 30 College Level Credits: Combines 15 or 30 College Level Credits</td>
<td>31</td>
</tr>
<tr>
<td>Tipping Point: 45 College Level Credits backed by Certificate earned</td>
<td>14</td>
</tr>
<tr>
<td>I-Best Program: Enrolled in at least one I-Best course</td>
<td>7</td>
</tr>
<tr>
<td>Retention: Enrollment in quarter following initial enrollment</td>
<td>51%</td>
</tr>
<tr>
<td>Transition: Enrolled in training after GED completion</td>
<td>47%</td>
</tr>
</tbody>
</table>
Worker Retraining Program

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.

<table>
<thead>
<tr>
<th>Services</th>
<th>Eligibility</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Tuition, books &amp; fees assistance</td>
<td>• WA State unemployment benefit eligible participant</td>
</tr>
<tr>
<td>• Financial Aid system navigation</td>
<td>• Displaced Homemaker</td>
</tr>
<tr>
<td>• Career Development related to high demand occupation opportunities</td>
<td>• Displaced Veterans</td>
</tr>
<tr>
<td>• Program advising &amp; progress monitoring</td>
<td>• Self Employed – declining industry Vulnerable worker</td>
</tr>
<tr>
<td>• Coordination of campus and community financial resources</td>
<td>• Disaster impacted worker</td>
</tr>
<tr>
<td>• Industry advisory board connections</td>
<td></td>
</tr>
</tbody>
</table>
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.

### Services
- Tuition and fees assistance up to 45 credits
- Up to $1,000 books and supplies
- Intrusive advising and progress monitoring
- Coordination of campus and community resources

### Eligibility
- Washington State residency
- Low income
- Pursuing one of six approved high demand pathways
  - Diesel Technology
  - Energy Systems
  - Medical Administrative Assistant
  - Nursing
  - Medical Assisting
  - Watershed Ecology

### Opportunity Grant

<table>
<thead>
<tr>
<th>Year</th>
<th>Degrees Awarded</th>
<th>Retained</th>
</tr>
</thead>
<tbody>
<tr>
<td>2011-12</td>
<td>50</td>
<td>86</td>
</tr>
<tr>
<td>2010-11</td>
<td>52</td>
<td>72</td>
</tr>
<tr>
<td>2009-10</td>
<td>59</td>
<td>73</td>
</tr>
</tbody>
</table>

### Opportunity Grant 3 year review

- % Students retained & graduated
- 2009-10: 100
- 2010-11: 80
- 2011-12: 90
Walla Walla Community College has long been recognized for our innovative thinking. At one time our innovative thinking may have stopped with the use of manual processes to improve student outcomes. 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 weekly 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 of course efforts of staff members to work together to make a positive difference that sets Walla Walla Community College apart from its peers.

One example of this is the Student Services department coming up with the idea of a degree completion initiative that involved manually comparing student transcripts with degree requirements to identify students who were close to a degree but no longer attending college so they could be contacted and encouraged to complete the degree by creating a plan to do so. When the IT department heard what they were doing they didn’t just ignore it. They decided to automate the process and use 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 – rain or shine. 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) – the envy of many colleges and now used at 20 other colleges in Washington State - is used extensively by advisors. With head count of about 12,000 students per year it is amazing that at least that many unique students’ records are viewed using ADP each year.
- MyWWCC student portal which in addition to the common things one would expect in a student portal shows the same progression points used in ADP for student achievement – Math and English progression, college level Math and English checkboxes, 15 and 30 college level credits, progress to declared major and, of course, the degree proximity to undeclared degrees and certificates.
- 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
- Academic GPS (AGPS) allows the creation of a concrete education plan for each student. Future enhancements include:
  - Exposing the plan in the student portal with one-button registration for all classes on the approved plan
  - Immediate advisor alerts if a student drops a class on their plan
  - End of quarter data mining to find students the furthest from their plan so advisors can spend time on those students needing the most attention.

Representatives from the Technology Services (IT) department also meet at least bi-weekly with and lead meetings with the Facilities Services Department, the Business Services Department, the Public Information Officer, the Enrollment Planning group and the Institutional Effectiveness (IR) group.
Walla Walla Community College
...Your Best Choice

RIGHT: Advisor Data Portal showing the results of the Degree Estimator Appliance.

ABOVE: Advisor Data Portal showing the Student Achievement Initiative metrics.
Innovations:  
Student Services & IT=Results

Walla Walla Community College’s Student Services and IT departments meet weekly and have created a culture that is collaborative and has resulted in the creation of many innovative processes and computer applications. It is this unique relationship that fosters an open culture in which everyone is a welcome contributor to share ideas and opinions. A shared project priority list is developed collaboratively among the team members, with a focus on strategic development and implementation of software and practices that address identified areas of concern and seek to increase retention and completions with fiscally responsible solutions.

Examples of initiatives and outcomes resulting from collaborative relationship:

- ANS (Academic Navigation System) - Educational planning software (BETA testing )
- MyWWCC (Student Portal) – Usability review and revisions for increased functionality
- Portal Communicator- Targeted messaging student communication tool
- ADP (Advisor Data Portal) – Tool compiling data from multiple sources into one easily accessible portal; Scaled this year to 20 additional Washington state Community & Technical Colleges
- Retention Dashboard – Data dashboard for retention tracking – System requirements & end user
- Financial Aid Data Portal – Response to Federal legislation requiring SAP (Satisfactory Academic Progress) review
Degree Completion Initiatives

Completion Coach Investment

Invested in two new positions focused on retention and completion initiatives driven by research based practices. (See Completion Coach handout for further explanation)

- Spring to Fall Retention Project
- Fall Funding Triage Pilot
- Faculty Referral system pilot

Transfer Initiatives

Enhancing web-based resources, including use of social media & data collection for targeted transfer initiatives.

- Transfer Thursdays – Information sessions regarding transfer success strategies
- Social Media outreach developed
- Partnered with PTK pilot project College Fish web based Transfer software including national presentations regarding effective implementation & rollout of software
- Instituted 4 year target marketing data collection system

Retention & Completion Initiatives

- Transfer & Completion – Scaled degree boost pilot project developed in 2011-12 with ten year cohort under review for data mining related to transfer student completion next steps.
- Target cohort outreach – Identified target cohorts for outreach and re-engagement
- Auto-confer automation 2.0 – Developed & Implemented new practice regarding degree confer requirements eliminating grad app barrier in consultation with State Board staff

Scaled projects to other institutions

- ADP (Advisor Data Portal) – Scaled software application and business practice training to 20+ Washington State Community & Technical Colleges (62%) including related applications: Academic Early Warning, Degree Estimator Appliance and Student Achievement Data exposure
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 of minutes – passing each student’s transcript past each of hundreds of degree requirements. The result is a data set that contains estimates of all students’ proximity to any degree – hundreds of thousands of students. The data is then sorted and interpreted to create a visual display in ADP and MyWWCC. This is a powerful tool when working with at-risk students and in keeping a student’s academic progress on track.

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 (except their own data) into a virtual image and posted it with instructions on our Innovations page.

### Student Degree Information

<table>
<thead>
<tr>
<th>Transcribed Degrees (SM6009)</th>
<th>ExitCD</th>
<th>Grad YRQ</th>
<th>PrgCompl</th>
</tr>
</thead>
<tbody>
<tr>
<td>ASSOCIATE IN ARTS - DTA</td>
<td>1</td>
<td>Spring 2003</td>
<td>001</td>
</tr>
</tbody>
</table>

### Degree Progress Estimates

<table>
<thead>
<tr>
<th>Degree—Title—</th>
<th>Calc. Date Progress</th>
</tr>
</thead>
<tbody>
<tr>
<td>[001:B121] ASSOCIATE IN ARTS DEGREE-DTA (001)</td>
<td>7/10/2012</td>
</tr>
<tr>
<td>[ELEM:B121] ASSOCIATE IN ELEMENTARY EDUCATION - DTA/MRP (ELEM)</td>
<td>7/10/2012</td>
</tr>
<tr>
<td>[004:B121] ASSOCIATE IN SCIENCE-TRANSFER OPTION II DEGREE (004B)</td>
<td>7/10/2012</td>
</tr>
<tr>
<td>[001M:B121] ASSOCIATE IN MATH EDUCATION - DTA/MRP (001M)</td>
<td>7/10/2012</td>
</tr>
<tr>
<td>[BGEN:B121] ASSOCIATE IN BIOLOGY - DTA/MRP (BGEN)</td>
<td>7/10/2012</td>
</tr>
</tbody>
</table>

*This screen shows how we interpret the degree estimates and show them to advisors in ADP and students in MyWWCC.*
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.

This could be done by almost any college with enough time, expertise and motivation to do so. It often is not done. Walla Walla Community College has shared the ADP application with 20 other community colleges in Washington State. We have helped all of them get this installed, using private grant funds we have conducted training sessions and otherwise promoted this tool which increases advising efficiency and positive student outcomes.

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.

We capture usage statistics – which employee viewed which student record when. We use that data extensively. For a college with about 4500 FTE each quarter these are impressive usage stats as of 11/29/12:

<table>
<thead>
<tr>
<th>Interval</th>
<th>Unique Advisors</th>
<th>Unique Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year-To-Date</td>
<td>211</td>
<td>10801</td>
</tr>
<tr>
<td>Month-To-Date</td>
<td>159</td>
<td>3251</td>
</tr>
<tr>
<td>Today</td>
<td>63</td>
<td>361</td>
</tr>
</tbody>
</table>
This screen shows part of what an advisor sees in ADP for one student.

Degree Estimates in ADP.

Student Achievement progression in ADP.
Walla Walla Community College has created a web-based tool called Academic GPS (AGPS). AGPS allows an advisor to create a plan for a student for one or more quarters. The system uses real-time class data to show the advisor what courses and class sections are available, how many open seats each class has and what the waitlist situation is. The plan which is built provides the student a path to completion. The results are printed out for the student with complete instructions for registering along with a week-at-a-glance schedule in graphical form.

But the real power of the Academic GPS lies in the discrete plan data that is saved for each student in a database. That data will be used:

- Show the plan to the student in MyWWCC (the student portal) and allow one-button registration for the planned classes.
- Mine the data for enrollment planning reasons (do we need another section of BIOLOGY 160 because are plans show we have filled up all existing sections?)
- Immediately alert the advisors whenever a student drops or doesn’t enroll in the classes on their plan
- Mine the data and the end of the quarter by comparing plans to actual transcripts and identifying students who deviated the most to be contacted by advisors.

We have plans to scale the Academic GPS system to be shareable with other colleges.
These screens show the available class sections, mode of delivery, any schedule conflicts etc. and finally the week-at-a-glance schedule.

This is an example of the printout a student gets. This information will be displayed in the student portal in the near future.
Alternative Education Program (AEP) at WWCC

Mission & demographic
The Alternative Education Program 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:
- Serves students, ages 16-21
- 90% of students are credit deficient by at least 1 credit
- 80% of students are first generation or low-income
- 70% of students are seniors or fifth-year seniors
- 39% are Hispanic, Latino, Mexican, African-American, Asian, or other minority

Outcomes & Retention
- We received a WA State Achievement Award Extended Graduation Rate for 2010-2011
- 70% of AEP remain enrolled through school year or until completion

<table>
<thead>
<tr>
<th></th>
<th>2009-2010</th>
<th>2010-2011</th>
<th>2011-2012</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unduplicated Headcount</td>
<td>214</td>
<td>233</td>
<td>191</td>
</tr>
<tr>
<td>Total Diplomas</td>
<td>26</td>
<td>87</td>
<td>51</td>
</tr>
<tr>
<td>Students who received</td>
<td>2</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>associates’ degrees</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Seniors who graduated</td>
<td>51%</td>
<td>80%</td>
<td>55%</td>
</tr>
<tr>
<td>on time</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>2009-2010</th>
<th>2010-2011</th>
<th>2011-2012</th>
</tr>
</thead>
<tbody>
<tr>
<td>Diplomas earned by minorities</td>
<td>33</td>
<td>44</td>
<td>13</td>
</tr>
<tr>
<td>% of total diplomas earned by minority students</td>
<td>38%</td>
<td>77%</td>
<td>26%</td>
</tr>
<tr>
<td>Total Diplomas</td>
<td>86</td>
<td>87</td>
<td>51</td>
</tr>
</tbody>
</table>

Strategies for Success
- Senior Culminating Project course – mandatory for graduation; curriculum includes FAFSA application, personality inventory, Career Coach training, job shadowing, educational planning, ACT/SAT preparation
- Interventions & Community referrals – educational options, wrap-around services for childcare, substance abuse, health services, youth employment, truancy and court system
- AEP staff and Professional Learning Communities – STAR Protocol, PLCs with local high schools, bi-monthly administrative team meetings
Running Start

Description

Running Start is a program that allows 11th and 12th grade students to take college courses at Washington's 34 community and technical colleges, Washington State University, Eastern Washington University, Central Washington University, and The Evergreen State College. Students earn both high school and college credits for these courses. Running Start students and their families do not pay tuition, but they do pay mandatory fees, buy their own books, and provide their own transportation. Students receive both high school and college credit for these classes, thus accelerating their progress through the education system.

- Serves high school juniors and seniors
- 2011-2012 - 30% low-income compared to State average 27.6%
  2010-2011 – 35% low-income compared to State average 24.8%

<table>
<thead>
<tr>
<th></th>
<th>2010-2011</th>
<th>2011-2012</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total RS Headcount</td>
<td>367</td>
<td>234</td>
</tr>
<tr>
<td>Free &amp; Reduced Lunch</td>
<td>130</td>
<td>70</td>
</tr>
<tr>
<td>% of Low-Income</td>
<td>35%</td>
<td>30%</td>
</tr>
</tbody>
</table>

- 12.9% of Walla Walla area juniors and seniors participated in Running Start in 2010-2011 as compared to the state average 10.8% (Halloran, Ana. Walla Walla Trends Newsletter. Winter 2012. www.wallawallatrends.com)

Outcomes

- 13 students received associate degrees in 2012
- 32 students were within one quarter of an associate degree in 2011

Strategies for Success

- Mandatory orientation
- Parent information night sessions
- Workshops specific to dual credit students – navigating online courses, financial aid application
- Academic educational planning with parent (if desired) and using online transfer tools
- Textbook support for eligible students – saved students more than $12,000 in textbooks from a $5,000 Foundation donation
- Academic Early Warning communication with high school counselors
**WWCC TRiO/SSS Quick Facts**

**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 2.0 GPA or higher</th>
</tr>
</thead>
<tbody>
<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>
<tr>
<td>2010-2011</td>
<td>93%</td>
</tr>
</tbody>
</table>


<table>
<thead>
<tr>
<th>Academic Year</th>
<th>TRiO/SSS student persistence</th>
</tr>
</thead>
<tbody>
<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>
<tr>
<td>2010-2011</td>
<td>82%</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>Percent of Color</td>
</tr>
<tr>
<td>2008-2009</td>
</tr>
<tr>
<td>2009-2010</td>
</tr>
<tr>
<td>2010-2011</td>
</tr>
<tr>
<td>2011-2012</td>
</tr>
<tr>
<td>Latino/Hispanic</td>
</tr>
<tr>
<td>22.7%</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>Population</td>
</tr>
<tr>
<td>SSS Eligible (non-participants)</td>
</tr>
<tr>
<td>Non-Eligible</td>
</tr>
<tr>
<td>SSS participants</td>
</tr>
</tbody>
</table>

Completion Coaching
An Emerging Promising Practice

CC Projects … The first 3 months
1. Spring to Fall Retention Project
2. Fall Funding Triage Pilot
3. Faculty Referral – Immediate & Academic Early Warning

What is the greatest barrier to student success?
Systems Navigation
• Financial aid
• Smart Course Planning
• Financial literacy

What can we do to impact their success?
Teach students Navigation Skills
• Develop comprehensive academic and social interventions
• Educate students re: support network development

Integrate financial aid counseling with all other outreach efforts
• Engage students & families in early development of clear Financial & Educational plan to completion
• Develop highly personalized strategies to convey financial aid information to all students

Where do we go from here?
• Institutionalize Pilot Projects
• Develop Exit Interview Process
• Develop Institutional Outreach Plan regarding Financial Aid application process
• Analyze student cohorts for themes & risk factors for future early intervention practices

$107,854
The financial impact of the
Spring to Fall Retention Project

67
Number of students contacted
Completion Coaches as a result of faculty referral

222
Number of students saved by Funding Triage Pilot
The Financial Aid office at Walla Walla Community college received record numbers of financial aid applications for the 2011-2012 academic year. In an effort to offset the increased cost of attendance, WWCC focused on resource development in human and financial capital, pouring unprecedented private foundation dollars into retention of students nearing completion. In addition, a full time staff position was added to the financial aid office to support processing of the increased applicants while federal legislation imposed time intensive tracking requirements.

The 2011-12 academic year reflected unprecedented student need, with over 2500 students receiving $20,023,279 in total aid, including grants, scholarships, loans and employment.

- 75.8% of total WWCC students in programs eligible for aid received some form of financial aid – ranked first among Washington’s 34 CTC’s compared to 46.6% state average
- $18,956,648 Federal, State & Institutional aid awarded to students last year
- $1,066,631 Scholarship aid awarded to our students

2011 – 2012
Financial Aid Awards
Institutional Research

The Office of Institutional Planning, Research, and Assessment provides leadership and support in data analysis, evaluation, and dissemination of information to the WWCC community and its partners. The office advances WWCC’s culture of evidence and inquiry and works in close partnership with Technology Services to support information-driven decision making on campus. The office also supports WWCC’s compliance with state, federal, and other reporting mandates.

- Regional economic analysis.
- Industry cluster studies.
- Support Accreditation studies.
- Spearheaded the establishment of Institutional Effectiveness working group in Spring 2012. Group consisted of representation from Planning and Assessment, Institutional Research, Technology Services, and Student Services.
- Established and maintenance of public website to increase access to data and information (www.wwcc.edu/planning)
- Establish Key Indicators of Institutional Effectiveness.
- Survey development and analysis.
- AA/AS Degree Learning Outcomes and Assessment.
- Strategic Planning.
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.
Higher Education in the United States has been involved in a process of self-reflection and reform since the decade of the early 1980s. Everyone agrees that the quality of teaching and learning should be improved and that learning outcomes need to be clear, concise, and measurable. However, the discussion regarding the process and assessment instruments to measure learning outcomes has been left to the discretion of each institution of Higher Education. The process of developing a learner-centered assessment process has been evolving at Walla Walla Community College (WWCC) over a number of years. In 1991, three academic transfer faculty (e.g., math and psychology) attended a classroom research and assessment training at the University of California, Berkley, given by Dr. Thomas Angelo and Dr. Patricia Cross. They returned to WWCC with greater understanding of classroom research, classroom assessment, and learning outcomes. During the fall quarter of 1991, as part of faculty orientation and in-service, a workshop was conducted to introduce interested faculty to the concepts of classroom research, assessment, and learning outcomes. For three years faculty members from Walla Walla and Clarkston campuses were involved in a learning outcomes and assessment project using Classroom Assessment Techniques. During these three years, approximately 45 faculty on the Walla Walla Campus and at the Clarkston Center integrated, developed, and created classroom assessment techniques in their college classes. The work done by these faculty members culminated in a handbook that highlighted a collection of classroom assessments.

In the late 1990s and early 2000, learning and assessment at WWCC took yet another step forward as faculty within all divisions began identifying and developing program or division level learning outcomes. In 2007, WWCC expanded the Online College Administrator (OCA), a web-based application and database that stores assessment of learning outcome for certificate and degree programs. The expansion allowed for faculty to upload their syllabi directly online as well as prepare and submit a division or program level outcomes in one course each quarter. Division or program learning outcomes were grouped into three areas: Academic Transfer, Workforce Training, and Transitional Studies. Faculty teaching university transfer courses created division level outcomes for the Associate in Arts (A.A.) and Associate in Science (A.S.) transfer degrees. Similarly, faculty teaching in the Transitional Studies department developed student learning outcomes for Basic Skills, English as a Second Language (ESL), Adult Basic Education (ABE), General Education Development (GED), and Developmental Education courses based upon the Washington State Learning Standards.

The Outcomes Review Committee (ORC) was formed in Fall 2008, with the purpose of regularly and systematically reviewing learning outcomes and assessment at the program level within all of WWCC’s instructional departments. The Outcomes Review Committee is comprised of faculty, two instructional Vice Presidents, Online College Administrator staff,
Director of Institutional Research, Director of Planning and Assessment, Instructional Designer, and faculty librarian. The committee provides the structure for regular discussion about program learning outcomes by meeting monthly throughout the academic year. These regularly scheduled meetings provide a productive environment for sharing best practices related to updating and measuring student learning outcomes in divisions and programs across all instructional areas.

In 2010, after receiving the regular accreditation interim report asking the College to identify A.A./A.S. degree level learning outcomes, a task group was formed from the Outcomes Review Committee to develop a matrix of A.A./A.S. degree level learning outcomes (Attachment A) and implement a process by which these learning outcomes would be measured. The committee met monthly during the 2010-11 academic year and developed the A.A./A.S. degree level learning outcome matrix. By the end of spring quarter 2011 the task group had completed the majority of work and the draft was submitted to the Faculty Senate and Educational Effectiveness Council in Fall quarter 2011 for review and approval. The goal of the 2011-12 academic year was to complete rubrics for each of the degree learning outcomes based upon identified indicators, develop assessment tools for evaluating the learning outcomes, and finally develop a process to assess students graduating with their A.A./A.S. degree in June 2012. This report will discuss the findings of this initial assessment project.
ACKNOWLEDGEMENTS

Members of the A.A./A.S. Assessment Committee:

Linda Andrews, English Instructor
Jamie Fouty, Director of Institutional Research
Jennifer Leber, Math Instructor
Dr. Lori Loseth, Microbiology Instructor
Dr. Curtis Phillips, Instructional Designer
Beth Powers, Counselor and Psychology Instructor
Dr. Marleen Ramsey, Vice President of Instruction, Academic Education
Cindy Stevenson, Psychology Instructor
Dr. Pete Van Dyke, Anatomy and Physiology Instructor
Dr. Nicholas Velluzzi, Director of Planning and Assessment

Faculty Readers of Student Papers Submitted for the Communications Assessment

Jeff Adams – Humanities/Spanish
Linda Andrews – Humanities/English
Gary Benefiel – Alternative Education Program
Dr. Sara Egbert – Chemistry/Mathematics
Stan Hughes – Transitional Studies/GED
Linda Lane – Office Occupations
Zoe Lindsay – Transitional Studies
Dr. Lori Loseth - Biology
Denise Ortiz – Humanities/English
Beth Powers – Counseling/Psychology
Lisa Rasmussen - Art
Dr. Ruth Russo - Chemistry
Dr. Linda Sherman - Accounting
Cindy Stevenson - Psychology
Dr. Pete Van Dyke - Biology
Jennifer Wolf - English
ASSESSING DEGREE LEARNING OUTCOMES

THE PROCESS
During the 2011-12 academic year the A.A./A.S. Assessment Committee at WWCC concentrated on developing assessment tools as well as a process for measuring the identified standards of the degree learning outcomes. This involved the development of a diversity survey (Appendix A), a critical analysis assessment tool (Appendix B), and a writing rubric (Appendix C). The committee became aware that in 2006-07, the English Department had spent an entire year collaborating with colleagues in the pre-college English division to develop a rubric that all writing faculty would use when scoring and assessing papers. After review and discussion the committee chose to use this writing rubric in evaluating student papers in the assessment project. A critical analysis and digital and information competency rubric were developed establishing the criteria for achieving competencies.

The Assessment Committee worked closely with the Registrar’s Office during the spring quarter of 2012, to identify all A.A./A.S. graduates. One-hundred and ninety-nine students from the Walla Walla and Clarkston campuses were randomly selected from a pool of 375 students graduating with an A.A./A.S. degree to participate in the assessment project to measure Communication, Critical Analysis, and Diversity learning outcomes. Of the 199 students randomly selected, 139 students participated in this assessment project.

Of the 139 students who participated in this project, 66 graduating students were randomly selected to submit a paper they had written in one of their classes during their time at WWCC. Sixty-six graduating students were randomly selected to take a critical analysis assessment and 67 students were randomly selected to complete the diversity survey. Students were sent letters in early May indicating that they had been selected to participate in an assessment project to see how well WWCC was doing in helping students achieve competent writing and communication skills, develop critical thinking and analysis skills, and student awareness regarding diversity. Students were given an incentive of a $10 Bookstore gift card if they participated. Students were encouraged to submit papers from across the curriculum, science, social sciences, humanities, and performing arts.

**TABLE I: Number & Percentage of Students Assessed**

<table>
<thead>
<tr>
<th>Learning Outcome</th>
<th>Number of Students Randomly Selected</th>
<th>Number of Students Who Participated</th>
<th>Percentage of Students Participating</th>
</tr>
</thead>
<tbody>
<tr>
<td>Communication Learning Outcome</td>
<td>66</td>
<td>41</td>
<td>62%</td>
</tr>
<tr>
<td>Critical Analysis Learning Outcome</td>
<td>66</td>
<td>44</td>
<td>67%</td>
</tr>
<tr>
<td>Diversity Learning Outcome</td>
<td>67</td>
<td>54</td>
<td>81%</td>
</tr>
<tr>
<td>TOTAL Students Participating</td>
<td>199</td>
<td>139</td>
<td>70%</td>
</tr>
</tbody>
</table>
COMMUNICATION LEARNING OUTCOMES

At WWCC, communication learning outcomes include both written and oral competency. There are three standards under the communication learning outcome that are designed to measure student competency. These competencies start with basic and advance to more complex skills needed for mastery. They include the following:

- Apply the basic mechanics of language (syntax, grammar, punctuation, and spelling) effectively.
- Construct coherent, organized, written, and spoken expression appropriate to a variety of media and audiences.
- Demonstrate the ability to write insightful, logical documents controlled by thesis statements and supported by concrete, specific details.

The English and Communication Studies Departments at WWCC offer courses designed to increase students' knowledge and understanding of how to present their thoughts in an organized manner and to improve thinking, speaking, and writing. College level writing courses focus on the development of structural and stylistic writing skills with concentration on a variety of essay techniques and on writing an academic research paper using different editorial styles (i.e., APA, MLA). Communication courses focus on helping students understand and practice the principles of public speaking, oral presentations, engagement in group discussions, and interpersonal communication techniques. Writing across the curriculum is encouraged and practiced at WWCC.

THE SAMPLE

Sixty-seven randomly selected students were sent a letter in early May, 2012, inviting them to submit a paper they had written while enrolled at WWCC. Students were encouraged to submit a paper from across the curriculum. Papers that were received were from courses in English, Social Sciences, Science, Humanities, and Performing Arts. A multi-disciplinary team of 17 faculty members from the Walla Walla and Clarkston campuses convened for a half day on June 10, 2012 to read the submitted papers. Faculty members were organized in reading teams of two (eight teams) with seven teams reading 5 papers and one team reading 6 papers. Faculty teams were identified using alphabetic letters A-P and each team member identified as reader one or reader two (e.g., A1 and A2, B1 and B2).

Before the reading and scoring session began, a faculty member from the English department and a member of the A.A./A.S. Assessment Committee oriented faculty readers on how to use the writing rubric most effectively to score papers (Attachment B). Student papers were numbered 1-41. Teams read papers and then submitted scores to the institutional researcher who kept an Excel sheet of the scores. When both team readers agreed that the paper passed or that it failed the papers were placed in the “pass” or “fail” pile. However, if the team readers disagreed with one reader scoring pass and the other
scoring fail, then a third reader was brought in to read the paper. The 17th faculty member served as the third reader.

RESULTS
Of the 41 papers that were submitted, 28 papers passed outright and 3 failed outright. Ten papers required a third reader. Of the ten papers requiring a third reader, 4 passed and 6 failed. It was interesting to note that of the ten papers that required a third reader, two occurrences were noted:

1) The scores of the third reader on five papers were identical or within one-two points of the average score of the original reading team:

<table>
<thead>
<tr>
<th>TABLE II: Comparison of Average Score with Third Reader Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Average score of Reader One and Two</td>
</tr>
<tr>
<td>-------------------------------------</td>
</tr>
<tr>
<td>71.5</td>
</tr>
<tr>
<td>80</td>
</tr>
<tr>
<td>69.5</td>
</tr>
<tr>
<td>62</td>
</tr>
<tr>
<td>65.5</td>
</tr>
</tbody>
</table>

2) The scores of the third reader on the remaining five papers was within one point of one of the original readers:

<table>
<thead>
<tr>
<th>TABLE III: Comparison of One Reader’s Score with Score of Third Reader</th>
</tr>
</thead>
<tbody>
<tr>
<td>Score of One of the Original Readers</td>
</tr>
<tr>
<td>-------------------------------------</td>
</tr>
<tr>
<td>65</td>
</tr>
<tr>
<td>64</td>
</tr>
<tr>
<td>84</td>
</tr>
<tr>
<td>71</td>
</tr>
<tr>
<td>66</td>
</tr>
</tbody>
</table>

The closeness of the third reader’s score with either one of the original readers or the average of the two original scores gave the Assessment Committee confidence that the process of using a third reader strengthened the accuracy of the pass and fail rate.

The results of the communication assessment that 68% (28 out of an N=41) of the papers that students submitted passed outright. Four of the ten papers requiring a third reader also passed resulting in a 78% pass overall (32 out of an N=41). Of those papers receiving a failing score, 7% (3 out of an N=41) failed outright and six failed after being read by the third reader resulting in a 22% (9 out of an N=41) failure overall.
TABLE IV: Results of Pass/Fail on Submitted Papers

<table>
<thead>
<tr>
<th>Results</th>
<th>N</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Number of Papers Read</td>
<td>41</td>
<td>100%</td>
</tr>
<tr>
<td>Passed Outright</td>
<td>28</td>
<td>68%</td>
</tr>
<tr>
<td>Passed with Third Reader</td>
<td>4</td>
<td>9%</td>
</tr>
<tr>
<td>Passed Overall</td>
<td>32</td>
<td>78%</td>
</tr>
<tr>
<td>Failed Outright</td>
<td>3</td>
<td>7%</td>
</tr>
<tr>
<td>Failed with Third Reader</td>
<td>6</td>
<td>15%</td>
</tr>
<tr>
<td>Failed Overall</td>
<td>9</td>
<td>22%</td>
</tr>
</tbody>
</table>

DISCUSSION

Baseline data regarding the writing component of the communication degree learning outcome was established for FY 2011-12. However, there are components of the process that will undergo further discussion during the 2012-13 academic year:

• The passing score on the communication rubric was set at 70 or higher. The communication rubric has five categories (each worth 20 points), and a student could potentially score a 12-13 (which is failing that category) on four of the five categories and still earn an overall passing score of 70% or better by receiving a score of 20 on the fifth category. It may be that simply adding a requirement that a minimum number of the five categories must earn a 70% passing score for that category may be sufficient.

• Instead of having a third evaluator ONLY read a paper when there is disagreement, a randomly selected number of papers from the “pass” and “fail” groups may be read again for another team of two to see if the pass and fail rate is similar.

• Some faculty readers thought that knowing the student’s assignment would have been helpful for scoring the paper. It was suggested that on future submissions students append a two-three sentence summary of the assignment.
CRITICAL ANALYSIS LEARNING OUTCOMES

The understanding and practice of critical analysis and thinking is encouraged across all disciplines and programs at WWCC. Critical analysis includes the type of thinking that reviews, evaluates, and revises thought in order to improve it. Critical analysis also involves quantitative reasoning, analysis of argument, evaluation of reasoning and evidence, and problem solving. There are four standards under critical analysis learning outcome that are designed to measure student competency. These competencies start with basic and advance to more complex skills needed for mastery. They include the following:

- Examine, evaluate, and revise material, ideas, or data using appropriate attitudes and skills.
- Evaluate different evidence-based perspectives in the formulation and analysis of a problem or question.
- Support a position with appropriate and compelling evidence.
- Use quantitative reasoning effectively as demonstrated by ability to interpret and draw inferences from tables, formulas, and graphs.

One critical thinking and one symbolic logic course is offered within the philosophy discipline of the Humanities Division. WWCC also offers a comprehensive curriculum of college level math that includes practical math, algebra, finite math, pre-calculus, calculus, linear algebra, statistics, and differential equations. Components of critical thinking and analysis are included at the course level in various disciplines as well as in the division and program level outcomes.

THE SAMPLE

Sixty-six randomly selected graduating students were sent a letter in early May, 2012, inviting them to participate in the critical thinking assessment project. Of the 66 randomly selected students 44 students voluntarily participated. Students were asked to take a 15 question multiple choice assessment. This assessment instrument was divided into three parts:

1) Part one (first five questions): questions focus upon argument analysis with students being asked to identify components of an argument. The questions might include stated premises, unstated premises, and conclusions.
2) Part two (middle five questions): questions focus on quantitative reasoning and demonstration of ability to interpret and draw inferences from an info graph.
3) Part three (final five questions): questions focus on reasoning and drawing inferences as set forth with informal logic questions.

The results of the critical analysis assessment showed that 86.4% graduating students passed the assessment at 70% or higher; 68.2% passed at 80% or higher; and, 13.6% passed
at 90% and 13.6% failed the assessment. No student scored either a zero value (0 points) or a perfect score (15 points) on the assessment. The range of scores was 7 minimum and 14 maximum.

**TABLE V: Results of Students Pass/Fail on Critical Analysis Assessment**

<table>
<thead>
<tr>
<th>Results</th>
<th>N</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Number of Students Taking the Critical Analysis Assessment</td>
<td>44</td>
<td>100%</td>
</tr>
<tr>
<td>Total Number of Students Passing Assessment at 70%</td>
<td>38</td>
<td>86.4%</td>
</tr>
<tr>
<td>Total Number of Students Passing Assessment at 80%</td>
<td>30</td>
<td>68.2%</td>
</tr>
<tr>
<td>Total Number of Students Passing Assessment at 90%</td>
<td>6</td>
<td>13.6%</td>
</tr>
</tbody>
</table>

**DISCUSSION**

The findings from this assessment project established baseline data regarding the critical analysis degree learning outcome for FY 2011-12. However, there are components of the process that will undergo further discussion during the 2012-13 academic year:

- Increase the rigor of the survey, in particular the middle five questions on the critical analysis assessment. These questions cover quantitative reasoning and demonstrate the ability to interpret and draw inferences from an info graph. Rigor could be increased by rewording the questions and using more numerical analysis and comparison in this section rather than following a simple format of finding only one component within the info graph. A more challenging info graph could be created with appropriate questions and answer selections.

- Change the overall number of questions to 20 and assign one point to each. With a maximum possible score of 20 (rather than the current assessment which has a maximum possible score of 15), the raw scores that describe the 70%, 80% and 90% will be whole numbers as will each student score. This can reduce simple errors in data calculations and help clarify interpretation of the results. This change will also support the use of the preferred strategies for estimating test reliability.

- Perform a psychometric analysis (item analysis) of each current question, looking not only at percent of students answering each question correctly, but at how often each incorrect answer is chosen.
DIVERSITY LEARNING OUTCOME

A diversity committee was formed in 2009-10 to establish criteria for courses identified as fulfilling the diversity requirement at WWCC. The diversity requirement was implemented in 2010-11 and courses that fulfilled the diversity requirement were identified as a “D” designated course. Currently there are twenty-six “D” designated courses offered at WWCC. Several division and program level (i.e., humanities division, social science division) learning outcomes also include consideration and awareness of diversity concepts. Faculty from across all disciplines are encouraged to include and embed components of diversity in their courses. There are two standards under diversity learning outcome that are designed to measure student awareness, sensitivity, and understanding of diversity. They include the following:

- Demonstrate an understanding of human similarities and differences.
- Demonstrate an understanding of issues to diversity and the role of power, privilege, and social relationships regarding these issues (i.e., race, gender, mental disabilities, physical disabilities, sexual orientation, age, culture, religion, class, and socioeconomic status).

The Assessment Committee reviewed a number of different diversity surveys and finally developed a local survey to gather information from graduating students regarding their understanding of diversity. The survey did not attempt to measure values or attitudes, simply diversity awareness and students’ experiences in the diversity course or courses they took.

THE SAMPLE

Sixty-seven randomly selected graduating students were sent a letter in early May, 2012, inviting them to take the Diversity Survey. Of the 67 randomly selected students, 54 students voluntarily participated. Students were asked to take a 33 item diversity survey. This survey was divided into five targeted areas that included:

1) **Part one**: Students’ perception on how courses and experiences at WWCC have raised their awareness and understanding regarding issues of diversity and equity.

The percentage range on part one had a high of 98.15% of students agreeing or strongly agreeing to the question, “As a result of my courses, I feel more confident about my ability to work with people from other backgrounds and life experiences.” The lowest percentage was 66.67% of students agreeing or disagreeing to the question, “I find myself talking with other students outside of class about topics of diversity that are covered in my courses.”
2) **Part two:** Students’ awareness of human similarities and differences.

Students indicating that at least a few times a month they had engaging interactions with someone who was different than they were in terms of language, country of origin, physical or mental disability, race or ethnicity, sexual orientation, religious beliefs or practices ranged from a low of 60% (country of origin) to a high of 83% (different religious beliefs or practices).

3) **Part three:** Students’ perception of the importance of certain diversity topic areas in WWCC courses they felt were important to their learning experience.

Students indicating that diversity topics were somewhat and very important ranged from a low of 72.33% (Issues regarding religious beliefs and practices) to a high of 93.59% (Issues around the causes and effects of inequalities).

4) **Part four:** Students’ overall satisfaction with the level of focus on diversity issues in classes they took at WWCC.

Ninety-two percent of students rated the overall level of focus given to diversity issues in WWCC classes at “about right” with 3.7% of students indicating “not enough” focus and 1.85% of students rating it at “too much” focus.

5) **Part five:** Measure of how many diversity or “D” designated courses students have taken at WWCC.

Four diversity courses was the highest number of courses that students answering this survey indicated that they had taken at WWCC.

**Discussion**

The development of the diversity survey went through numerous drafts before the final thirty-three questions were agreed upon by the Assessment Committee. The survey results does give WWCC a baseline from which to measure future student perceptions and experiences regarding diversity learning opportunities. However, there are components of the process that will undergo further discussion during the 2012-13 academic year:

- The survey may have biased and leading wording that may slant student responses toward the positive.

- Are the results of the survey giving the College the type of information needed to accurately assess students’ awareness, sensitivity, and understanding of diversity?
CONCLUSION

The results of this assessment project has established a FY 2011-12 baseline that will help WWCC in improving student learning in three of the five crucial competency areas of the A.A./A.S. degree. Work during the 2012-13 year will concentrate on developing an assessment instrument and process to measure Information and Digital Competency Learning Outcomes. Work will also focus on revising and strengthening the critical analysis instrument and Diversity Survey.

The assessment of degree learning outcomes this past year (2011-12) only evaluated graduating students at the Walla Walla and Clarkston campuses. However, WWCC is committed to ensuring that quality assessment of learning outcomes occurs at the course, discipline, and degree level across all campuses to improve student learning. During the 2012-13 year the A.A./A.S. Assessment Committee will focus on replicating this assessment process at the educational programs at Washington State Penitentiary (WSP) and Coyote Ridge Correctional Center (CRCC) where academic transfer courses are taught and academic transfer degrees earned.

As WWCC moves forward with strengthening the assessment of learning outcomes at the degree level there are several objectives that will be focused upon in the coming academic year 2012-13. The first will be to communicate the results of the findings from this initial degree assessment project to faculty across the divisions. This will be undertaken as part of the planning effort in the strategic plan overall. Division chairs will initially be presented the results of the summary of findings and given opportunity to share their insights and recommendations to strengthen the degree assessment process. The summary of findings report will be shared in the quarterly all faculty meetings to give then an overview of the project. Several in-services on specific aspects of the degree level assessment rubrics and instruments will be conducted with faculty throughout the year. The first will be the presentation and orientation of the communication rubric, which will occur fall quarter in the afternoon of the winter quarter advising day. During winter quarter 2013, the critical analysis rubric and assessment instrument will be presented during an orientation again in the afternoon of the spring quarter advising day. The Director of Planning and Assessment will meet with each division throughout the year with planning goals and part of this focus will be to engage faculty in how degree level learning outcomes can be embedded and strengthened in the curriculum that is offered in their divisions.

Work will continue this year in analyzing the results of three assessment instruments (e.g., communication rubric, critical analysis assessment, and diversity survey) as well as developing and implementing the assessment of Digital Information and Technology Competencies Learning Outcome.
<table>
<thead>
<tr>
<th>WWCC Learning Outcomes</th>
<th>A.A. Degree</th>
<th>A.S. Degree</th>
</tr>
</thead>
<tbody>
<tr>
<td>Communication Learning Outcome</td>
<td>Apply the basic mechanics of language (syntax, grammar, punctuation, and spelling) effectively.</td>
<td>Apply the basic mechanics of language (syntax, grammar, punctuation, and spelling) effectively.</td>
</tr>
<tr>
<td></td>
<td>Construct coherent, organized written and spoken expression appropriate to a variety of media and audiences.</td>
<td>Construct coherent, organized written and spoken expression appropriate to a variety of media and audiences.</td>
</tr>
<tr>
<td></td>
<td>Demonstrate the ability to write insightful, logical documents controlled by thesis statements and supported by concrete, specific details.</td>
<td>Demonstrate the ability to write insightful, logical documents controlled by thesis statements and supported by concrete, specific details.</td>
</tr>
<tr>
<td>Critical Analysis Learning Outcome</td>
<td>Examine, evaluate, and revise material, ideas, or data using appropriate attitudes and skills.</td>
<td>Examine, evaluate, and revise material, ideas, or data using appropriate attitudes and skills.</td>
</tr>
<tr>
<td></td>
<td>Evaluate different evidence-based perspectives in the formulation and analysis of a problem or question.</td>
<td>Evaluate different evidence-based perspectives in the formulation and analysis of a problem or question.</td>
</tr>
<tr>
<td></td>
<td>Support a position with appropriate and compelling evidence.</td>
<td>Support a position with appropriate and compelling evidence.</td>
</tr>
<tr>
<td></td>
<td>Use quantitative reasoning effectively as demonstrated by ability to interpret and draw inferences from tables, formulas, and graphs.</td>
<td>Use quantitative reasoning effectively as demonstrated by ability to interpret and draw inferences from tables, formulas, and graphs.</td>
</tr>
<tr>
<td>Digital and Information Competencies Learning Outcome</td>
<td>Find, access, and review needed information using appropriate media and technology tools.</td>
<td>Find, access, and review needed information using appropriate media and technology tools.</td>
</tr>
<tr>
<td>------------------------------------------------------</td>
<td>--------------------------------------------------------------------------------</td>
<td>--------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Synthesize, create, share, and distribute information using appropriate media and technology tools.</td>
<td>Synthesize, create, share, and distribute information using appropriate media and technology tools.</td>
<td></td>
</tr>
<tr>
<td>Demonstrate ethical and responsible use of media and information.</td>
<td>Demonstrate ethical and responsible use of media and information.</td>
<td></td>
</tr>
<tr>
<td>Diversity Learning Outcome</td>
<td>Demonstrate an understanding of human similarities and differences.</td>
<td>Demonstrate an understanding of human similarities and differences.</td>
</tr>
<tr>
<td>Discipline Level Learning Outcomes</td>
<td>Explain and apply major terms, methods, concepts, and/or theories relevant to the discipline and/or area of concentration.</td>
<td>Explain and apply major terms, methods, concepts, and/or theories relevant to the discipline and/or area of concentration.</td>
</tr>
</tbody>
</table>

1Research shows that people who habitually engage in higher ordering analysis are motivated to do so by five attitudes toward ideas. They are “critical analysis attitudes” because they consistently motivate critical thinkers. These attitudes are identified in the Delphi Report and Bloom’s Taxonomy and are included in a rubric used to measure critical analysis in the papers that students write.
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. We have shared our software with over 20 colleges.

The web page contains white papers on best practices as well as shareable and non-shareable 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), however we are exploring opportunities to scale some of our applications and ideas nationally. The ideas and concepts 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)

**LEFT:** An example of publicly available output from the OCA. This shows degree descriptions, required courses, outcomes, employment data, and transferability information.

**RIGHT:** The main menu in the OCA for faculty. This allows faculty to upload syllabi and related documents and create assessment plans and responses.
This is another example of the output from the OCA that is available to the general public. It shows explicitly which classes quarter by quarter are needed/recommended to complete a degree.
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 tutoring or other assistance to succeed. It automates the creation of letters and/or emails to students. It increases student retention and success. 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 its on our innovations page and offer limited free and more extensive fee-based technical assistance to any college perceptive enough to see the benefits of using ADP and understand that redeveloping it is not a good use of their time.

For those that don’t see the benefits of AEW I tell the following true story:

“A ‘non-traditional’ student walks into the HR office at Walla Walla Community College and asks, in 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

This screen shows what an instructor sees in the AEW landing page – their classes – when they login to report on their students.
Walla Walla Community College’s Technology Services Department has worked with the Director of Institutional Research, Instructional and Student Services leadership to create a Planning and Research page and the start of a Dashboard of publicly available, data driven charts. Our plans are to extend these to include metrics and charts for degree/certificate completions and 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:

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 run 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):
- Single Signon 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”

*NEW*
- Based on a student survey we gave MyWWCC a facelift
- Student Achievement progression and Degree Estimates (as in ADP)
- Student Portal Communicator – allows manual and automated direct messaging to students (such as “you have been enrolled in a class for which you were on a waitlist…”)

Future plans are (among other things)
- Show them their academic plan from the Academic GPS system
- Allow one-button registration from the Academic GPS plan
- Add graphics showing “satisfactory academic progress” over time to degree

Example of the student portal – MyWWCC – landing page.
We capture usage data and expose it at this web site and via a link all staff can reach from the staff portal:
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 signon (SSO) to various instructional applications.

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

- Headlines /Announcements/Calendars
- Single Signon 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

---

**Example of the staff portal – CCNET – landing page with the detailed data tabs collapsed.**
Walla Walla Community College was designated by the Washington SBCTC (State Board for Technical and Community 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. Being innovative is often about utilizing what you already have for other purposes instead of reinventing something from scratch.
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. Think of this as a private as opposed to public dashboard. 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.
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 aides.

Tutoring services are provided by a trained staff, which is encouraged to use questioning methods whenever possible to inspire student’s ownership of their own learning. In 2011-2012, we made nearly 21,000 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, OCASSUP, 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 as an adjunct English 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 2011-2012, we employed 16 WWCC students as peer tutors.
  • 8 have returned to WWCC as students in good standing
  • 5 graduated and have transferred to baccalaureate programs
  • 3 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 (ie TRiO, disability services, placement/advising) across campus to optimize the student educational experience beyond the classroom.
Thank you for coming!

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