



Mid-Cycle Self-Evaluation Report

Walla Walla Community College

Walla Walla, Washington
March 6, 2026

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Cynthia Azari

Deborah Benjamin

Elisa Cabrales

Courtney Carlson

Lisa Chamberlin

Christy Doyle

Angela Evensen

Doreen Kennedy

Dante Leon

Lexi Nelson

Sammie Pettitt

Joshua Slepín

J.R. Van Slyke

Colleen Vandenboom

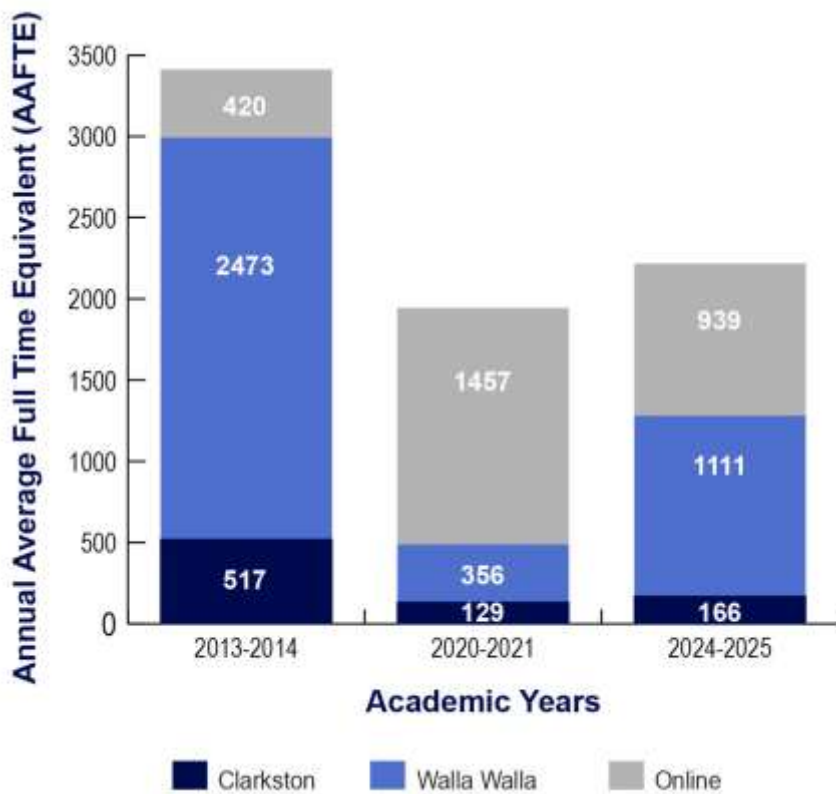
Nick Velluzzi

Part I: Introduction

Walla Walla Community College (WWCC) was established in 1967 and is an open-access, comprehensive community college in southeastern Washington state. The service district includes the rural counties of Asotin, Columbia, Garfield, and Walla Walla, spanning approximately 3,700 square miles. WWCC’s main campus is located on 130 acres in Walla Walla. A second campus is located 100 miles east, in Clarkston, Washington. In addition to the four-county service district, WWCC’s proximity to the Oregon and Idaho borders attracts students from those states. The total population of the service district is approximately 91,000.

While WWCC has experienced slow but sustained enrollment growth since the COVID 19 pandemic, the composition of enrollment has changed. Chart 1 shows the changing composition of enrollment by average annual full-time equivalence (AAFTE) at WWCC, capturing three snapshots over more than a decade. The first column shows enrollment at the college’s historical peak, in the wake of the Great Recession. The second column captures the impact of the pandemic on enrollment. The third column shows the post-pandemic enrollment environment where online learning has captured a sizeable share of enrollment compared to face-to-face in Walla Walla and Clarkston.

Chart 1: Composition of WWCC enrollment



WWCC serves approximately 6,500 unique undergraduate students annually, which accounts for the campuses in Walla Walla and Clarkston as well as instructional sites at the Coyote Ridge

Corrections Center and the Washington State Penitentiary. As a comprehensive institution, students can choose an education pathway in workforce education, academic transfer, or transitional studies (basic education for adults). WWCC also offers dual enrollment opportunities to high school students through Running Start and College in the High School, and Bachelor of Applied Science (BAS) degrees in agricultural systems and business management.

As of spring 2025, the current educational program mix at WWCC is 58% workforce, 38% transfer, 2% transitional studies, and 2% continuing education. Table 1 shows the distribution of student intent by fund source for spring 2025. It is important to note that while corrections education is largely concentrated in the contract funded column, contract enrollment also captures Running Start and College in the High School.

Table 1: WWCC student intent, spring quarter 2025

Spring 2025 Distribution of Students by Intent					
Class Intent	State FTE	Contract FTE	Self FTE	Total	Distribution
Transfer	620	292	0	912	38%
Workforce	905	474	11	1390	58%
Transitional Studies	6	44	0	50	2%
Continuing Ed	0	0	46	46	2%
Total	1532	809	57	2398	

Credentials are offered across eight educational pathways (chart 2). Credential bearing programs are available on the college [website](#).

Chart 2: WWCC educational pathways

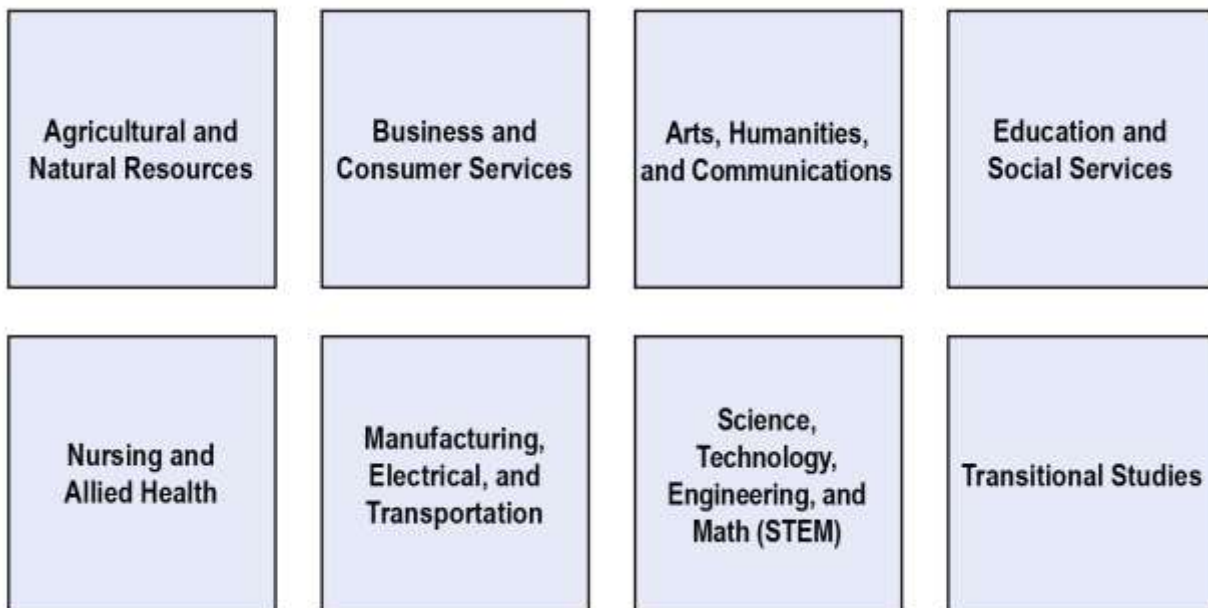


Table 2 presents the composition of the WWCC student body for the 2024-2025 academic year (AY), which includes students in the Department of Corrections (DOC). The inclusion of DOC students shifts the balance of educational intent towards high school completion/GED, sex/gender toward male, and increases the median age.

Table 2: WWCC students by funding source, 2024-2025

2024-25 Academic Year	State-Funded	DOC (Contract and Self-Funded)	Other Contract/ Self-Funded*	Total
Student Headcount	3,181	2,285	1,056	6,522
Race/Ethnicity				
American Indian/Alaskan Native	1%	4%		2%
Asian	1%	3%	1%	2%
Black/African American	2%	18%		7%
Hispanic/Latino	24%	19%	7%	19%
Pacific Islander		1%		
Two-or-More Races	18%	10%	4%	13%
White	50%	40%	37%	44%
Race/Ethnicity Not Reported	4%	6%	51%	12%
Sex/Gender				
Female	57%		51%	36%
Male	34%	88%	27%	52%
Not Exclusively Male or Female			1%	
Sex/Gender Not Reported	9%	12%	21%	12%
Age Group				
Under 20	22%	1%	41%	17%
20–29	44%	28%	2%	32%
30–39	18%	37%	3%	22%
40 or Above	16%	34%	54%	29%
Age Not Reported				
Median Age				
Median Age	23	35	50	27

**Includes high school dual enrolled, continuing education, and basic education for adult students.*

Table 3 shows the distribution of student enrollment by primary funding source, which reveals an emerging pattern in DOC due to Second Chance Pell Grants.

Table 3: 2024-2025 student enrollment by primary funding source

Unduplicated Headcount 24-25	Total
State-Funded	3,181
Contract Funded/Department of Corrections	2,707 (2,280 DOC)
Student Funded/Department of Corrections	739 (25 DOC)

Leadership Changes

Since the submission of the Evaluation of Institutional Effectiveness (EIE) report in 2022, WWCC has undergone several changes in key leadership positions at the cabinet and mid-management levels. In some cases, those changes resulted in temporary or permanent organizational changes.

The executive leadership team (ELT) experienced significant turnover in most roles, including the vice president of instruction (VPI), the vice president of student services (VPSS), the vice president of administrative services (VPAS), the vice president of human resources (VPHR), the director of connection and belonging, and the director of marketing and communications. In addition to turnover among the ELT, WWCC experienced similar rates of turnover among middle management, including deans and directors. Table 4 shows the frequency of turnover by position and indicates if that position was filled by an interim and/or an external consultant during the search process. The Interim column also shows if there was an interim appointment for the vacancy and the number of interim appointments made prior to filling that position permanently. In some cases, such as the VPAS, the dean of arts and sciences, and the director of technology services, the college temporarily employed external consultants to meet its needs. The search process for many of these positions proved high cost due to the frequency of turnover, the duration of vacancy, and ensuing instability. That instability impeded the college from advancing its work around Guided Pathways, learning outcomes assessment, and program review, among other things. Due to the exceptionally elongated timelines for many leadership searches, the college contracted with search firms specialized in recruiting higher education executives.

Leadership change, staffing challenges, and the instability that accompanied those impeded WWCC's ability to build the capacity required to systematically engage in student learning outcomes (SLOs) assessment and capture evidence documenting the process of continuous improvement in instructional programs. Notwithstanding, WWCC faculty, the Center for Teaching and Learning (CTL), and the faculty assessment coordinator (FAC) maintained focus and continued to engage in training and building the infrastructure that supports the systematic assessment of student learning despite organizational tumult. In other words, there was recognition and support to move that work forward in the absence of leadership. Most recently,

the VPI, who was in the position for two years, retired at the end of September, providing an opportunity to address organizational issues, lines of authority, resources, leadership support, and direction.

The college engaged The Registry to provide temporary leadership over instruction. Following consultation with the director of the CTL, the interim VPI, and the accreditation liaison officer (ALO)/vice president of planning, effectiveness and economic development (VPPEED), the president formally assigned responsibility for assessment of student learning to the CTL director. That decision established a formal division of labor, defining roles and responsibilities among deans, faculty, and the CTL; clarifying assessment process flow and governance; articulating the relationship between learning outcomes assessment and instructional program review; and aligning assessment with the annual planning and budget cycle. This work is presented in greater detail in the report, specifically in parts IV, V, and the Addendum, where the outstanding recommendations are addressed.

Table 4: WWCC leadership turnover since 2022

Position	Frequency	Interim	Search Consultant
Vice President of Instruction	3	Yes (2)	Yes
Vice President of Student Services	1	No	Yes
Vice President of Administrative Services	3	Yes (1)	Yes
Vice President of Human Resources	3	Yes (1)	Yes
Director of Connection and Belonging	1	No	No
Director of Marketing and Communication	1	Yes (1)	Yes
Director of Technology Services	3	Yes (1)	Yes
Dean of Arts and Sciences	6	Yes (3)	Yes
Dean of Workforce Transfer and Trades	5	Yes (3)	Yes
Dean of Nursing and Allied Health	4	Yes (1)	Yes

Part II: Mission Fulfillment

Since the 2022 EIE visit, the college established a new [strategic plan](#) that was approved by the Board of Trustees in September 2023. As part of that process, the college facilitated a participatory process that engaged internal and external stakeholders. Those discussions were framed by an environmental scan ([NWCCU Standard 1.B.4](#)) and led into the SOAR (strengths, opportunities, aspirations, results) framework (see [exhibit A](#)). The [strategic planning](#) process resulted in a revision of the mission and vision statements and revised the college values into a set of guiding principles. The revised mission and vision statements, the guiding principles, and strategic plan provide the action framework that shapes the annual planning and budget process in administrative units across the institution.

Mission Statement

Walla Walla Community College Removes Barriers to access, provides high quality educational experiences, and facilitates equitable learning and success to cultivate thriving rural communities.

Vision Statement

Walla Walla Community College is the best community college in the nation at producing a well-educated and highly-skilled workforce and promoting thriving communities.

Mission fulfillment at WWCC is determined by students succeeding in their courses and programs of study to benefit themselves and their communities. Those measures are presented in a [dashboard](#) of key performance indicators (KPIs) that align with the priorities outlined in the strategic plan and initiatives that contribute to advancing those priorities.

KPIs are grouped into two sections that align with Objectives A (promote student access and success) and B (identify and close equity gaps) under Priority 1 in the college's strategic plan: *students learn and achieve their goals*. Each indicator is measured at regular intervals and reported to the Institutional Effectiveness Council (IEC), the ELT, and other stakeholders to inform discussion and decisions to promote student success. KPIs under Objective A are benchmarked against regional and national peers, when available, to inform planning, decision-making, and the allocation of resources in accordance with the Northwest Commission on Colleges and Universities (NWCCU) Standards. Indicators under Objective B are disaggregated by demographic variables, such as race/ethnicity, age, socioeconomic status, sex/gender, first generation status, etc., to identify persistent outcome inequalities among student populations from structural, cultural, and other barriers (see [exhibit B](#)).

Additional KPIs are under development with the intent to capture the extent to which we can know whether student success benefits students and their communities. To achieve this, WWCC will conduct longitudinal analyses utilizing Washington state unemployment insurance data. Of particular interest is the return on investment or market value of a credential earned at WWCC compared to the population whose highest level of educational attainment is a high school credential. Analysis will be conducted in aggregate as well as by credential and social attributes of the student body.

Framework for Accreditation and Continuous Institutional Improvement

WWCC's accreditation was reaffirmed in January 2023 after the fall 2022 Year Seven EIE. The college received [three commendations and five recommendations](#), one of which was cited as out of compliance. Since the 2022 visit, the framework underpinning the college's accreditation work is driven by the following recommendations:

- Recommendation 1: Fall 2022 Evaluation of Institutional Effectiveness – Continue to develop an ongoing and systematic evaluation and inclusive planning process to inform and refine its effectiveness, assign resources, and improve student learning and achievement. (2020 Standard(s) 1.B.1; 1.B.2; 1.B.3)
- Recommendation 2: Fall 2022 Evaluation of Institutional Effectiveness – Develop and implement a systematic learning outcomes assessment process that involves regular and comprehensive evaluation of identified program learning outcomes and institutional learning outcomes. (2020 Standard(s) 1.C.5; 1.C.6)
- Recommendation 4: Fall 2022 Evaluation of Institutional Effectiveness – Widely publish and use disaggregated indicators of student achievement to identify and mitigate gaps in achievement and equity through planning, decision making, and allocation of resources. (2020 Standard(s) 1.D.3; 1.D.4)
- Recommendation 5: Fall 2022 Evaluation of Institutional Effectiveness – Complete a comprehensive alignment of policies, procedures, and administrative guidelines that are clearly stated, easily understandable, readily accessible, and regularly reviewed. (2020 Standard(s) 2.C)

In addition to those recommendations, the college is focused on student achievement and a set of KPIs that are the foundation to the institutional strategic plan, which aligns with mission fulfillment.

The remainder of this report will describe the college's work as it pertains to accreditation, institutional effectiveness, and student success. Additionally, the assessment of three programs (two instructional, one non-instructional) is included to demonstrate the integrative and systematic process of outcomes assessment, planning, and resource allocation in alignment with the strategic plan. Appended to the mid-cycle report are descriptions of the progress made for each outstanding recommendation.

Part III: Student Achievement

WWCC has a long-standing institutional commitment to student achievement, grounded in a culture of innovation and a belief that student success is central to the college's mission. Long before joining the Achieving the Dream (ATD) network in 2013 or being recognized by the Aspen Institute's College Excellence Program, WWCC had already established a reputation for strong retention and completion outcomes and for workforce programs aligned with regional economic needs. The college's ethos of meeting students where they are so they can finish what they start continues to guide its work.

Rebuilding Institutional Research Capacity

WWCC's affiliation with ATD strengthened its use of data-informed decision-making, particularly through disaggregation of student achievement data to better understand student needs and target interventions. During the coronavirus pandemic, this progress was disrupted by the transition to a new enterprise resource planning (ERP) system, ctcLink. The combination of system migration, remote operations, and shifting student needs temporarily reduced the college's capacity to access, analyze, and use data effectively.

Following ERP implementation, WWCC invested significant time in rebuilding business processes, learning new data structures, and reestablishing reporting capacity. Over the past 12–14 months, the college has made substantial progress in restoring and expanding its data infrastructure.

This progress was accelerated by two federal grants: a 2019 Title III Strengthening Institutions Program (SIP) award and a 2023 Title III Cooperative Agreement Development (CAD) partnership with Bellingham Technical College (BTC). These grants funded a full-time business intelligence analyst (BIA) in Institutional Research and Effectiveness (IRE), enabling the college to rebuild its data and information infrastructure, expand dashboard development, and improve data visualization and reporting.

Improved Information Access and Transparency

WWCC now provides public access to disaggregated student achievement indicators through a dashboard landing page accessible directly from the college homepage. This structure directly supports NWCCU Standards 1.D.3 and 1.D.4 by ensuring:

- Disaggregated indicators of student achievement are widely published
- Indicators are aligned with institutional priorities and benchmarked against peer institutions
- Data collection and analysis processes are transparent

- Data are used to inform planning, decision-making, and resource allocation through the Systematic Evaluation of Programs and Services (STEPS) reporting process

[STEPS](#) is the annual planning and assessment process in which all areas of the college identify goals, concrete actions, useful measures, and resource requests (Part A, due December 31), then close the loop on continuous improvement by sharing results and next steps (Part B, due August 1). The process is tied to the college [budgeting cycle](#), providing alignment and evidence for resource requests while supporting data-informed planning aligned with WWCC's strategic priorities. Through STEPS, the college fosters a culture of continuous improvement aimed at supporting its mission, vision, and strategic plan in a transparent and equitable manner.

Collaboration between the BIA and the business systems analysts (BSAs), who now report to the dean of enrollment strategies/ctcLink program manager within the Institutional Effectiveness division, has further strengthened data accuracy and system use across the college.

Strategic Goal Setting Using Peer Data

WWCC adopted its [strategic plan](#) in 2023 to guide institutional priorities and align all planning efforts with the college's mission. The plan includes four strategic priorities, each with accompanying objectives, measurable goals, and indicators. The priorities are:

- Students learn and achieve their goals
- WWCC is an employer of choice
- Institutional stability and sustainability
- Thriving communities

Priority 1 is the foundation and driver of mission fulfillment. The remaining three priorities are indirect and support the institutional mission. Those priorities are either qualitative in nature or processes that the college can use to verify that it is meeting its goals. To set measurable goals for Priority 1 (students learn and achieve their goals), the ELT and other stakeholders reviewed WWCC's performance alongside three peer groups (see [exhibit C](#)):

- Regional system peers: All other Washington community and technical colleges
- Near peers: A subgroup of regional system peers similar in size, rurality, and program mix¹
- National peers: Two-year public colleges participating in the National Student Clearinghouse Postsecondary Data Partnership (PDP)

The table below summarizes peer comparison data used in strategic planning. Information is also available on the [Mission Fulfillment Dashboard](#), which allows for disaggregation by relevant

¹ Near peers include Big Bend, Centralia, Grays Harbor, Lower Columbia, Peninsula, Skagit Valley, and Wenatchee Valley colleges.

demographic elements, directly addressing NWCCU Standard 1.D.2.

Table 5: Peer comparison data for strategic planning

KPI	WWCC	Regional Peers		National Peers	Current Status
Fall-to-fall persistence	68%	System: 55%	Near peers: 55%	PDP: 54% (2022-23)	Above all peer groups
Completion within three years of start	39%	System: 29%	Near peers: 37%	PDP: 31.3% (2021-22)	Above all peer groups
Post-college transfer to four-year college within four years of start	49%	System: 53%	Near peers: 49%	NA	Above some peer groups
Post-college employment within four years of start	69%	System: 76%	Near peers: 74%	NA	Below all peer groups

WWCC exceeds peer benchmarks in persistence and completion, performs comparably in transfer, and falls below peers in employment outcomes. This is an area for further study and analysis. Lines of further inquiry may entail an examination of program clusters or specific programs and their associated labor market outcomes, how changes in the composition of enrollment can alter labor market outcomes in aggregate, and the state of labor market conditions at the time captured in the snapshot. There may also be limits to the data that only captures individuals working in covered employment and will not capture graduates engaged in self-employment or who may be employed out of state.

Strategic Plan Progress: Student Access and Success (Objective 1.A)

WWCC established five-year improvement targets for key student success indicators. The ELT discussed the performance of WWCC student cohorts as well as the performance of students at peer colleges on a range of student success indicators that related to priorities and objectives specified in the [WWCC strategic plan](#). For each, ELT determined realistic, but ambitious targets. Subsequently, the WWCC Board of Trustees discussed and approved those targets. The following tables present progress toward these goals along with analysis.

Table 6: Goal 1.A.1: Fall-to-fall persistence

Goal 1.A.1: By September 30, 2027, increase the proportion of new, award-seeking students retained or earning a credential from their first to second fall by 10% points, from 57% (3-year average baseline of Fall 2019, Fall 2020, and Fall 2021) to 67%.						
	Baseline	Year 1 (Fall 2022)	Year 2 (Fall 2023)	Year 3 (Fall 2024)	Year 4 (Fall 2025)	Year 5 (Fall 2026)
Actual	57%	63%	68%			
Target		57%	60%	62%	64%	67%
Status		Above target	Above target			

Analysis: WWCC is ahead of schedule, already surpassing the 2027 target.

Table 7: Goal 1.A.2: Completion within three years of start

Goal 1.A.2: By September 30, 2027, increase the proportion of new, award-seeking students earning a credential within three years (150% normal time to completion) by 5% points, from 42% (3-year average baseline of Fall 2017, Fall 2018, and Fall 2019) to 47%.						
	Baseline	Year 1 (Fall 2020)	Year 2 (Fall 2021)	Year 3 (Fall 2022)	Year 4 (Fall 2023)	Year 5 (Fall 2024)
Actual	42%	42%	39%			
Target		42%	43%	44%	45%	47%
Status		At target	Below target			

Analysis: Completion rates declined during the pandemic, consistent with national trends. This remains a priority area.

Table 8: Goal 1.A.3: Post-college transfer to four-year college within four years of start

Goal 1.A.3: By September 30, 2027, increase the proportion of AA transfer completers transferring to a four-year college within four years after their start by 5% points, from 63% (3-year average baseline of Fall 2016, Fall 2017, and Fall 2018) to 68%.						
	Baseline	Year 1 (Fall 2019)	Year 2 (Fall 2020)	Year 3 (Fall 2021)	Year 4 (Fall 2022)	Year 5 (Fall 2023)
Actual	63%	63%	49%			
Target		63%	64%	65%	66%	68%
Status		At target	Below target			

Analysis: Transfer rates dipped during the pandemic. This remains an area for study and potential intervention.

Table 9: Goal 1.A.4: Post-college employment within four years of start

Goal 1.A.4: By September 30, 2027, increase the proportion of AAS Prof/Tech completers finding employment within four years after their start by 8% points, from 65% (3-year average baseline of Fall 2016, Fall 2017, and Fall 2018) to 73%.						
	Baseline	Year 1 (Fall 2019)	Year 2 (Fall 2020)	Year 3 (Fall 2021)	Year 4 (Fall 2022)	Year 5 (Fall 2023)
Actual	65%	69%	69%			
Target		65%	67%	69%	71%	73%
Status		Above target	Above target			

Analysis: Employment outcomes remain strong and above target, though still below statewide peers.

Strategic Plan Progress: Closing Equity Gaps (Objective 1.B)

WWCC has established equity-focused goals for student populations with persistent disparities. The following tables summarize progress.

Table 10: Goal 1.B.1: Part-time student persistence

Goal 1.B.1: By September 30, 2027, increase the proportion of new, award-seeking, part-time students retained or earning a credential from their first to second fall by 10% points, from 37% (3-year average baseline of Fall 2019, Fall 2020, and Fall 2021) to 47%.						
	Baseline	Year 1 (Fall 2022)	Year 2 (Fall 2023)	Year 3 (Fall 2024)	Year 4 (Fall 2025)	Year 5 (Fall 2026)
Actual	37%	57%	61%			
Target		37%	39%	41%	44%	47%
Status		Above target	Above target			

Analysis: This is one of WWCC's strongest areas of equity progress, with gains far exceeding targets.

Table 11: Goal 1.B.2: HU SOC completion

Goal 1.B.2: By September 30, 2027, increase the proportion of new, award-seeking, historically underserved students of color (HU SOC) ² earning an academic transfer AA within three years (150% normal time to completion) by 8% points, from 27% (3-year average baseline of Fall 2017, Fall 2018, and Fall 2019) to 35%.						
	Baseline	Year 1 (Fall 2020)	Year 2 (Fall 2021)	Year 3 (Fall 2022)	Year 4 (Fall 2023)	Year 5 (Fall 2024)
Actual	27%	22%	31%			
Target		27%	28%	30%	33%	35%
Total population	33%	38%	35%			
Status		Below target	Above target			

Analysis: Performance rebounded notably after a pandemic-related dip.

Table 12: Goal 1.B.3: First-generation completion

Goal 1.B.3: By September 30, 2027, increase the proportion of new, award-seeking, first-generation students earning an academic transfer AA within three years (150% normal time to completion) by 8% points, from 27% (3-year average baseline of Fall 2017, Fall 2018, and Fall 2019) to 35%.						
	Baseline	Year 1 (Fall 2020)	Year 2 (Fall 2021)	Year 3 (Fall 2022)	Year 4 (Fall 2023)	Year 5 (Fall 2024)
Actual	27%	33%	29%			
Target		27%	28%	30%	33%	35%
Total population	33%	33%	41%			
Status		Above target	Above target			

Table 13: Goal 1.B.4: Hispanic/Latino post-graduate transfer

Goal 1.B.4: By September 30, 2027, increase the proportion of Hispanic/Latinx (alone or in combination with other race/ethnicities) AA transfer students transferring to a four-year college within four years after their start by 8% points, from 29% (3-year average baseline of Fall 2016, Fall 2017, and Fall 2018) to 37%.						
	Baseline	Year 1 (Fall 2019)	Year 2 (Fall 2020)	Year 3 (Fall 2021)	Year 4 (Fall 2022)	Year 5 (Fall 2023)
Actual	29%	38%	31%			
Target		29%	30%	32%	34%	37%
Total population	40%	40%	35%			
Status		Above target	Above target			

Analysis: For both 1.B.3 and 1.B.4, performance of the student populations exceeded targets but continued to lag the overall student population. Year 2 performance was likely influenced by the pandemic.

Mission Fulfillment and Strategic Progress

Areas of Strong Performance:

- Persistence significantly exceeds peer benchmarks and strategic targets
- Associate of applied science credential earner employment outcomes remain strong but with room for improvement
- Equity gaps are closing, particularly for part-time students

Areas Requiring Action:

- Three-year completion and transfer rates declined during the pandemic
- Further analysis and student interventions may be required:
- Student Services is implementing evidence-based interventions, such as tiered supports and just-in-time “nudges” (see [exhibit D](#))
- The college is evaluating its advising practices and partnerships with transfer colleges to assure smooth transitions for WWCC graduates

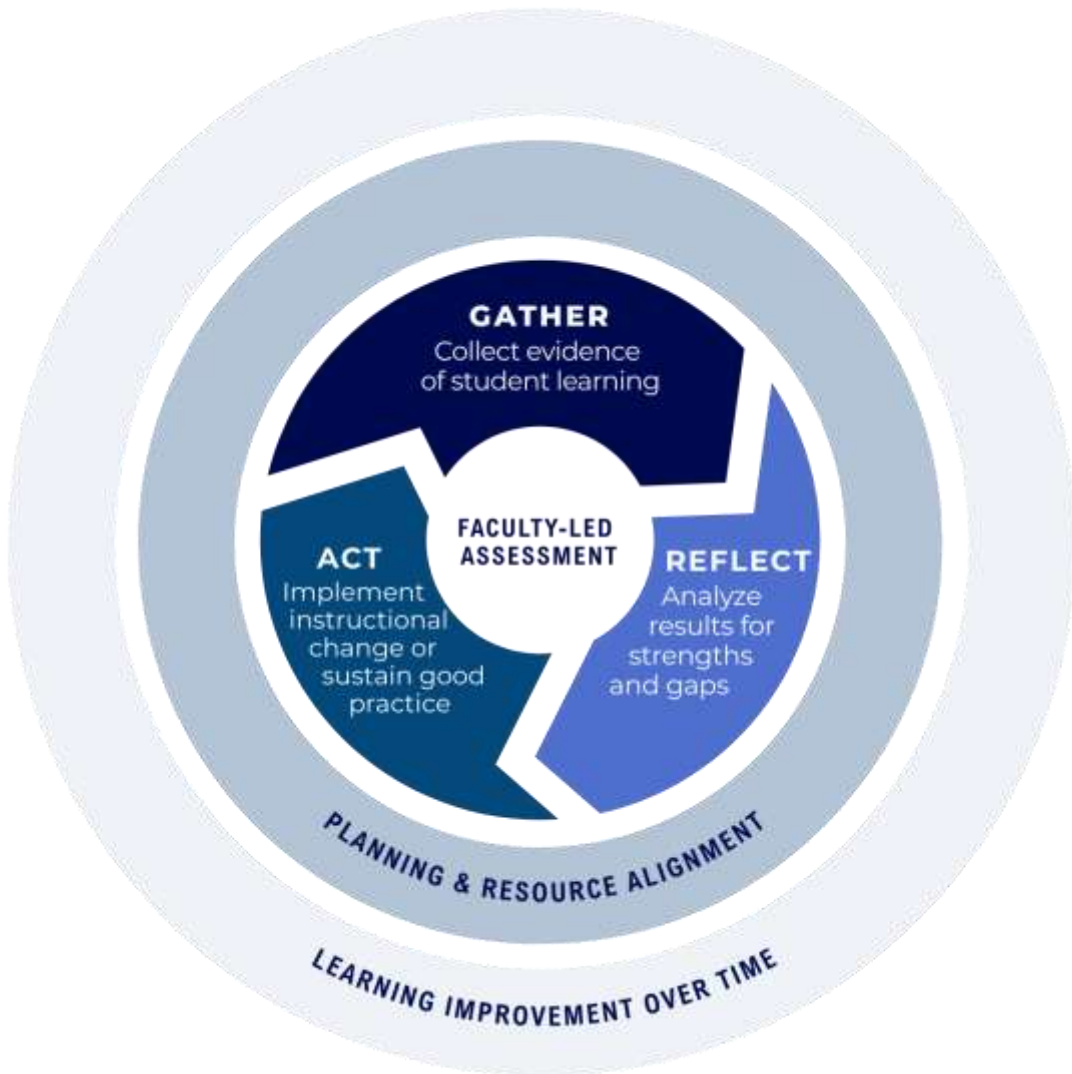
The evidence demonstrates sustained progress toward stated student success goals, particularly in persistence and targeted equity initiatives. The college's performance consistently exceeds regional and national peer benchmarks in key areas, while showing measurable progress in closing equity gaps for priority populations. Where challenges exist, WWCC has demonstrated capacity for strategic intervention and improvement, as evidenced by targeted initiatives like the mathematics corequisite model established in 2021 (see part VI addendum for recommendation 4).

Part IV: Programmatic Assessment

WWCC has established a structured, faculty-led framework for program-level assessment designed to generate regular, direct evidence of student learning and translate that evidence into instructional improvement. The framework aligns with NWCCU Standards 1.C.5, 1.C.6, and 1.C.7 and reflects WWCC's capacity to routinely collect, interpret, and apply student learning data in support of program quality.

While implementation continues to scale across all programs, the core infrastructure is established and actively expanding across instructional and non-instructional divisions.

Figure 1: Learning outcomes assessment cycle



The system is organized around a continuous improvement cycle: Gather Evidence, Reflect, Act, Plan, Learn (GRAPL). The cycle places faculty at the center of disciplined inquiry into student learning and program quality. Institutional Effectiveness supports it by maintaining data integrity, aggregating results across programs, and assisting units in interpreting trends for institutional learning and planning. Drawing on nationally recognized assessment principles, including the National Institute for Learning Outcomes Assessment’s “Weigh Pig/Feed Pig” model, WWCC’s approach prioritizes practical, evidence-informed program stewardship.

At WWCC, this cycle functions as described in table 14 below:

Table 14. GRAPL: Assessment and learning improvement at WWCC

Phase	Core Activity	Primary Leads	Institutional Support
Gather Evidence	Programs collect direct evidence of whether stated learning or service outcomes are being achieved.	Faculty (Instruction)/ Program Staff (Non-Instruction)	Course-embedded assessment tools, alignment maps, and digital dashboards (Insights); data support from Institutional Effectiveness
Reflect	Program teams analyze results, identify strengths and gaps, and examine contributing factors.	Faculty or Staff Program Teams	Structured reflection tools, facilitated planning sessions, and Center for Teaching and Learning support
Act	Programs implement targeted instructional, curricular, or service adjustments based on findings.	Faculty or Staff Teams with Dean/VP partnership	Consultation, professional development, and resource alignment
Plan	Programs document priorities and translate findings into annual planning (STEPS) goals or program review actions, where assessment results are considered alongside enrollment, completion, and budget data during annual planning cycles.	Deans/VPs, Program Teams	Institutional timelines, planning templates, and budget processes
Learn	Monitor impact of changes at program and/or institutional scale and re-enter the cycle with improved clarity and alignment.	Shared Responsibility	Institutional dashboards; cross-program aggregation and trend analysis by Institutional Effectiveness; STEPS annual review and five-year comprehensive program review structures

This structure reflects a deliberate shift from episodic reporting toward embedded, sustainable assessment practice. The sections that follow describe how WWCC operationalizes GRAPL through curriculum alignment, course-embedded assessment supported by Insights, defined roles, Corrections Education integration, and evidence from exemplar program assessments.

Program Learning Outcomes and Curriculum Mapping

WWCC has undertaken a structured review of program learning outcomes (PLOs) to ensure clarity, measurability, and alignment across instructional programs. In 2025, the CTL, in collaboration with the Office of Admissions and Records (OAR), faculty, and deans, initiated a systematic audit of program outcomes to identify gaps, update outdated language, and confirm that all PLOs are written in measurable, student-centered terms. Where gaps have been identified, programs are revising outcomes through established Curriculum Council (CC) processes to ensure consistency, transparency, and publication in the catalog.

Beyond this audit, the college has prioritized vertical alignment as foundational infrastructure for valid assessment. Through curriculum alignment mapping, faculty teams map CLOs to PLOs and institutional learning outcomes (ILOs). In the case of transfer credentials, ILOs serve as PLOs. These maps ensure that course-embedded assessment generates coherent program-level evidence that faculty can examine together to identify trends and co-plan targeted improvements, rather than isolated course data informing only individual adjustments (see sample map in [exhibit E](#)).

Alignment mapping was initiated college-wide in AY 2025-2026, facilitated by the college's faculty assessment coordinator (FAC) and CTL staff. Faculty teams completing alignment mapping in AY 2025-2026 established the critical infrastructure necessary for program-level assessment. As of spring quarter 2026, nearly a quarter of instructional programs have reached the alignment mapping milestone, with the remaining programs scheduled to complete mapping in fall 2026.

Curriculum alignment maps (CAMs) are loaded into Insights so outcome-tagged assignments and rubrics roll course-level results up to the relevant program outcomes (see [exhibit F](#)). This enables faculty teams to review program-level results together and track performance trends as additional programs complete mapping. This shared evidence base will support consistent and comparable evaluation of PLOs in alignment with NWCCU Standards 1.C.5 and 1.C.6.

Course-Embedded Outcomes Assessment and Insights Rollout

In 2025, the CTL conducted an internal review of the college's assessment infrastructure to evaluate sustainability, faculty engagement, and system coherence. This review brought several critical realities to light:

- Earlier faculty development efforts related to assessment had relied on a well-intentioned coalition of individual volunteers rather than strategic engagement of program faculty cohorts working together to develop programmatic assessment capacity;
- Institutional resources and technical capacity were not yet aligned to mobilize a sustainable, faculty-led system; and
- A centralized, tool-first approach proved insufficient without intentionally drawing on faculty expertise and leadership to build curriculum alignment and assessment workflows.

In response, the college reset its approach. Instead of continuing with a tool-first model, WWCC slowed implementation and rebuilt the process in a faculty-centered sequence: first clarifying and aligning outcomes, then developing curriculum maps and shared digital rubrics, and only after configuring Insights to capture evidence generated through normal instructional practice.

WWCC is now implementing course-embedded assessment as the routine mechanism through which programs generate direct evidence of student learning. Rather than relying on episodic or add-on assessment exercises, learning outcomes assessment is embedded directly into regular instructional workflows. This represents a deliberate course correction.

Insights, integrated within Canvas, operationalizes this model by allowing faculty to tag assignments and rubrics to stated CLOs. This facilitates real-time monitoring of student exposure to and competency in learning outcomes at the course, program, and institutional levels. The system provides self-service dashboards that enable faculty, deans, and instructional leaders to gather evidence of learning trends, reflect and act on results, and plan improvements. Early implementation indicates that faculty can already access and interpret learning evidence in ways that support reflection and co-planning, rather than isolated individual adjustments (see [exhibit F](#)).

Over the next two years, the college will complete the transition to program-level implementation:

- Two pilot programs—Enology and Viticulture (EV) and Welding Technology (WT)—are nearing full Insights implementation, with foundational work in outcomes entry, alignment mapping, and assessment planning already complete. Both will begin collecting learning outcomes data through Insights during spring 2026.
- A phased rollout is underway using a staggered cohort model (now called COAR Ascent), with programs grouped into waves that complete structured faculty development and assessment-readiness milestones before entering the digital platform (see [exhibit G](#)).
- By the end of AY 2026-2027, all eligible programs are expected to be engaged in the embedded assessment cycle in Insights, generating data that supports instructional planning and continuous improvement.

Although Insights is the current platform, WWCC's assessment system is designed to remain durable through changes in technology because it is anchored in course-embedded evidence, faculty reflection, and documented improvement.

Institutional Roles and Support Structure

Programmatic assessment of student learning at WWCC is a shared institutional responsibility:

- Faculty lead the work of defining, assessing, and improving student learning.
- Chairs coordinate program-level reflection, documentation, and planning.
- Deans ensure sustained program participation, data usability, and integration of findings into area and division planning.
- The CTL provides platform coordination, faculty training, and institutional leadership for course-embedded assessment.
- The FAC supports faculty-led assessment through consultation, quality assurance, professional development, and alignment with contractual expectations.
- The VPI ensures system alignment with institutional strategy and oversees integration of assessment results into academic planning.

A comprehensive overview of roles and responsibilities appears in part VI (see table 17).

Corrections Education

Due to distinct infrastructure and data security requirements, programs in Corrections Education will not adopt Insights. Instead, WWCC will establish a secure assessment solution that meets the area's unique infrastructure and data security requirements. These programs are included in the final phase of the college's assessment implementation timeline to allow time to identify or develop secure, scalable assessment tools appropriate to that setting. While the technological approach may differ, Corrections programs are expected to participate in the same course-embedded assessment cycle described above, including the collection of direct evidence of student learning, structured faculty reflection, and documented action for program improvement.

Transition from Legacy Systems

Prior to the 2022 EIE visit, recently hired instructional leadership dissolved the College-wide Outcomes and Learning Assessment (CwOLA) initiative, effectively dismantling a coordinated assessment structure. Following the 2022 EIE visit, the Instruction division began to design and implement a system of SLOs assessment. Course Outcomes Assessment Reflection (COAR)

was launched in this phase and remains an important component of the current framework (see table 16). Subsequently, the VPI position was vacated along with several instructional dean positions. By submission of the 2024 Ad Hoc Report, the VPI vacancy had been filled. However, gaps in leadership roles and assessment expertise persisted, stunting development of program-level assessment and its integration into program improvement processes.

Despite the lack of top instructional leadership, during this time the CTL and the FAC continued to grow a system of SLOs assessment from below by engaging faculty in outcomes work and providing training, consultation, and incremental infrastructure development. These efforts preserved faculty commitment to assessment and maintained forward momentum. However, without sustained executive coordination and formalized planning linkages, the college remained out of compliance with Standard 1.C.7 in 2024. While these earlier efforts maintained a foundation for assessment practice, they had not yet matured into the documented, college-wide system now in place that is required to fully meet NWCCU Standards 1.C.5, 1.C.6, and 1.C.7.

These lessons shaped the design of the current framework, which intentionally aligns instructional leadership, faculty development, embedded assessment practices, and structured planning processes to ensure that learning outcomes assessment results are systematically used to inform instructional refinement, program review, and resource decisions. The shift toward embedded assessment—supported by phased faculty development and the implementation of Insights—establishes a more durable, faculty-driven system for evaluating and improving student learning.

Evidence of System Function in Instruction

Full assessment reports from the EV and WT pilot programs provide early evidence of the assessment framework in practice (see [exhibit H](#) and [exhibit I](#)).

Completed prior to implementation within Insights, these reports demonstrate that the essential components of WWCC’s course-embedded assessment cycle are functioning independent of the digital platform: clearly articulated and aligned outcomes, collection of direct evidence, structured faculty reflection, and documented action steps tied to program improvement.

Although neither program is yet collecting data in Insights, their work intentionally mirrors the assessment architecture the platform is designed to support. Evidence was manually aggregated and analyzed during these initial cycles, allowing faculty and instructional leaders to test alignment maps, refine rubrics, and identify workflow challenges in advance of full digital integration. As programs transition into Insights, automated data capture and reporting will shorten the “Gather Evidence” phase of the GRAPL cycle, enabling faculty to devote more time to reflection, co-planning, and instructional refinement rather than manual aggregation.

Exemplar Programs

The following section presents three program assessments. The reports for EV and WT demonstrate assessment of student learning at the highest credential level awarded, consistent with NWCCU expectations for programmatic evaluation. Student Onboarding and Entry Services (SOES) provides a non-instructional program assessment illustrating the application of institutional effectiveness processes within student support areas.

Exemplar (Instructional) Program I: Enology and Viticulture

The Enology and Viticulture (EV) program completed a structured program-level learning outcomes assessment spanning the 2024-2025 and 2025-2026 AYs (see [exhibit H](#)). Though not yet operating within the Insights platform, the process closely followed WWCC's GRAPL framework and modeled the principles of faculty-led, course-embedded assessment now being scaled across the institution (see table 14). EV relies principally on part-time faculty, so responsibility for assessment rests with the program director and select instructors, with additional support from the FAC, CTL, and dean of workforce education.

The complete program assessment report is included as an exhibit. To assist evaluators in understanding how WWCC's embedded assessment model will function at scale, the report has been lightly annotated to highlight where curriculum alignment maps, rubric-linked assignments, and faculty reflections will be integrated as the college transitions into the Insights platform. These annotations indicate how processes currently completed through manual aggregation will be streamlined through centralized, real-time assessment data while maintaining the faculty-led GRAPL cycle (see [exhibit H](#)).

Gather Evidence

The program director and instructors assessed four PLOs (PLOs 1, 3, 4, and 6²) through course-embedded assignments across core EV courses:

- EV 101 Establishing a Vinifera Vineyard
- EV 107 Introduction to Viticulture and Enology
- EV 189 Sensory Analysis of Wine
- EV 286 Winemaking Practicum I

Each outcome was evaluated using instructor-developed rubrics aligned with industry expectations. Benchmarks were generally set at B- or higher. Evidence was aggregated across sections to identify program-level trends rather than isolated course performance.

Reflect

Aggregated assessment results were analyzed to identify both strengths and gaps:

² PLOs 4 and 6 correspond to former PLOs 5 and 7, respectively.

- PLO 1 - Design, establish, and manage a modern vineyard using sustainable practices and data-driven decisions to optimize both yield and quality, selecting and propagating appropriate grape varieties, employing innovative irrigation and soil health technologies from dormancy through harvest, and using precision viticulture techniques.
 - In EV 101, 85% of students met the benchmark for a vineyard management report assignment. Overall, faculty identified the need for greater depth in research and supporting resources.
- PLO 3 - Produce a variety of wine styles, utilizing modern fermentation technologies and techniques that enhance flavor profiles that adhere and adapt to industry trends, consumer preferences, and advancements in technology.
 - In EV 286 (with curricular connection to EV 203), 67% of students in 2024 met the benchmark as assessed through an employer evaluation form that students submitted as an in-class assignment. The employer evaluation revealed that focus, consistency, and cellar task independence were areas needing improvement. In 2025, when the outcome was re-measured after instructional adjustments were made, 92% of students met the benchmark.
- PLO 4 - Conduct sensory evaluations of wines using modern evaluation tools and metrics, identifying key aromas, flavors, and structural components that meet market demands and quality standards, identifying key wine faults that can compromise industry quality standards.
 - In EV 189, only 56% passed the white wine final exam. Faculty observed consistent difficulty with aroma identification, fault recognition, and use of precise terminology.
- PLO 6 - Monitor, assess, and manage red, white, and sparkling wine fermentations using modern technology and analytical tools to ensure optimal fermentation conditions, metrics, quality, and consistency through chemical analyses on wines with modern laboratory equipment and techniques, ensuring compliance with industry standards and enhancing product consistency and quality control.
 - In EV 107, 94% of students in 2024 met the benchmark for a red wine production project. In 2025, 100% met the benchmark. Faculty perceived the need for continuous instructional reinforcement.

These findings were reviewed collaboratively by the program director, CTL director, FAC, and dean of workforce education using WWCC's program assessment template. The discussion emphasized both technical competency and the alignment between course-level expectations and stated PLOs.

Act

In response to the identified gaps, particularly as measured by the sensory evaluation:

- EV 101 added more technical papers and industry reading to the program curricula. These changes have been approved by CC.
- EV 203 curriculum was revised to include expanded cellar training and formal skills demonstration, approved by CC.

- EV 189 learning materials were revised to incorporate repeated calibration exercises, enhanced instruction on wine fault identification, and additional instruction on white wine production styles. Mentoring of instructor by program director was also initiated.
- EV 107 incorporated minor changes to continue to reinforce instruction and keep content up-to-date, approved by CC.

These changes were documented in the program assessment report and shared during fall co-planning with the dean, ensuring that instructional adjustments were visible within broader program-level planning conversations.

Plan

Assessment findings informed December 2025 planning day discussions and were considered alongside workforce needs and resource allocation priorities. While adjustments did not rise to the level of formal STEPS goals this year, the program has committed to reviewing PLO results annually during fall planning as a routine practice, creating a structured bridge between annual reflection and the five-year comprehensive program review cycle.

Learn

The program anticipates reassessing EV 189 in the next cycle to determine whether revisions improve benchmark attainment. As EV transitions into Insights in 2026, alignment maps, rubrics, and reflections will be housed in the digital platform, allowing longitudinal tracking of sensory evaluation performance and strengthening the program's ability to monitor impact over time.

Exemplar (Instructional) Program II: Welding Technology

Welding Technology (WT) completed a program-level learning outcomes assessment evaluating the 2024-2025 AY. While not yet integrated into Insights, lead faculty applied the college's GRAPL framework to evaluate technical proficiency across core courses and identify program-level implications.

Gather Evidence

Faculty collected direct evidence of student learning aligned to four PLOs, using assignments and performance-based assessments embedded in:

- WELD 113 SMAW Structural Welder Qualification
- WELD 123 FCAW & GMAW Structural Welder Qualification
- WELD 203 Introduction to Fabrication
- WELD 212 Pipe Welding Laboratory I

Instructor-developed rubrics and industry-aligned grading standards (e.g., B- or higher or pass/fail competency thresholds) were used to evaluate student work. Results were aggregated across sections to identify overall program performance.

Reflect

Assessment results showed strong performance in key technical areas:

- PLO 3 - Demonstrate welding, brazing and cutting techniques using fuel gas and electric arc processes.
 - In WELD 212, 100% of students successfully completed and passed four pipe welding laboratory projects employing the techniques and processes identified in PLO 3. While all students passed each laboratory, faculty observed that, overall, students required more understanding of material preparation.
- PLO 4 - Demonstrate print reading knowledge and experience and perform weldment testing using industry accepted standards and practices.
 - In WELD 113 and WELD 123, 77% of students demonstrated proficiency in Practical Weld assessments. Students who did not pass struggled with the utilization of the correct applications of specified welding process techniques
 - In WELD 203, 100% of students successfully passed assessments evaluating understanding of industry blueprints. However, faculty reflected that increasing available reference materials of various field blueprints would help better adapt lesson plans to individual student understanding.

Act

The faculty team implemented targeted curricular adjustments:

- In WELD 113 and 123, faculty developed additional assessment milestones to ensure fundamental progression of skills. The program also coordinated with the dean of workforce education to purchase mill specification approved consumables, and calibration of welding equipment.

- For WELD 203, a blueprint interpretation textbook was purchased and additional field blueprints were acquired to increase amount and diversity of blueprints for teaching and assessment.
- In WELD 212, to increase student understanding of material preparation, additional practical laboratory projects were added, and an exterior welding facility was implemented.

Plan

Assessment findings were discussed during fall co-planning sessions with the dean and aligned with broader workforce program priorities. Resource requests emerging from assessment were routed through established budget processes, ensuring that improvements identified through learning evidence were connected to institutional planning structures.

Faculty have committed to reviewing PLO data annually during fall planning as part of a regular assessment rhythm, strengthening the connection between course-embedded evidence, program-level adjustments, and the five-year comprehensive program review cycle.

Learn

As Welding transitions into Insights in spring 2026, digital alignment maps and rubric-linked assessments will support more systematic aggregation of results and enable longitudinal analysis of program trends (see [exhibit J](#)).

Exemplar (Non-Instructional) Program III: Student Onboarding and Entry Services

At WWCC, student onboarding is a critical student success function that shapes access, early momentum, and informed enrollment decisions for an open-access, rural student population. Effective onboarding supports WWCC Priority 1: *students learn and achieve their goals* by promoting access, early success, and a sense of belonging from the point of entry. Because many WWCC students balance work, family, and other responsibilities, early navigation and support play a significant role in reducing barriers and promoting equitable access to education. This non-instructional program assessment is presented in alignment with NWCCU Standard 1.B.1, which emphasizes using a “systematic evaluation and planning process to inform and refine its effectiveness” and continuous improvement.

Gather Evidence: Identifying the Problem and Opportunity

Between 2022-2025, WWCC identified persistent challenges within the student entry and onboarding process through a combination of enrollment dashboards, Slate customer relationship management (CRM) data, staff interviews, and situational planning conversations (see [exhibit J](#)). While application-to-enrollment yield data provided a high-level snapshot of student behavior, the college recognized limitations in the accuracy and usefulness of this metric. Historically, institutional yield hovered around 50%, a figure influenced by fraudulent applications and secondary-school activities that required students to complete a WWCC application without an intent to enroll. As a result, yield data offered only a partial and sometimes misleading picture of true student intent and onboarding effectiveness.

Despite these limitations, available data consistently showed that a significant number of admitted students were not registering at all, were missing registration deadlines prior to the start of the term, or were arriving at advising appointments without completing key steps such as placement, FAFSA/WASFA, or program exploration. These patterns created late-term pressure for both students and staff and limited the college’s ability to support early momentum, informed enrollment decisions, and equitable access. At the same time, these challenges highlighted an opportunity to strengthen both onboarding practices and the data systems used to evaluate them.

When the college applied for the 2023 Title III CAD grant partnership with BTC, improving the student onboarding process and entry pipeline was one of the grants three objectives. The grant was designed to build institutional capacity to improve access, enrollment, persistence, and completion, particularly for part-time, adult, and first-generation students, while complementing broader campus efforts already underway. In parallel with ongoing work to strengthen data infrastructure and enrollment practices, the grant provided additional capacity and momentum to deepen and coordinate this work.

Reflect: Evaluation and Assessment Approach

WWCC approached onboarding redesign using an intentional assessment cycle aligned with institutional planning and effectiveness practices. Evaluation relied on gathering multiple forms of evidence, including application-to-enrollment yield data, attendance and enrollment outcomes for onboarding events, Slate CRM milestone completion data, and staff and student feedback. Between November 2024 and January 2025, the VPSS conducted one-on-one meetings with

every staff member in the Student Services division; insights gathered through this process were critical in assessing the effectiveness and impact of the onboarding process and identifying areas for improvement. Title III–supported structures, including dedicated project coordination and external evaluation, helped formalize and deepen this assessment work by providing consistent review, reflection, and feedback on emerging findings.

As part of this assessment process, student services staff facilitated a reflective exercise in November 2025, titled *Walking in Our Students’ Shoes: The Onboarding Experience* (see [exhibit K](#)). During this activity, staff identified approximately 40 tasks that new students are required to navigate and tested the clarity and accessibility of those tasks using the college’s website and communications. Insights from this exercise, along with feedback from the Title III external evaluator, informed targeted improvements to onboarding workflows and messaging.

Act: Data-Informed Changes and Program Redesign

Based on assessment findings, WWCC replaced the former orientation model in summer 2025 with a two-part [Warrior Express model](#), a redesigned onboarding approach intended to support students both before and immediately prior to the start of classes. The first component, Warrior Express, is a mandatory two-hour, hands-on onboarding experience designed to ensure students complete key enrollment steps during the session (see [exhibit L](#)). To date, 21 Warrior Express sessions, including one athlete-only session, have served 473 students across the Clarkston and Walla Walla campuses.

The second component, Warrior Launch, is held at both campuses the week prior to the start of classes and provides a low-pressure opportunity for students to become familiar with campus, ease anxiety about attending class, and build confidence before beginning the academic term. To support this redesign, WWCC strengthened staffing capacity to treat onboarding as a coordinated, data-informed function. With support from Title III, the college created a new position dedicated to onboarding support services, responsible for refining workflows and communications, coordinating Warrior Express implementation, developing advisor and onboarding checklists, and translating assessment findings into practice, particularly for workforce students (see [exhibit M](#)). WWCC implemented an onboarding checklist for students within the Slate CRM, as well as a separate advisor checklist to promote consistency and accountability in advising practices. These tools document completion of essential steps and ensure students complete key pre-advising tasks prior to appointments.

Additionally, in January 2025, the college refined onboarding communication processes by enhancing Slate CRM workflows and queries to support proactive outreach to students identified through resource questionnaires as having potential financial, childcare, or basic needs (see [exhibit N](#) and [exhibit O](#)).

Plan: Continuous Improvement and Future Directions

WWCC views onboarding as an evolving system supported by continuous assessment and improvement. As part of this work, the college is rebuilding the Enrollment Yield Dashboard to improve data integrity and integrate inquiry-level data from the Slate CRM, enabling clearer visibility into the full enrollment and onboarding funnel. These enhancements, anticipated for completion in summer 2026, will allow the college to disaggregate yield and engagement by program, identify where students experience friction during onboarding, and evaluate which

outreach and onboarding interventions have the greatest impact on enrollment, persistence, and student success.

Planned next steps also include continued review of onboarding communications using CRM data, launching post-onboarding feedback mechanisms, refining workforce program onboarding expectations, and aligning onboarding more intentionally with financial aid and institutional scholarship timelines, including Warrior Pledge. Through ongoing assessment, data-informed refinement, and cross-functional collaboration, WWCC is strengthening onboarding as a sustainable, mission-aligned student success practice.

Learn: Outcomes and Evidence of Effectiveness

Early outcomes from WWCC's redesigned onboarding model demonstrate measurable improvement across multiple student entry indicators. Application-to-enrollment yield for first-time, credential-seeking professional technical students increased from 26% to 36% in Year Two, exceeding both the annual performance target (28%) and the five-year grant goal (31%). During the same period, professional technical program enrollment increased by 14% over baseline, surpassing the project's Year Five objective.

Student support staff have indicated that earlier screening through onboarding surveys and expanded proactive outreach are helping the college identify eligible students sooner, contributing to increased participation in workforce education support programs. Worker Retraining fall enrollment grew significantly (39%), increasing from 257 students in fall 2024 to 358 students in fall 2025. This growth reflects strengthened front-end onboarding and improved data accuracy, including upfront screening through Warrior Express and corrected Nursing program coding.

Participation data further underscore the effectiveness of structured onboarding: 92% of students who attended Warrior Express at the Walla Walla campus subsequently enrolled in classes. External evaluation findings reinforce these results, noting that clearer entry requirements, proactive communication, and individualized onboarding support reduced confusion, increased student confidence, and strengthened early momentum. In accordance with NWCCU Standard 1.D.1, these outcomes indicate that institutionalizing structured onboarding experiences supports earlier commitment to enrollment, improves student readiness, and lays a stronger foundation for persistence and academic success.

PART V: Moving Forward

Since the EIE visit in 2022, WWCC has made significant progress in the development of a systematic evaluation process that is [integrated with planning and budgeting](#). Our ability to do so was largely determined by the ctcLink transition and the establishment of new business processes driven by the change in technology, which includes increasing our functionality with the new student information system. Increased stability in the Instruction division combined with strong faculty involvement resulted in the building of the infrastructure to support the assessment of SLOs, and the attendant processes of continuous improvement. The remainder of this section charts the activities that WWCC is undertaking in the immediate and near future regarding institutional effectiveness and the assessment of student learning.

Institutional Effectiveness

A priority for the 2025-2026 AY is to review Administrative Policy and Procedure 2710–Mission Fulfillment, to be in alignment and reflective of established and emerging institutional and instructional effectiveness processes and procedures. The instructional program review process was recently outlined and is currently emerging.

Instructional Program Review

Instructional program review at WWCC is the structured mechanism through which the college evaluates the effectiveness, quality, and strategic positioning of its degrees and certificates. Conducted on a five-year cycle, the process requires active participation from faculty and is supported by leadership from deans and the VPI to ensure consistency, rigor, and follow-through.

Program Review Objectives

Each comprehensive review is designed to:

- Conduct a documented, periodic self-study of program performance
- Demonstrate areas of strength and sustained effectiveness
- Identify opportunities for improvement and innovation
- Maintain and enhance the quality, scope, and relevance of instruction

A published five-year schedule ensures systematic coverage of all programs (see [exhibit P](#) and [exhibit Q](#)). Programs complete a comprehensive program review that examines:

- General program information
- Enrollment trends

- Student achievement metrics
- PLOs
- Leading indicators of student success
- Equity and access gaps
- External partnerships and/or industry alignment
- Planned actions for continuous improvement
- Reflection on the review process itself

This process aligns with NWCCU Standard 1.B.1 and reflects WWCC's commitment to systematic evaluation and evidence-informed planning in instruction. As the assessment of student learning becomes fully embedded across programs, program review serves as the integrative venue where learning evidence, enrollment trends, equity data, and resource considerations are examined together to guide long-term program effectiveness and continuous improvement.

Assessment of Student Learning

While program review provides periodic, comprehensive self-study, course-embedded assessment generates more frequent, direct evidence of student learning that informs annual planning, short-term instructional refinement, and long-term program effectiveness.

WWCC is committed to strengthening the infrastructure and culture of ongoing learning outcomes assessment. In 2025, the college made a deliberate decision to reset assessment in a faculty-centered progression, prioritizing curriculum alignment and shared assessment practices before expanding digital reporting (see part IV). That recalibration positions outcomes assessment as a routine element of instructional practice and program stewardship rather than a parallel or episodic compliance activity.

Over the next 18–24 months, key priorities include:

- Completing full implementation of course-embedded assessment in Insights
- Institutionalizing evidence-informed planning processes
- Reinforcing faculty engagement and leadership in all aspects of assessment

These priorities extend systems that are already operational in pilot form and position them for scaling institution-wide.

Priorities for 2026–2027 and Beyond

Complete Full Implementation of Course-Embedded Assessment

WWCC will complete the phased rollout of Insights by the end of AY 2026-2027, ensuring that all eligible instructional programs are participating in the assessment cycle (see [exhibit G](#)).

Benchmarks include:

- Completion of alignment maps, rubrics, and digital assessment plans in remaining programs
- Collection of direct evidence of student learning across all programs
- Routine faculty use of dashboard data for instructional reflection and course-level improvement
- Emerging aggregation of outcomes data to support program-level analysis
- Collaborative use of institutional-level data to support planning, evaluation, and continuous improvement of college systems

Strengthen Use of Assessment in Program Review and Planning

As WWCC's learning outcomes assessment system matures, the college will deepen the connection between course-embedded evidence, annual planning ([STEPS](#)) and five-year program review cycles. These structures will serve as key mechanisms for transforming assessment evidence into action.

Beginning in fall 2026, all instructional programs will:

- Review outcomes assessment results each September during fall in-service (see [exhibit R](#))
- Identify priorities for instructional or curricular improvement, with support from deans and the CTL
- Translate findings into planning requests, including resource, curricular, or faculty development needs
- Document reflections and actions for inclusion in comprehensive program review materials
- Collaborate with deans and CTL to monitor the impact of implemented changes in subsequent review cycles

These fall planning conversations will provide the foundation for deans to establish STEPS goals. Resource needs emerging from assessment will be routed through existing budget request processes via the deans or VPI. Not all improvements identified through assessment of student learning will require new resources, however, all programs will participate in evidence-informed reflection, action, and co-planning in alignment with NWCCU Standards 1.C.5, 1.C.6, and 1.C.7.

This systematic approach reinforces the Reflect, Act, and Plan phases of the continuous improvement cycle and affirms that assessment is not an endpoint, but a catalyst for instructional refinement and strategic decision-making.

Maintain Focused Faculty Development

Faculty development remains central to WWCC’s strategy, with a focus on building capacity, ensuring implementation fidelity, and sustaining engagement in a culture of assessment. The COAR Ascent program—an asynchronous, stipend-supported Canvas course—serves as the structured experience through which faculty develop curriculum alignment, rubric design, and assessment planning skills (see table 15).

Two COAR Ascent cohorts are on track to graduate in spring 2026 (see part IV for more detail). Future milestones include:

- Additional cohorts in fall 2026 and winter 2027
- continued in-service workshops focused on using learning data for reflection and instructional improvement
- Expanded engagement of program-level faculty teams to normalize shared responsibility for outcomes-based improvement

Table 15: Scaling COAR Ascent

COAR Ascent: Scaling Faculty-Led Assessment Capacity
<ul style="list-style-type: none">• Two-phase, asynchronous faculty development sequence• Alignment mapping → rubric design → assessment planning → Insights configuration• 54 faculty representing 62 degree and certificate programs participating in AY 2025–26• Standard professional development pathway for all new faculty beginning 2026

Establish and Sustain Governance Structures

The college is developing the structure and charter of a Committee on Learning Outcomes Assessment, with executive sponsorship and standing membership from the FAC. This structure will ensure faculty representation and participation, and the alignment of outcomes assessment with institutional planning structures.

Monitor and Adjust System Performance

As implementation reaches full scale, WWCC will regularly evaluate its effectiveness to ensure alignment with instructional needs and strategic goals. The CTL, in collaboration with the VPI, deans, and program chairs, will:

- Track program participation and data integrity in Insights
- Monitor usage trends and identify additional training needs

- Collect structured faculty feedback through COAR Ascent evaluations and in-service reflections
- Review data dashboards for consistency and completeness

Findings from ongoing review will guide adjustments to professional development, platform support, and assessment timelines to ensure the system remains usable, faculty-driven, and aligned with NWCCU expectations.

Conclusion

WWCC's learning outcomes assessment system reflects a deliberate evolution from earlier approaches toward a framework that prioritizes faculty leadership, practical tools, and usable evidence. As implementation continues, the college is focused on consistent participation across programs and ensuring that assessment data directly inform instructional and planning decisions. The integration of course-level evidence with annual planning, program review, and institutional governance strengthens WWCC's capacity to evaluate and improve student learning in systematic, transparent, and sustainable ways.

Part VI: Addendum

Recommendation 1: Fall 2022 Evaluation of Institutional Effectiveness; Continue to develop an ongoing and systematic evaluation and inclusive planning process to inform and refine its effectiveness, assign resources, and improve student learning and achievement. ([2020 Standard\(s\) 1.B.1;1.B.2;1.B.3](#))

***1.B.1** The institution demonstrates a continuous process to assess institutional effectiveness, including student learning and achievement and support services. The institution uses an ongoing and systematic evaluation and planning process to inform and refine its effectiveness, assign resources, and improve student learning and achievement.*

***1.B.2** The institution sets and articulates meaningful goals, objectives, and indicators of its goals to define mission fulfillment and to improve its effectiveness in the context of and in comparison with regional and national peer institutions.*

***1.B.3** The institution provides evidence that its planning process is inclusive and offers opportunities for comment by appropriate constituencies, allocates necessary resources, and leads to improvement of institutional effectiveness.*

WWCC defines institutional effectiveness as:

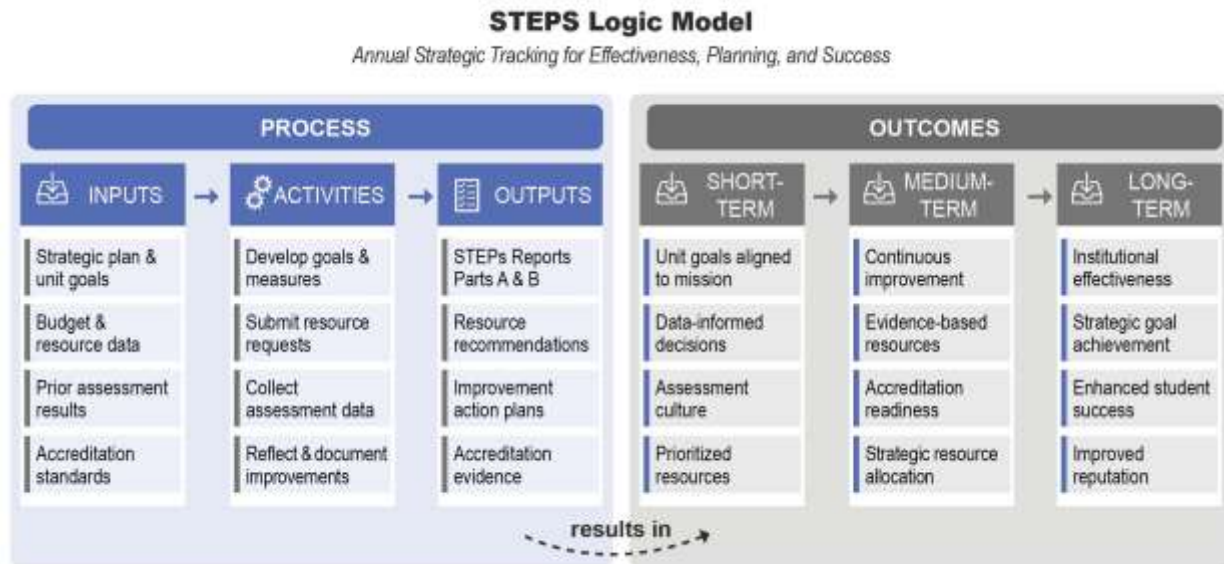
The demonstrated ability to accomplish what the college promises to students and the communities it serves through continuous assessment, systematic planning, responsible resource allocation, stakeholder engagement, and ongoing monitoring of internal and external conditions.

Over the past three years, WWCC has significantly strengthened its capacity through the development, implementation, and refinement of the [STEPS](#) process.

What began as a pilot initiative has now matured into a comprehensive, institution-wide framework that [integrates evaluation, planning, and budgeting](#). The STEPS process has become a central mechanism through which the college demonstrates mission fulfillment and continuous improvement.

Figure 2 presents the STEPS logic model, which maps the relationship between process inputs, including unit goals, prior assessment results, budget data, and strategic plans, and the outcomes that result from systematic evaluation and planning. Over the short term, STEPS produces unit goals aligned to mission, data-informed decisions, and prioritized resources; over the medium and long term, these efforts contribute to continuous improvement, evidence-based resource allocation, strategic goal achievement, and enhanced student success.

Figure 2: STEPS logic model



STEPS operates within WWCC’s broader institutional effectiveness framework, a continuous improvement cycle that connects mission and vision to institutional plans through five iterative phases: Plan, Act, Measure, Reflect, and Respond (figures 3 and 4). This cycle shares the same underlying logic as the GRAPL model described earlier in this report. Both represent a single continuous improvement process expressed through different institutional lenses: GRAPL centers faculty engagement in learning outcomes assessment, while the institutional effectiveness (IE) cycle situates that work within college-wide planning and operations.

Figure 4 operationalizes this IE framework by specifying the activities, artifacts, and documentation associated with each phase across instructional and non-instructional units. Within this structure, STEPS functions as the integrating mechanism that translates evaluation into prioritized action, aligns unit goals with strategic objectives, and links evidence directly to resource allocation and institutional decision-making.

Figure 3: Institutional effectiveness process

Institutional Effectiveness Process

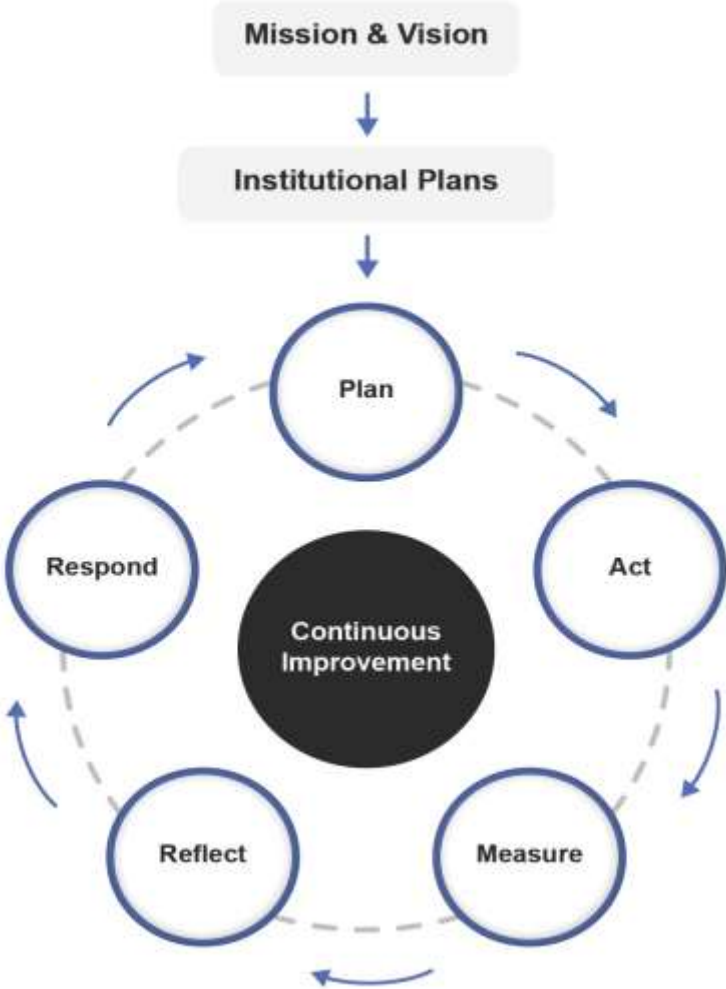
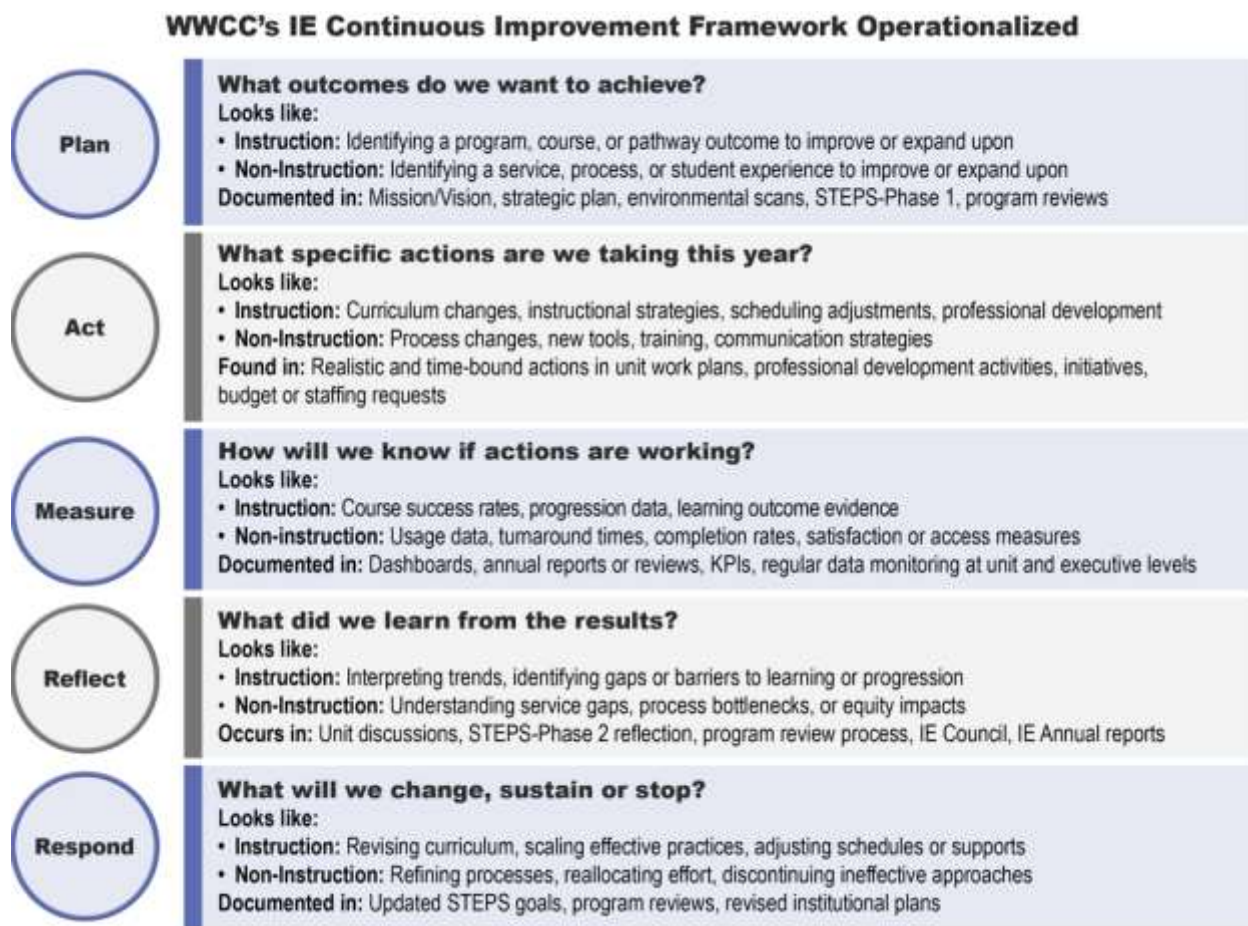


Figure 4: IE Continuous improvement framework



Institutional Engagement and Capacity Building

The 2024-2025 AY marked a major milestone in STEPS participation, with broad engagement across instructional and non-instructional units. Participation expanded further in the 2025-2026 cycle, with 40 reporting areas actively engaged in systematic evaluation and planning.

This level of engagement reflects a significant cultural shift toward evidence-based decision-making. Units are now setting [specific, measurable goals](#) aligned with strategic priorities. For example:

- WWCC Foundation:
 - Goal to award \$1.7 million in student and program support
 - Goal to raise \$1.2 million in fundraising revenue
- Continuing & Community Education:
 - Goal to increase participation by 10% across all program offerings

These commitments demonstrate that units are not only aligning their work with institutional priorities but also establishing clear accountability measures for institutional effectiveness.

Enhanced Integration of Planning and Budgeting

WWCC has strengthened the connection between evaluation, planning, and resource allocation by embedding STEPS into the annual budget development process. Workshops in the 2024-2025 AY helped reporting staff to align goals and measurable outcomes to budget requests. Budget Council used a funding prioritization framework aligned with STEPS standards to prioritize funding (see [exhibit S](#)). Units now justify resource requests through evidence-based planning, ensuring that budget decisions support institutional priorities and student success.

Examples of this integration include:

- Outreach and Recruitment:
 - Set measurable enrollment targets (e.g., Try-a-Trade +17%, Destination Bachelor's Degree +17%, Winter Info Night +50%)
 - Coordinated budget requests to support expanded marketing and outreach efforts
- TRIO Student Support Services:
 - Used disaggregated retention and graduation data to identify service gaps
 - Justified targeted staffing requests to support high-need student populations

This alignment ensures that resource allocation is transparent, strategic, and tied directly to institutional effectiveness.

Data-Informed Decision Making

The STEPS process has strengthened WWCC's use of data to guide planning and improvement. Units increasingly rely on institutional research resources, such as disaggregated student data, to identify areas for improvement and measure progress toward goals.

Recent examples include:

- Institutional Research & Effectiveness (IRE):
 - Established clear deliverable timelines for new dashboards:
 - Instructional cost analysis (January 2026)
 - Instructional KPIs (March 2026)
 - Matriculation yield (April 2026)
- Academic Success Center:
 - Partnered with IRE to implement modernized data collection and analysis tools for tutoring services

These efforts demonstrate a maturing culture of evidence and a growing institutional capacity to use data for continuous improvement.

Continuous Quality Improvements to STEPS

WWCC has refined the STEPS process each year based on feedback from participating units and the Annual Review Committee. Improvements include:

- Streamlining reporting standards from seven to four to reduce burden while maintaining rigor
- Aligning timelines more closely with the budget cycle
- Increasing emphasis on measurable outcomes and evidence of impact

These refinements have strengthened the quality and consistency of unit-level planning.

Examples of how STEPS is driving meaningful improvements across the institution include:

- Arts & Sciences:
 - Implementing a phased approach to develop two-year class schedules that improve equitable access and support degree completion
- Student Services:
 - Launching targeted college readiness initiatives for priority student groups, with measurable outcomes tracking
- Disability Support Services:
 - Offering skill-based workshops with pre- and post-assessments to measure changes in student confidence and success

Strategic Alignment and Operational Integration

WWCC has demonstrated significant progress in aligning unit-level planning with institutional strategic goals. Through STEPS, units clearly articulate how their work contributes to strategic priorities, providing evidence of the college's ability to translate mission into measurable outcomes.

This alignment has strengthened institutional effectiveness by:

- Connecting college leadership, governance bodies, and operational units around shared goals
- Ensuring that evidence informs both day-to-day operations and long-term planning

Building on Success

After three years of implementation, STEPS has established a sustainable, inclusive, and systematic process for evaluation and planning. The college has strengthened connections between planning and resource allocation and demonstrated measurable progress in student success and institutional performance.

As instructional assessment capacity continues to grow, WWCC will integrate course-, program-, and institution-level learning outcomes assessment into STEPS reporting for instructional areas. This integration will further strengthen the role of assessment in planning and resource allocation, ensuring that student learning remains central to institutional effectiveness.

Institutional Effectiveness Council Leadership

The IEC is emerging as a centralized steward of institutional effectiveness. Building on its expertise in mission fulfillment, data analysis, and planning, the IEC is positioned to provide systematic oversight and coordinated review of institutional performance.

During the AY 2025–2026, the IEC will:

- Regularly review student success metrics and KPIs
- Provide analysis and interpretation of institutional performance
- Ensure student learning and achievement results inform decision making and the allocation of resources through instructional deans' STEPS reports. Make recommendations for interventions through the governance system
- Produce an annual Institutional Effectiveness Report (first release: spring/summer 2026)

The report will evaluate progress across planning intentions, outcomes, improvements achieved, and areas requiring continued attention. This structure strengthens the connection between strategic planning, operational effectiveness, and student success.

Recommendation 2: Develop and implement a systematic learning outcomes assessment process that involves regular and comprehensive evaluation of identified program learning outcomes and institutional learning outcomes. (NWCCU Standards 1.C.5; 1.C.6)

1.C.5: The institution engages in an effective system of assessment to evaluate the quality of learning in its programs. The institution recognizes the central role of faculty to establish curricula, assess student learning, and improve instructional programs.

1.C.6: Consistent with its mission, the institution establishes and assesses, across all associate and bachelor level programs or within a General Education curriculum, institutional learning outcomes and/or core competencies. Examples of such learning outcomes and competencies include, but are not limited to, effective communication skills, global awareness, cultural sensitivity, scientific and quantitative reasoning, critical analysis and logical thinking, problem solving, and/or information literacy.

Institutional Response and System Design

WWCC has implemented a faculty-led, course-embedded assessment framework designed for sustainability, scalability, and program-level relevance. The system, supported by the Insights platform, establishes regular, course-embedded evaluation of PLOs and ILOs.

The system is grounded in four core principles:

- Direct assessment of student learning at the course level through course-embedded assignments
- Aligned CLOs, PLOs, and ILOs demonstrate how achievement at the course level contributes to broader program and institutional goals
- Structured faculty reflection and documented action
- Integration of assessment data into annual planning, program review, and program improvement, in alignment with Standards 1.C.5 and 1.C.6

This builds upon lessons learned from prior systems which provided scaffolding but lacked sustained engagement and systematization (see table 16).

Table 16: From aspiration to action: evolution of assessment at WWCC

2016-2021 | CwOLA

Purpose: Institutional outcomes mapping

Challenges: Limited scalability; minimal actionable data, uneven faculty engagement

Influence: Demonstrated need for clearer alignment with planning and a more sustainable data collection system

2023–2025 | COAR

Purpose: Course-embedded assessment

Challenges: Focused on individual faculty instead of programmatic teams

Influence: Emphasis on data usability and improvement planning

2025–Present | COAR Ascent + Insights

Purpose: Milestone-based course-embedded assessment; programmatic digital platform implementation

Challenges: Requires time and support for implementation fidelity

Influence: Standardizes assessment-readiness, links PD to assessment cycle, streamlines evidence collection

Evidence of Systematic Implementation

Program Learning Outcomes

The CTL, in collaboration with the OAR, is leading a college-wide review to ensure that all academic programs have clear, measurable published PLOs. New or revised PLOs are submitted to CC for approval and publication in the 2026-2027 catalog. Curriculum alignment is now a required step in the assessment process.

Institutional Learning Outcomes

WWCC maintains four ILOs: Critical Thinking, Communication, Community Engagement, and Digital & Technical Literacy. These were collaboratively developed and scheduled for 10-year review in AY 2028–2029.

Currently:

- Course, program, and institutional outcomes are vertically mapped in 23% of programs, with additional alignments underway
- One ILO is selected annually as a college-wide focus for reflection during in-service (e.g., Communication in AY 2025–2026)
- Student exposure and competency are monitored via outcome-tagged assignments in Insights

As Insights implementation progresses, ILO evaluation will occur through aggregated course-level evidence aligned via curriculum maps.

Milestone-Based Embedded Assessment Rollout

To ensure consistent implementation of embedded assessment practice, WWCC adopted a phased cohort model that sequences faculty development, curriculum alignment, and digital configuration.

Instructional units progress through the following milestones:

- Completion of COAR Ascent Phase I (outcomes clarity and alignment)
- Completion of COAR Ascent Phase II (rubrics, data interpretation)
- Submission of CAMs
- Development of outcome-tagged digital rubrics
- Configuration and launch of Insights assessment plans
- Participation in annual assessment reflection and five-year program review cycles

This staged model ensures assessment-readiness precedes digital reporting.

Faculty Development via COAR Ascent

COAR Ascent is WWCC's structured professional development pathway supporting assessment implementation. Launched in summer 2025, the asynchronous Canvas-based course is facilitated by the CTL. It prepares faculty to:

- Align course outcomes to program and institutional outcomes
- Develop outcome-tagged rubrics
- Configure and interpret assessment data in Insights
- Document instructional adjustments based on findings

Artifacts created in COAR Ascent populate CAMs and digital rubrics within Insights. As of winter 2026:

- Fifty-four faculty have completed or are currently enrolled in the asynchronous training program
- Participants are affiliated with 62 degrees and certificates and represent 72% of instructional programs covering all WWCC areas (excluding Corrections)
- As a result of COAR Ascent, alignment mapping is complete in nearly 25% of programs (up from 0 at the start of the 2025-2026 AY)

Beginning in fall 2026, COAR Ascent will become part of the standard onboarding pathway for new permanent and part-time faculty, serving as a theoretical model for outcomes-based instruction as well as a practical orientation to Insights.

Chart 3 - Faculty progress through Insights implementation milestones

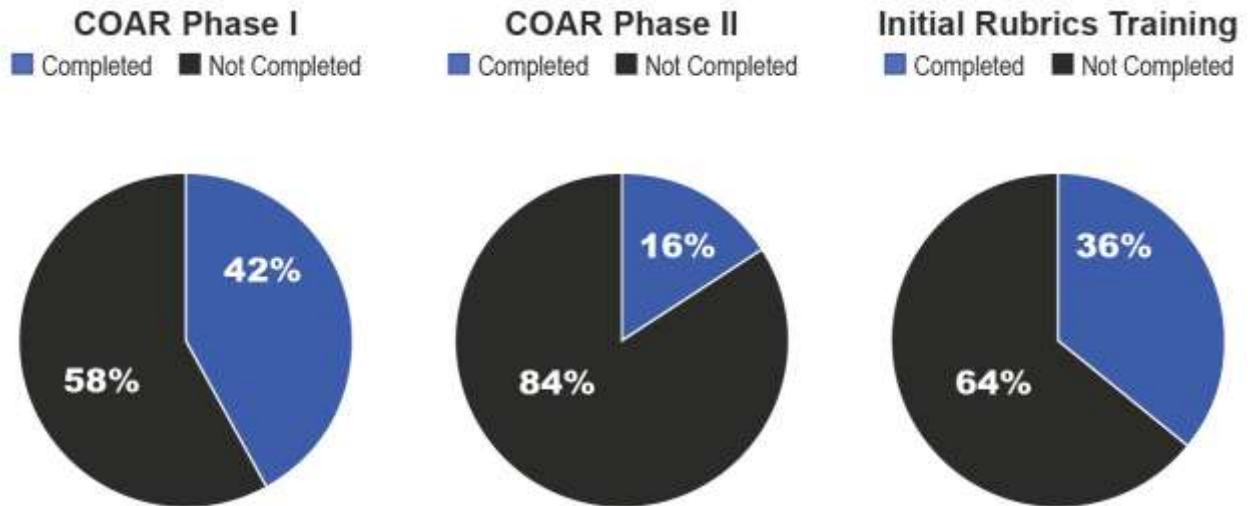


Chart 3 summarizes faculty completion of foundational milestones in WWCC’s course-embedded assessment rollout, including COAR Ascent Phase I and Phase II and digital rubric training. The data demonstrate the college’s intentional, staged implementation strategy that emphasizes faculty preparation as a prerequisite for sustained use of Insights.

Evidence of Institutional Commitment

Roles and Responsibilities

WWCC is committed to building and sustaining a systematic, college-wide approach to assessing SLOs and using results for continuous improvement. Responsibility for learning outcomes assessment is distributed across faculty, deans, and administrative leadership in compliance with Standards 1.C.5 and 1.C.6. Roles and expectations vary slightly in Corrections Education (see table 17).

Table 17: Roles and responsibilities in assessment

Roles and Responsibilities in Assessment

Faculty

- Define program and course-level learning outcomes
 - Align course content and assessments with stated outcomes
 - Conduct course-embedded assessments and contribute to program-level evaluation
 - Use assessment results to make instructional and curricular improvements
 - Participate in Insights training and ensure learning outcomes remain current and accurate in the catalog
-

Faculty Assessment Coordinator (FAC)

- Provides faculty leadership for institution-wide learning outcomes assessment
 - Coordinates alignment of course-, program-, and institutional-level assessment practices
 - Supports faculty assessment work through training, consultation, and accreditation-related guidance
 - Collaborates with the CTL, VPI, and ALO to support assessment, program review, and continuous improvement processes
 - Support faculty adoption and effective use of Insights to ensure consistency and usability across programs
-

Chairs

- Facilitate faculty collaboration in assessment planning and review
 - Coordinate the development and updating of curriculum alignment maps and program outcomes
 - Ensure timely submission of program-level assessment data
-

Deans

- Ensure all programs in their area participate in required assessment activities
 - Monitor institutional timelines and support faculty in meeting assessment expectations
 - Use assessment results to inform program improvement and report progress to the VPI
 - Oversee sustained program-level use of Insights; ensure curriculum maps, outcomes, and assessment plans remain current; supervise staff responsible for maintaining data quality and producing reports to support instructional planning and program review
-

Center for Teaching and Learning (CTL)

- Provide leadership, training, and coordination in support of college-wide assessment processes
 - Maintain institutional systems and timelines for outcomes assessment
 - Lead the development and implementation of tools (e.g., Insights) to support data collection and use
 - Facilitate professional development and support continuous improvement efforts
 - Manage technical configuration, user access, and platform support for Insights
-

Vice President of Instruction (VPI)

- Oversees institutional alignment of assessment with strategic planning
 - Supports the integration of assessment data into academic review cycles (STEPS, program review)
 - Ensures compliance with accreditation standards related to learning outcomes assessment
 - Evaluate implementation and impact of course-embedded assessment and Insights as part of the institution's broader instructional quality strategy
-

External Consultation and System Refinement

To support this work, during AY 2025–2026, WWCC engaged external consultants to review sequencing, alignment, and integration of assessment with planning processes. Feedback reinforced the shift toward faculty-led, course-embedded assessment and informed adjustments to the implementation timeline and technical rollout of Insights. Importantly, this consultation complemented, rather than replaced, faculty leadership and institutional ownership of assessment design and practice.

Summary of Progress

Building on the Fall 2024 Ad Hoc Report, WWCC has:

- Established a faculty-led assessment model
- Implemented milestone-based faculty development
- Completed alignment mapping in a quarter of degrees and certificates
- Begun integrating course-level assessment within a digital aggregation platform
- Connected assessment to annual planning and five-year program review

Implementation will continue through AY 2026–2027 until all instructional programs participate in the embedded assessment cycle, completing the development of a systematic, faculty-led process for the regular and comprehensive evaluation of program and ILOs as required by Standards 1.C.5 and 1.C.6.

Recommendation 3: Utilize the results of learning outcomes assessments for continuous improvement, and to inform academic and learning support planning and practices. (NWCCU Standard 1.C.7)

1.C.7: The institution uses the results of its assessment efforts to inform academic and learning support planning and practices to continuously improve student learning outcomes.

Institutional Response

At the time of the 2022 EIE visit, WWCC lacked a consistent, documented process for using learning outcomes assessment results to inform planning, resource allocation, and instructional refinement. Since that time, the college has built structures to connect assessment findings directly to faculty co-planning, comprehensive program review, and budget processes.

The current system operates through three reinforcing structures:

- Required annual faculty reflection on SLOs,
- Structured convenings that facilitate program-level co-planning with area deans, and
- Integration of assessment findings into STEPS goals, program review, and resource allocation processes, as appropriate.

Together, these establish an annual cycle in which learning outcomes results are reviewed, discussed collaboratively, and utilized to inform instructional refinement and institutional planning decisions.

Fall convenings, including fall conference and planning days, are the primary engine for this annual cycle. During these gatherings, faculty bring documented course-level reflections or Insights dashboard analyses to program-level discussions with chairs and area deans. Faculty identify instructional implications, note potential program-level adjustments, and point to resource considerations. Area deans facilitate these conversations and submit summaries of identified themes, actions, and resource needs to the VPI for integration into institutional planning and budgeting.

As phased implementation of course-embedded assessment and Insights continues, these processes are becoming increasingly data-rich and systematic, enriching alignment with Standard 1.C.7 (see [exhibit G](#)).

From Assessment to Planning: Evidence from AY 2025-2026

The framework described above is designed to move from individual faculty reflection to collaborative planning and, when warranted, administrative action. The sections that follow demonstrate how this annual assessment-to-planning cycle operated during AY 2025–26 and

provide evidence of instructional adjustments and resource decisions emerging from the process.

Annual Faculty Reflection

In AY 2025–26, all full-time faculty completed a required Faculty Reflection on Student Learning prior to or during Fall Planning Day (see [exhibit T](#)). This structured reflection form invites faculty to:

- Analyze course-level learning evidence,
- Identify performance gaps and strengths,
- Consider program-level implications of learning outcomes results,
- Propose instructional adjustments, and
- Identify potential resource needs.

Modeled on both the GRAPL framework and the structure of the Insights platform, the reflection form serves as a transition from individual course-level analysis to systematic assessment. Moving forward, program faculty not yet fully operating in Insights will complete this reflection once annually as part of fall planning activities until their teams begin collecting learning outcomes data in the digital platform. Programs using Insights conduct the same annual reflection using aggregated dashboard data and embedded digital reflections.

To formalize the connection between assessment evidence and planning amid the transition to Insights, the reflection form enjoins faculty to indicate whether proposed adjustments extend beyond their own course and whether financial resources may be necessary to support improvement (see [exhibit U](#) and [exhibit V](#)). An excerpt from the “Act” section appears below (table 18).

Table 18: Faculty reflection on student learning form: “Act” (excerpt)

<p>Section 3: Act</p> <p>This section invites you to think about what you would do differently or continue doing next time you teach this course, based on what you learned.</p> <p>14. What might you change next time you teach this course? Select all that apply or add your own.</p> <ul style="list-style-type: none"><input type="checkbox"/> Revise assignment instructions<input type="checkbox"/> Use more real-world examples<input type="checkbox"/> Incorporate more active learning or group work<input type="checkbox"/> Provide earlier or more detailed feedback<input type="checkbox"/> Adjust grading or rubrics<input type="checkbox"/> Change the type of assessment (e.g., project instead of test)<input type="checkbox"/> Allocate more time to key concepts<input type="checkbox"/> Nothing, the current approach worked well<input type="checkbox"/> Other (please describe): <p>15. Is there anything this reflection makes you want to improve beyond your own course? Required: Select all that apply or add your own.</p> <ul style="list-style-type: none"><input type="checkbox"/> Making changes across shared courses or with colleagues<input type="checkbox"/> Helping your program focus more on key learning outcomes<input type="checkbox"/> Strengthening how we teach or assess institutional skills like Communication<input type="checkbox"/> Encouraging more consistency in how outcomes are assessed<input type="checkbox"/> Bringing reflections like this into program or department meetings<input type="checkbox"/> Reviewing or revising Program Learning Outcomes<input type="checkbox"/> Improving alignment between course and program outcomes<input type="checkbox"/> I'm not sure yet<input type="checkbox"/> Other (please describe): <p>16. Will you need any financial resources to support any of the changes you are considering? Optional: If yes, briefly describe the type of support you may need.</p> <ul style="list-style-type: none"><input type="checkbox"/> Yes<input type="checkbox"/> No<input type="checkbox"/> Not Sure

Fall Convenings: Planning for Learning Improvement

During the required fall in-service, faculty members and academic leaders translate individual reflection into program-level action and institutional planning. With the support of chairs, area deans, and the VPI, the documented reflections or Insights dashboard analyses described above

structure discussions around effective practice, instructional adjustments, and associated resource needs.

The workflow below illustrates how assessment results generated either through transitional reflection tools (e.g. Faculty Reflection on Student Learning) or embedded assessment (Insights) move from faculty observation to documented co-planning and institutional resource alignment in accordance with Standard 1.C.7 (table 19).

Table 19: Annual assessment-to-planning workflow

Annual Processes	Programs Bridging to Insights	Programs Using Insights	Administrative Follow-Through
Review Student Learning Evidence	Faculty complete the Faculty Reflection on Student Learning form using course-level evidence.	Faculty review course and aggregated program dashboards in Insights.	
Interpret Results	Faculty identify strengths, performance gaps, and potential instructional adjustments within the reflection form.	Faculty analyze disaggregated dashboard results and complete embedded digital reflections within Insights.	
Co-Plan	Faculty teams bring documented reflections to Fall Conference or scheduled Planning Day sessions to discuss program-level implications.	Faculty teams review aggregated dashboard data during Planning Days to identify trends and shared priorities.	Area deans facilitate discussions and identify themes.
Identify Resource Implications	Faculty note equipment, professional development, staffing, or instructional design needs within the reflection form and Planning Day discussions.	Faculty identify instructional and resource needs informed by aggregated learning outcomes data.	Deans document proposed actions and submit area summaries, including resource implications, to the VPI.
Integrate into College Planning	Agreed-upon adjustments inform STEPS goals and, when applicable, comprehensive program review documentation.	Dashboard data feeds directly into STEPS, program review cycles, and documented improvement plans, as needed.	VPI reviews area summaries and aligns assessment-informed priorities with budgeting and institutional planning processes.

Particularly during the comprehensive program review cycle, assessment findings may be reviewed alongside enrollment trends, completion data, workforce demand, and budget considerations to ensure that planning decisions are informed by multiple measures of program performance. Learning outcomes assessment remains a distinct and recurring input within that broader evaluation process.

The mandatory fall planning day series took place December 11-12, 2025. A subsequent convening is scheduled for March 20, 2026. These sessions operationalize the college’s expectation that assessment results inform instructional refinement and planning conversations annually.

Table 20: Planning days

Convening Date	Primary Planning Focus (Faculty, Deans, VPI)	Assessment Implementation Support (CTL/FAC)
September 15-19, 2025	Fall conference	Course-embedded assessment overview and roadmap
December 11-12, 2025	Using learning outcomes results for co-planning	Embedded assessment breakout sessions
March 20, 2026	Mid-year review of learning evidence, refinement of instructional adjustments	Embedded assessment breakout sessions
September 21-25, 2026	Fall conference, prior year STEPS progress, begin comprehensive program review cycle for relevant programs	Assessment system onboarding for new faculty, next COAR Ascent kickoff
December 17-18, 2026	Using learning outcomes results for co-planning	Embedded assessment breakout sessions
January 4, 2027	TBD	TBD
March 30, 2027	Mid-year review of learning evidence, refinement of instructional adjustments	Final COAR Ascent cohort kickoff, last wave of embedded assessment breakout sessions

This use of evidence to inform action, reflection, and planning for learning improvement is evident in summaries submitted to the VPI by area deans following the fall Planning Day series (see [exhibit W](#)). These summaries enumerate instructional strategies or adaptations, identify resource needs, and provide administrative documentation of the college’s alignment with Standard 1.C.7.

Below, find representative examples illustrating the range of instructional and resource needs emerging from fall 2025 planning days across areas. These are illustrative rather than exhaustive and demonstrate both no-cost instructional strategies and discreet budget-informed improvements linked directly to student learning evidence.

Table 21. Examples of assessment-informed actions identified during fall 2025 planning

Area	Example No-Cost Instructional Refinements	Example Budget-Linked Resource Requests
Arts & Sciences	Identify translanguaging resources to ensure multilingual students can confidently interpret and describe graphical or tabular data in English.	One-off purchase request: <ul style="list-style-type: none"> • Updated 3D molecular model kits (Chemistry) • Printing/graphic support for student projects (Psychology) • Software for biological simulations and process motion (Biology)
Corrections Education	Employ targeted active learning practices to narrow achievement gaps across Corrections and non-Corrections offerings of shared curricula.	Purchase request: <ul style="list-style-type: none"> • Bluetooth diagnostic tools and tablets (HVACR)
Nursing & Allied Health	Use a new clinical grading packet to provide more clarity to students and instructors in competency-based clinicals, measure impact.	One-off purchase request: <ul style="list-style-type: none"> • Updated simulation technology (SimCapture AV systems) • Renovation of simulation spaces • Replacement of aging high-fidelity simulators Ongoing purchase request: <ul style="list-style-type: none"> • Compensated simulation leadership to support competency-based mastery
Workforce Education	Access CTL resources to address outcomes equity among students enrolled in the same workforce programs at different sites (Walla Walla, Clarkston, Coyote Ridge, and/or Washington State Penitentiary)	Ongoing purchase request: <ul style="list-style-type: none"> • Lunch Box Sessions software (Diesel, John Deere)

In several cases, assessment-informed equipment and instructional infrastructure requests identified during fall 2025 planning days were aligned with Perkins funding priorities and incorporated into approved FY 2026 allocations. These purchases provide concrete evidence that documented student learning needs can translate into funded instructional improvements through established budget processes.

Integration of Assessment Findings: Programmatic Assessment and STEPS

The full program assessment reports presented in part IV demonstrate that faculty are systematically analyzing SLOs and documenting instructional responses at the program level. For example, both the EV and WT assessments illustrate how faculty reviewed aggregated PLO data, identified performance strengths and gaps, and proposed targeted instructional and/or resource adjustments. In winter 2026, the EV faculty examined performance data related to one

outcome and developed mentorship strategies to address identified gaps (see [exhibit H](#)). Similarly, WT faculty used outcomes evidence to add formative assessments and make minor equipment updates to ensure all students are correctly applying specific welding process techniques (see [exhibit I](#)).

In Arts & Sciences, where institutional program outcomes (ILOs) serve as PLOs for academic transfer degrees, Social Sciences faculty reviewed course-level evidence aligned to the Communication ILO (see [exhibit X](#)). While overall mastery rates ranged from 70–90%, structured reflection identified systemic hurdles affecting student performance. Faculty requested additional collaborative time and instructional design support to strengthen scaffolding and alignment across courses. During fall planning conversations, faculty also named specific professional development priorities supportive of these goals, demonstrating that ILO assessment results are shaping instructional practice at scale.

In addition to the instructional and resource actions described above, instructional area deans in Workforce Education, Nursing & Allied Health, and Corrections Education translated cross-program themes from fall 2025 assessment discussions into formal STEPS goals for AY 2026–2027. At this stage of embedded assessment implementation, several of these goals focus on strengthening participation and structuring planning days to support evidence-driven decision-making. This reflects the current phase of system development as programs complete curriculum alignment mapping, expand Insights participation, and formalize annual reflection cycles. While these STEPS goals prioritize implementation fidelity, they establish the conditions necessary for deeper instructional redesign and resource allocation in subsequent cycles. As longitudinal data accumulate and participation reaches full scale across WWCC areas, STEPS priorities will shift from implementation stabilization toward targeted curricular refinement, student-support interventions, and budget decisions explicitly grounded in documented student learning needs.

Ongoing Implementation and Next Steps

Over the next 12 months, WWCC will:

- Continue standardizing assessment-informed planning conversations
- Create more intentional opportunities for faculty teams to co-plan not only within programs, but across instructional areas, to identify shared student learning challenges and coordinate improvement efforts
- Expand program participation in embedded assessment through Insights (an estimated 26% of instructional programs will be equipped with at least one quarter of data in Insights by the end of fall 2026)
- Strengthen integration of assessment findings into STEPS and program review through a predictable, calendar-driven annual reflection cycle
- Provide targeted CTL and dean support for interpretation of learning data

The college has established documented structures through which learning outcomes assessment results inform instructional refinement, co-planning conversations, and resource decisions. Evidence from faculty reflections, area summaries, learning outcomes-informed

instructional adjustments, and Perkins-funded purchases demonstrate institutional maturation. Together these efforts illustrate that the college is utilizing the results of its learning outcomes assessments to inform academic planning and learning-support practices in direct alignment with Standard 1.C.7.

Recommendation 4: Fall 2022 Evaluation of Institutional Effectiveness; Widely publish and use disaggregated indicators of student achievement to identify and mitigate gaps in achievement and equity through planning, decision making, and allocation of resources. (NWCCU Standard(s) 1.D.3;1.D.4)

1.D.3 The institution's disaggregated indicators of student achievement should be widely published and available on the institution's website. Such disaggregated indicators should be aligned with meaningful, institutionally identified indicators benchmarked against indicators for peer institutions at the regional and national levels and be used for continuous improvement to inform planning, decision making, and allocation of resources.

1.D.4 The institution's processes and methodologies for collecting and analyzing indicators of student achievement are transparent and are used to inform and implement strategies and allocate resources to mitigate perceived gaps in achievement and equity.

WWCC has made significant progress in strengthening the transparency, accessibility, and use of disaggregated student achievement indicators. This work directly supports NWCCU Standards 1.D.3 and 1.D.4 and reflects the college's commitment to evidence-based planning and continuous improvement.

Strengthening Data Transparency and Public Access

The IEC, led by the director of IRE and the VPPEED, developed comprehensive frameworks for evaluating both the strategic plan and mission fulfillment. These frameworks are now fully integrated into a suite of [public dashboards](#) accessible from the [college's homepage](#). This structure ensures that disaggregated indicators of student achievement are widely available, aligned with institutional priorities, and benchmarked against regional and national peers.

The [strategic plan](#) provides the foundation for this work. The president and ELT, supported by IRE, established clear goals and targets to guide institutional accountability. Despite the challenges of the coronavirus pandemic, the transition to new NWCCU standards, and the implementation of a new ERP system, the college has emerged with stronger data and information systems and a renewed commitment to transparency.

Mission Fulfillment Framework

The IEC's development of a new mission fulfillment framework represents a major institutional milestone. Moving beyond the pre-2020 Core Themes, the council centered mission fulfillment on the college's core purpose: student achievement and success. The framework organizes KPIs into two areas aligned with Strategic Plan Priority 1:

- Objective A: Promote student access and success
- Objective B: Identify and close equity gaps

KPIs under Objective A are benchmarked against regional and national peers, while indicators under Objective B are disaggregated by race/ethnicity, socioeconomic status, age, sex/gender,

first-generation status, and other relevant variables. All indicators are available via the [Mission Fulfillment Dashboard](#). These indicators are reviewed regularly by the IEC, ELT, and other stakeholders to inform planning, decision-making, and resource allocation.

Using Disaggregated Data to Drive Improvement

WWCC's dashboards provide a stable and customizable platform for identifying equity gaps and planning targeted interventions, standardizing previous ad hoc reporting. Nonetheless, a culture of using disaggregated student data to inform decisions and actions predates these tools, including examples identified in table 22.

Table 22: Examples of disaggregated data usage

TRIO-SSS

Analysis of DFW rates for six gateway courses by first-generation status revealed stark gaps—for example, 53% DFW in Math 141 for first-generation students versus 37% for non-first-generation.

First Year Experience (FYE)

Disaggregated FYE completion data by race/ethnicity revealed that the overall 67.7% persistence rate for historically underserved students of color masked significant variation ($\chi^2=28.2$, $p<.001$), with Hispanic/Latino students exceeding the aggregate (75.4%) while Asian (38.5%) and Black/African American (47.8%) students fell well below.

Mathematics Pathway

Course-level completion data revealed persistent equity gaps for historically underserved students of color, leading to the implementation of a corequisite model.

The college's redesign of the mathematics pathway (last example above) offers a clear model of how WWCC uses disaggregated data to inform strategic action. IRE collaborated with mathematics faculty to analyze course-level completion data, revealing persistent equity gaps for historically underserved students of color (HU SOC) and low-income students. These groups were disproportionately enrolled in the traditional pre-college mathematics sequence, which was not effectively supporting their success.

In response, WWCC implemented a comprehensive redesign of the mathematics curriculum, shifting from a multi-quarter pre-college sequence to an evidence-based corequisite model. This work required significant resource investment, including external grant funding, faculty release time, and professional development. Full implementation began in fall 2021.

Summary Results Demonstrate Impact

The corequisite model has produced substantial and sustained improvements in student achievement. Completion of college-level mathematics within the first year increased dramatically for all students, with especially strong gains for students who previously required pre-college coursework. Equity gaps narrowed significantly, with HU SOC and Hispanic/Latino students showing some of the largest improvements in the state.

The following tables show successful completion of college-level mathematics within students' first year, with dramatic improvements following corequisite model implementation in 2021³:

Table 23: Overall college-level mathematics completion within first year

Year	WWCC	WA State CTC Average	WWCC Advantage
2020 (Pre-Corequisite)	19%	33%	-14 percentage points
2021 (Implementation Year)	32%	33%	-1 percentage points
2022	44%	34%	+10 percentage points
2023	46%	36%	+10 percentage points

The most significant improvement is shown in disaggregated analysis comparing students who took pre-college mathematics versus those who did not. Under the previous sequential model, students requiring pre-college mathematics had substantially lower completion rates. The corequisite model has dramatically improved outcomes for these students, as seen in table 24.

Table 24: First-year college-level mathematics completion by pre-college mathematics

Student Group	2020 (Pre-Corequisite)	2021	2022	2023	Improvement 2020→2023
WWCC Students - who took precollege math	18%	43%	61%	64%	+46 percentage points
All Other WA CTCs - who took precollege math	28%	28%	28%	31%	+3 percentage points
WWCC Students - no precollege math	20%	28%	36%	41%	+21 percentage points
All Other WA CTCs - no precollege math	35%	35%	36%	38%	+3 percentage points

enrollment*Includes students who placed directly into college-level mathematics and those who did not take mathematics courses in their first year.

³ Cohorts based on first-time in college, academic transfer, students new to the college in the indicated fall term. Source: SBCTC First-time Ever in College dashboard.

Equity Impact

The disaggregated data in tables 25 and 26 show particularly strong results for closing equity gaps:

Table 25: Hispanic/Latino student college-level mathematics completion rates

Hispanic/Latino Student Group	2020	2021	2022	2023	Improvement
WWCC Students - who took precollege math	5%	39%	56%	59%	+54 percentage points
All Other WA CTCs - who took precollege math	22%	25%	24%	26%	+4 percentage points
WWCC Students - no precollege math	16%	36%	32%	44%	+28 percentage points
All Other WA CTCs - no precollege math	32%	33%	34%	35%	+3 percentage points

Table 26: White student college-level mathematics completion rates

White Student Group	2020	2021	2022	2023	Improvement
WWCC Students - who took precollege math	22%	47%	73%	71%	+49 percentage points
All Other WA CTCs - who took precollege math	29%	29%	29%	31%	+2 percentage points
WWCC Students - no precollege math	22%	24%	36%	40%	+18 percentage points
All Other WA CTCs - no precollege math	36%	35%	36%	39%	+3 percentage points

These results demonstrate that the corequisite model not only improved overall performance but achieved remarkable equity gains. Hispanic/Latino students who took pre-college mathematics improved from 5% completion in 2020 to 59% in 2023—a 54% improvement that far exceeds improvements at other colleges statewide.

Increased Efficiency

The redesign also improved structural efficiency by reducing the number of required courses and credits, shortening time to completion, and increasing the likelihood that students complete their quantitative skills requirement early in their academic pathway.

This example illustrates the full cycle of data-informed improvement: identifying gaps, implementing evidence-based interventions, allocating resources strategically, and documenting measurable results.

Institutionalizing a Systematic Approach

Building on this success, the IEC is expanding the systematic use of disaggregated data across all institutional functions. During AY 2025–2026, the IEC will:

- Conduct regular reviews of student success metrics and KPIs
- Provide analysis and interpretation of institutional performance
- Recommend targeted interventions through the governance system

- Produce an annual Institutional Effectiveness Report

This work ensures that the analytical approach demonstrated in the mathematics redesign becomes embedded across the institution rather than limited to individual departments.

Continuing Progress

WWCC will continue to strengthen its data infrastructure by:

- Incrementally improving existing dashboards
- Developing new dashboards in response to stakeholder needs
- Scaling the systematic, equity focused analytical approach through the IEC

Through these efforts, WWCC demonstrates its commitment to transparency, accountability, and continuous improvement. The college's use of disaggregated indicators is now a central component of institutional planning and resource allocation, supporting its mission to promote student access, success, and equity.