Mid-Cycle Evaluation
Addendums

Prepared for the
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Green River College
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Addendum I: Response to Recommendation 1. Alignment of Mission, Core Themes, Evaluation of Programs and Services.

Table A1. Recommendation 1 and Referenced Standards

Recommendation 1.	Referenced Standards
The evaluation team recommends that the college ensure the alignment between the mission statement and the core themes – that the core themes "individually manifest" and "collectively encompass" the college mission statement (1.B.1), that the core theme objectives and verifiable indicators be sufficient to evaluate the accomplishment of core themes (1.B.2), and that the evaluation of programs and services be holistically informed by indicator data for each core theme objective (3.B.3, 4.A.4).	1.B.1. The institution identifies core themes that individually manifest essential elements of its mission and collectively encompass its mission. 1.B.2. The institution establishes objectives for each of its core themes and identifies meaningful, assessable, and verifiable indicators of achievement that form the basis for evaluating accomplishment of the objectives of its core themes. 3.B.3. Core theme planning is informed by the collection of appropriately defined data that are analyzed and used to evaluate accomplishment of core theme objectives. Planning for programs and services is informed by the collection of appropriately defined data that are used to evaluate achievement of the goals or intended outcomes of those programs and services 4.A.4. The institution evaluates holistically the alignment, correlation, and integration of programs and services with respect to accomplishment of core theme objectives.

The essence of this recommendation is the integration of planning and evaluation from the mission to the core theme level to the evaluation of programs and services. This section describes the work done to move Green River towards integration of planning and evaluation of these three levels of the institution. The structure of this addendum moves from the mission through the core themes to the programs and services, realizing that the actual planning and evaluation of these areas is iterative and bidirectional.

Alignment of Mission to Core Themes (Standard 1.B.1)

This mission of Green River College is to "Ensure student success through comprehensive educational programs and support services responsive to our diverse communities".

Green River College's mission is described in Board Policy CO-1 to reference the four core themes as "comprehensive educational programs" — in which the term "comprehensive" refers to the four types of education offered by the College. Educational programs are specifically defined within the core themes as College Transfer Education, Career & Technical Education, College Readiness Education, and Continuing & Community Education. The core themes encompass "comprehensive" with respect to the College mission. Washington State law also defines comprehensive educational training under RCW (Revised Code of Washington) 28B.50.020, with which Green River's core themes align. This law is also

referenced in Board Policy CO-1. Specifically referencing both Board policy and Washington State law with respect to "comprehensive educational programs" clearly aligns the College's mission with its core themes.

Sufficiency of Core Theme Objectives and Verifiable Indicators in Evaluating the Accomplishment of Core Themes (Standard 1.B.2)

The College's Strategic Plan establishes the mission, vision, core values, and core objectives for the years 2013-2020, in which the strategic planning cycle and the accreditation cycle correspond. The Board of Trustees approved the mission, vision, core values, and core objectives for the College, and any changes to these areas during the strategic planning and accreditation cycle must be approved by the Board. To date, there have been only a few minor changes to a few of the core objectives – which the Board approved at their regular meetings. These changes are documented in the annual core theme reports to the Board of Trustees (see "documents" tab).

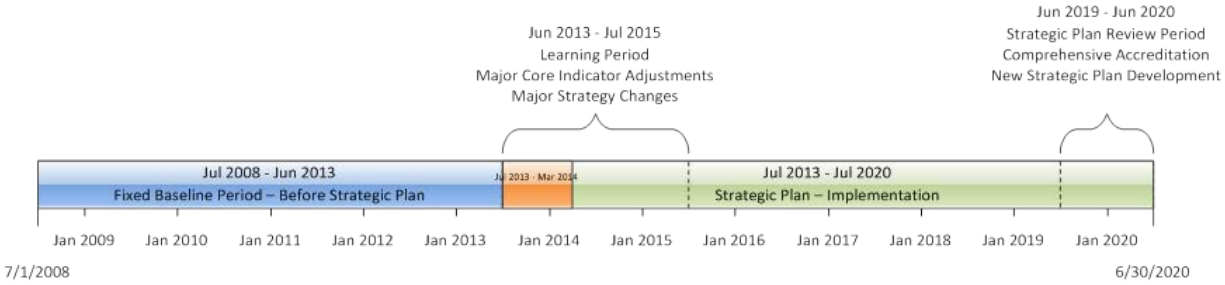
In addition, the Strategic Plan showed initial core indicators that measure the efficacy of a given core objective under one of the four core themes. These core indicators were originally developed by the Strategic Planning and Assessment Team – who were the original architects of the Strategic Plan. However, the Strategic Planning and Assessment Team "recognized that core indicators may need to be revised and refined as they are further developed to include operational definitions, measuring metrics, data collection methods and their feasibility, and performance baselines and goals" (Strategic Plan, p. 20).

The academic years 2013-2014 and 2014-2015 marked the first two years of Strategic Plan implementation and core theme evaluation. The core theme councils, one council for each core theme, led this work. The core theme councils consist of the following members:

- Deans and faculty working directly in the core theme area.
- Student Affairs representatives to provide expertise in the core objectives of Access and Equity.
- Institutional Effectiveness Department support in measurement aspects, such as, validity, reliability, feasibility, and technical support (e.g., reporting & dashboards).

The core theme councils worked on the following during 2013-2014 and 2014-2015. First, they reviewed the core indicators for validity and feasibility of measurement. Although the Strategic Planning and Assessment Team provided the initial core indicators, the core theme councils provided more in-depth expertise, given their experience in working directly within the core themes and the core objectives. This two-year review resulted in a general reduction of the number of indicators, based on feasibility of data collection and construct validity of the indicators (i.e., the degree the core indicators holistically measure a given core objective). All of the changes and rationale for these changes are documented in the annual core theme reports to the Board of Trustees (see "documents" tab). These changes also included readjustment of baselines, which represent the state of the core indicator before implementation of the Strategic Plan, that is, up to five years before 2013-2014 – depending on the availability and type of data. In the seven-year timeline in the core theme reports to the Board of Trustees, the period of 2013-2014 and 2014-2015 were referred to as the "learning period" for core theme measurement (see Figure A1).

Figure A1. Strategic Planning Timeline.



Core Theme Planning Informed Appropriately Defined Data Analyzed and Used to Evaluate Accomplishment of Core Theme Objectives (Standard 3.B.3 - Part 1)

In addition to the core indicator revisions described in the previous sections, the core theme councils have also examined tying the core theme indicators to strategies – that is, the work on the ground. The core theme reports to the Board of Trustees list initial and existing strategies and initiatives that tie to core theme objectives — thus, measured by the core objectives' indicators. Informally, at the College, this is referred to as "what moves the needle". Although good progress has been made in tying strategies to core themes, more work is necessary — especially with respect to scale up of strategies to impact core indicators – as well as how different strategies can combine to produce outcomes that impact core indicators, core objectives within each core theme, such as, Access, Success, and Equity.

Planning for programs and services is informed by the collection of appropriately defined data that are used to evaluate achievement of the goals or intended outcomes of those programs and services (Standard 3.B.3 -Part 2)

After launch of the Strategic Plan, the Executive Team members have submitted yearly plans that tie their yearly objectives and budgets to core themes, core objectives, and or core values (see Board Policy College Outcomes CO 2 though CO 8) . In their 2013 Year Seven Peer Evaluation, the evaluators noted that "… copies of annual planning forms document a process which ties implementation strategies to core Themes, College goals, and the Strategic Plan although the process has not yet developed as consistently or functions as a cohesive whole" (p.36). The evaluators also reviewed other planning and evaluation components, such as, environmental scans and advisory groups for program offerings, as well as the Program Assessment and Improvement Process (PA&I) with respect to assessment of learning outcomes (see p. 28). Other departments, such as Student Affairs and Institutional Effectiveness, use operational plans for multi-year cycles. Finally, there is the annual budget process.

What was clearly lacking, as observed by the evaluators in 2013, was a comprehensive evaluation system of programs and services - especially summative in nature. All of the previous methods, whereas effective at a formative or process level, did not provide any summative evaluation of efficacy of programs – nor did it provide a comprehensive individual examination of programs and services institution-wide.

To fill this gap, as well as tie program evaluation to budget planning, the Program Prioritization Process (PPP), was launched in 2015-2016. This process includes all programs and services at the college, which are divided into three pillars: Instruction, Student Support, and Institutional Support. The process utilizes a nine to 10 criteria framework, each of which are weighted specific to a given pillar. Each pillar also has criteria metrics or measurements, called elements/dimensions. A set of elements/dimensions measure a given criteria (e.g., internal or external demand, program outcomes, etc.). The evaluation of elements/dimensions is a rubric score that is multiplied by the weight of the criterion to get a final score.

Institutional Effectiveness (IE) initially developed the pillar rubrics. The Executive Team grouped functional areas into programs, which created a final program list for each pillar. Feedback on the initial rubrics was gathered from the wider institution (see http://www.grprioritization.org/forums/), and IE modified the rubrics accordingly. In the meantime, the College Council; which consists of two representatives from non-executive administrative staff, classified staff, exempt staff, and faculty; selected the Steering Committee and the Pillar Committees. The Deans of Instruction comprised the Instruction Pillar. The Pillar Committees of Student Support Services and Institutional Support Services, plus the deans of Instruction, finalized the rubrics and determined the criteria weighting for the pillars. The respective programs have answered the rubric questions and provided backing evidence for their answers. At the end of March 2016, the pillar committees will have evaluated the programs in their respective pillars and placed them into quintiles within their pillar. At the end of this process, there will be a complete summative data set at the program level for the entire College.

Holistic Evaluation: Alignment, Correlation, and Integration of Programs and Services with respect to Accomplishment of Core Theme Objectives (Standard 4.A.4)

As stated in the last section, executive areas and departments align their major annual objectives to core themes, core objectives, and or core values. The immediate goal of the Program Prioritization Process (PPP) is to tie budgetary planning to summative program evaluation. The PPP, described in the last section, has two criteria related to finances and budget — namely, revenue and expenses. The rest of the nine or 10 criteria connect to outcomes of the program, varying according to pillar — which hypothetically correspond to the strategic goals of the college. The current pillar committee evaluation process will determine the degree a given program aligns to the strategic objectives of the College.

The College Council has also selected a budget committee, which will do a deep analysis of the financial aspects of the programs that are designated by the pillar committees to be in highest and lowest scoring quintiles. After the Budget Committee's analysis, both the pillar committees' analysis and the Budget Committee's analysis, the Executive Team will incorporate their analyses into the 2016-2017 budgets and annual planning. This activity will take place during April 2016 through June 2016.

From a longer term strategic standpoint, the PPP itself will undergo a summative analysis by the core theme councils and other constituents. Since September 2015, formative analysis on the PPP has been done via two College feedback surveys, a blog, three open forums, and, currently, trainings and frequently asked questions. As of December 2015, the PPP Steering Committee assumed oversight of communications, training, and feedback.

The summative analysis conducted by Institutional Effectiveness will consist of the following proposed methods:

- Analysis of survey feedback. This will include a final College survey inquiring about the PPP process.
- Focus groups with pillar committees, the Budget Committee, and the Steering Committee.
- Focus groups with the College Council and their constituent councils in participatory governance.

The goal of this analysis is to provide lessons learned and best practices, and suggestions for improving the PPP, which will run again in two to three years – in other words, two to three times during a seven-year strategic planning and accreditation cycle.

The core theme councils will examine the following:

- Recruitment of more members to ensure inclusion of all constituents from participatory governance – including students.
- How well the criteria, elements, and dimensions align with the current core indicators measured at the core theme level. This analysis will likely result in some adjustments to both sets of indicators: at the core theme level and the program level.

This analysis will result in a broader and more holistic examination of the strategic plan itself. It may result in proposed adjustments to the strategic plan. Although the core theme councils may adjust the core indicators, any adjustment to the core objectives, core values, or core themes requires Board of Trustees' approval – as they fall under Board Policy College Objectives.

This activity will take place in May and June of 2016. Other activity, extending into Fall 2016, will consist of aligning the established Program Assessment and Improvement process (PA&I), which is the formative process done by Instruction over a five-year cycle. A lot of conversation will take place on how these processes overlap. Other work includes integrating and aggregating learning outcomes assessment results into both the PPP and core theme core indicators, as well as developing them for the Student Support and Institutional Support pillars. A lot of discussion and work lies ahead in this area with the various constituents overseeing these processes.

This addendum summarizes the work and planned work in addressing Recommendation 1. Although the previously described processes are not currently aligned, the plans of aligning them in Spring 2016 are in place. Further conversations will surely result in modification of these plans, as they are dynamic in nature.

Addendum II: Response to Recommendation 5. Learning Outcomes Assessment

Table B1. Recommendation 5 and Referenced Standards

Recommendation 5.	
Recommendation 5. The evaluation team recommends that the College move aggressively to implement an effective and comprehensive system of direct and authentic assessment that appraises student accomplishment of existing course, program, and college-wide learning outcomes from which are derived meaningful results that provide clear direction for curricular and instructional improvement. (4.A.3, 4.A.6, 4.B.1, 4.B.2)	4.A.3 The institution documents, through an effective, regular, and comprehensive system of assessment of student achievement, that students who complete its educational courses, programs, and degrees, wherever offered and however delivered, achieve identified course, program, and degree learning outcomes. Faculty with teaching responsibilities are responsible for evaluating student achievement of clearly identified learning outcomes. 4.A.6 The institution regularly reviews its assessment processes to ensure they appraise authentic achievements and yield meaningful results that lead to improvement. 4.B.1 Results of core theme assessments and results of assessments of programs and services are: a) based on meaningful institutionally identified indicators of achievement; b) used for improvement by informing planning, decision making, and allocation of resources and capacity; and c) made available to appropriate constituencies in a timely manner. 4.B.2 The institution uses the results of its assessment of student learning to inform academic and learning-support planning and practices that lead to enhancement of student learning achievements. Results of student learning assessments are made available to appropriate constituencies in a timely manner.

Green River College has a long tradition of faculty overseeing the learning outcomes processes and the facilitation of these processes among the wider faculty. The Learning Outcomes Committee (LOC), a subcommittee of the Instructional Council, emerged from a previous assessment committee (see http://www.greenriver.edu/about-us/learning-outcomes-committee.htm) (4.A.3). It has been active in its present form since 2004. The LOC designs, tests, and evaluates rubrics and supporting data for Green River's four College/campus-wide learning outcomes (CWLOs):

- Written Communication
- Critical Thinking
- Student Responsibility
- Quantitative & Symbolic Reasoning

The LOC has traditionally facilitated assessment of the CWLOs via a participative process of faculty subcommittees for a given CWLO per year — thus, evaluating each CWLO every four years. These evaluations culminate in written reports and presentations during the week before fall quarter starts (i.e. Opening Week) (4.A.3, 4.B.2). In addition, the LOC hosts and facilitates the Annual Summer Assessment Institute; at which faculty collaborate in rubric development and testing at all three assessment levels: CWLO, program level, and course level (4.A.6). Finally, the LOC provides assessment training and support to the Green River faculty.

In July 2013, the Department of Institutional Effectiveness created an assessment position to support the work of the Learning Outcomes Committee and learning outcomes assessment in other areas of the College. With respect to student learning outcomes, this person's roles are:

- Serving as a methodology consultant for faculty teams who lead the College-wide learning outcomes assessment (4.A.3, 4.A.6).

- Working with the LOC to help faculty focus on department and program level outcomes assessments and documenting curricular or pedagogical improvements based on these assessments – that is, assisting faculty in a strategically documented continuous improvement cycle driven by learning outcomes assessment (4.A.3, 4.A.6, 4.B.1, 4.B.2).

- Collaborating with the LOC to help develop and test an electronic assessment system that will aid with assessment, reduce the burden of manual work, and create a repository of assessment documents and student artifacts (4.A.3).

In response to Recommendation 5, the LOC initiated the Campus Assessment Redesign Process for the CWLOs in Academic Year 2014-2015. The LOC's goals for this revision were to focus the redesign process to be "more holistic, comprehensive, and ongoing". The LOC formed four interdisciplinary faculty sub-committees, which piloted CWLO assessments and reported the results (see http://www.greenriver.edu/about-us/learning-outcomes-committee/assessment-reports.htm) (4.A.6). After the assessment redesign pilots, the LOC is currently developing a plan for ongoing implementation of the pilots. The first step is developing a plan for data collection that includes a systematic method of data collection and a data repository for the yearly CWLO assessment process. This plan will utilize the recommendations of the pilots that took place during the 2014-2015 academic year. Once data gathering is established and data is collected, the LOC will form an interdisciplinary group of faculty each year to assess the data and make recommendations to the larger faculty body based on findings of strengths and weaknesses found in that data. One Campus-wide Outcome will be focused on each year (4.A.3).

Two of the CWLO subcommittees, Written Communication and Quantitative & Symbolic Reasoning, used direct assessment of student work in their assessment redesign pilots. The Student Responsibility redesign pilot employed surveys based on instructor observation, as well as indirect measurements associated with the Student Affairs area of the College. In addition to its initial pilot in Ceramics, Communications Studies, and Psychology, the Critical Thinking pilot has been extended to the Winter Quarter 2016 in Communication Studies courses (N= 200 students). The 2015-2016 assessment reports for all four CWLOs describe the piloted instruments in detail (http://www.greenriver.edu/about-us/learning-outcomes-committee/assessment-reports.htm).

Deriving from their work on the CWLO assessment redesign process, the CWLO subcommittees also recommended the following:

- Further work on measurability and feasibility of the new assessments (4.A.3).

- More consistent and continuous processes (4.A.3, 4.B.1).

- Exploring and testing supporting technology for capturing student work samples. This includes the use of e-portfolios and the Washington Mathematics Assessment and Placement (WAMAP) tool. The advantages and disadvantages of such tools related to cost and usability are also being taken into consideration in this process (4.A.3).

- Opening discussions with the goal of making successful student performance on the CWLOs a graduation requirement and assessed across the disciplines. The next step is bringing this suggestion forward to the Instruction Council (4.B.2).

For the 2015-2016 academic year, the LOC is leading Green River in assessing student learning outcomes in the following two focus areas:

1. Developing regular data collection based on the results and recommendations of the CWLO assessment redesign subcommittees. The assessments and the process will likely evolve, but this data collection focus sets in motion a multiyear repository of data for future CWLO subcommittees (4.A.3).

2. Design of a program learning outcomes assessment process (4.A.3).

The program learning outcomes assessment process design consists of assessment coordinators assigned to cover the 12 instructional divisions. The LOC, with support from the Institutional Assessment Director, is training these assessment coordinators to work with the divisions' departments and programs to establish or reaffirm:

- Creating Program Learning Outcomes for all departments. A process for assessing program learning outcomes (PLOs) (4.A.3).
- The creation of comprehensive assessment plans (4.A.3).
- The collection of student artifacts that will indicate a given mastery level of the PLO. How the PLOs will be assessed (e.g. identification of specific assessment methods) (4.A.3).
- A process for assessing and documenting proposed curricular or pedagogical changes that result from the assessment of PLOs (4.A.3).
- Discussion and comparison of assessment methods utilized by the various divisions – comparing the similarities and differences in methods by each division (4.A.6).

The work on PLOs described in the previous list will begin next year and unfold over the following several years until this plan is developed and occurring regularly. In other words, this work will develop iteratively (4.B.1, 4.B.2).

Furthermore, the LOC will examine the detailed assessment processes used by the Business and IT departments, described in Part II of the main body of this report, to see which elements can be expanded and adapted by other programs. This examination will especially note the transition from assessing learning outcomes in Career & Technical programs to the assessment of learning outcomes in College Transfer (i.e., academic) programs (4.A.6).

Finally, with respect to Recommendation 5, the following issues need to be discussed and resolved by the Learning Outcomes Committee, Institutional Effectiveness, the Instruction Council, and the

College as a whole to support the continuous improvement in student learning and in the assessment process itself:

- Validity and measurability of assessment results. (4.B.1)
- Voluntary student submission of their work vs. faculty coordinated sampling of student work to promote systematic, direct assessment of student learning outcomes (4.B.1).
- The role of action research and its application in assessment (4.A.6).
- Integration of assessments as part of required (course embedded) assignments for students (4.A.3).
- Documented examples of continuous improvement to establish and confirm the implementation of a continuous improvement process (4.B.1).
- A scale-up plan to increase the number of departments that participate in the design, testing, and assessment of CWLOs (4.B.2).
- Discussions on how course learning outcomes, program learning outcomes, and CWLOs align (4.A.6).
- Furthering direct assessment in CWLOs, where feasible and applicable (4.B.2).
- Minimizing workload via technology, student work sampling, and strategic documentation (4.A.3).

Addendum III: Bachelor of Applied Science (BAS) Candidacy

The Northwest Commission on College and Universities (NWCCU) approved Green River's first BAS degree in October 2013, which is the BAS-Information Technology (Network Administration & Security). These approvals allow the launch and operations of these programs, pending review of NWCCU evaluators of these programs. Since the original BAS candidacy approval, the following BAS programs have been granted candidacy status by the NWCCU – either by substantive or minor change:

- BAS-Information Technology (Network Administration & Security). First student cohort started coursework in Winter Quarter 2014.
- BAS-Information Technology (Software Development). First student cohort started coursework in Fall Quarter 2014.
- BAS-Marketing & Entrepreneurship. First student cohort started coursework in Winter Quarter 2015.
- BAS-Forest Resource Management (BAS-FRM). First student cohort started coursework in Winter Quarter 2016. On February 8, 2016, the NWCCU approved the BAS-FRM program to be offered jointly with Grays Harbor College in Aberdeen, Washington. This joint BAS is the first of its kind in Washington State and the seven-state NWCCU region.
- BAS-Aeronautical Science. First student cohort will be launched in Spring 2016 with an enrollment goal of 24 students.

The first cohort in BAS Information Technology (Network Administration & Security) from 2013-2014 has graduated with the first BAS degrees from Green River. Twenty out of the original 26 students in the cohort graduated within two years of starting – yielding a graduation rate of 77 percent within two years, or 100 percent completion time. The other cohorts of the four running degrees are persisting, pending completion of their BAS degree work.

The combined BAS programs have had 224 students enroll since the first cohort started. In the nine quarter terms that have transpired, 166 students have completed coursework with an average grade point average (GPA) of 3.42. The remaining 58 students started in the current quarter term (i.e., Winter 2016), so their coursework is in progress.

Overall, BAS programs that have run for a year show first to second quarter retention of 93 percent, and a year-to-year retention rate of 77 percent (i.e., BAS-IT- Network Administration & Security, BAS-IT-Software development, & BAS-Marketing & Entrepreneurship). Table C1 shows the quarterly retention rates for the cohorts' first five quarters in detail. The BAS in Forest Resource Management recently started in Winter 2016, and the BAS in Aeronautical Science has a pending start in Spring 2016..

The two BAS programs in Information Technology ran graduate surveys and course/program satisfaction surveys in 2014-2015. The graduate survey showed 95 percent student satisfaction in the Network Administration and Security BAS program (n=20). This survey was administered before the Software Development BAS program was launched. A course and program satisfaction survey with 77 respondents from both BAS-IT programs indicated 90% satisfaction with the courses and programs, as well as 95 percent satisfaction that students were making progress towards their careers.

Table C1. Quarterly Retention Detail for BAS Programs Running at Least Five Quarter Terms.

BAS Program & Cohort Year	Term No.	Quarter	Start Term	2nd Term Retention	3rd Term Retention	4th Term Retention	5th Term Retention
BAS-Information Technology (Network Administration & Security)		**Program Total**	**57**	**52**	**41**	**33**	**49**
2013-14	3	Winter	23	23	14	21	21
2013-14	4	Spring	3	3	3	3	3
2014-15	2	Fall	23	21	21	4	21
2014-15	3	Winter	6	4	2	4	4
2014-15	4	Spring	2	1	1	1	0
BAS-Information Technology (Software Development)		**Program Total**	**23**	**22**	**18**	**5**	**19**
2014-15	2	Fall	19	19	18	2	16
2014-15	3	Winter	4	3	0	3	3
BAS-Marketing & Entrepreneurship		**Program Total**	**22**	**21**	**17**	**18**	**11**
2014-15	3	Winter	14	13	10	11	11
2014-15	4	Spring	8	8	7	7	0
Grand Total all Programs			**102**	**95**	**76**	**56**	**79**
Retention all Programs			**100%**	**93%**	**75%**	**55%**	**77%**

BAS programs have generated both tuition revenue and full-time equivalents (FTE) for the College. Table C2 depicts the total FTE produced by the BAS programs thus far, and Table C3 breaks it out by academic year.

Table C2. Total FTE Generated to end of Fall Quarter 2016 in BAS Programs.

	Quarterly FTE*	Annualized FTE**
BAS-Marketing & Entrepreneurship	74.33	24.78
BAS-Information Technology (Network Administration & Security and Software Development Combined)	150.67	50.22
General Education FTE supporting BAS programs	164.13	54.71
Total BAS Programs & Supporting General Education	**389.13**	**129.71**

*Quarterly FTE is Total Credits/15, which corresponds to a student taking 15 credits per quarter.
**Annualized FTE is Total Credits/45, which corresponds to a student taking 45 credits per academic year. This allows for an annualized view of FTE. Annualized FTE is approximately ⅓ of Quarterly FTE.

Table C3. Total FTE Generated to end of Fall Quarter 2015 in BAS Programs by Academic Year.

BAS Program by Academic Year	Quarterly FTE*	Annualized FTE**
BAS-Marketing & Entrepreneurship	**74.33**	**24.78**
2013-14	6.67	2.22

2014-15	20.33	6.78
2015-16	47.33	15.78
BAS-Information Technology (Network Administration & Security and Software Development Combined)	**150.67**	**50.22**
2013-14	16.33	5.44
2014-15	66.00	22.00
2015-16	68.33	22.78
General Education FTE supporting BAS programs	**164.13**	**54.71**
2013-14	10.40	3.47
2014-15	86.27	28.76
2015-16	67.47	22.49
Grand Total	**389.13**	**129.71**

*Quarterly FTE is Total Credits/15, which corresponds to a student taking 15 credits per quarter.
**Annualized FTE is Total Credits/45, which corresponds to a student taking 45 credits per academic year. This allows for an annualized view of FTE. Annualized FTE is approximately ⅓ of Quarterly FTE.

Since the programs have been launched, the BAS programs have made a few minor a few minor curriculum revisions and other changes. Table C4 outlines the slight deviations from the original prospectuses submitted to the NWCUU.

Table C4. Major Curricular Changes Since Program Launch.

Program	Major/Minor Changes since Prospectus	Quarter Changes Implemented / Planned Implementation	Reason for change (1 or 2 sentences or 1 or 2 bullet points)
BAS-Marketing & Entrepreneurship	N/A	N/A	N/A
BAS-Information Technology (Network Administration & Security)	Degree requirements change	Summer 2015, removed requirement for CS 141 Java I.	Not required by industry, and the course created a hidden prerequisite of Math& 142, which required many students to take two additional math classes.
BAS-Information Technology (Network Administration & Security)	Curriculum Review of courses in BAS-IT (Network & Security	Planned Summer 2016	Reason 1: review courses and curriculum with industry partners to see how current our program is. Reason 2: Better align our related instruction requirements to industry needs.
BAS-Information Technology (Software Development)	N/A	N/A	N/A

BAS-Forest Research Management	Changed courses offering out of degree path sequence	Offered NATRS 390 in Winter Quarter 2016	To catch students up on the late implementation of the degree path.
BAS-Aeronautical Science	N/A	N/A	N/A