



**Whatcom Community College
Interim Report
July 2007-December 2008**

College President
Kathi Hiyane-Brown, EdD

Board of Trustees
Barbara Rofkar, Chair
Steve Adelstein
Sue Cole
Tim Douglas
Chuck Robinson



I. Introduction and College Overview

Whatcom Community College has experienced tremendous growth in the last 18 months while transitioning to new leadership, and crafting a new vision that expands service to the community as well as to students. This report summarizes the work accomplished from July 2007 through December 2008, as the College developed, adopted and implemented a new strategic plan and welcomed a new College President.

Once a college without a central campus and the oldest average age student population in the state, Whatcom has transformed into a transfer-oriented college with a young degree-seeking student population (72% under 26 years old). Whatcom serves as a scenic destination college for students throughout Washington who move to Bellingham with the goal of transferring to Western Washington University.

Whatcom serves over 7,000 students (over 3500 Full Time Equivalent) pursuing academic transfer and professional technical programs, adult basic education, and community education. Over 3,000 students are seeking degrees or certificates, including 141 international students from 28 countries. Whatcom features rigorous, competitive professional technical programs in a number of industries, including Allied Health (nursing, physical therapist assistant, massage practitioner, medical assistant, and health unit coordinator), business, education, technology and design, and legal studies. The College also offers adult basic education and English as a Second Language classes to meet the needs underserved populations. Whatcom CC's Community Education non-credit program enrolls an average of 2,500 students annually in personal enrichment and professional development non-credit classes, resulting in significant community visibility for the College as a whole.

New President and Priorities

In August 2007, Dr. Kathi Hiyane-Brown became the fourth President of Whatcom Community College. For 23 years, the previous president focused on building a beautiful campus to provide access to as many students as possible despite limited state support. Poised for increased visibility, President Hiyane-Brown immediately began collaborating with community leaders, and engaging the entire College in strategic planning

In December 2007, the College President, together with the Board of Trustees and the President's Cabinet, kicked off a major initiative to develop a strategic plan. On March 7, 2008 all College employees and student government leaders participated in a campus dialogue to brainstorm ideas. These ideas were recorded and shared with an ad hoc Strategic Plan Steering Committee, which consisted of faculty, staff, and student representatives. This committee worked throughout spring and summer quarters to draft a plan, which was reviewed on Opening Day, September 16. The entire campus community provided input on the top priorities for the college, and on October 7, 2008 the Board of Trustees adopted the plan. Cabinet members were assigned lead roles in implementing the five strategic goals.

This plan is the foundation for the direction and priorities of the College for the next three years and for the College's institutional effectiveness strategies.

II. A New Strategic Direction: The 2008-09 College Strategic Plan

The recently adopted Whatcom Community College strategic plan features five major goals that provided the focus for the 2008-09 College work plan and the budget planning process.

Goal 1: Expand opportunities for students to achieve their potential

- Establish College-wide retention priorities and strengthen improvement strategies based upon the analysis of Student Achievement indicators.
- Implement group computerized placement testing and admissions advising on campus and at local high schools.
- Collaborate with faculty to expand co-curricular student activities and events and enhance multicultural understanding and learning beyond the classroom.
- Meet, if not exceed, enrollment targets.

Goal 2: Strengthen the culture of learning

- Identify and implement new certificates and degrees in the health field that align with current programs.
- Develop improved assessment strategies, including classroom and program assessment.
- Diversify faculty staff, and students.

Goal 3: Contribute actively to the vitality of Whatcom County

- Implement new courses and programs through Community Education targeted for worker retraining as well as enrichment activities for the 50+ population.
- Create a formal Conference Services Program to manage campus events and outside facility rentals.
- Develop the Foundation's capacity for increased fundraising and community presence.

Goal 4: Model sustainability

- Explore new courses, certificates, and degrees related to 'green collar' jobs.
- Implement composting program on campus to support green practices.

Goal 5: Strengthen the College's ability to deliver its mission

- Identify financial strategies to address increases to faculty salaries and faculty equity issues.
- Increase support for professional development for faculty and staff, specifically related to technology/e-Learning, disciplinary currency, and leadership.
- Review and improve the effectiveness of current governance policy and structure, based on consultation with faculty and staff.

- Review and improve current processes pertaining to budget development, curriculum, faculty evaluation, and schedule management.
- Replace campus-wide telephone system (VoIP) with additional communication features to enhance campus safety and security.
- Relocate both the International Programs and Community Education offices.
- Publish and share the College's strategic plan. Establish division work plans in support of the strategic plan.
- Prepare for the spring Northwest Commission on Colleges and Universities focus visit.

The College wide committee structure was also evaluated and changes made following campus-wide discussions. (see appendix for College Committee structure and descriptions). Three new groups were added:

The **College Council**, an advisory group to the president comprised of faculty, staff, and student representatives, will serve as a forum for discussion on campus practices and policy development. One of its primary tasks is to review the progress on the strategic plan. The Council's role in the College's decision-making processes and its activities will increase campus communication and transparency in developing college policy.

The formation of the **Student Success and Achievement Committee** was initiated in early 2009 to examine college-wide student persistence, retention, and achievement. The committee is comprised of faculty, exempt, classified personnel as well as students.

The **Sustainability Committee** was re-formed to provide a forum for discussing how to reach Goal #4 *Model Sustainability* through curriculum, campus operations, and student co-curricular activities. It had been a standing committee for the past several years that focused on the awareness and education of issues of environmental sustainability.

III. Progress In A Difficult Economy

The entire nation is in the midst of a recession, and during turbulent economic times, community and technical colleges serve as the first responders by providing the retraining necessary for economic recovery. Whatcom has experienced a 9.1% increase in Full Time Equivalent (FTE) students in Fall 08, despite a reduction in state funding. This makes the Strategic Plan even more critical to honing in on what can be accomplished to provide the greatest results. The College is reshaping its staffing structure, reorganizing the instructional program, addressing new statewide enrollment and achievement initiatives, and meeting or exceeding 2007-2008 enrollment targets.

New Key Leaders, Faculty and Staff

Several major leadership positions were created or replaced between July 2007 and December 2008. National and regional searches were conducted for the Vice President for Instruction, the Dean for Instructional and Academic Support, the Registrar, the Institutional Researcher, the Transitional Learning Director and the Child Development Center Director. The recently established Office of Advancement, which includes the new Executive Director for the Foundation & Advancement, Public Information Officer, and Conference Services Coordinator, represents the commitment to advancing the College priorities and identity throughout the community. An institutional researcher was hired in May 2008 to support data-based decision making, assessment, and institutional effectiveness efforts, recognized as a priority at the College for the past few years. A new classified Program Coordinator for Placement Testing was hired and two Office Assistant positions were also replaced.

Reorganization of Instructional Program

Since the beginning of the current academic year, the faculty and administrative team have been negotiating a proposed reorganization of the instructional program. The administrative team presented their proposal and accompanying rationale at negotiations, department chair meetings, and faculty meetings in early December. During Winter 2009, the administrative team will present a proposal for an appointment process and for new and revised position descriptions for deans, division chairs, and department chairs.

The new organization will also upgrade faculty support staff to divisional secretaries who will be responsible for providing support in key divisional operations, including developing the schedule of classes, assimilating budgets, submitting faculty position requests, faculty evaluation, and catalog revisions. Instructional administrators have discussed the change in duties with the classified staff union leaders along with the current faculty support personnel.

The proposed implementation date for the new organization is Fall 2009. If division chairs can be appointed in time, it will be implemented in Spring 2009 to allow time for transition before the demands of the new academic year.

Reorganization of Student Life and Athletics Department

The Strategic Plan also prioritizes creating new ways for students to learn and engage beyond the classroom. National studies indicate that strong connections and meaningful campus experiences contribute to student success. In an effort to strengthen and enrich student life at Whatcom Community College, the current student programs and athletics staff responsibilities have been reorganized to:

- (1) shift the coordination of facility rentals and campus events to the new Conference Services area;

(2) connect student leadership and activities with co-curricular learning outcomes and civic engagement by differentiating between Student Life and Athletics;

(3) restructure functions and funding to establish the Associate Director for Student Life and Diversity. This position has been designed to provide leadership with pluralism in student life and promote cultural and educational activities to foster an inclusive campus climate. While the position has been delayed due to budget reductions, this reorganization demonstrates the renewed commitment of the College to pluralism and diversity.

Stepping Up to Statewide Initiatives: Student Achievement and Targeted Enrollments

The Student Achievement Initiative (SAI) is a statewide incentive system that rewards colleges for improving student achievement. This represents the state system goal of increasing the educational attainment of all state residents. Colleges will be primarily measured on:

- Improving preparation for college level courses
- Building to a year of college credit (45 credits)
- Completing college level math
- Completing certificates, degrees, and apprenticeship training

This statewide initiative focuses on measuring incremental progress in student achievement while developing and improving strategies to enhance student progress. The SAI provides points based upon student completion at specific levels (i.e., basic skills gains, first 15 college-level credits, college-level math course). The State Board for Community and Technical Colleges (SBCTC) will provide colleges with the number of momentum points accumulated by each student. If appropriated by the state legislature, incentive funding will be awarded after 2008-09, based upon a comparison of each college with its own prior baseline.

The SBCTC and the legislature also allocated additional full-time equivalent (FTE) to Transitional Learning programs such as Adult Basic Education (ABE), English as a Second Language (ESL), and Integrated Basic Education and Skills Training (I-BEST) programs. Earning these additional FTE required a clean-up of the College data collection systems, which resulted in not meeting the new FTE targets for the 2007-2008 academic year. State funds were unaffected, and additional target FTE were awarded for the 2008-09 year. Whatcom is on track for meeting or exceeding the targets for ABE and ESL. With a variety of innovative and collaborative programming, the College should be able to meet the I-BEST targets for this year. During this difficult budget year, it is uncertain if either the SAI points will be paid for, or any additional targeted FTE for SAI areas will be approved.

Several new legislative initiatives require the development of and immediate implementation of processes. These include: (1) mandatory tuition waivers for children and spouses of

disabled, missing in action, or deceased veterans of recent active duty; (2) outreach and financial assistance for foster care youth; (3) redesign and expansion of the Opportunity Grant for underserved students; (4) expanded instructional programs and specialized support to increase transfer students pursuing high demand fields; (5) inventory of early learning programs; and (6) strategies to strengthen student persistence.

IV. Achievements and Challenges: Annual Goals 2007-2008

1. Complete the self study requested by the Commission on Colleges, respond to recommendations and experience a successful interim accreditation visit.

Whatcom Community College completed the self study and hosted an interim accreditation visit during Fall 2007. This visit was a follow-up to the 2005 Accreditation Visit to ensure that Whatcom has addressed recommendations for improving assessment of classroom instruction. The accreditation evaluator recommended continued improvement of classroom assessment and another interim visit by a representative from the Northwest Commission on Colleges, scheduled for late April 2009.

To prepare for the visit, the Assessment Coordinator, Institutional Researcher, and Vice-President of Instruction have worked with a group of 25 faculty representing multiple disciplines to review and refine the College core learning abilities and develop learning rubrics. The faculty group met throughout the fall and completed initial work. During the spring term, the faculty group will continue to meet and develop additional components of the assessment program. By April, the College will have a well developed program and plan for assessment in place to demonstrate to the accreditation evaluators that the College is managing the responsibilities for assessing student learning and using the information for continuous quality improvement in instruction.

During the past year, Whatcom has made major advances in assessment. In May 2008, Whatcom established its first Department of Institutional Research and Assessment. The new director created the Assessment and Institutional Research intranet website where most of the assessment and institutional reports are now posted. This information is now available to the general public via the College's external website.

Whatcom is drafting a plan for systematic information gathering and assessment of student learning and developing projects based upon three types of assessment information:

Direct Indicators of Student Learning – which requires students to demonstrate their learning. While five core learning abilities were developed over a decade ago, the intensive effort to redefine the College core learning abilities has rejuvenated the faculty-led focus on researching, discussing, and developing strategies for measuring student learning. Once the core learning abilities and outcomes are finalized, a set of rubrics and a curriculum map will be created. After the process has been developed,

other steps will be taken to implement and assess the students' mastery of these core learning abilities and outcomes.

Indirect Indicators of Student Learning – which summarizes students' perceptions or asks students to reflect upon their learning. The results of the ACT Student Opinion Survey conducted in January 2008, is summarized under Goal 10 below. Concerned about new student attrition, the Educational Services managers designed and implemented an online student withdrawal survey in Fall 2007, which asks students why they are completely withdrawing from the College. These survey results are summarized quarterly and used to analyze and improve support services.

Institutional Data – which reflects the overall condition and effectiveness of the College. Various institutional data and reports are now posted on the intranet site for better accessibility to information that can be useful for continuous improvement decisions. The College executive team is working closely with the Director for Institutional Research and Assessment to prioritize the types of new institutional data that is most critical for strategic enrollment management, student success and achievement, program review, and overall institutional effectiveness.

2. Develop a pre-engineering program and respond to high demand transfer shortages by expanding capacity in math and science.

Whatcom Community College is currently in the process of developing a set of courses that will provide a pathway for engineering students to baccalaureate programs in Washington state. For a number of years, the College has considered the development of an engineering degree or pathway that would provide broad preparation in engineering. In the recent Fall term, representatives from area industries expressed support for a degree that would strengthen the pipeline to engineering degrees, to address their current needs and the expected shortage of engineers for the next several years. The College instructional leaders have been encouraged by area baccalaureate institutions to develop courses that will equip students as transferring engineering majors. Several faculty in science and math have met with administrators in Instruction and Institutional Advancement to discuss and outline the offerings for an engineering pathway. The courses will be developed and available by Fall 2009.

3. Respond to shortages in other SBCTC targeted areas (Adult Basic Education, Integrated Basic Skills Training, Transfer high-demand in science, technology, engineering, and math) by expanding appropriate program capacities.

Whatcom received multiple allocations from the state that focused on targeted programs and populations for fiscal years 2008 and 2009. These included funds to increase enrollments in Early Childhood Education (ECE), Physical Therapist Assistant (PTA), Integrated Basic Education Skills Training (IBEST), Transfer High Demand, and Adult Basic Education (ABE). The College was given two years and additional funds to reach the targeted number of enrollments in these areas. If targeted numbers are not reached, the SBCTC may reduce funding. This past year, reaching the targeted numbers varied in the programs with a range of 77% to 103%. The College has one more year to obtain full enrollment numbers. Strategies in place for the

coming year include addition and expansion of targeted classes and programs along with an increase in class capacity.

4. Explore and implement new certificates and degrees in the health field that align with current programs and mission.

Workforce program enrollments increased over 20% at Whatcom Community College. This was the highest enrollment increase in workforce programs in the state (state average was 3%). Part of the growth was attributable to the expansion in the health programs.

Another achievement was winning the Governor's 2008 Workforce Best Practices Award for innovation awarded to the online Physical Therapist Assistant (PTA) Program. The online PTA Program also received national recognition from the National Council of Instructional Administrators with its winning entry in Workforce Development.

5. Plan and initiate a college-wide student retention plan that comprehensively addresses the needs of degree-seeking students and students who are typically underserved, and that meshes with existing programs such as I-BEST and Pathways to Health Careers.

In 2007, the College launched its emphasis on retention with a three-pronged commitment of financial resources to: (1) increase the faculty full-time to part-time ratio by creating five new full-time faculty positions; (2) hire a new associate dean to manage academic support services and grants for underserved student populations; and (3) establish the first, full-time institutional researcher to provide institutional data for strategic enrollment management and analysis of the College data to meet the requirements of the statewide Student Achievement Initiative. This financial commitment toward student retention represented a major shift of College operational priorities. For nearly two decades, College financial resources were primarily targeted toward building capacity to increase student access by serving as many students as possible with limited academic and student support services.

The recently adopted strategic plan emphasizes increasing access as well as supporting students in achieving their potential. As a result, the College President approved the establishment of new college-wide Student Success and Achievement Committee. In support of one of the five strategic goals, this committee was established during Winter 2009 to develop, implement and assess a college-wide student retention and achievement plan.

While a college-wide student retention plan has yet to be developed, there has been significant progress during the past year with the implementation of a new student orientation, which is an essential component of a comprehensive retention plan. The new student orientations for general degree-seeking students are now conducted quarterly to welcome and engage new students in understanding college expectations. While the College has provided specialized orientations for student populations with specifically targeted funding (i.e., International, Running Start, ABE/ESL, WorkFirst, etc.) for over a decade, this commitment to the general degree-seeking student population represents a renewed commitment to student success. Student surveys by student orientation participants provide an indirect assessment of student

learning. These orientations have finally provided the basic foundation on which to build further programming to strengthen the first year experience for all Whatcom students.

Whatcom continues to demonstrate specialized support for student populations that qualify for targeted funding such as the WorkFirst program, Opportunity Grant, and the Pathways Program (funded by the U.S. Department of Labor). One-on-one student support, tutoring, study groups, financial resources, educational planning, mentoring, coaching, and career guidance are offered to help students to reach their academic potential and improve retention. These programs also partner with on and off-campus resources to create a cohesive network of student support. In addition, support staff work closely with faculty and students in the IBEST program to create pathways for Adult Basic Education and English as a Second Language students to continue coursework by enrolling in courses and certificates in Medical Assisting, Accounting, and Nurse's Assistant Certified (NAC). While taking these courses, IBEST students are supported through the IBEST co-teaching model in content courses and an additional support course that emphasizes academic writing, speaking, study skills, and preparation for professional affect. This additional support helps keep students focused, accountable, and present throughout their program of study.

The successes demonstrated by these small target groups of students with significant special funding provide evidence for the importance of providing individualized support services. Yet, with the current financial budget reductions and the upcoming conclusion of key targeted grants, the integration of these specialized support services for thousands of degree-seeking students presents significant challenges.

6. To deploy course management software campus-wide, providing access to innovative instructional tools for every faculty and staff member and student.

Beta testing of Moodle (course management software) was completed. The product was installed and made available to all faculty. Training sessions are offered regularly by the Information Technology department. Faculty also receive support from a faculty trainer and several experienced faculty.

Other instructional technologies made available to faculty this year include Vision software which enhances functionality in every lab, document cameras for teaching stations, wireless remote presentation devices in all classrooms, and limited beta testing of smart board technology.

7. Prepare and submit a competitive facilities funding application consistent with the College's mission and Strategic Master Plan.

With the support of the Campus Planning Committee, the College completed and submitted a proposal for a major capital project. The Learning Commons building was proposed as a 69,000 sq.ft. facility, built on the northeast corner of Kellogg and Cordata, costing roughly \$40 million.

The proposal fared well against other growth projects within the system. It was ranked fourth among growth projects in the 2009-2011 capital budget request. However, the ranking among system projects overall was much lower (roughly 50th). The capital request is currently before the legislature.

8. Implement first two stages of the facilities renovation plan, providing additional faculty and administrative office space, and MA lab space.

Both of these minor capital projects were subcontracted locally. They were completed on schedule, within budget and with minimal impact to program.

9. Develop and execute an Outreach Plan.

With the enrollment decline that began in 2003, the College implemented several initiatives to strengthen the identity and visibility of the College. The College identity project in 2006 analyzed feedback from internal and external stakeholders, which has resulted in an updated College logo, publication templates, and core positioning points. Variations of the message, “Whatcom. It All Starts Here,” have been featured on colorful posters, program brochures, and specialized publications including a viewbook for recruiting prospective students.

In Fall 2007, Whatcom Community College began mailing a quarterly credit schedule to all Whatcom County homes for the first time in over a decade. This quarterly schedule served as a marketing tool to strengthen the College identity and promote the transfer, professional technical, and basic skills programs of the College. The College is exploring lower-cost alternatives to this publication that will deliver the same level of outreach to target audiences.

With the addition of a Director of Communications and Marketing, in 2009 the College will also be pursuing segmented messaging to focus outreach for particular programs, and embarking on a strategic media campaign aimed at ensuring constant coverage of programs, accomplishments, budget developments, human interest stories, and Op Ed pieces.

The College website is undergoing a significant redesign centered on aesthetics and improved hierarchy and back-end functionality, the culmination of two years of effort and input from the campus community. Following the launch of the revised site, the College will then begin a new phase of redesign focused on content and improved user functionality.

Foundation

In 2009, the College and Foundation will launch a series of cultivation and friend-raising events aimed at bringing community members to campus for social and academic events as a first step towards building engagement and support. The College and Foundation will also work to build financial support and partnerships with local individuals and companies through various communication campaigns and one-on-one meetings with potential donors/partners.

10. Develop and implement a new institutional effectiveness survey to assess WCC student experiences.

An advisory committee of faculty and staff reviewed several national surveys and recommended the use of the ACT Student Opinion Survey based upon a variety of factors, including the ability to customize several questions for the College to gather indirect indicators of student learning. Since the ACT survey is nationally-normed on college students, the committee decided to focus only on feedback from degree-seeking students (3002 headcount – Winter 2008) rather than also including non-credit and basic skills students.

During January 2008, the ACT Student Opinion Survey was administered in classes using a stratified sample (based upon class time, type of class and type of academic program). Of the 2,400 surveys that were distributed, 1,607 were completed. This resulted in a 67% response rate which was significant compared to the 14% response rate for student surveys conducted in the past.

Responses from Whatcom students were compared to national averages and statistically significant differences indicated that Whatcom students were:

- Younger (70% were under 23 years compared to 54% nationally)
- Less diverse (19.6% ethnic diversity compared to 27.3% nationally).

When compared to the national average, Whatcom students were **more satisfied** with:

- Whatcom Community College in general
- Attitude of the faculty toward students
- Accuracy of admissions information and the general registration procedures
- Academic advising services which were also used more frequently
- Appearance and general condition of the College classrooms, buildings, and grounds

Whatcom students were **less satisfied** than their national peers with the:

- Course content and preparation in their major area of study or chosen occupation
- Out-of-class availability of instructors
- Student government
- Availability of financial aid information prior to enrolling
- Food services
- Individual/private study areas on campus

Many of the questions specific to Whatcom Community College focused on the extent to which students' perceived that their experiences at Whatcom had contributed to their learning. These responses ranged between 2.4 – 2.8 (2 = some, 3 = quite a bit) with the highest responses indicating that students believed that they think more critically, write more effectively, and apply discipline-specific knowledge. While this was an indirect indicator of student learning and only reflected the students' self evaluations, it gave an indication of their awareness of the College core learning abilities.

This student survey provided baseline information about student experiences at Whatcom Community College and suggested areas for improvement. The Student Government leaders and the College administration responded to the urgent need for more individual/private study areas by collaboratively planning and purchasing furniture to expand the study areas in three buildings. Student leaders have also intentionally focused their efforts on increasing their visibility and responsiveness to the general student population. Further, these student survey results have been used by managers to identify improvement strategies for their specific departments.

V. Summary and Concluding Comments

Whatcom is experiencing tremendous growth brought about by a change in leadership, shifting economic forces, and an increased national focus on sustainability and the use of technology at colleges. This presents some challenges as the student population is increasing but state funding is decreasing. However, Whatcom, thanks to a long history of creative use of resources and a dedication to student achievement, is making progress despite these challenges.

The creation of a new Strategic Plan, the culmination of a campus-wide year-long effort, has focused faculty and staff on collaborative efforts to strengthen the culture of learning and expand opportunities for students to achieve their potential. The College's commitment to assessment and continuous quality improvement is already yielding results, as is the ongoing effort to model sustainability at every level. And the College's involvement and presence in the community continues to grow. The Strategic Plan will serve as a guide through 2012, providing focus and direction for efforts at all levels – student, staff, faculty, and community.

Appendix A: Whatcom Community College Fast Facts 2007-2008

3,528 Full Time Enrollment (FTE's); 7,104 Headcount

675 Graduates (611 associate degrees, 24 certificates; 40 high school completion)

ABOUT WCC STUDENTS

- 58% female; 42% male
- 72% between the ages 16-25
- 19% students of color
- 455 FTE Running Start Students
- 141 International students from 28 countries
- 432 WCC students transferred to public baccalaureates; 76% transferred to WWU
- 5,032 students served by Community Education

ABOUT WCC PROGRAMS

Whatcom offers two transfer degrees:

- Associate of Arts & Sciences, and
- Associate of Science

Whatcom also offers 17 professional/technical degrees:

Nursing

Physical Therapist Assistant

Medical Assisting

Massage Practitioner

Health Unit Coordinator

Early Childhood Education

Education Paraprofessional

Computer Information Systems

Visual Communications

Accounting

Business Information Systems

Entrepreneurship

General Business

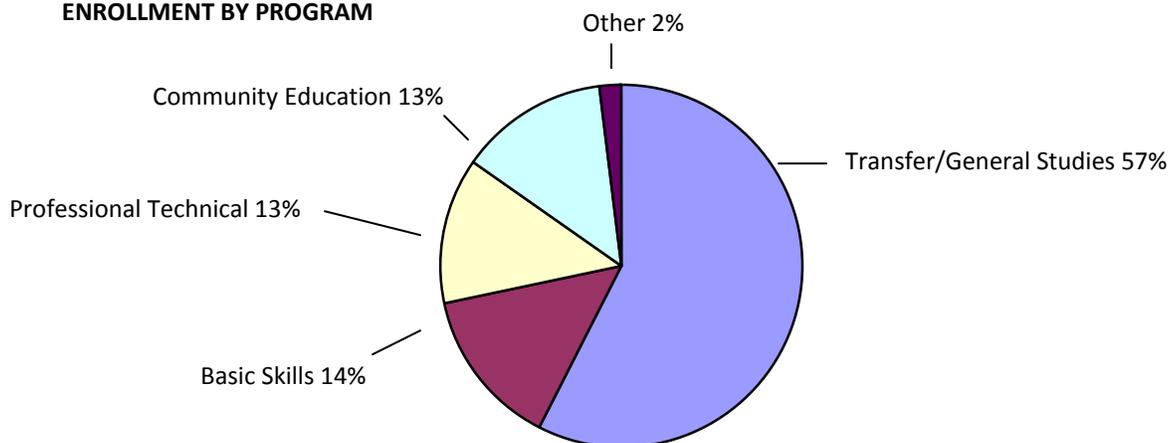
Hospitality & Tourism

Office Administration

Paralegal Studies

Administration of Justice

ENROLLMENT BY PROGRAM



ABOUT WHATCOM

- 1:22 Student-Faculty Ratio
- Annual Operating Budget of \$18,500,000
- 63-acre campus with 10 buildings
- 373 employees (72 full-time faculty; 158 adjunct)

Appendix B: WCC Committee Structure and Descriptions



**WHATCOM COMMUNITY COLLEGE
COMMITTEES and CHARGES
2008-2009**

COMMITTEE TO:	CHAIR	REPORTS
<p>Academic Advisory <i>Recognize the requisite expertise and abilities of the faculty members to provide the President with valuable input regarding decisions related to educational matters.</i></p>	<p>Allan Richardson, faculty</p>	<p>President</p>
<p>Assessment Coordinating Committee Assessment <i>The Assessment Coordinating Committee will provide recommendations on policy and procedure related to the College's assessment program. The Committee will review current assessment practices and provide recommendations. During AY 2008-2009, the Committee will serve as a resource group for the faculty group reviewing the assessment program</i></p>	<p>Tresha Dutton, faculty and Director of Institutional Research &</p>	<p>Vice Pres of Instruction</p>
<p>Budget Review <i>Recommend, to the President, an annual program and budget based on recommendations by department chairs, division chairs, department managers, etc.</i></p>	<p>Vice President for Adm Svcs</p>	<p>President</p>
<p>Campus Planning <i>The Campus Planning Committee purpose is to provide recommendations and input on facilities planning related to major and minor capital projects. The committee will also be involved in the review and updating of the Facilities Master plan for the College. The Committee is advisory to the President and will be chaired by the Vice President for Administrative Services.</i></p>	<p>Vice President for Adm Svcs</p>	<p>President</p>
<p>College Council <i>The College Council, on behalf of the college community, shall advise the President on matters vital to the mission and goals of the college. The Council will work to ensure the opportunity for constituents of the college to participate collaboratively in the development of policies and procedures of the institution.</i></p>	<p>To be elected by the Council</p>	<p>President</p>

Committee for Library Advocacy and Student Support **Library Director** **Vice President for Instruction**

The Library consults with the campus community for recommendations pertaining to library service, resources and training.

Contract Administration **Vice President for Ed Svcs** **President**

Review the administration of the WCCFT Negotiated Agreement in force and attempt to resolve any problems that may arise.

Curriculum **Heidi Ypma, Faculty** **Vice President for Instruction**

Provide leadership and make recommendations to the Vice President for Instruction regarding instructional programs, degree requirements, credit, the grading system, or other matters pertaining to curriculum and academic standards referred to the committee.

Dismissal Review **Human Resources Director** **President**

Review dismissal or reduction-in-force hearings requested by affected faculty member(s). See Negotiated Agreement, Article XIX, dated 06/17/06 through 01/31/09.

Financial Aid Advisory Services **Financial Aid Director** **Vice President for Educational**

Review student appeals covered by the Satisfactory Progress Requirements for Financial Aid Students and recommend changes to these requirements when needed. Student appeals covered by these requirements include Financial Aid Petitions from students with prior academic problems, and Excess Credit Appeals from students who are seeking a second two-year degree or have exceeded the state and federal funding limits.

Honors Program Advisory **Tony Will, Faculty** **VP for Instruction**

To provide institutional leadership in support of a strong student Honors program.

Probationary Review Committees **Various Faculty** **President**

Review performance and development of a probationary faculty member. Recommend on tenure status for a faculty member. For information about Probationary Review committees, contact the President's Office.

Professional Development **Doug McKeever, Faculty** **President**

Review individual requests for funds and approve financial support as appropriate for professional development activities. Develop and disseminate procedures that will facilitate faculty and staff engagement in professional development activities including an annual professional development day, and prepare periodic reports describing and evaluating the effectiveness of the college's professional development program.

The sabbatical subcommittee of the Professional Development Committee accepts, reviews, and makes recommendations on sabbatical leave proposals.

Safety **Facilities Director** **President**
Assure that College initiates and maintains a safe work environment and an accident prevention program.

Salary Placement **Will Webber, Faculty** **President**
Initial placement and advancement on the Salary Schedule shall be recommended by the Salary Placement Committee.

Scholarship Review **Financial Aid Director** **Exec. Dir. for Advancement**
Advise the Foundation Board and the President regarding scholarship applications, review, and selection processes. Review applications and recommend selection for scholarships and tuition waivers, including merit and need-based awards, and the Laidlaw Award. Committee membership includes faculty and student services professionals

Student Success and Achievement Committee Chair **Dean for Instructional and Academic**
selected at first meeting (Winter
Quarter)
The Student Success and Achievement Committee will identify college-wide student persistence, retention, and achievement based upon relevant data; design and implement strategies to improve student achievement and success, and assess results.

Sustainability **Barry Maxwell, Faculty &** **Vice Pres' for**
Dean for Workforce Training **Instruction & Adm Svcs**
The Sustainability Committee will provide a forum for discussing issues related to sustainability on campus, including curriculum and campus operations, and student co-curricular activities, and formulate appropriate recommendations. The committee membership will include faculty and staff from campus operations and student programs.

Union Management Communications HR Director **President**
Committee **WFSE Presidents Debbie Adams and Heidi Mezo**
Establish an orderly procedure for discussion and exchange of information of a group nature and general interest to both parties (employees covered by the Washington Federation of State Employees Collective Bargaining Agreement).

AD HOC COMMITTEES

Writing/Oral Communication **Martha Hagan, Faculty &** **Vice President for**
Across the Curriculum (AdHoc) **Jeffrey Klausman, Faculty** **Instruction**
Provide institutional support, direction and leadership for a strong college-wide, student writing and oral communication improvement program.