SEM Meeting Minutes

Date: October 8, 2026

Time: 1:19 PM – 2:30 PM

Attendees: Lindsey Williams, Melissa Rodriguez, Tessa Kimball, Lori Peterson, Josh Slepin, Rebecca Thorpe, Jen Lopez, Coco Carlson, Sarah Lee, Nick Velluzzi, Jennifer Clayton,

Absentees: Colleen Vandenboom, Vince Ruzicka, Heather Markwalter

Facilitator: Lisa Chamberlin

Admin Support: Itzel Davison

Location: Main Building D102

1. Power BI Updates and Access

The group discussed updates to how Power BI is accessed and used for enrollment reporting and data analysis. Power BI is replacing Tableau as the primary reporting tool.

- Primary access link: Power BI Enrollment Reports. This is the report link relevant to the council.
- Demonstrations of the new tables have been created to help users understand the updated reporting format and available data.
- The transition to Power BI will require users to become familiar with the new layout, access process, and reporting tools.
- The updated reports are intended to support enrollment monitoring, data interpretation, and institutional planning.

2. Running Start, Drops, and AADTA – New Student Enrollment

The group discussed enrollment changes affecting Running Start (RS), student drops, and AADTA/new student enrollment, with particular attention to the impact of state funding limits on FTE.

Running Start funding and FTE changes

- The available FTE associated with high school students has decreased from approximately 1.47 to 1.29, representing a reported reduction of about 60 FTE.

- Previously, high school students could receive state funding for up to 15 credits. The state-funded credit limit has now been reduced to 12 credits, with funding potentially affected by whether a student received summer funding.
- Because the state is funding fewer credits for some students, the college receives less funded FTE from those enrollments.
- The discussion noted that students may have different enrollment patterns depending on their high school schedules, college coursework, and the number of credits they take at WWCC.
- Students who pay out of pocket for credits may affect how enrollment and FTE are categorized. The distinction between state-funded credits and student-paid credits should be considered when interpreting Running Start enrollment figures.
- Although the funding changes affect individual student enrollments, the additional revenue associated with students paying out of pocket was described as too limited to create a substantial offset to the overall FTE impact.

Course cancellations and student retention

- Five courses were reportedly canceled on the Friday before classes began.
- Replacement classes were made available to help students find alternative coursework following the cancellations.
- The availability of replacement classes is an important consideration when assessing the effects of course cancellations on student enrollment and drops.

Enrollment monitoring considerations

The discussion highlighted the importance of distinguishing between changes caused by funding policy, changes in student credit loads, and actual declines in enrollment.

Areas for continued monitoring include:

- Running Start enrollment and funded FTE trends.
- Student drops and the extent to which students remain enrolled after course cancellations.
- The effects of the 12-credit funding limit on student participation and college FTE.
- The relationship between student-paid credits, state-funded credits, and reported enrollment figures.
- New student enrollment trends, including AADTA, to better understand changes in overall enrollment.

3. Allocation Buckets and Overall Enrollment Decline

The group discussed allocation buckets in the context of declining overall enrollment and the resulting impact on Walla Walla Community College.

- Overall enrollment decreases may affect the college's allocation and available resources.
- Understanding allocation buckets will help the council evaluate how enrollment changes translate into financial and operational impacts.
- Enrollment trends should be considered alongside funding categories and FTE calculations to distinguish between reductions in student headcount, credit load, and state-funded enrollment.
- The discussion connects enrollment monitoring with institutional planning, resource allocation, and the need to understand where declines are occurring.

4. SBCTC Data Classification

The group was provided with a reference document outlining the State Board for Community and Technical Colleges (SBCTC) data classifications.

Reference: SBCTC Data Classifications – One-Pager

- The document serves as a reference for understanding data classifications used within the community and technical college system.
- Familiarity with these classifications can support more consistent interpretation and communication of enrollment and institutional data.

5. College Council Innovation Fund Reminder

The group received a reminder about the Innovation Fund, as shared by College Council.

Reference: WWCC Innovation Fund

- Council members were reminded of the fund and its availability as a potential resource for institutional ideas and initiatives.
- Members interested in pursuing innovative projects should review the fund's information for details about its purpose, eligibility, and application process.

6. Around-the-Room Updates and Good of the Order

The meeting concluded with an opportunity for members to share updates, raise additional topics, and provide information relevant to the council's work.

- Members were given an opportunity to share announcements and updates.