



Agenda

Regular Meeting
Board of Trustees, District No. 20
Walla Walla Community College
500 Tausick Way; Walla Walla, WA
Tuesday, March 24, 2015 – 9:30 a.m.

9:30 a.m.	Call to Order Approval of Minutes Approval of Agenda <i>Don McQuary, Chair</i>	Action Action	
9:35 a.m.	Enrollment Reports <i>Dr. Nick Velluzzi</i> <ul style="list-style-type: none">➤ Interim Winter Quarter➤ Preliminary Spring Quarter	Discuss Discuss	Tab 1 Tab 2
9:40 a.m.	Instruction Report <ul style="list-style-type: none">➤ For Information Only: Strategic Plan for Equity and Inclusion <i>Dr. Velluzzi</i>➤ Overview of Seven-Year Accreditation Visit <i>Dr. Marleen Ramsey</i>	Discuss Discuss	Tab 3
10:10 a.m.	February Budget Status Report <i>Davina Fogg</i>	Discuss	Tab 4
10:20 a.m.	Student Services Report <i>Wendy Samitore</i> <ul style="list-style-type: none">➤ Associated Student Body Activity Reports <i>Clarkston: Teresa Joner</i> <i>Walla Walla: Paige Vincent</i>➤ WWCC Sports Update <i>Jeff Reinland</i>➤ Financial Aid Report <i>Danielle Hodgen</i>	Discuss Discuss Discuss	Tab 5
10:40 a.m.	WWCC Foundation Activities Report <i>Doug Bayne</i>	Discuss	
10:45 a.m.	February Capital Projects Report <i>Mrs. Fogg</i>	Discuss	Tab 6

10:55 a.m.	Break		
11:05 a.m.	Recess to Executive Session to Review Performance of Probationary Faculty Relative to Tenure Status	Discuss	
11:35 a.m.	Personnel		
	➤ Tenure Recommendations <i>Dr. Steven VanAusdle</i>	Action	Tab 7
	➤ Continued Full-Time Probationary Employment Recommendations <i>Dr. VanAusdle</i>	Action	
	➤ 2015-16 Sabbatical Request <i>Dr. VanAusdle</i>	Discuss	Tab 8
	➤ Resignations/Retirements:	Discuss	
	• Dr. Joe Small, Dean of Corrections Education <i>Sherry Hartford</i>		
	➤ Personnel Update <i>Ms. Hartford</i>	Discuss	
11:50 a.m.	Legislative Update <i>Dr. VanAusdle</i>	Discuss	
12:00 p.m.	New and Unscheduled Business	Discuss	
	Adjournment		

**Board of Trustees Meeting Minutes
Community College District No. 20
Walla Walla Community College**

February 18, 2015

The Board of Trustees of Community College District No. 20 met in regular session on February 18, 2015, in the Board Room of Walla Walla Community College. Mr. McQuary called the meeting to order at 9:30 a.m.

Trustees present:

- Mr. Don McQuary
- Mrs. Darcey Fugman-Small
- Mrs. Kris Klaveano
- Mr. Miguel Sanchez
- Dr. Roland Schirman

Administrators present:

- Dr. Steven VanAusdle, President
- Mrs. Davina Fogg, Vice President, Financial Services
- Dr. Marleen Ramsey, Vice President, Instruction
- Mrs. Kathy Adamski, Dean, Health Science Education
- Mr. Jerry Anhorn, Dean, Ag Science, Energy & Water Management
- Mr. Doug Bayne, Director, Resource Development
- Mrs. Sherry Hartford, Director, Human Resources
- Mr. Shane Loper, Director, Facility Services and Capital Projects
- Mrs. Stacy Prest, Director Library Services
- Mr. Angel Reyna, Dean, Workforce Education
- Mr. Bill Storms, Director, Technology Services
- Dr. Nick Velluzzi, Director, Planning & Assessment
- Ms. Melissa Williams, Director, Marketing, Media, Graphics

Also present:

- Ms. Carol Fitzgerald, Assistant Director, Corrections Education
- Ms. Caitlin Fleming, Assistant Attorney General
- Mr. Bryan Ovens, Assistant Attorney General
- Ms. Jessica Cook, Development Specialist
- Ms. Jerri Ramsey, Recording Secretary

Approval of Minutes.

Dr. Schirman moved and Mrs. Fugman-Small seconded to approve the minutes of the January 21, 2015 Board of Trustees meeting as presented. *Motion carried.*

Approval of Agenda.

Mr. Sanchez moved and Mrs. Klaveano seconded to approve the agenda for the February 18, 2015 Board of Trustees meeting as presented. *Motion carried.*

Interim Winter Quarter Enrollment Report. Dr. Velluzzi reviewed the Interim Winter Quarter Enrollment report; compared to the previous year, the Net State Supported Enrollment was 2,985 FTES, down 5.1%; Unduplicated Headcount was 4,127, down from 4,296; and Total Enrollment in all funds was 4,272.6, down 56.6 FTES.

Instruction Report.

Achieving the Dream Report. Dr. Ramsey reported a team of College representatives was currently in Baltimore attending the Achieving the Dream Annual Institute on Student Success, focusing on the themes of equity, leadership, use of evidence to improve programs, broad engagement of the institution, and use of data for systemic institutional improvement.

2015-16 Instructional Calendar. Dr. Ramsey presented the 2015-16 Instructional Calendar for final action by the Board.

Dr. Schirman moved and Mr. Sanchez seconded to approve the 2015-16 WWCC Instructional Calendar as presented. *Motion carried.*

January Budget Status Report. Mrs. Fogg reviewed the January Budget Status Report, noting there were no changes to the Revenue Budget and changes to the Expenditure Budget resulted from sweeping vacant positions. Actual Revenue was at 56% vs. 60.5% the previous year and Actual Expenditures were 0.25 percent higher than the previous year. Grants and Contracts increased by \$610,000 of which \$603,824 was the first year amount of the TAACCCT grant and \$6,800 was for the Community Network fiscal agent contract. Grants and Contracts totaled just over \$12 million.

Student Services Report.

Associated Student Body Activity Reports. Walla Walla ASB President Paige Vincent reported on activities designed to involve more students, including a trivia night, Smash Brothers video games tournament, and bingo night. Ms. Vincent also reported on fundraising efforts by the Women's Basketball team and the Nursing Club. For the Student Success core theme, Ms. Vincent reported revisions to the constitution and by-laws were complete and would soon be presented to the Board. As part of the Strong Community theme, the Farrier Club hosted a fund-raiser barrel race; the ASB Senate had approved the expenditure of \$6,000 for new furniture for Cosmetology, to purchase new live stream and video equipment, and to assist in the replacement of bark in the day care play area. Mr. Toon presented a video trailer of the documentary, Alive Inside, which will be shown in cooperation with AmeriCorps on March 4. Clarkston ASB President Teresa Joner reported on a successful blood drive that exceeded its goal, a bake sale hosted by the Culture Club, an upcoming movie night at the

Lewiston cinema, a students and family bonfire at the campus on February 20, and the continuation of the Biggest Loser competition by the Sports Club. Mrs. Joner also reported on the upcoming Convocation featuring instructor Sara Egbert who would be speaking on "goats," representing challenges to address and tame in order to move forward and reach goals.

Personnel Update. Mrs. Hartford reported negotiations with AHE were continuing and the Human Resources Office was finalizing the annual Affirmative Action Plan comparing employee demographics and evaluation recruitments to ensure equal opportunity and access to the College.

WWCC Foundation Activities Report. Mr. Bayne reported donations were on track for the year and at their recent Board of Governors meeting, the focus was on the planned feasibility study for the Clarkston Workforce and Business Development Center project.

Implementing a Mobile-Friendly Web Site. Mr. Storms presented a video created by a team of Technology Services employees on upgrading the WWCC website to make it mobile-friendly. The new website should be online by March 26, 2015.

Sabbatical Report. Steve May, Physical Sciences Instructor, reported on his experiences and findings with MOOCs (Massive Open Online Courses) during his sabbatical.

January Capital Budget Report. Mrs. Fogg reviewed the January Capital Budget report, noting work was planned to spend down the majority of the funds in the 2013-15 Appropriations budget by June 30. Mrs. Fogg also reported the first of three meetings had been held with NAC Architecture on the Clarkston Workforce and Business Development Center project and that the IPZ Alternative Energy project was on track for a June 30 completion.

TACTC Winter Conference. The Trustees reported on the recent TACTC Winter Legislative Contact Conference and Transforming Lives Award event.

Legislative Update. Dr. VanAusdle reported he and the Chair of the Board had co-signed a letter to the district legislators urging their support to fully fund a 3% salary increase for community college employees.

Adjournment. The meeting adjourned at 11:30 a.m. and the Board toured the SEA-TECH Skills Center on campus.

Steven L. VanAusdle, President

ATTEST:

Don McQuary, Chair
Board of Trustees

**Walla Walla Community College**

500 Tausick Way
Walla Walla, WA 99362-9267
(509) 522-2500
FAX (509) 527-4800

DATE: March 18, 2015

TO: Board of Trustees

FROM: Dr. Nick Velluzzi

RE: 2015 Interim Winter Enrollment Report

Attached is an Interim Enrollment Report for Winter Quarter, 2015. Key elements of the report include:

- Net enrollment in state-support classes is currently 3,013.8 FTE, down 188.4 FTE or 5.9% from this time Winter Quarter 2014. Headcount is 4,250, down 151 from 4,401 last Winter Quarter.
- Enrollment in Corrections is 1,306 FTE, up 37.6 FTE or .56% from last Winter Quarter. Unduplicated Headcount is 1,834, down 27 from last Winter Quarter.
- Running Start FTE is 139.1 FTE, which is .58%, amounting to less than 1 FTE difference from last year (138.3 FTE). Running Start headcount is 232, a bit down from 246 last Winter Quarter.
- AEP FTE is 88.6 FTE, up 2.9 FTE or 3.4%. AEP headcount is 104, which is up slightly from 100 last Winter Quarter.
- Total enrollment (all funds) is 4,407.8 FTE, down 85.8 FTE or -1.9% from last Winter Quarter. Unduplicated Headcount is 6,084, down 178 from 6,262 last Winter Quarter.

INTERIM WINTER 2015 ENROLLMENT BOARD REPORT

Win 2014 to Win 2015

Updated 3/18/15

Tab 1

Page 2

FTE ENROLLMENT		NET			Undupl. Headcount		GROSS		
ADMIN UNIT	DESCRIPTION	3/19/14	3/18/15	DIFF	3/19/14	3/18/15	3/19/14	3/18/15	DIFF
AC	TRADES	210.3	204.7	-5.6			211.7	206.2	-5.5
AD	TRANSITIONAL	307.2	266.6	-40.6			313.4	272.7	-40.7
AH	EXTENDED LEARNING	14.2	28.9	14.7			14.2	29.3	15.1
AK	ACADEMIC TRANSFER	866.8	774.3	-92.4			1,011.4	896.6	-114.8
AM	HEALTH	132.9	111.6	-21.4			133.2	111.6	-21.7
AP	BUSINESS	327.5	327.8	0.3			338.3	332.4	-5.9
AR	AGRICULTURE	214.9	208.7	-6.1			215.8	209.3	-6.5
A	TOTAL - WW DAY	2,073.6	1,922.5	-151.1	2,866	2,686	2,237.9	2,057.9	-180.0
BC	TRADES	21.0	23.0	2.0			21.0	24.2	3.2
BD	TRANSITIONAL	3.9	5.2	1.3			3.9	5.2	1.3
BH	EXTENDED LEARNING	56.1	76.3	20.3			58.5	80.5	22.0
BM	HEALTH	11.1	7.8	-3.2			14.2	7.9	-6.3
BP	BUSINESS	17.7	11.0	-6.7			18.2	11.6	-6.6
BR	AGRICULTURE	3.0	5.0	2.0			3.0	5.0	2.0
B	TOTAL - WW EVE	112.6	128.3	15.7	110	161	118.8	134.4	15.6
DJ	ALL OTHER	274.3	280.2	5.9			287.9	299.6	11.7
DM	HEALTH	90.2	99.4	9.2			95.0	100.1	5.1
DR	AGRICULTURE	0.0	0.0	0.0			0.0	0.0	0.0
D	TOTAL - CLK DAY	364.6	379.6	15.0	361	390	382.9	399.7	16.8
EJ	ALL OTHER	56.9	54.7	-2.2			64.3	60.3	-3.9
EM	HEALTH	9.5	0.0	-9.5			9.5	0.0	-9.5
E	TOTAL - CLK EVE	66.4	54.7	-11.7	176	154	73.7	60.3	-13.4
WC	TRADES	2.4	0.0	-2.4			2.4	0.0	-2.4
WD	TRANSITIONAL	7.2	6.6	-0.6			7.8	6.6	-1.2
WH	EXTENDED LEARNING	284.8	268.4	-16.4			302.9	291.9	-11.0
WK	ACADEMIC TRANSFER	0.0	4.5	4.5			0.0	5.2	5.2
WM	HEALTH	26.3	24.5	-1.7			26.6	24.7	-1.9
WP	BUSINESS	9.7	0.0	-9.7			10.3	0.0	-10.3
WR	AGRICULTURE	7.3	22.7	15.3			7.3	24.2	16.9
W	TOTAL - DISTANCE ED	337.7	326.7	-11.0	315	316	357.4	352.5	-4.8
OTHER LOCATIONS		247.3	201.9	-45.3	573	543	260.5	203.1	-57.4
TOTAL STATE SUPPORTED		3,202.2	3,013.8	-188.4	4,401	4,250	3,431.1	3,207.9	-223.2
CE	OFFENDER CHANGE	20.8	18.5	-2.3			20.8	18.5	-2.3
CF	PROF-TECH	376.8	375.2	-1.6			378.5	375.2	-3.3
CG	BASIC SKILLS	250.7	293.7	43.0			257.0	295.2	38.1
CQ	ACADEMIC TRANSFER	48.3	49.8	1.5			51.9	51.3	-0.5
C	TOTAL - WSP	696.5	737.1	40.6	966	1,001	708.1	740.1	32.0
RE	OFFENDER CHANGE	30.9	19.7	-11.1			30.9	19.7	-11.1
RF	PROF-TECH	213.6	218.1	4.5			213.6	218.1	4.5
RG	BASIC SKILLS	265.9	279.5	13.6			265.9	279.5	13.6
RQ	ACADEMIC TRANSFER	61.8	51.5	-10.3			61.8	51.5	-10.3
R	TOTAL - CRCC	572.1	568.9	-3.3	895	833	572.1	568.9	-3.3
TOTAL DOC		1,268.7	1,306.0	37.3	1,861	1,834	1,280.3	1,309.0	28.7
OTHER CONTRACT		11.7	72.9	61.3			11.7	77.4	65.7
TOTAL CONTRACT FUNDED		1,280.3	1,378.9	98.6			1,291.9	1,386.4	94.5
TOTAL SELF SUPPORTED		11.1	15.1	4.1			11.1	15.1	4.1
TOTAL ALL FUNDS		4,493.6	4,407.8	-85.8	6,262	6,084	4,734.1	4,609.4	-124.7

Running Start, FTES are "billable" FTES

Alternative Education Program, FTES are "billable" FTES

246.0 232 138.3 139.1 0.8

100.0 104 85.7 88.6 2.9

**Walla Walla Community College**

500 Tausick Way
Walla Walla, WA 99362-9267
(509) 522-2500
FAX (509) 527-4800

DATE: March 18, 2015

TO: Board of Trustees

FROM: Dr. Nick Velluzzi

RE: 2015 Preliminary Spring Enrollment Report

Attached is a Preliminary Enrollment Report for Spring Quarter, 2015. Given the lack of information for Corrections Education, Running Start, and AEP, the report focuses on State Supported enrollment. Key elements of the report include:

- Net enrollment in state-support classes is currently 2,286.7 FTE, down 239.3 FTE or 9.5% from this time last year. Headcount is 2,760, slightly up by 31 from 2,729 at this point last year.
- Walla Walla daytime enrollment is currently 1,525.9 FTE, which is down 157.9 or 9.4% from this time last year. Academic Transfer (Unit K) is down approximately 105 FTE or 12.9%. Business is also down 47.9 FTE or 16.6%. Early bright spots are Transitional Studies, which is up by 7.3 FTE or 8.2%, and Agriculture, which is up 19.4 FTE or 12.2%.
- Evening offerings on the Walla Walla campus are showing early promise. Overall, evening enrollment is currently 131.9 FTE, up 20.7 FTE or 18.5% from this time last year.
- Clarkston enrollment during the day is 292.8 FTE, down 13.6 FTE or 4.4% from this time last year.
- Clarkston evening enrollment is 26.7 FTE, down 13.5 or 33.5% from this time last year.

Spr 2014 to Spr 2015

Tab 2

Undupl. Headcount

Undupl. Headcount	
3/19/14	3/18/15
1,995	1,958
82	102
227	250
104	110
218	253
103	87
2,729	2,760
1	1
0	27
1	28

		GROSS
3/19/14	3/18/15	DIFF
209.3	195.6	-13.8
90.6	98.0	7.3
0.5	1.1	0.6
908.9	799.8	-109.1
127.3	111.0	-16.4
296.6	268.2	-28.3
159.7	178.9	19.2
1,792.9	1,652.5	-140.5
8.0	21.9	13.9
8.2	8.3	0.0
51.0	67.1	16.1
30.8	33.3	2.5
16.4	7.9	-8.5
0.0	0.0	0.0
114.4	138.5	24.1
223.2	212.5	-10.7
92.0	92.6	0.6
0.0	0.0	0.0
315.2	305.1	-10.1
36.7	22.9	-13.8
8.9	5.1	-3.7
45.6	28.1	-17.5
4.0	0.0	-4.0
13.0	6.9	-6.1
284.9	265.4	-19.4
0.0	8.4	8.4
25.9	22.5	-3.5
9.3	0.0	-9.3
2.8	12.0	9.2
339.9	315.2	-24.7
71.3	22.3	-49.0
2,679.3	2,461.7	-217.6
0.0	0.0	0.0
0.0	0.3	0.3
0.0	0.3	0.3
0.0	0.0	0.0
0.0	0.7	0.7
0.0	0.0	0.0
0.0	0.0	0.0
0.0	0.0	0.0
0.0	1.8	1.8
0.0	1.8	1.8
0.0	2.5	2.5
4.7	43.1	38.4
4.7	45.5	40.8
1.7	0.3	-1.4
2,685.7	2,507.5	-178.2

Walla Walla Community College

Strategic Plan for Equity and Inclusion 2014 - 2020

Introduction

In February 2014, a yearlong, comprehensive planning process culminated when the Walla Walla Community College (WWCC) Board of Trustees approved an updated institutional plan that provides a strategic roadmap for the next several years. The plan was then presented across the College and posted on its website.

The plan is framed by the revised vision and mission statements. The vision statement states, WWCC “will be the catalyst that transforms our students’ lives and the communities we serve.” The mission statement is, WWCC “inspires all students to discover their potential and achieve their goals by providing relevant, equitable, and innovative learning opportunities and services.” Among the overarching strategies identified, “*cultivate equity*” emerged as a key objective that intersects with two of the College’s three core themes: Student Success and Strong Communities.

The Strategic Plan for Equity and Inclusion is an extension of the institutional plan, and is also one of the pillars of the College’s Achieving the Dream (ATD) initiatives. The plan identifies specific interventions whose intent is to lay the foundation of WWCC’s equity and inclusion agenda. The strategic goals and objectives provide a vehicle for the College to enhance its outcomes pertaining to student success and strengthening our internal and external communities.

Many colleges have equity plans that solely focus on student success; closing achievement gaps with the goal of increasing attainment rates. While student success is central to WWCC’s mission, the intent of this plan is to broaden that work by reaching into the internal workings of the College in ways that can positively impact student success. In other words, the College recognizes that limiting its student success work to the classroom without also simultaneously addressing the underlying culture or norms that fundamentally shape that work is inadequate. As the College embarks on this project, the statement below captures the guiding principle framing this plan:

We are perfectly designed to achieve the results we are getting. If we want different results, then we must change the way we do things.

The goals and objectives set forth in the plan target the College’s organizational culture and institutional practices, while also attending to external partnerships that are crucial to strengthening the communities it serves.

Why equity and inclusion?

Equity assumes difference and takes that into account to ensure a fair process and, ultimately a fair and equitable outcome. Equity recognizes that some groups are historically disadvantaged in accessing education (and economic) opportunities and subsequently underrepresented or marginalized in many organizations and institutions. That history carries forward; creating effects of exclusion that often linger systemically within organizational policies, practices, and procedures.

Equity at WWCC is the guarantee of fair treatment, access, opportunity, and advancement for *all* students, faculty, and staff, while simultaneously striving to identify and eliminate barriers that have prevented the full participation of some groups.

Inclusion at WWCC is the intentional creation of environments in which any individual or group can be and feel welcomed, respected, supported, and valued to fully participate. In that sense, inclusion is the active and ongoing engagement with diversity and difference – in people, the curriculum, and the communities we serve – in ways that increases one’s awareness and knowledge of the complex ways individuals interact within systems and institutions. At the College, inclusion is about focusing on the needs of every individual and ensuring the right conditions are in place for each person to achieve their full potential. By combining equity *with* inclusion the College seeks to ameliorate the conditions or barriers experienced by underrepresented groups.

[Insert data tables about here]

The Process

In fall 2013, the College contracted with *equityworksNW* to conduct an equity and inclusion assessment. That assessment combined with WWCC’s Achieving the Dream work. It was informed by focus groups with college employees, students, and community partners. WWCC’s Achieving the Dream data coach, Dr. Mark Figueroa, was hired in the summer of 2014 to facilitate the strategic equity and inclusion planning process. Dr. Figueroa built on the work of *equityworksNW* and also conducted focus groups with College staff, faculty, and leadership, as well as community stakeholders. The data from both processes were combined, resulting in richer, more robust data to inform the goals and objectives set forth in this plan.

The following section presents WWCC’s vision and mission statements for equity and inclusion, followed by the goals and objectives that will guide the College’s equity agenda over the next several years.

Vision Statement for Equity and Inclusion

Walla Walla Community College will create an equitable and inclusive learning environment.

Mission Statement for Equity and Inclusion

Transform Walla Walla Community College’s culture and practices by embedding equity and inclusion competencies that support the success of all students, faculty, and staff.

Strategic Goals

The strategic goals that emerged from the planning process are listed below. While each goal can stand on its own, their successive, or in some cases simultaneous, implementation is designed to effectively weave *equity and inclusion* into the fabric of the College. As WWCC embarks on this path, it is important to realize that the equity and inclusion agenda is never “complete,” but an ongoing process that evolves in relation to the dynamic interplay between the College, the communities it serves, and the external operating environment.

Strategic Goal I: Establish a leadership-level position for a “Chief” Equity and Inclusion Officer

Objective: Create an “Equity and Inclusion” position to direct that work of the College. The primary responsibility of that position is to provide leadership that facilitates organizational change and achieves institutional coherence pertaining to the College’s equity and inclusion work. Recognizing the strategic value of this position in creating an environment that is inclusive and equitable for all students and staff, its jurisdiction would span the institution in order to effectively facilitate organizational change.

Until that position is established, the **Diversity Committee** will continue to provide leadership by monitoring the implementation of the plan, and work with all stakeholders to ensure a model of continuous institutional improvement is adopted and maintained.

Objective: Establish student resource centers of equity and inclusion in Walla Walla and Clarkston that provide dedicated student space for historically underrepresented groups.

Strategic Goal II: Build equity, diversity and inclusion competencies¹ (Appendix A) for WWCC employees through sustained professional development and training.

Objective: Institute mandatory college-wide trainings for all faculty and staff.

Objective: Provide faculty training that integrates equity and inclusion with pedagogy and classroom strategies aimed toward enhancing student success

Objective: Incorporate equity and inclusion training into individual professional development plans.

Objective: Identify and require equity and inclusion training in all compliance areas including non-discrimination, sexual harassment, and reasonable accommodation.

Strategic Goal III: Increase recruitment of faculty and staff from underrepresented groups.

Objective: Embed equity, diversity, and inclusion competencies into:

- Position announcements.
- Job descriptions.
- Job postings.
- Posting locations and recruitment strategies.
- Hiring criteria and the evaluation of applicants.

Objective: Implement mandatory training for search committee participants to reduce unconscious bias.

Objective: Use utilization analysis² to drive outreach efforts.

¹ Equity, diversity and inclusion competencies are defined in accordance with the NASPA: Student Affairs Administrators in Higher Education. Those competencies include the “knowledge, skills, and attitudes needed to create learning environments that are enriched with diverse views and people. They are also designed to create an institutional ethos that accepts and celebrates differences among people, helping to free them of any misconceptions and prejudices” (<https://www.naspa.org/about/student-affairs/equity-diversity-and-inclusion>).

² Utilization analysis is a statistical analysis of affirmative action/equal opportunity data of employers which is used as a tool for assessing the available workforce for specified geographical regions. The purpose of this process is to ensure equal access and opportunities for all workers. Utilization analysis is used to establish goals and time tables for the selection of protected class individuals by obtaining a workforce analysis,

Strategic Goal IV: Increase the retention of faculty and staff from underrepresented groups (need to identify what it is now and set a goal).

Objective: Incorporate competencies in new employee orientation and on-boarding processes.

Objective: Include equity and inclusion competencies in performance evaluations for exempt employees.

Objective: Negotiate equity and inclusion competencies into performance evaluations with union-represented employee groups.

Strategic Goal V: Strengthen partnerships with community-based organizations and provide services to underrepresented populations in the district.

Objective: Build and expand awareness of the College and its mission among community-based organizations.

Objective: Streamline pathways to enrollment (and completion) and increase educational attainment in the College's service district.

Objective: Strengthen community networks to enhance wraparound services for students.

Objective: Acquire and utilize resources that can contribute to building institutional equity competencies.

APPENDIX A

NASPA: Student Affairs Administrators in Higher Education

The Equity, Diversity, and Inclusion (EDI) competency area includes the knowledge, skills, and attitudes needed to create learning environments that are enriched with diverse views and people. It is also designed to create an institutional ethos that accepts and celebrates differences among people, helping to free them of any misconceptions and prejudices.

Basic

One should be able to:

- identify the contributions of similar and diverse people within and to the institutional environment;
- integrate cultural knowledge with specific and relevant diverse issues on campus;
- assess and address one's own awareness of EDI, and articulate one's own differences and similarities with others;
- demonstrate personal skills associated with EDI by participating in activities that challenge one's beliefs;
- facilitate dialogue effectively among disparate audiences;
- interact with diverse individuals and implement programs, services, and activities that reflect an understanding and appreciation of cultural and human differences;
- recognize the intersectionality of diverse identities possessed by an individual;
- recognize social systems and their influence on people of diverse backgrounds;
- articulate a foundational understanding of social justice and the role of higher education, the institution, the department, the unit, and the individual in furthering its goals;
- use appropriate technology to aid in identifying individuals with diverse backgrounds as well as assessing progress towards successful integration of these individuals into the campus environment;
- design culturally relevant and inclusive programs, services, policies, and practices;
- demonstrate fair treatment to all individuals and change aspects of the environment that do not promote fair treatment; and
- analyze the interconnectedness of societies worldwide and how these global perspectives affect institutional learning.

Intermediate

One should be able to:

- engage in hiring and promotion practices that are fair, inclusive, proactive, and nondiscriminatory;
- integrate cultural knowledge with specific and relevant cultural issues on campus;
- develop effective multicultural training that expands the cultural knowledge of one's staff;

- identify systemic barriers to equality and inclusiveness, and then advocate for and implement means of dismantling them;
- apply advocacy skills to assist in the development of a more multiculturally sensitive institution and profession;
- supervise, challenge, and educate other professionals around issues of diversity and inclusion;
- facilitate others' learning and practice of social justice concepts;
- provide opportunities for self-reflection and self-evaluation on issues of EDI; and
- provide opportunities for diverse interactions with professionals in higher education who focus on this work.

Advanced

One should be able to:

- ensure institutional policies, practices, facilities, structures, systems, and technologies respect and represent people's diverse abilities, beliefs, and characteristics;
- assess the effectiveness of the institution in addressing issues associated with EDI and in overcoming any barriers that exist;
- ensure that elements of EDI are demonstrated throughout institutional mission, goals, and programs;
- create ongoing strategic plans for the continued development of diversity initiatives and inclusive practices throughout the institution and ensure that competence in these areas is fully integrated into departmental practices throughout the campus;
- provide consultation to other units, divisions, or institutions on strategies to increase support and opportunities for underrepresented groups;
- provide leadership in fostering an institutional culture that supports the free and open exchange of ideas and beliefs, and where issues of power and privilege are identified and addressed;
- demonstrate effectiveness in responding to acts of hatred or intolerance that affect the institution; and
- ensure individuals throughout the institution are treated respectfully, justly, fairly, and impartially.

<https://www.naspa.org/about/student-affairs/equity-diversity-and-inclusion> November 21, 2014

WALLA WALLA COMMUNITY COLLEGE - February 2015

Tab 4

Page 1

REVENUE:

State Funds:

	2014-2015 Approved Budget	January Adjusted Budget	February Adjusted Budget	Difference	Revenue to Date	% of Annual Budget	Prior Year Activity to Date	% of Prior Budget
Base Allocation	\$12,620,249	\$12,869,602	\$12,869,602	\$0	\$8,040,723	62.48%	\$8,686,883	66.41%
Opportunity Grant	461,412	461,412	461,412	0	284,117	61.58%	280,060	60.70%
Worker Retraining	1,612,573	1,945,698	1,965,698	20,000	1,242,937	63.23%	1,055,401	66.29%
Total State:	\$14,694,234	\$15,276,712	\$15,296,712	\$20,000	\$9,567,777	62.55%	\$10,022,344	66.22%

Local Funds:

General:

Operating Fees	\$8,933,723	\$8,783,723	\$8,783,723	\$0	\$5,866,250	66.79%	\$6,339,780	70.96%
General Local	1,533,900	1,533,900	1,533,900	0	1,028,492	67.05%	1,129,038	73.68%
Alternative Education Program	410,000	410,000	410,000	0	164,922	40.22%	155,241	29.85%
Running Start	685,000	685,000	685,000	0	192,462	28.10%	228,137	33.80%
Foundation Support	140,000	140,000	140,000	0	105,000	75.00%	84,375	75.00%
Corrections Ed.-Indirect	642,930	655,559	655,559	0	352,456	53.76%	391,654	59.34%
Excess Enrollment from FY14	225,000	225,000	225,000	0	150,000	66.67%	0	0.00%
Carry-Forward from FY14	125,000	125,000	125,000	0	83,333	66.67%	125,000	100.00%
Total General:	\$12,695,553	\$12,558,182	\$12,558,182	\$0	\$7,942,915	63.25%	\$8,453,225	67.31%

Self-Support:

Washington On Line (WAOL)	\$0	\$0	\$0	\$0	\$0	0.00%	\$31,330	26.11%
Community Service	75,000	75,000	75,000	0	61,999	82.67%	69,389	92.52%
Ancillary Programs	800,000	800,000	800,000	0	435,273	54.41%	485,258	60.66%
Total Self Support:	\$875,000	\$875,000	\$875,000	\$0	\$497,272	56.83%	\$585,977	58.89%
Total Local Funds	\$13,570,553	\$13,433,182	\$13,433,182	\$0	\$8,440,187	62.83%	\$9,039,202	66.69%

TOTAL REVENUE

	\$28,264,787	\$28,709,894	\$28,729,894	\$20,000	\$18,007,964	62.68%	\$19,061,546	66.45%
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EXPENDITURES:

By Object

	2014-2015 Approved Budget	January Adjusted Budget	February Adjusted Budget	Difference	Expenditures to Date	Encumbrances to Date	Total Activity to Date	% of Annual Budget	Prior Year Activity to Date	% of Prior Budget
Salaries and Wages	\$17,401,122	\$17,169,487	\$17,173,892	\$4,405	\$10,735,954	\$0	\$10,735,954	62.51%	\$10,645,613	61.95%
Benefits	5,063,352	5,048,464	5,048,464	0	3,311,397	0	3,311,397	65.59%	3,544,332	64.86%
Rents	166,128	166,128	166,128	0	106,583	60,467	167,050	100.55%	101,753	63.39%
Utilities	825,455	823,405	823,405	0	526,782	0	526,782	63.98%	494,297	60.62%
Goods and Services *	2,801,284	2,982,590	2,980,072	(2,518)	1,565,210	501,673	2,066,883	69.36%	2,205,458	72.03%
Travel	233,822	269,975	269,975	0	223,738	529	224,267	83.07%	209,624	87.94%
Equipment	494,585	880,085	879,359	(726)	206,883	269,167	476,050	54.14%	332,484	71.88%
Subsidies/Transfers/Debt Service	1,279,039	1,369,760	1,388,599	18,839	926,229	0	926,229	66.70%	846,664	65.08%
Total by Object	\$28,264,787	\$28,709,894	\$28,729,894	\$20,000	\$17,602,776	\$831,836	\$18,434,612	64.17%	\$18,380,225	64.07%

By Program

Instruction	\$11,670,440	\$11,879,102	\$11,877,538	(\$1,564)	\$7,079,305	\$347,935	\$7,427,240	62.53%	\$7,431,630	62.50%
Washington On Line (WAOL)	0	0	0	0	0	0	0	0.00%	34,362	28.64%
Community Service	75,000	75,000	75,000	0	38,782	0	38,782	51.71%	34,046	45.39%
Instructional Computing	379,508	385,573	385,573	0	213,597	10,177	223,774	58.04%	330,099	81.87%
Ancillary Support	800,000	800,000	800,000	0	398,826	4,212	403,038	50.38%	583,460	72.93%
Academic Administration	2,870,923	2,896,752	2,896,735	(17)	1,907,664	11,602	1,919,266	66.26%	1,847,276	65.58%
Library Services	603,401	594,081	594,273	192	370,849	39,023	409,872	68.97%	401,211	67.24%
Student Services	3,804,393	3,837,675	3,858,098	20,423	2,605,265	25,592	2,630,857	68.19%	2,460,056	66.90%
Institutional Support *	5,140,522	5,358,435	5,359,224	789	3,116,390	199,096	3,315,486	61.87%	3,260,191	60.43%
Facility Services	2,920,600	2,883,276	2,883,453	177	1,872,098	194,199	2,066,297	71.66%	1,997,894	68.56%
Total by Program	\$28,264,787	\$28,709,894	\$28,729,894	\$20,000	\$17,602,776	\$831,836	\$18,434,612	64.17%	\$18,380,225	64.07%

* In the Expenditures to Date columns of these lines is a set aside of \$125,000 to cover the estimated carry-forward needed for the 15-16 fiscal budget.

WALLA WALLA COMMUNITY COLLEGE
Grants and Contracts
February 2015

Tab 4

Page 2

	Current Month Changes	2014-2015 YTD Budget	Expenditures to Date	Encumbrances	Activity to Date	YTD Percentage Spent	Balance Expendable	Revenue to Date	Balance Receivable
CORRECTIONS EDUCATION	\$0	\$6,376,441	\$3,793,427	\$180,667	\$3,974,094	62.3%	\$2,402,347	\$3,354,638	\$619,456
State Funded									
Carl Perkins Federal Vocational	\$0	\$374,157	\$246,555	\$0	\$246,555	65.9%	\$127,602	\$204,945	\$41,610
Perkins-Leadership Block Grant	0	16,000	5,477	0	5,477	34.2%	10,523	688	4,789
Perkins-Special Projects	0	9,000	0	0	0	0.0%	9,000	0	0
Workfirst	5,000	311,761	166,796	461	167,257	53.6%	144,504	123,677	43,580
Water Management Center	0	375,000	209,423	1,302	210,725	56.2%	164,275	187,500	23,225
State Work Study	0	54,355	21,990	0	21,990	40.5%	32,365	6,000	15,990
Ag Center USDA Grant	0	857,188	502,648	139,953	642,601	75.0%	214,587	365,279	277,322
TAACCCT Grant	0	603,824	16,595	0	16,595	2.7%	587,229	0	16,595
I-DEA Grant	0	43,863	17,005	0	17,005	38.8%	26,858	10,960	6,045
Adult Basic Education	0	120,645	85,373	0	85,373	70.8%	35,272	63,729	21,644
EI Civics	0	23,611	13,913	0	13,913	58.9%	9,698	8,833	5,080
Basic Food Employment & Training	0	209,745	39,587	0	39,587	18.9%	170,158	158,516	(118,929)
Early Achiever Opportunity Grant	11,600	53,100	36,853	0	36,853	69.4%	16,247	28,732	8,121
I-DEA SBCTC Assistance	0	6,500	6,500	0	6,500	100.0%	0	6,500	0
ABE Leadership Block Grant	0	4,386	3,118	0	3,118	71.1%	1,268	2,636	482
Total State Funded	\$16,600	\$3,063,135	\$1,371,833	\$141,716	\$1,513,549		\$1,549,586	\$1,167,995	\$345,554
Federal Funded									
Student Support Services (SSS)	\$0	\$409,395	\$239,520	\$0	\$239,520	58.5%	\$169,875	\$208,672	\$30,848
Title III	0	491,899	192,223	21,006	213,229	43.3%	278,670	149,050	64,179
USDA - National Institute of Food & Ag	0	134,838	29,448	48,030	77,478	57.5%	57,360	26,061	51,417
College Work Study	0	99,666	51,525	0	51,525	51.7%	48,141	0	51,525
Total Federal Funded	\$0	\$1,135,798	\$512,716	\$69,036	\$581,752		\$554,046	\$383,783	\$197,969
Private Funded									
Customized Contract Training	\$0	\$50,000	\$13,641	\$0	\$13,641	27.3%	\$36,359	\$16,160	(\$2,519)
EMS Trauma Training	0	11,146	2,838	0	2,838	25.5%	8,308	1,992	846
Parent Co-op	0	80,000	34,165	0	34,165	42.7%	45,835	36,010	(1,845)
Child Care Aware	0	93,827	52,966	171	53,137	56.6%	40,690	26,823	26,314
Corrections Ed AA Degree - Sunshine Lady	0	286,049	170,497	5,000	175,497	61.4%	110,552	96,049	79,448
Corrections Ed AA Degree - Seattle Foundation	0	15,000	0	0	0	0.0%	15,000	15,000	(15,000)
Corrections Ed - Open Society	0	44,503	29,959	0	29,959	67.3%	14,544	44,503	(14,544)
Working Families Support Network	0	80,000	12,718	0	12,718	15.9%	67,282	45,374	(32,656)
Skill Up Washington	0	2,852	2,852	0	2,852	100.0%	0	2,852	0
ESD 123 Consulting & Home Services	(5,980)	21,282	5,512	0	5,512	25.9%	15,770	19,445	(13,933)
Coleman Foundation Grant & Match	0	11,114	11,114	0	11,114	100.0%	0	11,114	0
Lake Michigan College Wine Education	0	30,893	29,273	1,620	30,893	100.0%	0	30,893	0
Avista	0	45,962	19,371	0	19,371	42.1%	26,591	45,962	(26,591)
Total Private Funded	(\$5,980)	\$772,628	\$384,906	\$6,791	\$391,697		\$380,931	\$392,177	(\$480)
Fiscal Agent Contracts									
Community Network	\$17	\$71,874	\$35,174	\$0	\$35,174	48.9%	\$36,700	\$71,874	(\$36,700)
Early Learning Coalition (ELC)	0	75,565	38,803	0	38,803	51.4%	36,762	47,101	(8,298)
Snake River Salmon Recovery Board (SRSRB)	0	418,087	237,162	65,830	302,992	72.5%	115,095	174,289	128,703
Bonneville Power Administration (SRSRB)	0	196,964	131,845	48,216	180,061	91.4%	16,903	64,252	115,809
Total Fiscal Agent Contracts	\$17	\$762,490	\$442,984	\$114,046	\$557,030		\$205,460	\$357,516	\$199,514
TOTAL	\$10,637	\$12,110,492	\$6,505,866	\$512,256	\$7,018,122	58.0%	\$5,092,370	\$5,656,109	\$1,362,013

WWCC FINANCIAL AID PROGRAMS 2013-2014 AND 2012-2013

	<u>Total</u>	<u>Clarkston *</u>	<u>Walla Walla*</u>
2012-2013 UNDUPLICATED FINANCIAL AID APPLICATIONS RECEIVED	5976	616 (10%)	2,401 (40%)
2013-2014 UNDUPLICATED FINANCIAL AID APPLICATIONS RECEIVED	5966	577(10%)	2,471 (41%)
2014-2015 UNDUPLICATED FINANCIAL AID APPLICATIONS RECEIVED (as of 3/17/15)	5547	529 (10%)	2,185 (39%)

Students that did not enroll but applied for aid: 12/13 -2959 (50%); 13/14 – 2918 (49%); 14/15 – 2388 (43%)

2012-2013 APPLICATION FILES COMPLETED	3,565	581 (16%)	2,191 (61%)
2013-2014 APPLICATION FILES COMPLETED	3,697	548 (15%)	2,288 (62%)
2014-2015 APPLICATION FILES COMPLETED (as of 3/17/15)	3,261	497 (15%)	2,023 (62%)

Students that did not enroll but completed their financial aid file: 12/13 - 793 (22%); 13/14 – 861 (23%); 14/15 – 741 (23%)

2012-2013 UNDUPLICATED FINANCIAL AID RECIPIENTS	2,902	548 (19%)	2,103 (72%)
2013-2014 UNDUPLICATED FINANCIAL AID RECIPIENTS	2,980	531 (18%)	2,188 (73%)
2014-2015 UNDUPLICATED FINANCIAL AID RECIPIENTS (as of 3/17/15)	2,622	467 (18%)	1,904 (73%)

Students that did not enroll but received a financial aid award: 12/13 -251 (9%); 13/14 – 261 (9%); 14/15 – 251 (10%)

These figures represent ONLY the students in each category that had registered for classes during that academic year, whereas the total includes both students that enrolled and those that did not. Correction students were not included.

EMPLOYMENT	2013-2014	2012-2013
	AMOUNT DISBURSED	AMOUNT DISBURSED
FEDERAL WORK STUDY (008)	\$102,076	\$107,886
STATE WORK STUDY (010,014)	\$97,413	\$70,226
WORKFIRST WORK STUDY (065)	\$0	\$0
TOTAL EMPLOYMENT	\$199,489	\$178,112

GRANTS	2013-2014	2012-2013
	AMOUNT DISBURSED	AMOUNT DISBURSED
FEDERAL PELL GRANT (001)	\$8,095,271	\$7,693,431
FEDERAL SEOG (002)	\$128,472	\$137,886
FEDERAL BUREAU OF INDIAN AFFAIRS (088)	\$0	\$0
WASHINGTON STATE NEED GRANT (009)	\$2,176,118	\$2,016,538
COLLEGE BOUND (01C)	\$175,537	\$139,101
STATE TUITION WAIVER [3%] (021)	\$50,983	\$72,132
SKILLS STEP GRANT (045)	\$4,269	\$5,144
TRIO GRANT (053)	\$22,417	\$21,374
WWCC GRANT [3.5%] (060)	\$333,820	\$437,901
OPPORTUNITY GRANT (0ZD-0ZI)	\$363,441	\$359,838
EARLY ED OPPORTUNITY GRANT (0EA-0EO)	\$39,083	\$0
WORKFIRST TUITION AND BOOKS (066,0WF)	\$67,104	\$70,811
WORKER RETRAINING (091-097,0BV)	\$489,190	\$445,867
CHALLENGE GRANT (0V6)	\$0	\$1,380
EMERGENCY ASSISTANCE (0V4)	\$5343	\$0
BASIC FOOD, EDUCATION AND TRAINING [BFET] (0X1-0X9, 0BF)	\$9,386	\$0
TOTAL GRANTS	\$11,960,434	\$11,401,403

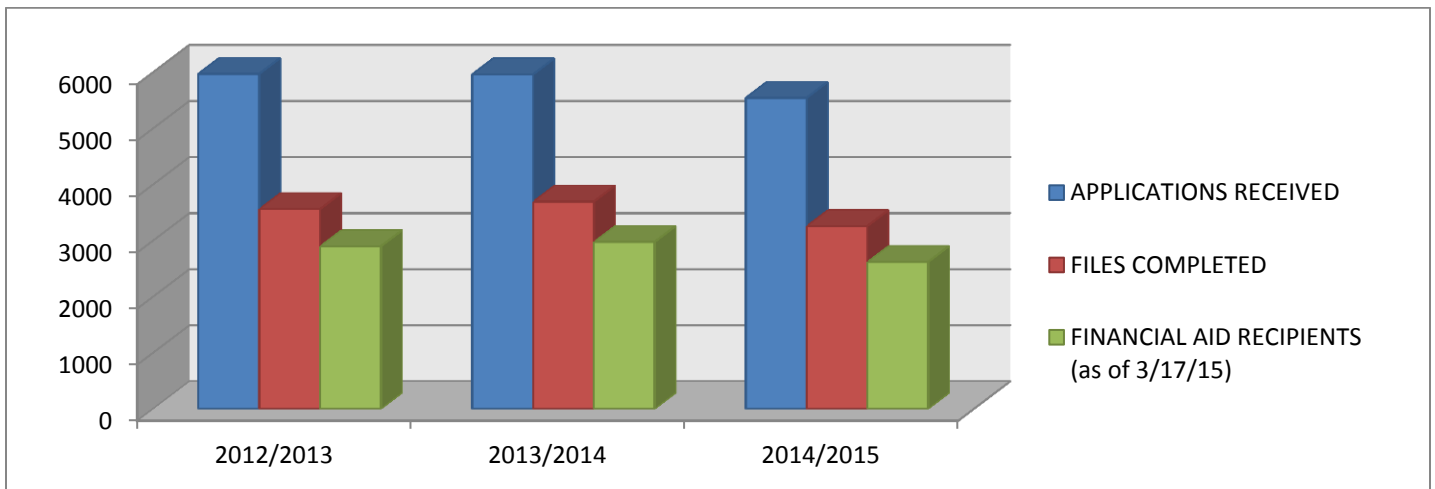
LOANS	2013-2014	2012-2013
	AMOUNT DISBURSED	AMOUNT DISBURSED
FEDERAL PERKINS LOAN (004)	\$150,428	\$182,615
FEDERAL DIRECT SUBSIDIZED LOAN (0D1, 0D2)	\$3,719,232	\$3,444,845
FEDERAL DIRECT UNSUBSIDIZED LOAN (0R1,0R2)	\$4,081,142	\$3,682,413
FEDERAL PARENT LOAN FOR UNDERGRADUATE STUDENTS [PLUS] (051)	\$107,862	\$78,502
ALTERNATIVE LOAN (0AL)	\$242,320	\$229,654
TOTAL LOANS	\$8,300,984	\$7,618,029

SCHOLARSHIPS	2013-2014	2012-2013
	AMOUNT DISBURSED	AMOUNT DISBURSED
AG BUSINESS/AG SCIENCE/AG TECH	\$0	\$0
AMBASSADOR (0V3)	\$4,899	\$6,445
ASB – CLARKSTON (063)	\$10,395	\$11,695
ASB – WALLA WALLA (082)	\$24,748	\$26,198
ASPEN SCHOLARSHIP (0AS,0AB)	\$246,083	\$68,880
AUTO CLUB (0V9)	\$1,000	\$1,000
BASEBALL (077)	\$19,675	\$19,131
BASKETBALL [MEN’S] (070)	\$16,272	\$14,747
BASKETBALL [WOMEN’S] (071)	\$18,144	\$18,144
COPENHAGEN-SKOAL (052)	\$0	\$7,848
DRAMA (056)	\$3,769	\$3,861
EMPLOYEE FUND DRIVE (0W2)	\$33,500	\$53,160
ENERGY SYSTEMS (0V2)	\$1,595	\$3,284
FARRIER (0V7)	\$3,378	\$0
GOLF [MEN’S/WOMEN’S] (073)	\$10,709	\$16,224
JAZZ CLUB (0V1)	\$5,280	\$8,200
PARENT CO-OP (084)	\$0	\$0
PASSPORT/PROMISE (01P/044)	\$12,000	\$13,500
PHI BETA LAMBDA (0V8)	\$132	\$1,000
PRIVATE DONORS/AMERICORPS (061)	\$441,854	\$554,327
RODEO (074)	\$38,834	\$37,017
SOFTBALL (078)	\$24,478	\$23,964
SOCCER [MEN’S] (072)	\$18,927	\$17,716
SOCCER [WOMEN’S] (079)	\$20,873	\$21,825
VOLLEYBALL (075)	\$14,905	\$15,714
WAVE (039)	\$0	\$0
WELCH (062)	\$0	\$0
WELDING CLUB (0V5)	\$250	\$350
WIND ENERGY TECHNOLOGY (0W1)	\$0	\$0
WWCC FOUNDATION GRANT/LOAN	\$0	\$0
WWCC FOUNDATION SCHOLARSHIP (064)	\$499,693	\$386,424
PLANT OPERATIONS (0W5, 0W7)	\$42,004	\$0
TOTAL SCHOLARSHIPS	\$1,513,397	\$1,330,654

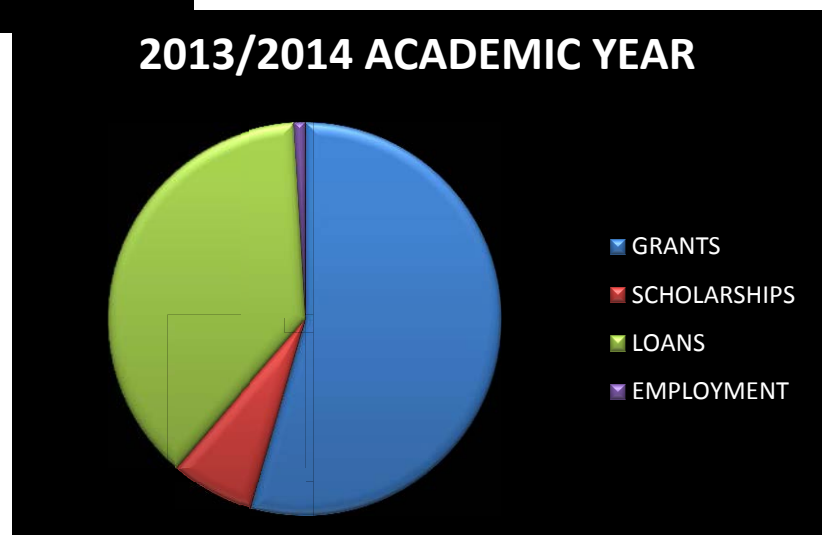
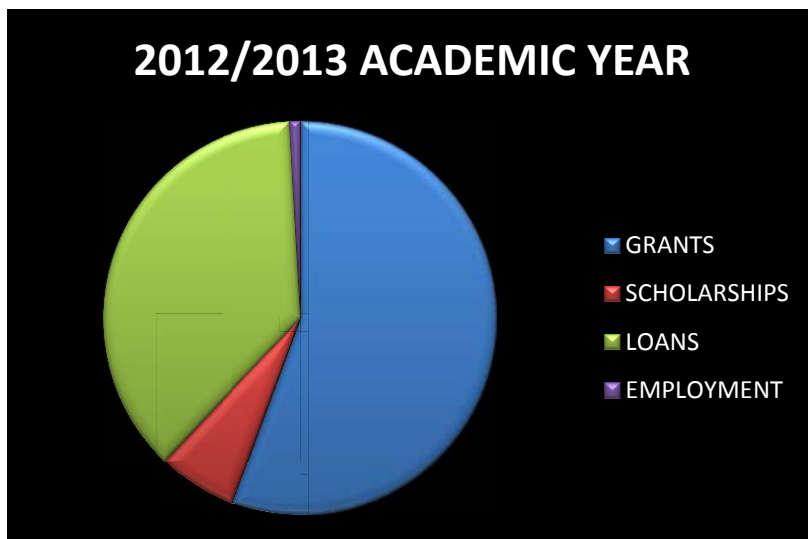
TOTAL FINANCIAL AID ENCOMPASSING ALL PROGRAMS FOR THE 2013-2014 AID YEAR

\$21,974,304

FINANCIAL AID FILE COMPARISON 2012/2013-2014/2015



FINANCIAL AID FUNDS COMPARISON 2012/2013 AND 2013/2014





Walla Walla Community College

500 Tausick Way
Walla Walla, WA 99362
(509) 522-2500
FAX (509) 527-4480

Tab 6

March 19, 2015

From: Davina Fogg
Vice President of Financial Services

Re: 2014-2015 Capital Budget Status Report - February 2015

Type	Code	Title	Budget	Encumbrances	Expenditures	Balance
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2013-2015 Appropriations

S	4Z5A	2013-15 Repairs and Minor Improvements	\$ 131,143	\$ 2,069	\$ 8,879	\$ 120,195
S	4Z5B	2013-15 Facility Repair - Dome Piping	\$ 301,218	\$ 289,465	\$ 11,753	\$ -
S	4Z5C	2013-15 Facility Repair - Diesel/Oil Water Separator	\$ 36,237	\$ 12,961	\$ 23,276	\$ -
S	4Z5D	2013-15 Facility Repair - Air Compressors	\$ 126,693	\$ 44,132	\$ 82,561	\$ -
S	4Z5E	2013-15 Facility Repair - Tech Center Boiler	\$ 10,687	\$ -	\$ 10,623	\$ 64
S	4Z5F	2013-15 Facility Repair - Fire Alarm System	\$ 69,287	\$ 55,747	\$ 1,104	\$ 12,436
S	4Z5G	2013-15 Facility Repair - Diesel Overhead Doors	\$ 2,114	\$ -	\$ 2,109	\$ 5
S	4Z5H	2013-15 Facility Repair - Main Bldg. Walk-in Refrig.	\$ 88,000	\$ -	\$ 82,963	\$ 5,037
S	4Z5I	2013-15 Facility Repair - Clarkston Heat Pumps	\$ 696,242	\$ 4,464	\$ 563,419	\$ 128,358
S	4Z5W	2013-15 Facility Repair - Replace Entrance Doors	\$ 28,000	\$ -	\$ -	\$ 28,000
S	4Z5K	2013-15 Minor Works - WW Campus Business Office	\$ 537,547	\$ 387,386	\$ 122,646	\$ 27,515
S	4Z5L	2013-15 Roof Repair - Main Bldg. Roof & Insulation	\$ 351,000	\$ 101,066	\$ 211,715	\$ 38,219
S	4Z5U	2013-15 Roof Repair - Main Bldg. Roof, Section 2	\$ 30,000	\$ -	\$ -	\$ 30,000
S	4Z5M	2013-15 Site Repair - Clarkston Drainage	\$ 76,000	\$ -	\$ 76,000	\$ -
		TOTAL	\$ 2,484,168	\$ 897,291	\$ 1,197,047	\$ 389,830

2011-2013 Appropriations

S	4Z10	Roof Repair - Main Building	\$ 53,217	\$ 17,238	\$ 35,979	\$ -
S	4Z16	Facility Repair - Sump Pumps	\$ 1,590	\$ -	\$ 1,209	\$ 381
S	4Z17	Facility Repair - Domestic Water Line -Dome	\$ 141,305	\$ 130,895	\$ 10,410	\$ -
S	4Z3A	Facility Repair - Clarkston Heat Pumps	\$ 45,000	\$ -	\$ -	\$ 45,000
		TOTAL	\$ 241,112	\$ 148,133	\$ 47,598	\$ 45,381

Local Funds and Grants

L	4Z8x	Water Center Expansion - Local	\$ 171,593	\$ -	\$ -	\$ 171,593
G	4Z86	Economic Dev. Admin. (EDA) - Water Ctr. Exp.	\$ 78,300	\$ -	\$ -	\$ 78,300
G	4ZPx	IPZ Alternative Energy	\$ 2,637,643	\$ 1,926,458	\$ 312,352	\$ 398,833
L/G	4Z72	EDA - Clarkston Workforce and Bus. Dev. Ctr.	\$ 4,700,000	\$ 27,900	\$ -	\$ 4,672,100
G	4ZP6	PP&L Blue Sky Grant	\$ 22,000	\$ -	\$ 22,000	\$ -
		TOTAL	\$ 7,609,536	\$ 1,954,358	\$ 334,352	\$ 5,320,826

		TOTAL ALL FUNDS	\$ 10,334,816	\$ 2,999,782	\$ 1,578,997	\$ 5,756,037
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Percent Uncommitted

55.7%

Fund Types:

S - State Appropriations L - Local G - Grant P - Private C - Certificate of Participation.



Office of the President
Walla Walla Community College
500 Tausick Way
Walla Walla, WA 99362-9267
Phone: (509)527-4274
Fax: (509)527-4249

MEMORANDUM

TO: Board of Trustees

DATE: March 19, 2015

FROM: Steven VanAusdle, President

RE: Tenure Recommendations

The Tenure Review Committee and the Vice President of Instruction have made recommendations relative to granting tenure. I have reviewed the files and, after a thorough evaluation, I concur with these recommendations.

It is my recommendation that the Board of Trustees grant tenure to the following faculty members who have completed three years of successful employment at Walla Walla Community College:

- Sara Egbert, Chemistry/Mathematics Instructor, Clarkston
- Karen Kirkwood, Pre-College Instructor
- Michelle Meyer, Counselor
- Richard Queen, Building Maintenance Instructor, WSP
- Megan Schoessler, Mathematics Instructor
- Michael Shively, Mathematics Instructor, Clarkston
- Terri Trick, Basic Skills Instructor
- Jana Lu Williams, Librarian

My recommendations for the other probationary faculty will be reviewed during the Executive Session.

Thank you.



Walla Walla Community College
Tenure Review Committee
 500 Tausick Way
 Walla Walla, WA 99362-9267

TO: Dr. Steve VanAusdle, President

FROM: Andrew Gallagher, Chair
 Tenure Review Committee

A. Gallagher

DATE: March 6, 2015

SUBJECT: Probationary Faculty Evaluations and Recommendations

The Tenure Review Committee met on March 6, 2015, to review Winter Quarter evaluations of those faculty who were referred to the committee by your memo of October 15, 2014. The administrative, student, peer, and self evaluations within each of those person's file were discussed as well as a review provided by each of the supervisors in attendance.

The committee voted to recommend that the Board of Trustees grant tenure to the following faculty, who have completed three years of successful employment at Walla Walla Community College:

Sara Egbert	Chemistry/Mathematics Instructor, Clarkston
Karen Kirkwood	Pre-College Instructor
Michelle Meyer	Counselor
Richard Queen	Building Maintenance Instructor, WSP
Megan Schoessler	Mathematics Instructor
Michael Shively	Mathematics Instructor, Clarkston
Terri Trick	Basic Skills Instructor
Jana Lu Williams	Librarian

Ann Nelson was not evaluated Winter Quarter because of her hire date. She is scheduled to be evaluated Spring 2015.

The committee voted to recommend that the following probationary faculty be continued in full-time probationary employment:

Jennifer Bayne-Lemma	Philosophy Instructor
Timothy Burgoyne	Office Technology/Business Instructor
Joe Cooke	Accounting Instructor
Jennifer DeJean	Business Management Instructor, Clarkston
Kristen Harvey	Mathematics Instructor
Kerry Joyce	Nursing Instructor, Clarkston
Ashley Lawyer	Cosmetology Instructor
Tony McGuire	Building Maintenance Instructor, WSP
Michelle McKibben	Cosmetology Instructor
Daryl Miller	Counselor
Denise Ortiz	English/Literature Instructor

Dr. Steven VanAusdle
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March 6, 2015

Gwen Stahnke
Lana Toelke
Ilona Verwer
Robert Walker
Matt Williams

Ag Chemistry/Turf Management
Nursing Instructor
Nursing Instructor
CNC Machining Instructor, WSP
Ag Science Instructor

Feel free to contact me if you have any questions.

cc: Marleen Ramsey
Sherry Hartford



Walla Walla Community College

Instruction Office

500 Tausick Way
Walla Walla, WA 99362-9267
(509) 527-4289
FAX (509) 527-4249

TO: Steve VanAusdle

FROM: Marleen Ramsey *mv*

DATE: March 10, 2015

SUBJECT: Probationary Faculty Evaluation and Recommendation

After meeting with the Tenure Review Committee on March 6, 2015, and carefully evaluating the progress of each of the current probationary faculty appointees, I fully concur with the committee's assessment and endorse its recommendation that the following faculty members be considered favorably in the granting of tenure:

Sara Egbert	Chemistry/Mathematics Instructor, Clarkston
Karen Kirkwood	Pre-College Instructor
Michelle Meyer	Counselor
Richard Queen	Building Maintenance Instructor, WSP
Megan Schoessler	Mathematics Instructor
Michael Shively	Mathematics Instructor, Clarkston
Terri Trick	Basic Skills Instructor
Jana Lu Williams	Librarian

Anne Nelson was not evaluated Winter Quarter because of her hire date. She is scheduled to be evaluated Spring 2015.

I recommend continued probationary status for the following faculty:

Jennifer Bayne-Lemma	Philosophy Instructor
Timothy Burgoyne	Office Technology/Business Instructor
Joe Cooke	Accounting Instructor
Jennifer DeJean	Business Management Instructor, Clarkston
Kristen Harvey	Mathematics Instructor
Kerry Joyce	Nursing Instructor, Clarkston
Ashley Lawyer	Cosmetology Instructor
Tony McGuire	Building Maintenance Instructor, WSP
Michelle McKibben	Cosmetology Instructor
Daryl Miller	Counselor
Denise Ortiz	English/Literature Instructor
Gwen Stahnke	Ag Chemistry/Turf Management
Lana Toelke	Nursing Instructor

Dr. Steven VanAusdle

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March 10, 2015

Ilona Verwer
Robert Walker
Matt Williams

Nursing Instructor
CNC Machining Instructor, WSP
Ag Science Instructor

cc: Sherry Hartford



Office of the President
Walla Walla Community College
500 Tausick Way
Walla Walla, WA 99362-9267
Phone: (509)527-4274
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MEMORANDUM

TO: Board of Trustees

DATE: March 19, 2015

FROM: Steven VanAusdle, President 

RE: Sabbatical Recommendation – Frank Skorina

After reviewing Frank Skorina's request for sabbatical leave and the recommendations from the Professional Development Committee and from Dr. Marleen Ramsey, I recommend approval of three quarters (Fall 2015, Winter 2016, and Spring 2016) Sabbatical Leave for Frank.

Thank you.



**Walla Walla Community College
Professional Development Committee**

500 Tausick Way
Walla Walla, WA 99362-9267

RECEIVED

FEB 14 2015

WWCC Pres. Ofc.

Memorandum

TO: Steven L. VanAusdle
FROM: Jeff Adams- Chair
Professional Development Committee
DATE: February 13, 2015
SUBJECT: 2015-2016 Sabbatical

This letter is written on behalf of the Professional Development Committee concerning the one application for sabbatical the 2015-2016 academic year.

The faculty, administrators, and support staff of which this committee is comprised, fully endorse the proposal for sabbatical set forth by instructor Frank Skorina. His proposal meets the requirements detailed under AHE Article 26 and meets the established purpose for sabbatical to "benefit the college and its students..."

On behalf of Frank and the Professional Development Committee, we thank you for reviewing the proposals for sabbatical and presenting them to the Board of Trustees.



January 15, 2015

Professional Development Committee
Walla Walla Community College
Walla Walla, WA 99362

RE: Frank Skorina's Sabbatical Application

Members of the Professional Development Committee:

This letter is in support of Frank Skorina's application for sabbatical Leave during the 2015-16 academic year. I have met with Frank and reviewed his application and sabbatical plans for next year. His primary focus is to gain greater understanding as to what engineering, physics, and science students transferring on to the four-year college and university need in order to be prepared for the challenges in STEM studies. Nationally, there has been a concerted focus on preparing a new generation of scientists and engineers to meet the demands of the 21st century. In order to keep pace with the new approaches and educational methodology in STEM Frank feels the need to study at the university level, specifically courses that his engineering and science students will take. Frank's plan to take courses at Washington State University will certainly assist him in knowing not only what students will be challenged with at the upper division university level, but more importantly, what competencies, knowledge, and outcomes are needed in the course he teaches at WWCC.

Frank began teaching for Walla Walla Community College in fall 2003 as a physics instructor. During his time at the college he has grown the number of students interested in his calculus based physics courses required for engineering from a small group of four students (enrollment in 2003) to 29 students in fall 2013. This fall his class was enrolled with 22 students. Frank brings extensive engineering knowledge and work experience to the theoretical courses he teaches. He is a wonderful instructor maintaining the difficult balance between ensuring that students acquire and master science specific knowledge, yet creating exciting and engaging learning environments.

I believe that this sabbatical year will strengthen and re-energize Frank's ability to assist students as they progress in their science or engineering career pathways. I support Frank's sabbatical plan and application. Please let me know if you have further questions.

Sincerely,

A handwritten signature in cursive script that reads 'Marleen Ramsey'.

Marleen Ramsey, Ph.D.
Vice President of Instruction
Walla Walla Community College

Walla Walla Community College
2015-2016 SABBATICAL LEAVE APPLICATION

It is not unusual to receive more requests for sabbatical leave than can be awarded, due to budget constraints. Therefore, the process involving selection becomes somewhat competitive. The screening committee carefully reviews each request and makes a judgment based to a great degree on the quality of the application. Attached to this application form you will find a page from the faculty contract which explains in detail the sabbatical leave policy. Please pay very close attention to item number five (5) which deals with the proper procedure. Good luck to you in your request for sabbatical leave.

Name: FRANK SKORINA Date: JANUARY 15, 2015

Date of first full-time contract at WWCC: WINTER 2007

Number of years (full-time) at WWCC: EIGHT

Current teaching assignment: PHYSICS / ASTRONOMY / GEOGRAPHY

I request 3 quarter(s) of leave to begin FALL 2015 and to
terminate SPRING 2016 .

USE SEPARATE SHEET(S) OF PAPER FOR THE FOLLOWING THREE ITEMS:

- I. Description of Sabbatical Leave Plan
 - A. State reasons for requesting the leave.
 - B. Provide a detailed description of the plan.
- II. Proposed Benefits
 - A. Describe the value of the proposed activity to the enhancement of the instructional program of WWCC.
 - B. Describe the value of the proposed activity to your professional growth and development.
- III. Description of Past Contributions to WWCC
(Include part-time or classified employment, fellowships, WWCC committee work, recognition, etc.)
- IV. Three letters of recommendation:
 - A. One colleague
 - B. Your dean or director
 - C. Vice President of Instruction

Attach your completed Sabbatical Leave Application and return to the Office of the Vice President of Instruction by 5:00 p.m., Thursday, January 15, 2015.

Frank Skorina

Sabbatical Request 2015-2016

I. Description of Sabbatical Leave Plan**A. State reasons for requesting the leave.**

Most of my students in engineering physics will be transferring to a four year school to major in engineering, computer science, astronomy, or physical science. STEM education has been rapidly changing in recent years, including updates in technology and pedagogy. I want myself, and by extension WWCC, to bring new insights in education that these highly technical STEM students are exposed to.

B. Provide a detailed description of the plan.

I will attend two semesters at Washington State University, taking a full load of mid-level and upper-level undergraduate courses in engineering, computer science, and astronomy. I will focus attention on engineering labs, support materials, resources, and successful teaching strategies.

I will be taking two astronomy courses to stay on top of this rapidly evolving field. I will be taking two physics courses, mechanics and thermal physics, which have direct application to those majoring in mechanical engineering. I have included two electrical engineering courses and labs, and two computer science courses. This range of study will enhance the physical science department at WWCC.

Fall 2015

Topics in Modern Astrophysics, ASTR 581, 3 credits, may be repeated for credit to a maximum of 9 hours. Prerequisites are Math 315 (differential equations) and Phys 202. Course will tackle one area of astrophysics of current interest in the areas of stellar physics, gaseous nebulae, the interstellar medium, exotic objects, galaxies, gravitation, or cosmology.

Mechanics, PHYS 320, 3 credits, Course Prerequisite: MATH 315 or concurrent enrollment; MATH 220 or concurrent enrollment or MATH 230 or concurrent enrollment; PHYSICS 202 or 206. Particle motion in one-, two-, and three-dimensions; motions of systems of particles; rigid body motion; Lagrange's equations.

Electronics, E_E 311, 3 credits, Course Prerequisite: E E 214 with a C or better; E E 261 with a C or better; concurrent enrollment in E E 352; certified major in Electrical Engineering, Computer Science, or Computer Engineering. Fundamental device characteristics including diodes, MOSFETs and bipolar transistors; small- and large-signal characteristics and design of linear circuits.

Electrical Circuits Laboratory I, E_E 261, 1 credit, Course Prerequisite: E E 261 with a C or better or concurrent enrollment. Electrical instruments; laboratory applications of electric laws; transient and steady-state responses of electrical circuits.

Neural Network Design and Application, CPT_S 434, 3 credit, Course Prerequisite: CPT S 122 with a C or better; STAT 360 with a C or better; certified major in Computer Science, Computer Engineering, or Electrical Engineering. Hands-on experience with neural network modeling of nonlinear phenomena; application to

classification, forecasting, identification and control. Credit not granted for both CPT S 434 and CPT S 534. Offered at 400 and 500 level.

Spring 2016

Astronomy and Astrophysics I, ASTR 435, 3 credits, with prerequisites Math 172 and Phys 202. This is a calculus-based, in-depth exploration of planetary and stellar astrophysics.

Thermal Physics, PHYS 330, 3 credits Course Prerequisite: MATH 273 or 283; PHYSICS 202 or 206. Thermal behavior of systems; energy and entropy; equations of state; changes of phase; elements of continuum and statistical approaches.

Electromagnetic Fields and Waves, E_E 331, 3 credit, Course Prerequisite: E E 261 with a C or better; E E 262 with a C or better; MATH 315 with a C or better; PHYSICS 202 with a C or better. Certification not required. Students will be required to pass a math skills test. Fundamentals of transmission lines, electrostatics, magnetostatics, and Maxwell's Equations for static fields.

Electrical Circuits II, E_E 321, 3 credit, Course Prerequisite: E E 261 with a C or better; certified major in Electrical Engineering, Computer Science, or Computer Engineering. State space analysis, Laplace transforms, network functions, frequency response, Fourier series, two-ports, energy and passivity.

Artificial Intelligence, CPT_S 440, 3 credits, Course Prerequisite: CptS 122 with a C or better; certified major in Computer Science, Computer Engineering, or Electrical Engineering. An introduction to the field of artificial intelligence including heuristic search, knowledge representation, deduction, uncertainty reasoning, learning, and symbolic programming languages. Credit not granted for both CPT S 440 and CPT S 540. Offered at 400 and 500 level.

II. Proposed Benefits

A. Describe the value of the proposed activity to the enhancement of the instructional program of WWCC.

I will know the paths, instruction, and technologies that my students will follow when they leave WWCC and transfer to complete a bachelor's degree.

B. Describe the value of the proposed activity to your professional growth and development.

Education is valued at WWCC and rightly so. I will receive an intense jolt of education in my sabbatical year.

III. Description of Past Contributions to WWCC

(Include part-time or classified employment, fellowships, WWCC committee work, recognition, etc.)

I started at WWCC in Fall 2003 as an engineering physics instructor. At that time I had four students. I have brought stability to the program and it has grown to 29 students in Fall 2013. I attended divisional meetings and regular workshops, and

perform other administrative tasks when requested. For example, in Winter 2013 I updated the master course outline (including course description, intended learning outcomes, and course topics) for the physics and geography courses that I teach and I presented to the outcomes review committee. I have been asked to advise students and received training to do so. I have reached students considering college by speaking about WWCC academic education at Walla Walla High School AP classes and other high school students at their “college nights.” Now I propose to make connections beyond WWCC to clearly understand what student will be experiencing when they transfer from WWCC and pursue university education.



STEVE MAY
Walla Walla Community College
500 Tausick Way
Walla Walla, WA 99362-9267
509-527-4278

DATE: January 16, 2015

SUBJECT: Letter of Support for Frank Skorina's Sabbatical Applications

Frank Skorina has applied for a sabbatical for the 2015 – 2016 academic year and I am in full and strong support of this application.

A little background to start: In the Fall term of 2003, Frank was hired as an adjunct instructor to teach the Engineering Physics year-long series. Having served as the Science Division Chair for a number of years leading up to this hiring, I can assure you that we needed help with this very important physics series. No less than 5 instructors has been hired to teach these classes during the preceding 8 years and the lack a stability had resulted in very low enrollments – I believe Frank only had 4 students his first year. This low enrollment essential meant that for the most part students interested in pursuing majors in the physical sciences were NOT attending Walla Walla Community College at that point in time. We were not serving a very important population. What a difference a solid, dedicated instructor makes; within just a few years Frank had increased his enrollment to double digits and last year the enrollment was at or near 30 students! Frank's outstanding work in Engineering Physics has resulted in numerous other teaching assignments: astronomy, geography, math, and other physics courses.

A few reasons that lead me to fully support this sabbatical:

1. **Frank is a dedicated, hardworking faculty member who truly connects with his students.** In the 12 years that Frank has taught here his load has varied between teaching 1 class, up to teaching a full-load of 3 classes. But if one observed the hours Frank spends on campus, you would always assume he is teaching a full-load. He is on campus most days from about 8:30 AM until mid to late afternoon; the only exceptions are when he is also teaching at the North Campus, then he divides that "full-time" attendance between the two campuses. He spends hours in his office honing his classes and is always available to help students.
2. **As a professional colleague.** Frank and I share many common interests related to our teaching and therefore often "talk teaching". We have had many great discussions of how to approach a lecture on a certain topic, or perform a lab experiment, or what new classes should be developed to meet the student needs, along with countless other topics. It is without hesitation that I can state that Frank Skorina has made me a better instructor through these conversations.
3. **An outstanding sabbatical proposal.** For teachers to put themselves back into the role of students is absolutely invaluable and that is what Frank is proposing he do during his requested sabbatical leave. His proposal points out the two important "take-a-ways" from this activity. First is the updated knowledge that he will obtain in all of the disciplines that he teaches here at WWCC. And secondly, are the pedagogical gains that a seasoned teacher can obtain by watching other

teachers in action. I am certain that Frank will be exposed to some wonderful professors at WSU from which he will learn new classroom and lab teaching techniques. But, no doubt, not every professor is going to be great, and it is often more important to learn what NOT to do, and I am sure he will see example of that as well.

It should be readily apparent that I am 100% in support of granting Frank Skorina his request for a sabbatical. He has truly earned it through years of outstanding service to the college, his colleagues, and most importantly, his students. In granting this request, some of the gains I foresee to WWCC are:

1. A STEM instructor with more up-to date content knowledge,
2. more awareness of exactly what our physical sciences students need to be prepared for when they transfer,
3. numerous ideas about how to be an even better science instructor,
4. and finally, a well-rested and rejuvenated Frank Skorina ready to put in many more years here at WWCC.

A handwritten signature in black ink, appearing to read "Steve May". The signature is fluid and cursive, with the first name "Steve" and last name "May" clearly distinguishable.

Steve May
Physical Sciences Instructor