



Focused Interim Report

March 14, 2005

(Response to 2003 Self-Study)

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INTRODUCTION

Green River Community College's most recent full-scale evaluation study and site visit occurred in April 2003. While the self-study and visit were viewed favorably by the evaluation team, the team did have several findings which resulted in five recommendations from the Northwest Commission on Colleges and Universities (NWCCU). In correspondence sent to Green River in June 2003, NWCCU reaffirmed Green River's accreditation on the basis of the comprehensive evaluation. The Commission did request, however, that the College submit a focused interim report to document progress on the recommendations and prepare for a focused interim evaluation in April 2005.

Green River has taken the five recommendations seriously and immediately began addressing deficiencies in summer 2003. The College believes that significant progress has been made, resulting in further improvements. This report contains the College's succinct, yet thorough response to each recommendation. In addition to the report, Green River respectfully submits a set of appendices to support specific recommendations. Additional exhibits have also been compiled and will be available to the evaluator during the on-campus visit.

RECOMMENDATIONS

1. The Evaluation Team recommends that the College develop a process to revise policies and procedures. Such a process must be developed and should be widely disseminated to the college community.
2. The Evaluation Team recommends that Green River Community College identify and publish the expected learning outcomes for each of its degree and certificate programs where such outcomes do not currently exist, that it regularly and systematically assess student learning in all degree and certificate programs where such assessment does not currently exist, and that it provide evidence that its assessment activities lead to the improvement of teaching. (2.B, Policy 2.2, and Eligibility Requirement 12)
3. The Evaluation Team recommends that:
 - a. The library make resources readily available to all students and faculty at satellite campuses and all students enrolled in Distance Learning classes. (5.C.1)
 - b. The library adopt an assessment and improvement schedule with the results focusing on improvement of services. (5.E.3)
 - c. Media Services develop collection development policies, regulations, and procedures for systematic collection development of media, and are available to the institution's constituents. (5.B.3)
4. The Evaluation Team recommends that the College clarify the role of faculty and staff in institutional governance and should make the decision-making process regarding budget, capital equipment and staff allocations clear and visible to the college community. Structures need to be established that encourage meaningful participation of faculty, staff, and students in the governance of the College and the roles and responsibilities of each stakeholder must be defined clearly and publicized widely. Further, a system that facilitates two-way communication between faculty and the administration should be established to promote coordination and cooperative working relationships. (4.A.2, 6.A.3, 6.C.6)
5. The Evaluation Team recommends that the College develop and maintain a multi-year fiscal forecast of the major categories of revenue and expenditures that is fully aligned with the College's strategic and facilities master plans. (7.A.2, 7.B.5, 7.B.7)

RECOMMENDATION ONE

The Evaluation Team recommends that the College develop a process to revise policies and procedures. Such a process must be developed and should be widely disseminated to the college community.

INTRODUCTION

Because of the large scope and need for sustained work over time, President Rutkowski decided to form a college-wide committee to address this recommendation. The planning work for the committee and its tasks began almost immediately after the 2003 site visit, with the goal of having a committee leader and functioning committee in place by fall 2003. The Policies and Procedures Committee was responsible for developing a process to write and approve policies and procedures, determining the format to display and communicate policies to the college community, as well as beginning the development process of key institutional policies that are either in practice or did not currently exist.

Significant progress has been made over the last two years with more work continuing in the future. To date, 33 policies have gone through the review process and have been approved by the President. Another 10 are in various stages of review and 30 to 35 will begin the review process prior to July 2005. The Policies and Procedures Committee has worked hard to communicate with faculty and staff regarding the new process and to allow for comment on all policies going through review. While a partial list of completed policies is currently available to all faculty and staff, the College expects to have a full collection of policies and procedures approved and published by 2006.

COMMITTEE MEMBERSHIP

President Rutkowski asked Anne Baunach¹, a college administrator who works in the Development Office, to serve as project lead. She asked President's Staff members to select representatives from various areas of the College to serve on the committee. The Instructional Council, a key faculty committee consisting of representation from all 11 instructional divisions and IESL, was asked to select a representative to serve. Invitations were also sent to the President and Chief Negotiator of the United Faculty Coalition asking for participation. In addition, a request was placed on the *CommuniGator*, the daily electronic college newsletter, soliciting interested participants. The following individuals agreed to serve on this committee:

- Lansing Andolina (Classified /EVP Office)
- Anne Baunach (Administrator/Development)
- Fia Eliasson (Exempt/Institutional Effectiveness)
- Carolyn Hershberger (Administrator/Information Technology)
- Jessica Tichy (Classified/Information Technology)
- Kathy Johnson (Exempt/Scheduling)
- Brent Jones (Administrator/Human Resources)

- Darcie Langone (Classified/Publications)
- Diane Martin (Administrator/Curriculum Support Services)
- Jeff McCauley (Faculty/Engineering/Instructional Council Representative)
- Dale Oberlander (Classified/Financial Aid)
- Shirley Quenga (Classified/Student Services)
- John Ramsey (Administrator/Public Information)
- Patty Sherman (Classified/Scheduling)
- Patty Sikora (Exempt/Business Office)
- Kirk Walker (Classified/Human Resources)
- Ron Wheadon (Administrator/Professional & Technical Programs)

The committee met bi-monthly on the second and fourth Mondays beginning in October, 2003. Committee meetings were generally two hours in length and meeting notes were summarized and distributed via e-mail so that all committee members were up-to-date and well informed regarding committee business.

DEVELOPING PURPOSE, SCOPE, AND COMMON DEFINITIONS

The first task of the committee was to develop the purpose and scope of the policy process. Committee members reached consensus on the purpose and scope in December, 2003. This information was then shared with the President's Staff for input. Following approval, the committee shared the draft with the college community via the *CommuniGator* and asked for feedback. Modifications were made based on feedback and shared with the committee. The final version serves as the introduction to our policies & procedures process, which will be published both on the Web and available in hard copy. As well, the committee worked on defining the terms "policies" and "procedures." This exercise proved difficult. A working definition was developed for each. However, the committee had alternative definitions for both policies and procedures that they wanted to retain throughout the process so when the process ended, it could be determined which definition was most appropriate. The purpose, scope, and definitions are outlined below.

Purpose and Scope

The Green River Community College Policies and Procedures Manual (GRCC P&PM) provides the college community with a written record of current Board and College policies and procedures. Although the GRCC P&PM was established primarily to guide and assist employees in performing their assigned functions, many policies in the manual have wide applicability – they affect both academic and administrative areas, all employees, or the activities of the College as they relate to students, alumni, the community, and the general public.

The GRCC P&PM includes only those policies and procedures that are generally applicable to more than one department or division of the College. Matters that pertain only to the internal policies and procedures of a given department or division are not considered within the scope of the manual and are therefore omitted.

The GRCC P&PM is published in electronic format, and may be accessed on the Green River Community College Web site. Employees are to become familiar with the GRCC P&PM, and with their assigned responsibilities for evolving new and revised policies and procedures.

Definitions

***Policies** are written expressions of the college philosophy, established to provide direction to employees and other members of the Green River community in the conduct of College affairs.*

***Alternate Policy Definition:** Policies, as referred to in this manual, are pre-decisions made by appropriate leadership for the purpose of giving information and direction. Policies establish basic philosophies and climate and determine the major values upon which the College functions must operate.*

***Procedures** are the prescribed means of accomplishing policy. Their intent is to provide the college community with the guidelines and, where appropriate, the specific action sequences to ensure uniformity, compliance and control of all policy related activities.*

***Alternate Procedures Definition:** Procedures are statements that describe specific actions to be taken to conform with established general policies, and allow for the orderly implementation of these policies.*

GENERAL COMMITTEE PROCESS

The general committee had three major tasks to accomplish once the definitions were complete. The first task was to adopt a template for policies and procedures to ensure continuity in both content and style. The second was to develop a process for how policies and procedures would be adopted. Finally, the committee began to put existing policies or practices into the new template and write policies where needed.

Between meetings, committee members shared drafts of the process, the template, and policies with other employees in their respective departments. Feedback was brought back to subsequent meetings. Jeff McCauley, the Instructional Council (IC) representative, regularly updated the IC about the process. Policies and procedures was a standing item on the President's Staff meeting agendas and either Anne Baunach or another committee member gave updates on the policies & procedures process. The *CommuniGator* served as the main college-wide communication tool with articles on policies and procedures appearing regularly.

THE POLICY TEMPLATE

The committee reviewed various templates used by other colleges across the United States. After much discussion, members developed their own 'hybrid' model, selecting the most appropriate elements from those they reviewed. This was then distributed to the college community for input.

Important elements of the policy template include the following:

- *Category or type:* All policies are classified as Instructional (including library), Student Services, General Administrative, Business Affairs, Information Technology, or Human Resources.
- *Purpose:* The reason for the policy.
- *Scope:* Whom does the policy affect?
- *Definitions:* Definitions specific to the policy
- *History:* The draft date, adoption date, revision date, groups that reviewed the policy, contact for more information on the policy, and person who sponsored the policy (a member of the President's Staff).

THE POLICY ADOPTION PROCESS

The committee began to review different models for how to adopt policies and procedures. After careful review, the committee reached consensus to base the Green River process on the one used at Salt Lake City Community College. President's Staff input was received and the process was shared with the college community for input via the *CommuniGator*. The committee made modifications to the process based on the input received. Anne Baunach brought the final recommendation of a new process to the President's Staff for approval and adoption in early fall 2004.

A proposal for a policy may originate from any area of the College. The proposal should impact a broad group such as all students, faculty, employees, or classified staff, for example. If a proposal impacts only a single division or department then it is not a candidate for a college-level policy or procedure. Rather it can become a department or division policy which would not go through the same adoption process and would be published internally to department or division members.

Once developed, the originator takes his or her proposal up the supervisory chain of command for review and revision. The proposal is also shared with the policy coordinator who reviews the proposal for formatting and numbering. If necessary, the policy coordinator also works with the appropriate personnel to do a preliminary legal review and a review of collective bargaining agreements to make sure the proposed policy is neither duplicative nor in conflict with existing law or agreements. The policy coordinator then takes the proposal to the appropriate member of the President's Staff and this person serves as the policy sponsor.

On a monthly basis, the policy coordinator takes policies ready for approval to the President's Staff for review. The President and his staff review the policy for impact on their respective areas, as well as on the institution as a whole. The President's Staff recommends one of three courses for the policy:

- 1) The policy is recommended for college-wide review.
- 2) The policy is not recommended for college-wide review. It is sent back to the originator with comments and rationale.

- 3) The policy may be of such urgency that it is sent straight to the President for approval. Criteria for this decision include potential of harm to people or facilities, or potential legal liability to Green River Community College.

If a policy is recommended for review, it is posted on the *CommuniGator* on the first day of the following month. The *CommuniGator* includes a link to the policy and the sponsor so feedback may be shared. The draft policy remains available for comment for 30 days. During this review period, the policy coordinator also works with the sponsor to take the policy to the appropriate groups including the Instructional Council, classified staff, student government, etc. for more in-depth review.

During the review period, the sponsor monitors and collects comments and then summarizes them at the end of the 30 day period. Modifications are made to the policy as needed. If applicable, the policy coordinator and sponsor handle a final legal review and review of collective bargaining units. If any legal questions are outstanding, the policy coordinator takes the policy to the Assistant Attorney General assigned to the College for review.

Once the review is complete and modifications are made, the policy is presented to the President for final review. The President then approves policy. If in the rare circumstance the President does not approve the policy, he will provide his rationale to the policy sponsor and contact. At this point, the policy sponsor can either revise the policy and resubmit the policy for approval or table the policy until a later date.

Once the policy has been approved by the President, the policy coordinator assigns an official policy number and effective date to the approved policy. The coordinator also publicizes the new policy to all personnel and posts it on the College Web site within 15 days of approval.

A copy of the Policy Development Flow Chart can be viewed in Appendix 1.1.

SUBCOMMITTEES FOR POLICY DEVELOPMENT

The Policies and Procedures Committee divided into subcommittees, each looking at a specific area of the College. The subcommittees were responsible for reviewing policies at other colleges, gathering samples, and writing or modifying policies for Green River within their respective areas. A subcommittee was formed for each of the major policy categories or types and are listed below.

- *Instructional/Library:* Jeff McCauley, Ron Wheadon, and Diane Martin
- *Student Services:* Shirley Quenga, Dale Oberlander, Kathy Johnson, Patty Sherman, and Lansing Andolina
- *General Administrative:* Darcie Langone, John Ramsey, and Anne Baunach
- *Fiscal Policies/Business:* Patty Sikora
- *Information Technology:* Carolyn Hershberger, Jessica Tichy, and Fia Eliasson
- *Human Resources:* Brent Jones and Kirk Walker

The committee selected three community colleges to serve as policy models. These colleges included Lane Community College (Oregon), Valencia Community College (Florida), and Peninsula College (Washington). The subcommittees reviewed the policy manual of model colleges and made lists of the policies each college had in their respective areas. These lists were compiled, creating a spreadsheet of possible policies for Green River.

While all the subcommittees began gathering and developing policies, the President's Staff made a decision to "test" a limited number of policies to see how the process worked. On May 11, 2004, Anne met with them to share eleven policies, ten from Human Resources and one from Student Services. After careful review, it was apparent that the process worked as planned. The only modification was to create criteria for legal review of policies. After consultation with the College's representative from the Attorney General's Office, it was decided that the legal review would be sought when the policy sponsor or policy coordinator determines there is a legal question.

The committee did not meet over the summer months. It reconvened in late September and began to prepare for the next round of policy review. The eleven policies were taken to the President's Staff for review in October, 2004 and were opened for college-wide input in November, 2004.

NEXT STEPS

In anticipation of the need to make a permanent assignment of a staff member to oversee policies and procedures on an ongoing basis, the Policies and Procedures Committee developed a job description for a permanent policies & procedures coordinator. Currently, this duty is assigned to a staff member in addition to other duties. It will not be a new position. A new policy coordinator will be in place by July 2005 when the work of the Policies and Procedures Committee is expected to be completed. The job description for a policies and procedures coordinator is detailed below.

Description:

Responsible for coordinating the policy development process for college-wide policies and procedures at Green River Community College.

Responsibilities:

- Clearly articulate policy and procedure development process to various individuals and groups at the College.
- Advise sponsor how to effectively move policy through the process.
- Recommend to sponsor broad participation from various college groups on the policy and procedure development process. Assist sponsor in working with various groups to share proposed policies and procedures and to gather feedback from those groups.
- Edit proposed policies using established guidelines.
- Identify appropriate President's Staff sponsor for policies and procedures.
- Serve as a liaison between legal counsel and policy sponsor.

- Post policies and procedures (under consideration, approved and not approved) on the College's Intranet system. Notify college community of new policies.
- Set up system for soliciting and gathering feedback.
- Assist sponsor with summarizing received comments on policies and procedures and with presenting findings to the President and/or his staff, as appropriate.
- Document process to ensure all steps are followed.
- Assign policy numbers and effective dates.
- Maintain database of policies and procedures.
- Work with the Office of the Code Reviser and legal counsel to update and/or make changes to the Washington State Administrative Code (WAC).

Qualifications:

- Superior organizational skills and attention to detail
- Excellent communication skills (both oral and written)
- Strong understanding of Green River operations and committee structure.
- Experience managing a database.
- Ability to acquire Web skills necessary to post policies on the Intranet.
- Ability to employ diplomacy and tact to keep processes moving.
- Ability to anticipate obstacles and opportunities.
- Ability to identify college-wide impacts.

The committee will continue to meet and anticipates batches of 20 to 25 policies to be put through the process monthly for the remainder of the 2004-05 academic year. The committee will also prepare a report for the President to consider during the 2005-06 budget process for how the policy process should continue to work. While the policy and procedure coordinator position is not a new position, the person assuming these duties may be paid a stipend in addition to their regular salary.

Beginning April, 2005, all adopted policies will be posted on Green River's Intranet site. The site, which is currently under development, is modeled after Lane Community College's policy Web site and will contain an alphabetic listing of all policies and procedures. The site will be cross referenced and searchable by key words.

¹ Anne Baunach resigned from Green River in December 2004 for another position. John Ramsey, Director of Public Information, has taken over as interim lead for the Policies and Procedures Committee.

RECOMMENDATION TWO

The Evaluation Team recommends that Green River Community College identify and publish the expected learning outcomes for each of its degree and certificate programs where such outcomes do not currently exist, that it regularly and systematically assess student learning in all degree and certificate programs where such assessment does not currently exist, and that it provide evidence that its assessment activities lead to the improvement of teaching. (2.B, Policy 2.2, and Eligibility Requirement 12)

INTRODUCTION

Over the last two years, Green River Community College has taken aggressive measures to strengthen its ability to assess student learning outcomes and improve teaching and learning. Immediately following the 2003 visit, the Executive Vice President (EVP) discussed with the President the idea of hiring a faculty member with experience in this area to work full-time for at least one year in tandem with the Learning Outcomes Committee Chair and members to fully address this recommendation. After creating a job description, the position was advertised internally to all full-time faculty. Following an application and interview process, the EVP hired Frank Wilson of the Math Division. Frank has a wealth of experience in instructional design and assessment and is a recognized leader among the faculty. Frank has worked full-time as the Special Assistant to the Executive Vice President since July 2003 and will continue in this role through July 2005.

One of the first items of business for Frank was to write an Assessment Plan to serve as a working document for the next two years. Frank has also worked with Marcie Sims of the English Division (Chair of Learning Outcomes Committee through winter 2004) and Julie Moore, also of the English Division, and new chair. Together they have worked with all instructional divisions, as well as with individual faculty members, on a variety of student learning outcomes issues and have successfully spearheaded the efforts and results outlined in the remainder of this report.

IDENTIFICATION OF STUDENT LEARNING OUTCOMES

In Fall 2004, faculty subgroups led by the Learning Outcome Committee identified definitions and measurable competencies for nine proposed campus-wide learning outcomes including Written Communication, Oral Communication, Quantitative and Symbolic Reasoning, Critical Thinking, Responsibility, Human Relations, Wellness, Aesthetic Awareness, and Examining Diversity. In December 2004, a full-time faculty election was held to select which learning outcomes would be required for each of Green River's six degrees (Associate of Arts, Associate of Science, Associate Pre-Professional, Associate of Applied Arts, Associate of Applied Science, and Associate Development). Four outcomes were identified for all degrees: Written Communication, Critical Thinking, Responsibility, and Quantitative and Symbolic Reasoning. Oral Communication was also identified as a requirement for transfer degrees and Human Relations was identified as an applied degree requirement. Each learning outcome and its

associated competencies are provided at the end of this recommendation response on pages 12-14.

Recognizing that individual programs within degrees have program-level learning outcomes, faculty took on the ambitious task of identifying and publishing measurable competencies for each of the following programs identified in Table 2.1. (Since the AA and AD degrees do not have separate programs identified, these degrees do not have separate program-level outcomes in addition to the campus-wide and degree/certificate outcomes.) The program-level learning outcomes and their associated competencies are published on the Learning Outcomes Committee Webpage on the College's Intranet site.

Table 2.1

AS Degree Programs

Biology
Chemistry
Computer Science
Engineering/Engineering Technology
Environmental Science
Geology/Earth Science
Physics

APP Degree Programs

Computer Science
Computer Systems Administration -Computing & Software Systems
Elementary Education
Engineering
Natural Resources

Certificates of 45+ Credits

Broadcasting
Bus Ed - Admin Asst
Bus Ed - Computer Applications Specialist
Design Technology - Architectural, Structural and Civil Drafting
Design Technology - Mechanical Drafting
Nursing - Practical Nursing

AAA Degree Programs

Accounting
Business Educ – Admin Assistant
Business Educ – Computer Applications Specialist
Business Educ – Legal Admin Assistant
Business Educ – Medical Office Assistant
Business Management
Business Management – International Business Specialist
Business Management – Logistics Management
Business Management – Manufacturing Management
Business Management – Marketing and Sales
Computer Reporting Technologies – Captioning
Computer Reporting Technologies – Court Reporting
Early Childhood Education

AAS Degree Programs

Auto Body Technology
Automotive Technology
Aviation Technology – ATC/Aircraft Dispatcher or Professional Pilot or Helicopter Pilot
Aviation Technology – Air Transportation
Carpentry Technology, Residential and Light Commercial Carpentry
Computer Electronics Technology with Emphasis in Fiber Optics
Computer Electronics Technology
Computer Systems Administration - Database Design & Administration
Computer Systems Administration – Network Technology
Computer Systems Administration – Programming
Criminal Justice
Design Technology – Construction Design Technology
Design Technology – Design Drafting Technology
Design Technology – Manufacturing Technology CIM
Design Technology – Mechanical Design Technology
Forensic Technology
Geographic Information System
Manufacturing Technology
Natural Resources
Natural Resources – Geographic Information Systems
Natural Resources – Park Management
Natural Resources – Water Quality
Occupational Therapy Assistant
Physical Therapist Assistant
Wastewater Technology
Water Supply Technology
Welding Technology
Professional Technical Studies

ASSESSMENT OF STUDENT LEARNING OUTCOMES ACHIEVEMENT

In July 2004, the Learning Outcomes Committee and Executive Vice President's Office sponsored the first annual Summer Assessment Institute. The institute brought together 12 full and part-time faculty from across the disciplines. The primary objective of the institute was to assess student achievement of the campus-wide learning outcomes and to use the assessment results to improve teaching and learning. During the first four days of the seven-day institute, the participants collaborated to develop eight different scoring rubrics for the campus-wide learning outcomes of Written Communication, Quantitative and Symbolic Reasoning, Critical Thinking, and Responsibility. The rubrics varied in both design and application. Some rubrics were written with a specific assignment in mind while other rubrics were designed to be used for a variety of different assignments across the academic disciplines. During the final three days of the institute, institute participants evaluated more than 200 pieces of actual student work using the rubrics that had been developed. The rubrics are provided in Appendices 2.1-2.8. The assessment of student work can be viewed in the on-campus exhibits. In response to the assessment results, faculty identified changes they would implement to improve teaching and learning within their program.

The Summer Assessment Institute is a key component of Green River Community College's Assessment Plan. Notably the results of the institute assessment projects may be used by programs which are scheduled to complete their Program Assessment and Improvement (PA&I) report in the coming year.

Although the Summer Assessment Institute is a good first attempt to create a comprehensive program of student outcomes assessment, additional assessment measures are needed. The Learning Outcomes Committee is in the process of investigating campus-wide assessment strategies such as the Collegiate Assessment of Academic Proficiency (CAAP) exam and electronic portfolios. We anticipate that the College will continue to assess student achievement of the learning outcomes through a multi-pronged approach to assessment. Current results of the College's assessment efforts, including the Community Rubrics project, may be found on the Learning Outcomes Committee Webpage. These rubrics are provided in Appendices 2.9-2.12.

LEARNING OUTCOME TRACKING SYSTEM

The Learning Outcome Tracking System (LOTS) database was created to help faculty and administrators identify which learning outcomes the College's 1,250+ courses support. The user-friendly, online database allows instructors to identify how the campus-wide learning outcome competencies are addressed in their courses. Faculty classify the competencies from Level 0 to Level 3 depending on whether the competency is assessed, taught, and/or practiced.

The LOTS database allows any member of the college community to create easily customizable reports. For example, one could run a report to show a list of courses which *teach* and *assess* the sixth competency of the Quantitative and Symbolic Reasoning outcome. This competency requires students to "demonstrate logical reasoning skills through formal and informal proofs." The report would show that courses from a variety of disciplines such as Computer Science, General Engineering, Mathematics, and Philosophy teach and assess this competency.

Outcomes reports may also focus on a particular course. For example, a report can be created to show the competencies *taught* and *assessed* in English 110. As may be expected, the majority of the competencies for Written Communication are taught and assessed in English 110. English 110 also helps students achieve the eighth competency of the Responsibility outcome. Students in English 110 are taught and assessed on their ability to “complete work independently and appropriately acknowledge the source of ideas and contributions of others.”

The reports from the LOTS database help the College target its assessment efforts. By knowing which courses claim to teach and assesses each of the outcome competencies, we know which courses may be good candidates for focused campus-wide assessments of a particular learning outcome. The flow chart for classifying competencies and sample reports from LOTS can be found in Appendices 2.13 and 2.14. A demonstration of the LOTS database will also be provided during the on-campus site visit.

IMPROVING TEACHING AND LEARNING

To increase access to assessment results and to improve teaching and learning, the Learning Outcomes Committee revitalized all of its activities to focus on improving teaching and learning. The Learning Outcomes Committee’s Annual Comprehensive Assessment Plan details how resources are to be used in support of the College’s assessment efforts. For example, individuals submitting requests for project funding to the Learning Outcomes Committee must plan for and document teaching and learning improvement. In order to ensure dissemination of best practices, these results are compiled and reported on the committee’s Webpage. This site contains detailed information related to student learning outcomes, assessment tools and techniques, assessment results, improvements in teaching and learning, learning outcomes tracking, current projects, etc. Additionally, the Learning Outcomes Committee Chair periodically publishes articles related to learning assessment in the *CommuniGator*, which is received daily by all faculty.

Improvements to teaching and learning have been implemented across the College. In response to concerns regarding the mathematics placement exam, the Mathematics Division rewrote entrance exams for Math 070, Math 072, Math 097, Math 107/124/156/170, and Math 124. These new exams are linked to the course content and campus-wide learning outcomes. An initiative is presently underway to convert the exams into an online assessment tool. The online format will allow Math faculty to more easily match up student performance results with student demographic data thus allowing them to fine tune placement effectiveness.

Individual instructors in Math, Business, Philosophy, Reading, Early Childhood Education, Drafting Technology, Biology, and Accounting improved their assignment design techniques as a result of the rubric development during the Summer Assessment Institute. Specific implementation goals were adopted by all institute participants.

To further enhance the effectiveness of the Program Assessment and Improvement (PA&I) process, the 44-page report template was rewritten to provide results more meaningful to teaching and learning improvement. The revised template is the basis of the 2004-05 PA&I process in which another eight programs participated. Every five years, all instructional programs complete the Program Assessment and Improvement process.

Campus-Wide Outcomes & Degree Outcomes

Campus-Wide Outcomes (Required for All Degrees)

1. Written Communication

Written Communication encompasses all the abilities necessary for effective expression of thoughts, feelings, and ideas in written form. This outcome includes abilities designed to help students:

- 1.1 Demonstrate use of a writing process.
- 1.2 Demonstrate a clear sense of purpose, focus, thesis, and design in writing.
- 1.3 Demonstrate the ability to develop an idea through the use of concrete examples and specific details.
- 1.4 Demonstrate audience awareness by appropriately modifying writing.
- 1.5 Demonstrate appropriate methods of integrating and documenting outside sources.
- 1.6 Demonstrate ability to use common tools of information research.
- 1.7 Demonstrate clear organization of thoughts in coherent written form.
- 1.8 Demonstrate appropriate choice of format, style, and tone for each particular writing assignment.
- 1.9 Use appropriate mechanics, grammar, and word usage based on American Standard Written English.
- 1.10 Improve the ability to evaluate, revise, edit, and proofread individual work and the work of others.

2. Critical Thinking

Critical thinking finds expression in all disciplines and everyday life. It is characterized by an ability to reflect upon thinking patterns, including the role of emotions on thoughts, and to rigorously assess the quality of thought through its work products. Critical thinkers routinely evaluate thinking processes and alter them, as necessary, to facilitate an improvement in their thinking and potentially foster certain dispositions or intellectual traits over time. This outcome includes abilities designed to help students:

- 2.1 Apply relevant criteria and standards when evaluating information, claims, and arguments.
- 2.2 Use appropriate reasoning to evaluate problems, make decisions, and formulate solutions.
- 2.3 Give reasons for conclusions, assumptions, beliefs, and hypotheses.
- 2.4 Seek out new information to evaluate and re-evaluate conclusions, assumptions, beliefs, and hypotheses.
- 2.5 Exhibit traits evidencing the disposition to reflect, assess, and improve thinking or products of thinking.

3. Responsibility

Responsibility encompasses those behaviors and dispositions necessary for students to be effective members of a community. This outcome is designed to help students recognize the value of a commitment to those responsibilities which will enable them to work successfully individually and with others. This outcome includes abilities designed to help students:

- 3.1 Identify and comply with clearly stated expectations, policies, and procedures.
- 3.2 Appropriately question or change stated expectations, policies, and procedures.
- 3.3 Recognize and accept consequences resulting from a failure to comply with stated expectations, policies, and procedures.
- 3.4 Meet obligations necessary to complete individual and group tasks.
- 3.5 Clearly communicate to affected parties any difficulties that may prevent them from fulfilling obligations.
- 3.6 Demonstrate common courtesies and show respect for the needs, difficulties, and rights of others.
- 3.7 Strive for excellence in contributions, performances, and products.
- 3.8 Complete work independently and appropriately acknowledge the source of ideas and contributions of others.

4. Quantitative and Symbolic Reasoning

Quantitative Reasoning encompasses abilities necessary for a student to become literate in today's technological world. Quantitative reasoning begins with basic skills and extends to problem solving. This outcome includes abilities designed to help students:

- 4.1 Evaluate and interpret quantitative and symbolic reasoning information/data.
- 4.2 Recognize which quantitative or symbolic reasoning methods are appropriate for solving a given problem, and correctly implement those methods.
- 4.3 Demonstrate the ability to estimate a solution to a presented problem.
- 4.4 Translate data into various formats such as symbolic language, equations, graphs, and formulas.
- 4.5 Implement calculator/computer technology to solve problems.
- 4.6 Demonstrate logical reasoning skills through formal and informal proofs.

Degree/Certificate Outcomes

(Required for Some Degrees and Certificates)

1. *Human Relations (AAA, AAS)*

- 1.1 Demonstrates responsibility
- 1.2 Demonstrates self-worth
- 1.3 Demonstrates sociability in groups
- 1.4 Demonstrates self management
- 1.5 Demonstrates integrity/honesty
- 1.6 Participates as team member
- 1.7 Teaches/helps others
- 1.8 Exhibits leadership
- 1.9 Negotiates agreements
- 1.10 Appreciates and works with diverse groups

2. *Oral Communication (AA, AS, AP-P)*

Oral Communication encompasses all the abilities necessary for effective expression of thoughts, feelings, and ideas in oral form. This outcome is concerned with helping students:

- 2.1 Identify the role oral communication plays in academic, social, and professional endeavors.
- 2.2 Demonstrate increased confidence in oral communication skills.
- 2.3 Listen carefully and respond to questions appropriately.
- 2.4 Modify verbal and nonverbal communication appropriately given the purpose and the context of the communication.
- 2.5 Plan, prepare, and deliver a well-organized, logical oral presentation that demonstrates critical thinking skills.
- 2.6 Use appropriate presentation techniques (e.g. maintain eye contact, modulate voice, avoid distracting mannerisms, etc.).
- 2.7 Employ appropriate discussion, negotiation, conflict resolution, and cooperation skills to work with people from a variety of experiences and backgrounds to promote learning in class activities and group work.

RECOMMENDATION THREE

The Evaluation Team recommends that:

- *The library make resources readily available to all students and faculty at satellite campuses and all students enrolled in Distance Learning classes. (5.C.1)*
- *The library adopt an assessment and improvement schedule with the results focusing on improvement of services. (5.E.3)*
- *Media Services develop collection development policies, regulations, and procedures for systematic collection development of media, and are available to the institution's constituents. (5.B.3)*

SATELLITE CAMPUSES AND DISTANCE LEARNING ACCESS TO RESOURCES

The Holman Library began a document delivery pilot project with the Center at Enumclaw in fall 2004. Holman Library staff consulted and worked collaboratively with Enumclaw Center staff. The intent is to eventually expand the service to other remote sites and to distance education students. The library staff is using the Program Assessment & Improvement process in 2004-05 as described below to learn about the needs of distance learning students and to modify the pilot activities as necessary to meet their special needs.

The Enumclaw Center pilot project was a comprehensive effort that included many elements. Staff established Web pages for students and staff at the Center at Enumclaw which include information about the document delivery service as well as an online materials request order form. (See <http://www.greenriver.edu/library/forstudents/remote.htm> for more details). In addition to already being able to access many library resources online from home, IT staff installed a library-dedicated computer which provides direct access to relevant library Web pages. Library staff also utilize the existing twice-weekly courier system to deliver library materials between the main campus and Enumclaw. Users can request and keep photocopies of journal articles and reference books. Books from the circulating collection can be borrowed for a three-week loan period which allows for transportation time. To facilitate better communication, the College installed a telephone in Enumclaw with direct dial to the Holman Library Reference Desk and created posters, bookmarks, and a memo to faculty to promote the new service. Finally, library staff improved the electronic resources by subscribing to six new electronic sites that provide facts, citations, and full-text articles. The new databases include the following: CQ Researcher, Biography Resource Center, History Resource Center: World, History Resource Center: U.S., Reference USA, and Testing & Education Reference Center. Additionally, the student Technology Fee Committee allocated an additional \$40,000, for a total of \$80,000, toward online database resources for the 2004-2005 academic year. Online resources are critical to providing full-text research and information articles to off-site and distance learners.

PROGRAM ASSESSMENT & IMPROVEMENT

Two departments piloted the Program Assessment and Improvement (PA&I) process for non-instructional units during the 2003-04 academic year. This is a college-adopted, comprehensive

process to evaluate and improve each non-instructional unit over the next five years. This process parallels the PA&I process for instruction that has been in existence since the 1998-99 academic year. To address this recommendation, the Research & Planning Office scheduled the library to undergo the process during the 2004-05 academic year. While the PA&I process is now standardized, it does allow for some flexibility in its application from department to department. In fall 2004, all library staff and faculty reviewed the PA&I process and spent time determining what assessment activities would benefit the library most. The PA&I for the library is expected to be completed by the end of the 2004-05 academic year.

Work toward assessing public services (circulation, reference, library instruction, and service to distance learners) began in winter 2005 and will continue through spring. The library staff and faculty surveyed student patrons, attend division meetings to gather feedback from faculty, and use the data to generate an improvement plan. Because of the length and variety of the documents involved, the work currently in progress can be reviewed in the library exhibits during the on-campus visit. Documents include a full complement of longitudinal statistical information showing progress in all public services areas, results of the library survey, and visits to divisions. In addition to traditional forms of library assessment, in winter quarter 2005, the dean and the library faculty engaged in extensive discussions exploring the nature of library services in the 21st century. These discussions were prompted by an increasing recognition by the dean that the library must assess the needs not only of current library users, but also potential of users who could benefit from services. It is anticipated that this discussion will continue throughout the next year and that new ways of assessing the need for library services will be developed. For example, the dean is interested in doing an environmental scan of the surrounding community to determine who the potential patron base is and what their needs are.

MEDIA SERVICES COLLECTION DEVELOPMENT

Prior to the 2003 accreditation site visit, Holman Library's media collection development policy was incorporated into the existing, general collection development policy. When the library received a recommendation to create a separate document, Brenda Philip (Collection Development Librarian) and Dave Prenovost (Media Services Supervisor) began a collaborative process to accomplish this task.

Sections from the original policy that pertained specifically to media collection development were combined into a new document along with general collection development information. Text was added to make the media collection development policy parallel the original collection development policy.

The new policy was reviewed by Media Services, librarians, and the dean of the library and media services for consistency and accuracy. They also took the opportunity to review existing procedures to ensure that they followed best practices. The new collection development policy can be found in Appendix 3.1 of the attached appendices.

RECOMMENDATION FOUR

The Evaluation Team recommends that the College clarify the role of faculty and staff in institutional governance and should make the decision-making process regarding budget, capital equipment and staff allocations clear and visible to the college community. Structures need to be established that encourage meaningful participation of faculty, staff, and students in the governance of the College and the roles and responsibilities of each stakeholder must be defined clearly and publicized widely. Further, a system that facilitates two-way communication between faculty and the administration should be established to promote coordination and cooperative working relationships. (4.A.2, 6.A.3, 6.C.6)

The College has taken many steps over the last two years to clarify roles, encourage participation, and facilitate college-wide communication. The College began the process in summer 2003 and still continues to make improvements. The President had numerous meetings and discussions with key faculty and staff to discuss the recommendation and formulate a plan to address it. These faculty and staff meetings included the Instructional Council Chair, the Chief Faculty Negotiator, the Executive Vice President, Director of Institutional Effectiveness, and Director of Public Information. After many discussions, the President decided that the focus of the fall 2003 Opening Day would be governance.

INPUT AND INFORMATION COLLECTION

The College begins each academic year with an “opening day” for all faculty and staff. The 2003 Opening Day program was dedicated to the topic of college governance. Activities included a panel discussion between the President and selected members of the faculty and staff who agreed to answer questions and give their opinions on how to improve governance. After the panel, all faculty and staff were asked to complete a questionnaire giving their opinions about specific ideas to improve communication and governance. A summary of the panel discussion, as well as survey comments, were compiled and posted on the *CommuniGator* for comment and viewing. They are available in the attached appendices (Appendix 4.1 & 4.2, respectively). The ideas emerging from Opening Day were discussed at the President’s Staff meetings over the period of a few weeks and a plan was formulated to implement the best ideas and address the concerns that came to light. Many of the ideas have been implemented over the last two years including posting of President’s Staff and President’s Cabinet meeting notes on the *CommuniGator* and GatorNet, open information sessions with the President, and the formation of a new President’s Cabinet which includes faculty and staff in addition to those who directly report to the President. Each improvement, as well as some others, is discussed below in the report.

IMPROVED COMMUNICATION

The first step to facilitate better communication at the College was to increase the use of the *CommuniGator*, the daily, college-wide electronic newsletter. A dedicated staff member in the Office of the Executive Vice President (EVP) is responsible for gathering and writing stories, as well as publishing the newsletter. This newsletter is received every morning by all faculty and staff with the exception of those who opt out of the mailing. In tandem with staff from the Public

Information Office, EVP staff have worked hard to solicit stories and post information on the latest happenings around the College. As a result, more people than ever are reading the *CommuniGator* and coming forward with new story ideas. The *CommuniGator* truly has become the main source of up-to-date information at the College. The *CommuniGator* can be viewed during the on-campus site visit on the College's Intranet site.

A second major step to improve communication was the taking of meeting notes or minutes during each President's Staff meeting. Membership on the President's Staff includes all those who directly report to him, as well as two instructional deans and one student services dean who report to the Executive Vice President. The group meets each Tuesday morning to share information, discuss key issues, and provide input to the President on matters of importance. In the past, no formal minutes nor informal notes were taken. Beginning in fall 2003, members of President's Staff took turns summarizing the meeting discussion. The notes include the note taker's name, members in attendance, and a brief summary of the items discussed. The notes were posted weekly on the GatorNet with a link posted on the *CommuniGator*. Staff also wrote a *CommuniGator* story regarding the new procedure for note taking, making sure others knew about the change. All President's Staff notes can be viewed in the on-campus exhibits.

Faculty and staff also expressed the desire to meet with the President on a more ongoing basis. Prior to this, the President held a once-a-year, state-of-the-college address in May before the end of the academic year. This was his time to update the college community on key issues and major developments of significant impact, recap the year, and look toward the future. While many faculty and staff attend and find this information useful, they have said they wanted more meetings so they could hear about important issues directly from the President in a more timely manner. In addition, they wanted to have more time to ask the President direct questions. To address this issue, the President began implementing a series of informal discussions called "Rap with Rich" which have been held once a month at various times, dates and locations since fall 2003. The "rap" sessions are advertised in advance via the *CommuniGator*. While the meetings are informal and open to any topic, the President sometimes has a topic of focus which he advertises in advance so that people interested in the subject can make plans to attend. In some cases, he held a session dedicated to topics impacting one particular group such as classified staff or faculty. Either the Director of Public Information or the Director of Institutional Effectiveness takes notes at each meeting. The notes are posted on the *CommuniGator* within a few days so that those who were unable to attend can find out what was discussed. To date, 10 "Rap with Rich" sessions have been held, including several with the night shift custodial staff. Notes from the sessions can be viewed in the on-campus exhibits.

Other improvements to communication include ongoing meetings between the President and faculty and classified union presidents. This helps to ensure the unions are up-to-date on the latest goings-on and that any issues of importance to the unions can be resolved in a timely manner. In addition, the EVP Office has assumed responsibility for updating and publishing the latest organizational charts so that all employees are aware of the current organizational structure. The EVP also continues to hold her quarterly open meeting for all faculty and staff to share information and answer questions and concerns. Employee orientation has been improved and is now more robust in terms of information shared with new employees. Finally, the College

has undertaken a massive effort to put policies and procedures in writing (as thoroughly discussed under Recommendation One).

CLARIFYING DECISION-MAKING

In order to clarify decision-making at the College, it became important to document the role of the various college-wide committees. While some of this information was documented during the self-study, it became apparent that more work needed to be done to clarify the authority and scope of each committee, where decisions or recommendations were made, committee membership, etc. The Vice President for Resource Development, a member of President's Staff, volunteered herself and her office staff to facilitate this project. In spring 2004, staff started with a list of identified committees and interviewed all committee chairs and administrators responsible for each committee regarding roles and purpose. During the interview process, staff members were able to identify other committees in existence that were not documented. Once complete, President's Staff reviewed the committee list and discussed possible next steps. The list was then shared with all administrators and key managers at the annual summer administrators' retreat (2004). Some of the ideas that emerged were to make minimum requirements for each committee chair that would include taking meeting notes or minutes, posting minutes, meeting dates, and membership on the GatorNet, as well as advertising college-wide when seeking new members on the committee.

To facilitate these changes, the Vice President for Resource Development and Executive Vice President called a meeting in December 2004 with all committee chairs. During this meeting, committee chairs were asked to review the proposal. The committee chairs came up with category names for the different types of college committees. Currently, there are three types of committees: financial, policy, and operational/programmatic. They also thoroughly discussed the various pathways by which committee decisions and recommendations are made. A one page summary sheet was developed to help committee chairs clarify the decision pathways for their respective committees. Chairs also discussed the minimum requirements for committees (i.e. all committee chairs must publish an agenda and minutes, etc.). Final collection of data from committee chairs was done in February 2005 to complete the decision pathways for each committee and agree on minimum standards. All committee information will be posted on the GatorNet by April 2005 so that all faculty and staff can access it. The committee clarification proposal and a sample committee information sheet detailing all research on current committees can be found in Appendices 4.3 and 4.4, respectively.

PRESIDENT'S CABINET

Perhaps the biggest change to impact governance was the expansion/change of the President's Staff to a cabinet beginning in fall 2004. There was a perception that some of the interests of faculty and staff were not represented on the President's Staff with the current membership. People believed that the membership needed to be expanded to include faculty and classified/exempt staff. The President spent the 2003-04 academic year deliberating and researching a possible new structure. As part of his research, he met with the chair and vice chair of the Instructional Council on several occasions.

In early fall 2004, the President sent a message to the college community regarding the formation of his new Cabinet. The new Cabinet was to include other staff and faculty in addition to his direct reports. Cabinet would meet monthly and serve an advisory role to the President by offering differing viewpoints on a variety of issues of significant importance. The Cabinet would focus on recommendation items, discussion items, and information items. Recommendation items would be considered most important and given appropriate attention. The President's Staff continues to meet each week of month with the exception of the week of the new Cabinet meeting.

The President asked members of the college community to submit names to be considered for the new Cabinet. Members were appointed by the President for an initial period of one year. In addition to attending the monthly meeting (held on the third Tuesday of each month in the afternoon), members are expected also to attend the monthly meeting of the Board of Trustees. The President asked John Ramsey, Director of Public Information, to serve as the official note taker for the Cabinet. Again, meeting notes are published on the GatorNet and members are encouraged to share with their colleagues. Cabinet members are asked to send potential agenda items to John prior to the meeting.

The new Cabinet has met monthly since November 2004. Attendance and participation have been good and early feedback is positive. To date, the Cabinet has discussed such important issues as strategic planning, key indicators, the legislative agenda, the college budget, student-faculty ratio, enrollment planning, capital planning, and the President's Commission on Diversity. Cabinet meeting notes for all meetings can be viewed in the on-campus exhibits.

Membership on the new Cabinet includes the following:

- President (Rich Rutkowski)
- Executive Vice President (April Jensen)
- Vice President for Business Affairs (Rick Brumfield)
- Vice President for Human Development (Brent Jones)
- Vice President of Information Technology (Carolyn Hershberger)
- Vice President of Resource Development (Kara Hefley)
- Vice President of Extended Learning and Economic Development (Edith Bannister)
- Director of Public Information (John Ramsey)
- Instructional Council Chair (John Avery)
- Director of Financial Aid (Mary Edington)
- Senior Graphic Designer (Colleen Maloney)
- Social Science Division Faculty (Jerry Marshall)
- Humanities Division Faculty and Counselor (Elizabeth McKinney)
- Manager of Technology Development and Web Development (Kim Peterson)

RECOMMENDATION FIVE

The Evaluation Team recommends that the College develop and maintain a multi-year fiscal forecast of the major categories of revenue and expenditures that is fully aligned with the College's strategic and facilities master plans. (7.A.2, 7.B.5, 7.B.7)

Green River explicitly changed how it performed its budgeting in response to recommendations from the 1993 self-study. The College had already improved its efforts to link the development of the budget to strategic planning. However, in terms of operating funds prior to 2003, staff budgeted on a one-year basis.

Upon receipt of the recommendation in 2003, the College developed a multi-year forecast and began including that forecast as part of the college-wide budget process/package. This began in the annual cycle immediately following the receipt of the recommendation. The multi-year forecast is now updated annually.

The budget package, including the multi-year forecast, is reviewed with the individual members of the Board of Trustees (typically prior to the June Board meeting) and then presented as a recommendation for Board approval consistent with the Order Delegating Authority. A copy of the most recent multi-year forecast included with the 2004-05 budget package can be found in Appendix 5.1. The entire budget package can be reviewed in the exhibits during the on-campus visit.

On the capital side, the College has been preparing multi-year forecasts for some time consistent with the requirements for the capital requests made every two years to the State Board for Community and Technical Colleges, the state Office of Financial Management, and the state legislature. These capital requests are an end product of our Facilities Master Plan which is in turn driven by the Instructional Plan. The Facilities Master Plan can be found on the Green River Web site at www.greenriver.edu/MasterPlan/. The latest version of the Facilities Master Plan can also be viewed in the on-campus exhibits, as can the latest version of the Instructional Plan.

CONCLUSION

Green River Community College believes that it has fully addressed or is in the final stages of fully addressing the five recommendations from the 2003 self-study. To review, the College has accomplished the following:

- We have implemented a process to develop and approve college policies and procedures. (Recommendation One)
- Faculty members have identified and/or reaffirmed learning outcomes for all degree and certificate programs. They have developed rubrics to assess these outcomes, have begun to systematically assess these outcomes, and have begun using the results of assessment to improve teaching and learning. (Recommendation Two)
- Holman Library faculty and staff have revised its collection development policy to specifically address its media collection. They have also made a number of improvements to increase access to library resources for students at Enumclaw and for distance education students. The library is also in the process of completing its first comprehensive Program Assessment and Improvement process. (Recommendation Three)
- The collective efforts of faculty and staff, under the leadership of the President, have led to improvements in college governance. Specifically, there are numerous examples of efforts to improve communication on campus, to detail the various decision-making processes, and to make faculty and staff feel more connected with the President through a cabinet. (Recommendation Four)
- Business Office staff have created a new multi-year budget forecast to provide more information to the Board of Trustees. (Recommendation Five)

We believe that our efforts fully address the recommendations from our ten-year evaluation report.