



Year One Report

**Prepared for the
Northwest Commission on Colleges and Universities**

**Green River Community College
March 1, 2011**

This page is left blank intentionally.

Table of Contents

Introduction	5
Institutional Context	6
Preface	1
Brief Update on Institutional Changes since the Last Report	1
Response to Recommendations/Issues Requested by the Commission	2
Date of Most Recent Review of Mission and Core Themes	2
Chapter One – Standard One:	4
Section I: Standard 1.A	4
Mission Statement	4
Interpretation of Fulfillment of the Institution’s Mission	4
Articulation of an Acceptable Threshold or Extent of Mission Fulfillment	6
Section II: Standard 1.B	6
Core Theme I: Transfer Education	7
Core Theme II: Professional/Technical Education	9
Core Theme III: Basic Skills/Developmental Education	10
Core Theme IV: Continuing Education	11
Conclusion	14
Appendices	15

This page is left blank intentionally.

Introduction

Green River Community College is a two-year public college centrally located between Seattle and Tacoma in Auburn, Washington. It began as an outgrowth of the Auburn School District, which in 1945 started an adult evening education program. The state legislature approved the startup of a community college in 1959, and by 1963 the State Board of Education approved the establishment of Green River Community College. Since 1965, the college has been located on its current site—a heavily wooded hilltop campus of 250 acres. As community needs expanded, the college added a branch campus in downtown Kent (1986) and one in Enumclaw (1996).

Green River offers courses and programs leading to a variety of associate degrees and certificates in academic transfer and professional/technical fields. The college also offers developmental and adult basic skills programs, including high school completion, as well as a variety of continuing education noncredit courses for professional growth and personal enrichment. There are 142 full-time faculty, 398 adjunct faculty, and 329 classified and exempt staff.

In 2009-10, the college served approximately 17,700 students, representing over 8,800 full-time equivalent students. Of the students enrolled, 52 percent enrolled in transfer/liberal arts education; 20 percent enrolled in professional/technical and workforce education; and 16 percent in developmental, adult basic and English for Speakers of Other Languages (ESOL) education. Additionally, nearly 12 percent enrolled in non-credit continuing education and customized contract training. Shifting populations in the college's service area over the last 10 years have changed the demographics of students attending Green River. Since 2003, the student population of color has grown more than 14 percent. Currently, over 40 percent of the student body is of color, and the two largest minority groups are Asian at 19 percent and Hispanic at 4 percent.

In the last five years, the college has added several new buildings. A state-of-the-art **Technology Center** was completed in 2005 to support technology programs such as aviation, information technology, and engineering. It also houses the college's largest student computer lab with 244 computers. Connected to the Technology Center by a sky bridge is the **Marv Nelson Science Learning Center** which replaced the aging Science Technology Complex and provided the opportunity to centralize the college's 'wet lab' science programs within one location. The center was completed in spring 2007. **Zgolinski Welcome Center**, completed in spring 2008, was created to align all student entry services around a comprehensive service model and to better prepare prospective and new students for college entry regardless of point of entry and level of preparedness. The most recent development is the **Salish Hall** building which replaces the aging HS/SS/BI complex. This facility will be fully operational in fall of 2011, housing faculty and staff from Social Science, Humanities, Fine Arts, English, and Business programs, faculty and staff. It will be the cornerstone of the college's cultural and historic connection to the community.

This report outlines the college's compliance with Standard One in accordance with the new standards adopted by the Northwest Commission on Colleges and Universities (NWCCU). It includes an overview and analysis of the college's mission, core themes, objectives, and indicators of achievement. Also included is the college's definition and acceptable threshold of mission fulfillment.

Institutional Context

Green River operates as a publicly funded comprehensive community college. It is one of 34 institutions under the governance of the Washington State Board for Community and Technical Colleges (SBCTC). Based on the Revised Code of Washington (RCW), the state of Washington has mandated community and technical colleges be comprehensive open door institutions to all citizens with the purpose of providing academic transfer and professional/ technical courses; basic skills and literacy training; and opportunities for community involvement of an educational, cultural and/or recreational nature.

A five-member Board of Trustees governs the college, and each member is appointed by the governor. In 2004, the board adopted the “Carver Policy Governance Model” to outline and define clearly the board’s role in college decision-making. Under this model, the board is focusing on the larger issues by setting policy. It delegates to the college president the authority to determine how those policies are carried out. The board adopted five goal statements, with one goal encompassing four sub-goals, focusing on how students and the community would benefit from the college’s programs and services. For each goal statement, a representative college-wide council, called a Monitoring Report Council, was established with the task of assessing the extent to which the college is achieving each goal. Indicators of effectiveness were identified and results are presented to the board during monthly reports by the Monitoring Report Councils. As a result, the board has had a more clearly defined way to measure the effectiveness and achievements of the institution.

Faculty participate in the general governance of the college through representation on various committees and councils. They also oversee the development of the curriculum through a comprehensive process and play a key role in the retention and tenure of their colleagues. The primary governing faculty body is the Instructional Council (IC) and its subcommittee structure. Division chairs are the voting members and make recommendations to the executive vice president. The executive vice president, instructional administrators, and key staff members attend and participate in IC meetings but do not vote. Additional faculty and, in some instances staff, serve on one or more IC subcommittees among which are the Faculty Curriculum Review and the Learning Outcomes Committees. Faculty and division chairs also develop the schedule of quarterly course offerings and teaching assignments with final approval by the dean.

The branch campus in Kent was relocated to a new site in 2005 when the college purchased a condominium portion of a retail building in the city’s Kent Station. Kent Campus Phase I is located on the second floor with a ground floor entry and staff office space. In July 2009, the second phase of Kent Campus was completed and connected to Phase I by a sky bridge. The addition added 43,500 GSF bringing the total to 65,700 GSF and allowed the college to expand its offerings of general studies programs including science classes. The Kent Campus incorporates state-of-the-art technology and flexible classroom configurations capable of responding to the ever-changing needs of the community while offering better services to the northern section of the college’s district.

Preface

Brief Update on Institutional Changes since the Last Report

In the fall of 2009, after 27 years as the president of Green River Community College, Richard A. Rutkowski announced his retirement and left the college at the end of June, 2010. The board conducted a nationwide search for a new president during the winter and spring of 2010, and hired Dr. Eileen Ely as the new president. Dr. Ely was raised in the college's district and had even attended the college for a brief period. She served as president of Western Nebraska Community College in Scottsbluff, NE for five years and is well versed in the many roles of a community college president in difficult times like the present. Dr. Ely has brought an experienced skill set to the college. Her strong communication skills and deep understanding of severe budgetary challenges in a community college system are serving the college well.

Student services, which had been overseen by two deans, was reorganized in June 2010 when the dean of enrollment management left the college. The functional areas were realigned to create one division under a single dean of student services. This new structure has improved the communication among departments and streamlined services for students focusing on a "student-centered" and "learning-centered" approach. In addition, the student services leadership team is collaborating more closely with instructional leaders, and developing intentional and responsive college-wide initiatives to improve student success.

The college's International program was established by the board in 1988, and the program has since contributed over \$36 million to the college. Over the last few years, the college has seen a large increase in the enrollment of international students. The college currently serves 1,180 international students from 44 different countries. In fall 2010, the president convened a joint task force between International Programs, instruction, and student services to foster college-wide collaboration in creating a "Classroom of Tomorrow" to prepare all students, both domestic and international, for success in an increasingly multicultural and multinational world. The purpose of the task force is 1) to seek out, define and develop an understanding of issues regarding the teaching and learning of international students in academic classes; 2) to recommend steps that will improve teaching and learning of all students; 3) to create a shared vision based on achievement, success and excellence that will prepare all students to be global citizens; and 4) to create a model for continued communication, cooperation and collaboration.

As in most states, Washington has been severely challenged by a poor economy, ongoing unemployment, and rising costs to operate the educational system. Like all public community and technical colleges in Washington, the college is largely dependent on legislative allocation for its public funding. In the last two years, the college has faced serious budget reductions. Forty-one percent of the college's total operating budget comes from state funding, which has been cut by \$3,055,682. As of December 2010, halfway through the 2010-11 fiscal year, the state is estimating an additional 4.3 percent reduction to the college's current fiscal year budget.

Early cuts were intentionally focused on minimizing the impact on students and instructional programs. However, as the cuts continue, both in time and depth, the pressure will mount to consider reductions in direct instruction and student services. For the 2011-13 biennium, the

college is faced with an additional estimated 10 to 20 percent budget reduction, while more and more students who are unable to find work or support their families are looking to Green River for training and education. The college has not been able to replace key faculty or staff positions at a time when there is more demand than ever for services, and is faced with major layoffs and furloughs.

Part of the college's overall fiscal strategy is to be conservative with budgeting and use revenues from non state-supported areas such as Running Start and International Programs to supplement operating expenses. This strategy will continue to play an increasingly significant role for the college in serving to offset the severity of the state budget cuts.

Response to Recommendations/Issues Requested by the Commission

Green River's most recent full-scale evaluation study and site visit occurred in April 2003. In June 2003, NWCCU reaffirmed the college's accreditation. The evaluation team viewed the self-study and visit favorably, commending the college for its commitment to student success, its faculty evaluation procedures, and its business strategy and procedures. The evaluation team did have several findings which resulted in five recommendations. NWCCU requested that the college submit a focused interim report to document progress on the five recommendations and host a focused interim evaluation in April 2005.

The 2005 evaluation determined that the college had thoroughly addressed and resolved four of the concerns, but felt the recommendation regarding student learning assessment had been only partially resolved. NWCCU made two recommendations for improvement in this area. In correspondence sent to the college in July 2005, NWCCU reaffirmed Green River's accreditation on the basis of its interim evaluation. The Commission did request that the college submit a focused interim report to document progress on the two recommendations and prepare for a focused interim evaluation in April 2007.

The 2007 evaluation found that the recommendations on student learning assessment had been fully addressed, and the college was recognized with two commendations for its efforts in this area. NWCCU reaffirmed Green River's accreditation in correspondence sent to the college in July 2007.

The 2008 regular fifth-year interim evaluation noted that the college was continuing to plan, evaluate, and improve to better achieve its mission, vision and goals for students. The college was again recognized with two commendations, one of which applauded the college for successfully addressing all former recommendations since the 2003 self-study.

Date of Most Recent Review of Mission and Core Themes

The college reviews its vision, mission and goals on a three-year cycle as part of its strategic planning process. The college first adopted its current mission statement in January 2005 after a thorough review which involved all campus constituents: Board of Trustees, administrators, faculty, staff, students and community members. The mission statement was last reviewed by the college in 2008 as part of its strategic planning process.

In fall 2009, the college began the process of reviewing its compliance with the new NWCCU accreditation standards. An ad-hoc group, the Accreditation Steering Committee (ASC), was convened and included representatives from all employee groups as well as the student body. The purpose of the committee is to provide guidance to the college and the president to ensure a successful transition to the new process. The committee's first recommendation was that the college align the new accreditation requirements with existing structures and processes for planning, assessing, and reporting on institutional effectiveness. It suggested that the Monitoring Report Councils be the vehicle by which the college assesses mission fulfillment for the core theme areas. This allows the opportunity for more faculty and staff to get involved with the assessment process. In addition, ASC recommended the board reaffirm the college's mission following an overwhelming response from the campus community to keep the current mission statement. The board concurred and officially reaffirmed the mission statement at its regular meeting in March 2010.

Administrators, faculty, staff, and students were involved in the process of identifying core themes for the college. The steering committee met with a number of campus-wide committees/councils, student services units, instructional divisions, the faculty leadership, administrative units and student leadership. The steering committee also met with the president's staff throughout the process to give updates on progress and seek feedback. In May 2010, the faculty leadership (Instructional Council) made an official recommendation to the executive vice president that the college adopt four core themes in line with the college's four instructional areas.

Several presentations were given to the board to keep them updated on the new accreditation process and what the college was doing to meet the new standards. A special study session was held with the board in November 2010 to review the proposed core themes, objectives and an acceptable threshold for mission fulfillment. The board proposed that the timeframe for the scorecard measuring mission fulfillment be revised from an annual to a biennial process. The college's core themes, objectives and thresholds for mission fulfillment were formally adopted by the board at their December 2010 meeting.

Chapter One – Standard One: Mission, Core Themes, and Expectations

Section I: Standard 1.A

Mission Statement

The Board of Trustees adopted the following mission statement in 2005, which was subsequently reaffirmed in 2010:

Green River Community College improves the lives of people within our diverse communities by providing quality education and training programs. We assist students in defining and achieving their goals through instructional excellence, innovative programs, and responsive services.

Interpretation of Fulfillment of the Institution’s Mission

Green River defines fulfillment of its mission by demonstrating an acceptable level of performance of its core themes, individually and collectively.

A scorecard to evaluate the performance of the college was developed by the office of research and planning with input from administrators, deans, and faculty. Each of the college’s core themes was assigned a weight based on its share of the college’s total full-time equivalent (FTE) enrollment over a seven-year period. For example, transfer education accounted for 53 percent of the total enrollment and was assigned 53 points (see Table 1.1). The weights, summing up to 100, thus represent the extent to which each core theme area contributes to the overall assessment of mission fulfillment.

Table 1.1: College Mission Fulfillment Scorecard

Biennial Performance (2-Year Rolling Average)				
Core Theme Area	Points Possible	Points Earned	Core Theme Performance	Overall College Performance
Transfer	53	X	X%	X%
Professional/Technical	18	X	X%	
Basic Skills/Developmental	22	X	X%	
Continuing Education	7	X	X%	
Total for College	100			

The performance within each core theme area is evaluated by the assigned Monitoring Report Council to determine if it meets, exceeds, or falls short of set criteria and then given a point value. Overall performance for the college is subsequently determined by computing the performance point values across the four core themes on a biennial basis, using a two-year rolling average.

A corresponding scorecard was developed for each of the core themes using a methodology similar to the college-wide scorecard. First, indicators of achievement were identified by the Monitoring Report Councils. Then, each indicator was assigned a weight, adding up to the total points allocated to the core theme. For example, the *Transfer Education* core theme was allocated 53 points. Those 53 points (see Table 1.2) were distributed among the three indicators identified (retention, transfer-ready, and completion) by the council after careful analysis of trend data and discussions regarding the meaningfulness of the indicators.

Table 1.2: Core Theme Mission Fulfillment Scorecard

Biennial Performance – Core Theme: Transfer Education (2-Year Rolling Average)				
Indicators of Achievement	Points Possible	Points Earned	Indicator Performance	Core Theme Performance
<u>Retention</u> : percent of first-time, fall students who return for the second fall.	13	X	X%	X%
<u>Transfer-Ready</u> : percent of first-time, fall students who completed a minimum of 45 college-level credits and a 2.0 GPA who are neither enrolled nor graduated.	20	X	X%	
<u>Completion</u> : percent of first-time, fall students who graduate within three years.	20	X	X%	
Total for Transfer Education	53			

For each indicator, performance categories were defined using specific criteria based on institutional, state, and national trend data. The performance result for each indicator is evaluated by the assigned councils to determine if it meets, exceeds, or falls short of the set criteria and given a point value. Overall performance for the core theme is subsequently determined by computing the performance point values across all indicators on a biennial basis using a two-year rolling average.

During opening week, fall 2010, a half-day session with faculty and staff was held to review how accreditation would be linked to the college’s policy governance process, and the role the Monitoring Report Councils would play. Each council gave a brief introductory presentation and then held a break-out session with faculty to discuss and seek feedback on the proposed

indicators of achievement. As a result, campus awareness of and participation in the new accreditation process increased.

Articulation of an Acceptable Threshold or Extent of Mission Fulfillment

The evaluation of the college’s performance pertaining to mission fulfillment is rated using the following scale: Exceeds Expectations, Meets Expectations and Below Expectations. The performance thresholds for each category were determined by the board after careful analysis of five-year trend data. The thresholds were set as follows:

Table 1-3: Thresholds for College Mission Fulfillment

Threshold Category	Performance Range
Exceeding Expectations	90 percent or higher
Meeting Expectations	75 percent to 89 percent
Below Expectations	74 percent or below

The board stipulated that an acceptable threshold of mission fulfillment should fall within the meets expectations or exceeds expectations ranges. Any performance rated as below expectations must be addressed in an improvement plan and a subsequent report to the board.

Section II: Standard 1.B

Core Themes

Students come to Green River for a variety of reasons; thus the college needs to serve students with a wide range of skills and abilities. A student may enroll at the college with the hope of transferring to a baccalaureate institution, seeking training for a changing job market, or gaining the skills needed for everyday life. The identified core themes represent the major programs and services meeting the needs of the college’s community.

The college has identified the following core themes as key aspects of its institutional mission:

- Transfer Education
- Professional/Technical Education
- Basic Skills/Developmental Education
- Continuing Education

As the core themes overlap with the board’s goal statements, the college chose to use its monitoring report process to evaluate mission fulfillment rather than develop a new process. The indicators used to determine fulfillment for each core theme were selected by faculty, deans and staff participating in the assigned councils, and were based on the indicators used to assess institutional effectiveness as part of the college’s policy governance process.

Throughout the process, discussions were held regarding whether the college should add access and diversity as additional core themes. It was determined that access and diversity, though integral to the college's philosophy, are values embedded in the chosen core themes rather than separate fundamental aspects of the mission. Moreover, it was also agreed that the councils would evaluate the achievements of low-income and students of color in addition to the student body as a whole within each core theme area.

The underlying rationale for the college's selection of indicators of achievement for each core theme was based on the desire to provide an overall picture of achievement by choosing and assessing key points in the students' educational pathway at the college. Where possible, multiple measures and data sources will be used for each indicator to provide a comprehensive picture, allowing the college to make informed judgments about goal attainment and mission fulfillment. In addition, the college will continue to assess additional indicators as part of the institution's policy governance process.

Core Theme I: Transfer Education

A major component of the college's mission is to prepare students who intend to transfer to baccalaureate institutions successfully. Green River is well-known for its strong transfer education, especially in the areas of math, humanities, and science. The majority of transfer students who enroll at the college seek an Associate of Arts – Direct Transfer Agreement (DTA) degree; however, the college also enrolls students who wish only to complete prerequisites for their major prior to transfer. Transfer Education is delivered by six academic divisions including Fine Arts, Mathematics, Social Science, English, Humanities, and Science and accounts for more than half of the college's total enrollment.

Green River is a member of the Inter-College Relations Commission (ICRC), and the college's AA-DTA, AB-DTA, AM-DTA, AEE-DTA, AFA-DTA, A-Pre-Nursing-DTA and AS-T degrees comply with ICRC recommendations for transfer degrees within Washington. ICRC has developed a direct transfer agreement with participating Washington community colleges and universities. This ensures that students who complete a designated direct transfer AA degree at a community college will have satisfied all or most of the general education (or core) requirements at the various four-year institutions in the state. For most AA and AS students, this means that students can begin work on their specialized major-area course work as soon as they transfer.

The college offers 15 different two-year associate degrees which are as follows:

- Associate in Arts – DTA (*AA-DTA*)
- Associate in Business – DTA (*AB-DTA*)
- Associate in Elementary Education – DTA (*AEE-DTA*)
- Associate in Fine Arts – DTA (*AFA-DTA*)
- Associate in Math Education – DTA (*AM-DTA*)

- Associate in Pre-Nursing - DTA
- Associate in Science –Transfer Opt 1- Biology, Environ Science, Chemistry, Geology, Earth Science
- Associate in Science –Transfer Opt 2- Engineering, Computer Science, Physics, Atmospheric Sci.
- Associate in Science – Transfer Opt 2 (MRP) - Mechanical/Civil/Aeronautical/Industrial/Materials Science Pre-Engineering (Other Engineering)
- Associate in Science – Transfer Opt 2 (MRP) - Biological or Chemical Pre-Engineering
- Associate in Science – Transfer Opt 2 (MRP) - Computer or Electrical Pre-Engineering
- Associate in Science – Transfer Opt 2 – Biology Education
- Associate in Science – Transfer Opt 2 – Chemistry Education
- Associate in Science – Transfer Opt 2 – General Science Education
- Associate in Science – Transfer Opt 2 – Physics Education

Objective of the Core Theme

The Transfer Education core theme has one objective: Transfer students will meet the requirements for transfer to successfully pursue a baccalaureate degree.

Indicators of Achievement of the Respective Core Theme Objectives

Three indicators assess achievement of the core theme objective:

- Retention: percent of first-time, fall degree-seeking students who return for the second fall.
- Transfer-Ready: percent of first-time, fall students who completed a minimum of 45 college-level credits and a 2.0 GPA who are neither enrolled nor graduated
- Completion: percent of first-time, fall students who graduate within three years.

Rationale as to Why the Indicators are Assessable and Meaningful Measures of Achievement of the Corresponding Objectives of the Core Theme

Retention rates, especially fall-to-fall, allow the college to assess its ability to retain students and support their progress through the first year. First-year retention is critical to overall student success and goal achievement.

Community college students often take different paths to reach their goals. Not all transfer students enrolling at the college intend to get a two-year degree. Transfer-Ready rates track those students who enroll with the intent to complete only certain prerequisite courses prior to enrolling at a baccalaureate institution.

Completion rates or graduation rates measure student success and goal achievement. Using national metrics such as IPEDS graduation rates allows the college to benchmark and make comparisons at a local, state-wide, and national level from year to year.

Core Theme II: Professional/Technical Education

Green River's professional/technical programs prepare students for employment in numerous career areas. All programs are guided by industry advisory committees to ensure that training meets the needs of business and industry. Professional/Technical Education is delivered by four divisions including Business, Health Science and Family Studies, Technology, and Trades and accounts for about 18 percent of the college's total enrollment.

The college offers two-year applied degrees in the following areas:

- Accounting
- Administrative Assistant
- Auto Body Technology
- Automotive Technology
- Aviation Technology
- Business Applications Specialist
- Business Management
- Carpentry Technology
- Computer Reporting Technologies
- Design Drafting Technology
- Early Childhood Education
- Geographic Information Systems
- Information Technology
- Legal Administrative Assistant
- Machining and Manufacturing Technology
- Medical Office Assistant
- Natural Resources
- Occupational Therapy Assistant
- Physical Therapist Assistant
- Welding Technology

Certificates of one year (45 credits) or less are offered in all of these fields; in addition, the college has a two-year certificate program in Practical Nursing.

Objective of the Core Theme

The Professional/Technical Education core theme has one objective: Professional/technical and workforce students will master the skills sought by employers to be successful in the workplace.

Indicators of Achievement of the Respective Core Theme Objectives

Three indicators assess achievement of the core theme objective:

- Retention: percent of first-time, fall students who return for the second fall or receive short-term credential prior to second fall.
- Completion: percent of first-time, fall students who graduate or become workforce-ready within three years.
- Employment: percent of graduate or workforce-ready students who are employed seven to nine months after leaving Green River.

Rationale as to Why the Indicators are Assessable and Meaningful Measures of Achievement of the Corresponding Objectives of the Core Theme

Retention rates help the college assess its ability to retain students through their programs. The majority of the professional/technical programs are built around a specific course sequencing from quarter to quarter to build a strong foundation in the competencies needed by industry.

Assessing completion rates for students seeking degrees or certificates is an important benchmark for the college. Degrees and certificates are developed by faculty and advisory committees with the goal of meeting industry and employers' need for skilled workers. Many students enter the college's professional/technical programs with the goal of obtaining the skills necessary to enter the workforce quickly. These students successfully complete all program related courses and leave before completing related instruction required for a two-year degree.

Employment rates indicate how well the college has prepared students to be successful in the workplace, as well as the college's contribution to workforce development. Using the SBCTC's Data Linking for Outcomes Assessment data, the college is able to assess to what extent students completing professional/technical programs gain employment within nine months of leaving the college.

Core Theme III: Basic Skills/Developmental Education

Community colleges serve a critical role in providing access to higher education for all learners. Many students who come to Green River lack the basic educational skills they need to succeed in their personal and professional lives. The Basic Skills program opens the door for learners to become more self-sufficient, and improves their knowledge of and contribution to citizenship within the community. It includes Adult Basic Education (ABE), English for Speakers of Other Languages (ESOL), General Equivalency Diploma (GED), and High School Completion (HSC). In addition, the developmental education program consists of "brush-up" courses in reading, writing, math, and study skills to prepare students for college-level coursework.

Courses in Basic Skills and developmental education are available at all campuses, are offered to meet a wide range of schedules, and include some online or hybrid options. Basic Skills and developmental education accounts for about 22 percent of the college's total enrollment.

Objectives of the Core Theme

The Basic Skills/Developmental Education core theme has one objective: Under-prepared students will demonstrate competency in reading, English, and math that prepare them for success in college-level courses.

Indicators of Achievement of the Respective Core Theme Objectives

Three indicators assess achievement of the core theme objective:

- ABE/ESOL Completion: percent of basic skills students who meet the state achievement standard
- GED/HS Completion: percent of students who earn their GED/High School credential
- Developmental Education Completion: percent of developmental students who meet requirements to enroll in subsequent course

Rationale as to Why the Indicators are Assessable and Meaningful Measures of Achievement of the Corresponding Objectives of the Core Theme

ABE/ESOL completion rates help the college assess the extent to which students are gaining the skills they need to advance to the next level or meet their goals. All basic skills students complete pre- and post assessment at each level in the areas of math, reading, writing, speaking and/or listening using the Comprehensive Adult Student Assessment System (CASAS). This federally approved standardized assessment system is used statewide and provides reliable benchmarking.

All students who enter the Basic Skills program identify their intended program goals. GED/HS completion rates assess the extent to which students who wish to earn their high school diploma successfully complete and achieve their intended goal.

Developmental Education completion rates allow the college to assess how many students successfully complete the course requirements in developmental mathematics, reading and writing to enroll in subsequent course work. Data will help the college identify barrier courses that prevent students from transitioning into college-level course work.

Core Theme IV: Continuing Education

Green River is committed to education as a lifelong process. The Continuing Education program provides opportunities for students to learn new information, update skills, explore different career fields, start a business or pursue a favorite pastime. Many programs serve as preparation to pursue a college degree program. The Continuing Education accounts for 7 percent of the college's total enrollment and offers programs/courses in six major areas: Professional Education, Job Training, Small Business and Lifelong Learning, Environmental Training, and Intensive English as a Second Language (IESL).

- Professional Education is designed to meet the needs of professionals and are tailored to meet specific business needs in cooperation with professional organizations to upgrade existing skills.
- Job Training is designed for individuals who want training for an entry level position, or who are combining courses with previously developed skills to move in a new career direction.

- The Small Business Assistance Center was created to provide technical assistance to small businesses and offer counseling, business assessment, referral services, a Business Resource Library, and small class training sessions.
- Lifelong Learning provides educational opportunities for individuals not seeking a degree, but seeking personal enrichment in creative, leisure and/or business activities.
- Washington Environmental Training Center (WETRC) offers a wide variety of continuing education classes for water and wastewater operators across the state of Washington to meet their professional growth requirements.
- Intensive English as a Second Language is intended primarily for international students who want to prepare for academic study at American colleges and universities. Once a student demonstrates English proficiency, he or she is eligible to take the college placement test for English and math.

The breadth and depth of the Continuing Education program reflects a commitment to the professional development and personal enrichment needs of the community. Instructors are primarily full-time professionals who are interested in sharing their particular expertise by teaching part time.

Objectives of the Core Theme

The Continuing Education core theme has one objective: Community members will have opportunities for life-long learning to enrich their lives personally, socially, and culturally.

Indicators of Achievement of the Respective Core Theme Objectives

Three indicators assess achievement of the core theme objective:

- Meeting Community Needs: percent of instructional classes offered that meet or exceed enrollment targets.
- Enrollment: percent of the college's total enrollment.
- Repeat Students: percent of repeat students in three years.

Rationale as to Why the Indicators are Assessable and Meaningful Measures of Achievement of the Corresponding Objectives of the Core Theme

Meeting Community Needs indicator allows the college to assess the extent to which the program is able to respond to changing trends in employment, technology, and lifelong enrichment courses. Success of the programs is dependent on a vital program mix that is current, relevant and meets the needs of the community.

Enrollment indicator assesses the number of students the program serves each year in relation to the entire college. Continuing Education serves over 6,500 students annually and since the

program operates on a self-support basis, analyzing enrollment data helps the program budget and allocate resources, project enrollment and determine the need for new courses.

Repeat Students indicator helps the college determine the program's ability to keep our best community customers engaged over time to demonstrate our vital and fundamental commitment to providing broad and deep quality education and training opportunities.

Conclusion

Green River's Year One Report provides an overview of the college's mission, core themes, and expectations for mission fulfillment. In addition, by determining relevant indicators of achievement, this report establishes the means by which the core theme objectives will be assessed and measured. Based on the existing policy governance structure, and with input from numerous stakeholders on campus through the Instructional Council, Monitoring Report Councils, Accreditation Steering Committee, the president's staff, and campus-wide staff forums, the board approved the college's existing mission and four core themes: transfer, professional/technical, basic skills/developmental, and continuing education. A scorecard rubric designed and approved by the board utilizes a weighted point system for determining appropriate thresholds for meeting or exceeding expectations in each core theme area, as well as defining mission fulfillment for the entire college. With this scorecard in mind, the college chose specific, meaningful indicators and plans to use those indicators to assess core theme objectives and continue the assessment process for subsequent NWCCU reports.

The Year One Report process has provided an opportunity for the campus community to reaffirm the college's mission and to allow for more direct involvement in the accreditation process. Previously, the Monitoring Report Councils reviewed indicators of achievement in each of the core theme areas and presented to the board based on the policy governance structure, but this process was not tied to the accreditation process. The work for the Year One Report allowed the Monitoring Report Councils to assume additional responsibility for assessing their core theme areas with the accreditation process in mind. Moreover, the councils made a concerted effort to welcome additional faculty and staff to their membership, which increased input as well as trained more participants on the new standards. During Opening Week, 2010, many faculty and staff attended a session explaining the new accreditation process which encouraged involvement through the Monitoring Report Councils and the Accreditation Steering Committee.

Upon completion of the Year One Report, Green River looks forward to addressing college resources and capacity in the Year Three Report, while under the umbrella of the four core themes and with the key areas of student access and under-represented students intertwined throughout. Utilizing the objectives and indicators for each of the core theme areas, and the established program assessment and improvement model for non-instructional and instructional areas, the campus will complete the assessment cycle by planning and implementing an assessment process, measuring the results, determining the effectiveness of the institutional programs and processes, and establishing an action plan for improvement. This assessment work will be detailed in the Year Five Report, combined with the final Year Seven Report which will revisit the college mission. It is clear that feedback about and improvement on the Year One Report will form the foundation on which subsequent reports rely for support.

Appendices

Appendix 1.1 Summary Matrix of Core Themes, Objectives and Indicators

Core Theme	Objective	Indicators of Achievement
Transfer Education	Transfer students will meet the requirements for transfer to successfully pursue a baccalaureate degree.	<u>Retention</u> : percent of first-time, fall students who return for the second fall.
		<u>Transfer-Ready</u> : percent of first-time, fall students who completed a minimum of 45 college-level credits and a 2.0 GPA who are neither enrolled nor graduated.
		<u>Completion</u> : percent of first-time, fall students who graduate within three years.
Professional/ Technical Education	Professional/technical and workforce students will master the skills sought by employers to be successful in the workplace.	<u>Retention</u> : percent of first-time, fall students who return for the second fall or receive short-term credential prior to 2nd fall.
		<u>Completion</u> : percent of first-time, fall students who graduate or become workforce-ready within three years.
		<u>Employment</u> : percent of graduate or workforce-ready students who are employed seven to nine months after leaving Green River.
Basic Skills/ Developmental Education	Under-prepared students will demonstrate competency in reading, English, and math that prepare them for success in college-level courses.	<u>ABE/ESOL Completion</u> : percent of basic skills students who meet the state achievement standard.
		<u>GED/HS Completion</u> : percent of students who earn their GED/High School credential.
		<u>Developmental Completion</u> : percent of developmental students who meet requirements to enroll in subsequent course.
Continuing Education	Community members will have opportunities for life-long learning to enrich their lives personally, socially, and culturally.	<u>Meeting Community Needs</u> : percent of instructional classes offered that meet or exceed enrollment targets.
		<u>Enrollment</u> : percent of annual total enrollment
		<u>Repeat Students</u> : percent of repeat students in three years