

Northwest Association of Schools and of Colleges and Universities

**A FULL-SCALE
EVALUATION TEAM REPORT**

**GREEN RIVER COMMUNITY COLLEGE
Auburn, Washington**

April 14-16, 2003

*A Confidential Report Prepared for the Commission on Colleges and Universities
that Represents the Views of the Evaluation Team.*

TABLE OF CONTENTS

Evaluation Committee	i
Introduction.....	1
Standard Two – Educational Program and Its Effectiveness	3
Overview	3
General Education	3
Related Instruction.....	4
Fine Arts Division	7
Math Division.....	9
Social Science Division	10
English Division.....	11
Humanities Division	13
Science Division	14
Business Division.....	15
Health Sciences and Family Studies Division	19
Technology Division.....	22
Trades Division.....	23
Standard Three – Students.....	33
Purpose and Organization	33
General Responsibilities	33
Academic Credit and Records	34
Student Services	35
Intercollegiate Athletics.....	40
Standard Four – Faculty	41
Selection, Evaluation, Roles, Welfare, and Development.....	41
Scholarship, Research, and Artistic Creation.....	42
4.1 – Policy on Faculty Evaluation	43
Standard Five.....	44
Information Technology (IT).....	44
Library and Media Services	45
Standard Six – Governance and Administration.....	48
Standard Seven – Finance.....	50
Standard Eight – Physical Resources	51
Standard Nine – Institutional Integrity.....	53
Concluding Statement/Commendations/Recommendations	54

GREEN RIVER COMMUNITY COLLEGE

ACCREDITATION TEAM REPORT

April 14-16, 2003

INTRODUCTION

Green River Community College hosted an evaluation team for a full-scale visit on April 14-16, 2003. The last comprehensive visit was conducted in Spring 1993, with a regular interim visit in 1998. Focused interim visits were conducted in 1995, 1996, 2000, and 2001. The college was well prepared for the visit, and the evaluation team was deeply impressed by the courtesy and hospitality of every member of the Green River College community. Advance assistance with interview scheduling and computer access helped the visit go smoothly.

SELF-STUDY

The Self-Study prepared by the college was helpful for the team to gain first impressions of the departments they were to evaluate. The college made every effort to follow the admonition of the Commission to craft a Self-Study short on description and long on analysis. However, evaluation team members felt that more analysis would have been useful. Despite this, the evaluation team noted that the Self-Study did include a number of important and perceptive recommendations, and that it did reflect an acceptable level of analysis and introspection. The evaluation team was able to complete its work and fairly evaluate the status of Green River Community College.

STANDARD 1 - INSTITUTIONAL MISSION AND GOALS

Green River examined and updated its vision, mission and goals in 2001. This is conducted every three years as part of the planning cycle. The Board of Trustees approved the vision, mission, and goals in February 2002. The mission and goals give direction to college activities and guide the annual budget development process. The mission and goals are visible on campus but it does not appear they have been deeply embedded in the life of the college in terms of being front and center in daily work. The mission appears in appropriate publications, and Green River documents its progress in accomplishing its mission and goals and makes this information public, primarily through an annual *Report to the Community*. However, this report is largely a promotional piece in which the institutional effectiveness information tends to get lost.

PLANNING AND EFFECTIVENESS

Green River adopted a new strategic planning model in 1998. The model integrates long-term planning with operational or annual planning. The college is

now in its second three-year planning cycle. There is a process by which departments complete an internal assessment and report back to the President's Cabinet on progress. The Cabinet then determines priority initiatives for the upcoming year.

It appears that the college uses the results of its evaluation activities and ongoing planning processes to influence budgeting and for improvement purposes. They also use the information that this process provides to communicate progress to the public through the *Report to the Community* and the *Report Card*.

There appears to be some level of stakeholder involvement in the development of the plan. Meetings were held to invite input on the plan. However, there does not appear to be a systematic process through which participation can be facilitated.

The college has acted upon the Commission's long-standing insistence on better planning and assessment protocols. It is obvious that a great deal of effort has gone into the development of the planning process over the last four years. The college is on track with this work, and it remains only for them to continue to fully utilize their planning to guide decisions and resource allocation. It is imperative that the current assessment and planning model adopted by the college become fully institutionalized and that it actually be used for institutional improvement.

Essentially, what is at work at Green River is an institutional effectiveness and education assessment model that is about four-fifths complete. College goals have been established, departmental actions (or, for instructional programs, learning objectives) have been developed, and measurement strategies have been established. However, actual assessments have not been completed across the college, and assessment data has not been used for program or service improvement systematically across the college.

STANDARD TWO - EDUCATIONAL PROGRAM AND ITS EFFECTIVENESS

A. Overview

Green River offers programs in 11 academic and professional/technical divisions leading to degrees in Associate of Arts, Associate of Science, Associate of Applied Science, Associate Pre-Professional, and a variety of certificates. Each program represents a legitimate collegiate level course of study. The college has developed campus-wide outcomes.

Human, physical, and financial resources are sufficient to deliver a high quality education at Green River. However, these resources are stretched to their limit in a number of areas. Green River relies heavily on adjunct faculty. Physical resources continue to be a challenge in delivering instruction. Classroom space is tight, and consequently the ability to offer classes in prime time to students is curtailed.

Educational program goals are compatible with the institutional mission and goals. In fact, all program goals are now mapped to the new institutional mission and goals. Educational program goals are developed, approved, and reviewed in accordance with an established process and timeline. Programs have established degree requirements, outcomes, and idealized course sequences. Its practices in determining the number of quarter-hours are consistent with those of other community colleges in Washington. Green River has an established process and an organizational entity responsible for curriculum approval and implementation. Faculty design and develop new courses and programs in response to community needs, requirements of transfer schools, advisory committee recommendations, business/employment needs, or student needs. Curriculum is reviewed by other faculty within the discipline, then reviewed and approved by the division dean, Instructional Council, and finally the executive vice president for instruction. Although uneven across programs, use of the library is integrated within the various program curricula as appropriate for the program and course learning objectives. Use of the library has increased since its construction.

Green River has put in place a mechanism for regular review and update of its courses and programs.

B. Policy 2.1 - General Education/Related Instruction

General Education

The college's transfer degrees are aligned with four-year higher education institutions through the statewide Intercollegiate Relations Commission. Courses taken for these degrees satisfy the general education requirements for transfer students at Green River Community College. These courses also meet the

general education requirements for the first two years at most four-year colleges at the time of transfer. Courses and the required distribution areas are listed in the catalog for the Associate in Arts and the two Associate of Science degrees. All of these courses are taught at the collegiate level, and faculty and administrators have cooperatively developed them.

Related Instruction

Related instruction for the Associate in Applied Arts, the Associate in Applied Science, and certificates of 45 credits or more are clearly identified in the college catalog. Students meet the requirement for communications, computation, and human relations by selecting from a list of designated courses in each area; human relations may also be embedded in selected courses. The college should be commended for establishing the Related Instruction Committee to set standards for these courses; procedures are also in place to approve these courses. The Committee is using SCANs (Secretary's Commission on Necessary Skills) to evaluate which courses qualify for the human relations designation. The # symbol is used to identify these courses throughout the catalog. Embedded courses for human relations are reviewed by the Curriculum Office to ensure applicable content is evident in each course.

The standard for related instruction, due to its association with general education, should be at the collegiate level. However, the college may want to consider alternatives based on the needs of students, i.e., it may be more prudent for students to receive embedded instruction from program faculty. Under this circumstance, the college would need to determine which instructors are appropriately qualified based on established or modified institutional guidelines. The college may also want to consider offering 3-credit related instruction courses to provide additional options for students; many of these courses are 5 credits.

In summary, Green River Community College is in full compliance with policy statement 2.1.

C. Policy 2.B- Educational Program and Its Effectiveness

The Executive Vice President, the Instructional Council, and especially the Learning Outcomes Committee, have made significant efforts to establish an effective program of educational planning and assessment. The general mission statement of the college and the institutional goals are well established and understood by the campus community. There is also fairly widespread acceptance and understanding of and commitment to the concept of assessment based on the four generally agreed upon campus-wide learning outcomes.

The faculty has a major role in and responsibility for the design, integrity, and implementation of learning outcomes and their assessment even though this

extensive involvement may have contributed to significant delays in program planning and assessment activities.

The college has defined the term "program" in the transfer curriculum as describing the Associate in Arts Degree, while using the same term to refer to more specific areas of study in the technical areas.

Many, but not all, of the learning outcomes for the Associate in Arts Degree have been articulated and published. Learning outcomes for three other degrees in the transfer curriculum, including two Associate of Science degrees and a Pre-Professional Degree, appear to have no articulated learning outcomes attached to them.

Programs of study in the technical areas often have articulated outcomes connected with them, but these are seldom tied specifically to any of the campus-wide learning outcomes.

There are examples of good effort toward meeting the requirements of this standard such as are evidenced in the English, and Humanities Divisions. The College has individuals who are leaders in the area of learning assessment and is called upon to present their ideas at statewide conferences on the subject. The Summer Institutes on assessment issues, which were developed and facilitated by the Learning Outcomes Committee, are to be commended. Nevertheless, looking at the campus as a whole, serious concerns may be raised.

Although the institution's processes for assessing its educational programs are becoming better defined, and are starting to be integrated into the overall planning and evaluation scheme, they do not encompass all of its offerings, and are not conducted on a regular basis. Though the institution identifies and publishes some of the expected learning outcomes for one of its four degrees, there is little hard evidence to demonstrate that students who complete this program have achieved these outcomes.

The institution is able to provide very little evidence that its assessment activities lead to the improvement of teaching and learning. The Self-Study indicates that "the college mission and goals are reflected in the individual mission and goals of each division and program" yet this is often not the case. The Self-Study states that "this plan will impact ... faculty hiring" yet there is neither documentation of this nor reports of it having happened.

A good number of dedicated people have made a serious effort to get on the road toward meeting the educational program planning and assessment component of the accreditation standards. They should not feel that their work has not been recognized or valued, but much remains to be done in this important area of the educational program and its effectiveness.

The institution's processes for assessing its educational programs are becoming better defined but do not encompass all of its offerings and are not yet conducted on a regular basis, though they are beginning to be integrated into the overall planning and evaluation plan. Key constituents are involved in the process and the faculty have a central role in planning and evaluating the educational programs. There are some promising starts toward "a series of outcomes measures that are internally consistent and in accord with the mission," (Policy 2.2), but they are not widely applied across all instructional divisions and departments.

2.B.2

The institution identifies and publishes some of the expected learning outcomes. These are found in the technical areas and partly in the AA degree. The AA degree is defined by the institution as a program for transfer (non-technical) students. The outcomes for the Associate of Arts degree are not published in their entirety and the outcomes for the two AS degrees and for the specialized Associate Pre-Professional degree have not been established. Some assessment efforts have been started, but they are not yet regular and systematic and there is little hard data or other evidence available to demonstrate that students who complete these programs have achieved a coherent set of outcomes.

2.B.3

The institution is not able to provide other than scattered anecdotal evidence that its assessment activities lead to the improvement of teaching and learning.

D. Policy 2.6 - Distance Learning

Distance Learning (DL) is an innovative program that utilizes telecommunications to help students unable to attend the main campus or obtain college credit. A complete AA program is not yet available through DL, but the members of the Distance Learning Committee are optimistic the two remaining challenges – science labs and health courses – are possible through DL before Fall 2003. All Green River DL classes have passed through the CAR (Course Adoption Revision) process and are subject to the same three-year reevaluation of campus courses. Washington Online (WAOL) DL classes do not pass through the CAR process. However, in accordance with Standard 2, Policy 2.6, there is documentation that WAOL is committed to ongoing quality and support.

Two College Committees are charged with monitoring the technology and quality of DL courses, the Instructional Technology Committee and the Distance Learning Committee. Page 118 of the Negotiated Agreement provides specific details of DL Course ownership and favors the creative efforts of faculty. The Negotiated Agreement also describes part-time/moonlight pay for faculty

teaching DL courses. The Distance Learning Committee provides a \$300 stipend for Green River faculty working through the WAOL training program.

To prepare and support faculty, two 2-hour training sessions are offered once a week for faculty. Drop-in sessions are also available.

Interviews of students (n= 18) that have taken or are taking Distance Learning classes, were unanimous that the web interface is easy to use and the faculty are responsive in a timely way to student questions. A review of the DL webpage demonstrates DL students have access to all student services: scheduling, advising, enrollment, tuition payment, and textbook purchase for on-campus students (with the exception of math and English placement tests). Green River provided 103 DL courses during Spring Quarter 2003 for a head count of 1,685. In 1998-99, the total head count for the academic year was 2,448.

Assessment is ongoing. Students are able to self-assess their DL skills utilizing a test on the Green River DL webpage and the WAOL webpage. Furthermore, through the Faculty Excellence Committee, faculty created an evaluation tool that compared what students believed they knew about DL courses with what they actually knew. Faculty concluded, "If trends continue as we give this survey in future quarters, it can be a powerful advising tool for some of those thinking of taking a distance learning class."

The faculty evaluation form used for campus courses was revised by the Distance Learning Committee to better reflect the environment of distance learning. The revision was a collaborative process with input from faculty and administration. At the time of the accreditation visit the revised faculty evaluation form was in the first step of beta testing.

E. Fine Arts Division.

The Fine Arts Division covers a broad area of disciplines including art, dance, drama, journalism, music, and photography. Courses in all of these areas are taken by students to meet the humanities/fine arts/English distribution for the AA and AS degrees, for transfer degrees and for personal enrichment. The only program offered in the division is in the area of journalism where students can earn a two-year Associate Pre-Professional degree or a one-year certificate in broadcasting. Otherwise, the division defines itself as a program based upon its association with the AA degree.

The division has a clear mission and set of goals, all of which are tied to the four campus-wide learning outcomes. These outcomes are included in most Fine Arts syllabi and, based on interviews with students, are discussed by faculty and understood by students.

The Fine Arts Division has also established a clearly defined set of division-wide learning objectives. The faculty created these objectives, but their connection to the humanities/fine arts/English distribution is unclear. Course level learning outcomes are also clearly established in most fine arts syllabi. Additionally, there is no evidence of any ongoing review of these division-wide learning outcomes.

Despite all of the division's hard work on creating college wide, program level and course specific learning outcomes and incorporating them into syllabi, there is little evidence of systematic assessment of the outcomes at any of the three levels. Instructors report scattered use of assessment mechanisms at the course level including portfolios, placement rates in four-year programs and the workforce, etc., but this evidence is largely anecdotal. Currently, the only systematic division level assessment appears to be the one-time use of a student self-assessment survey. The self-study's conclusion that, "while many departments within the division are assessing student knowledge of program and campus-wide outcomes, much of the data are anecdotal and additional data are needed," is accurate. The division, along with the separate discipline specific areas within the division, needs to focus on compiling non-anecdotal data and methods of tracking this data. Once this is completed, the division then needs to create a plan to use the data that is generated to lead to the improvement of teaching and learning.

Broadcasting, the one area within the division that awards both a degree and a certificate needs to better identify and publish the expected learning outcomes for the program. While both KENU and KGRG radio stations are included in the student resources area of the catalog and both stations have their own website, none of the information provided in these areas addresses the educational component of the program. While content specific learning outcomes, as well as campus-wide outcomes, are addressed in the individual course syllabi, learning outcomes for the entire program are not evident. As a result, there cannot be assessment of these learning outcomes at the program level. On the other hand, anecdotal evidence does seem to suggest that the program is creating graduates who are successful in the field of broadcasting. Placement rates in Seattle area radio stations, national recognition in area of college radio, and reports of general student satisfaction all seem to indicate that the Broadcasting program is a success. However, a comprehensive program level assessment mechanism would help to corroborate these anecdotal claims.

Faculty interest in assessment seems to vary greatly within the division. The division needs to continue to encourage faculty involvement in, and ownership of, the division-wide learning outcomes and assessment process.

Due to the "product oriented" nature of the departments within fine arts, some indications of the success of the division can be clearly observed. The student art exhibit on display in the library at the time of the visit was truly extraordinary. The campus newspaper *The Current* is a professional looking publication that

demonstrates clear commitment by faculty and involvement by students. Finally, student work in drama and music that was included in the division portfolio was also exemplary. While these student products are impressive, the division needs to continue to work on a broader assessment of student learning outcomes.

Interviews with Fine Arts Division faculty revealed a group of instructors who are committed to their own discipline but who view themselves as a part of that discipline rather than a broader division. The division has a core of well-qualified faculty who seem to be very committed to students and their success in division programs. The group is also very creative and innovative in teaching techniques and in instructional design.

F. Math Division

The math faculty is dynamic and energetic and pro-active on campus and at the state level in elementary math education. The Math Division received a National Science Foundation grant in 1998 to establish the Project Teach program through which they have a close connection to the community. They have invested in training new teachers in the field. This project has made them a recognized state leader. They are to be commended for math education reform. At the state level, math faculty is recommending that elementary teachers have one year of math content courses. One faculty member is on a state committee to help promote this essential component. The department has set up a certificate for those elementary education majors who have completed the one-year math component.

Math Division student FTE has increased by 60 percent over the last five years. Due to the large FTE increase, they have been well supported with equipment and math manipulatives. Some of the resources are also due to successful securing of outside grants. The well-supported math learning lab has contributed to the success of the students and increased enrollment numbers. Math is offering several different learning styles to enhance student success.

Entering students are required to take the Compass exam for math and English placement. The Math Division recently assessed the cut-off scores on the Compass exam and adjusted them. In addition to the Compass scores for placement, the Math Division has developed gate exams. These gate exams are administered at the beginning of the quarter to assess the student's ability to successfully complete the course. It is a second preliminary screening for appropriate placement in the math class. It is then suggested that students move to a lower or higher level math based on the results of the gate exam. At the beginning of each term, the specific gate exam for that math class is administered. This approach is a highly effective assessment tool.

Math faculty has tracked the effect of students taking one quarter off before continuing the math sequence. The assessment result is that the students who

skip a quarter of math have a 0.7 lower grade. The math faculty is diligent in encouraging math students to stay in the math sequence and not skip a quarter of math.

There is a concern about the number of classes taught by part-time faculty.

F. Social Science Division

The Social Science Division includes classes in American ethnic minority studies, anthropology, economics, geography, history, political science, psychology and sociology. Courses in these areas are used by students to meet the social science distribution for the AA and AS degrees, and some of the courses are used as related instruction in the AAA and AAS degrees. Additionally, the Division offers both two-year AAS degrees and shorter certificate degrees in Criminal Justice and Forensics Technology. With the exception of these degrees and certificates, the division defines itself as a program based upon its association with the AA degree.

The Social Science Division operates much more as a collection of distinct departments than as a cohesive division. Each discipline seems to function apart from the rest. This seems to follow a historical trend in the division, and individual faculty don't seem to see a need to work more closely as a division. This lack of connection is reflected in a lack of division-wide learning outcomes relating to the AA degree. While the self-study references the development of a "provisional set of learning outcomes specifically related to the social science component of the AA degree," no evidence of said outcomes could be found. Faculty throughout the disciplines reported that they remembered working on these outcomes but that there was little if anything done with them after their creation. Clearly, this lack of learning outcomes for the division leads to a lack of assessment at the division level. The self-study also references a "project to assess how students in social science classes are demonstrating competency with the campus-wide outcome of responsibility." Despite this good intention, no evidence of this program level assessment was discovered.

These learning outcome and assessment concerns carry over into the Criminal Justice and Forensics Technology degrees and certificates. No evidence was found of published learning outcomes for the programs nor was there any evidence of program level assessment. While content specific course syllabi do address both campus-wide outcomes as well as content specific outcomes, attention needs to be paid to program specific learning outcomes and assessment. Additionally, both the Forensics Technology and Criminal Justice programs seem to have outgrown their current staffing levels. Students and faculty both complain about long wait lists for courses and the lack of ability to get courses when they are needed. This problem seems to be especially severe for students whose education is externally funded by programs that set stringent

timelines for program completion. The division needs to address this staffing issue.

On a broader division level, the campus-wide learning objectives do appear in most syllabi. However, the assessment plan for these outcomes varies greatly by instructor and is non-existent at the division level. Students interviewed, however, do seem to report a clear understanding of these outcomes. Course level learning outcomes within disciplines are clearly established in most social science syllabi, and assessment of these course level learning outcomes is strong.

Faculty interest in assessment seems to exist within the division but there is also a significant level of frustration. The division needs to continue to encourage faculty involvement in and ownership of the division-wide learning outcomes and assessment process and needs to help create ways for faculty to deal with the obstacles to creating such a process.

Interviews with Social Science faculty created an impression of a group of instructors who are committed to their own discipline. The Social Science Division contains a solid core of well-qualified full-time faculty, all of whom possess at least a Masters Degree and many of whom possess Doctoral Degrees.

G. English Division

The English Division offers a wide variety of courses in literature and composition. These courses develop college level reading and writing skills and expose students to several diverse areas of literature. Composition courses are used by students to meet the basic skills distribution for the AA and AS degrees as well as the related instruction requirements for AAA and AAS degrees. Literature courses are used to meet the humanities/fine arts/English distribution for the AA and AS degree. Recently, the college's basic reading and study skills courses have been also placed under the English Division. The division defines itself as a program based upon its association with the AA degree, since it offers no degree or certificate programs on its own.

The division has a clear mission and set of goals, all of which are tied to the four campus-wide learning outcomes. The campus-wide learning outcomes are included in all English syllabi and, based on interviews with students, are an area of focus in courses and are clearly understood by students. On the other end of the spectrum, content specific learning outcomes and assessment tools are also well developed in the vast majority of individual course syllabi. Sandwiched between college-wide and content specific learning outcomes are program learning outcomes. While these program learning outcomes and assessment procedures appear to only exist sporadically across the campus, the English Division is a leader in this area.

Success in the area of establishing and evaluating program level learning objectives is faculty driven in the division. Faculty members in the division are clearly committed to measuring outcomes in English as they relate to the basic skills component of the AA degree. The English Division has outlined ten clear objectives for its writing courses (110, 111, 112, 113.) Each of these objectives is clearly tied to at least one of the four campus-wide learning outcomes. The ten objectives were created and are continually being assessed by the faculty in the division. The faculty have developed and begun to implement an assessment process that is conducted on an annual basis. This process, once fully implemented, will clearly measure the progress students make in achieving the ten outcomes after they have completed a significant amount of English Division coursework. While only three of the learning outcomes have been assessed at this point, the division already shows evidence of using the data from the assessment process to reevaluate and update division objectives. While faculty report some frustration with the pace of the process and the difficulty in measuring some of the more qualitative learning outcomes, they have taken ownership of the learning objectives and outcomes process which points to the potential for long-term success.

While the same faculty commitment to outcomes is evident in the English Division's relationship with the humanities/fine arts/English distribution outcomes, the process of measuring the learning objectives in this area is much further behind. The division offers a number of literature courses that students use to fulfill this requirement. While learning outcomes have been developed in this area through a cooperative effort with fine arts and humanities faculty, no division level assessment of these outcomes is currently taking place. The division needs to continue to develop an assessment mechanism for these literature courses as they relate to the AA degree.

Due to the basic skills element of the division, it is necessary for the division to adapt to a group of students with broad and diverse educational goals. This growing diversity at Green River is beginning to place a strain on instructional resources. The division needs to continue to seek ways of coping with this growing number of students with unique needs. Specifically, both Running Start students and International students are becoming significant groups within the Division. While the students offer both energy and diversity to courses, they also present unique challenges in English courses. These challenges are recognized and continually raised in discussions with students, faculty, and administration. The division needs to create instructional support systems for these students that continue to ensure student success. The division also needs to explore methods of addressing conflicting student needs, such as the need to finish a course to maintain an externally mandated schedule while at the same time not putting students in the position to fail.

The English Division employs a large number of part-time faculty which creates a potential problem with cohesiveness. However, the division's three-pronged approach to training part-time faculty seems to be well developed. It includes:

- syllabus workshops conducted by full-time faculty that are used to explain the essential parts of the syllabus and the goals and objectives of the department;
- paid in-service days that are used to attract part-time instructors to division meetings and training;
- Division roundtable discussions, which involve both part-time and full-time faculty and allow for a free exchange of ideas about learning outcomes in the Division. Full-time faculty report that these roundtable meetings have greatly enhanced the involvement of the part-time faculty in the division.

Collectively, this training support structure seems to largely mitigate the potential for a lack of cohesiveness.

Interviews with English Division faculty clearly show a tightly knit division that is very student centered. The division has a core of well-qualified faculty who demonstrate a clear commitment to student success, as is evidenced by the many innovative approaches to teaching, assessment and training outlined above.

The division is struggling with classroom space, as is the majority of campus during peak hours. Attention needs to be paid to ensuring classroom space for courses as well as providing up-to-date technology in those classrooms.

H. Humanities Division

The Humanities Division contains three departments, Speech Communication, Philosophy, and Foreign Languages. It also contains two instructional support areas, which are Library and Counseling.

The Speech Communication Department offers a wide range of courses meeting the educational needs of both local and international students. The extensive use of videotaping and self-evaluation by the students gives them the capacity to continue to review and improve their oral skills long after a course has been taken. Continued full enrollment has led to some shortage of teaching space.

The Philosophy Department also offers a wide range of courses. Full time faculty take advantage of sabbatical opportunities to increase their depth of knowledge in the field in order to adapt and develop new courses. Small Group Instructional Diagnosis (GID) is used as an assessment tool and to inform changes in course and departmental practices. Philosophy courses have a 90 percent fill rate.

Foreign Languages has declined from three to two full-time faculty. There has also been a decline in second-year offerings. The department stresses communication and cultural awareness. Part-time faculty are not required to address the college-wide learning outcomes in their syllabi and many do not do so.

Library and Counseling staff participate in division planning and in evaluating full and part-time instructors.

The division has an excellent spirit of cooperation and is committed to improving instruction and to getting a learning outcomes plan established and functioning. The process by which part-time faculty are evaluated is time consuming, but effective.

Concerns exist in the following areas. There seems to be a large number of part-time positions, which may lead to problems in program continuity and place excessive supervisory burdens on the small number of full-time faculty.

The Mission and Goals statement in the Division Portfolio seems not to have been updated to reflect the new campus-wide learning outcomes.

While some good efforts have been made to gather learning assessment data, the division needs to "provide evidence that its assessment activities lead to the improvement of teaching and learning."

I. Science Division

The Science faculty is highly educated and very committed to the students. They utilize highly qualified adjuncts in physics and astronomy. The laboratories are ventilated well and of adequate size for the number of lab students. The lab technicians do a good job supporting the science labs. Lecture space seems to be at a premium but will see some relief with the new science building.

The committee commends the Physics instructors for their exemplary award. The American Association of Physics Teachers conducted a survey of physics programs at two-year colleges across the country. Based on that survey AAPT set out to identify twelve exemplary two-year college physics programs. Green River Community College was one of the first three colleges chosen.

In general, the Science faculty have been pleased with the overall quality of the running start students. Often they are reported to be some of the brightest in the classroom.

In regards to assessment of science courses, the Science Division administers a "Science Division's Campus-Wide Outcomes Survey." The students are asked to evaluate whether the campus-wide outcomes have been taught in their sciences.

The Science Division has identified some discipline specific objectives that students need in order to excel and to be successful in science classes. The students are asked to evaluate these objectives also. In general, the Science faculty have committed to course outcomes in their syllabi. In specific cases, the outcomes are directly related to the four outcomes agreed upon by the campus. A number of science syllabi demonstrated a stated research component thereby developing their research and Internet and library abilities.

There is a concern that Green River Community College has not committed financial resources for maintenance and replacement of science equipment. The Science Department has acquired most of the equipment through outside grants. Little of the equipment money has come from the college. At this time some of the equipment needs to be replaced and upgraded and there does not appear to be college resources designated for that process.

J. Business Division

The departments of Business Administration, Business Education, Business Management, and Computer Reporting Technologies provide two-year degrees, one-year certificates, or shorter certificates that prepare students for direct entry into these disciplines or prepare them to transfer to advanced studies at colleges and universities. Because of the two track programs, courses in these areas also serve as requirements for other degrees and certificates. Work experience components are either required or listed as electives for many of the options.

Human, physical and financial support was reviewed. Faculty members and administrators indicate that it is a challenge to meet scheduling needs as far as classrooms, labs, and equipment are concerned. Computers are outdated; the "trickle down" effect is how newer equipment is acquired. According to faculty, the operating and supplies budgets need to be enhanced; more dedicated space is needed. The high percentage of part-time instructors is of concern for some departments. Despite these obstacles, student enrollment and student achievement are high. Students and faculty have positive attitudes, and student achievement is occurring. Keeping technology current is always a challenge; the institution makes every attempt to provide resources for computers, computer updates, and facilities through planning activities. Resourceful faculty and administrators have obtained funding from grants and outside sources to maintain high standards.

The degree and certificate programs support the institution's mission and goals by having their own division goals linked to those of the institution. These goals are reviewed on a regular basis. Annual reports are made to the division chairperson who shares them with other administrators.

The Business Division's programs are carefully planned to meet the needs of industry or meet the requirements of transfer institutions. Faculty members work

closely with industry to ensure that the appropriate industry standards are met. Industry advisory committees assist with validation of curriculum. These disciplines reflect consistency in design. Appropriate core courses, general education and/or related instruction are identified in the general catalog and other publications. All of the programs have specific goals that are reviewed regularly, and all of the courses are competency-based.

Students in this division use the library regularly for their classes. The library is used not only for the traditional resources but also because of the greater on-line access available on the Internet. Most business courses do have a research component. The computers in the library facilitate students' efforts. Faculty members have an allocation for library materials from the library for instructional support. Faculty members indicate that library materials are satisfactory; if a new course or program is approved, additional funds for library resources are available. Library and information resource staff members indicate that they have knowledge of program planning and course development through the information provided on the planning forms.

The institution does assess the success of its graduates through surveys as well as through anecdotal information. Timing of follow-up research, such as student performance, retention, and graduation rates, could be improved. The information from the research department continues to improve. This information is available for faculty and administration to use in assessment as well as planning and program review. However, the division needs to identify consistently the expected learning outcomes for each program area. These should be published in the college catalog in addition to the program information guides.

Students planning to transfer have a Transfer Guide and faculty advisors to assist them in planning. Articulation agreements exist with most colleges and universities in the geographic area. Academic Planning Guide forms are used. Articulation agreements with nearby high schools are being reviewed and will be updated and signed. The advising process covers preparatory advising and academic advising. Entering student assessment data help place the students in the appropriate level courses. Some division faculty have indicated that assessment and other testing services are a concern.

The program areas follow the college's review cycle. During the year of review, the program faculty members work with the research office to compile data that can be used to validate the program's outcomes. All factors are included. The division follows the standard procedure template provided. The advisory board that has former students as members is briefed. Procedures are in place to address any deficits.

Program planning is standardized; industry needs as well as workforce trends for employment opportunities impact curricular decisions. Each program has its own

goals and assessment of learning. Faculty members review curriculum, reassess the outcomes expected, and make modifications to improve the program. Learner expectations need to be cited consistently in such publications as the general catalog.

Prior learning experience is assessed so that students don't have to repeat information already known. The process is clearly identified in the college's documents. Policies for transfer and acceptance of credit are clearly stated and identified in documents students can access. Credit for advanced placement is posted on the transcript after the advanced placement course is completed. The entrance assessment testing helps the institution determine where students should be placed. Some courses have prerequisites such as reading levels or math levels. Remedial courses are available. Careful assessment is needed for correct placement because of the diversity of students.

Another component of assessment is related to teaching effectiveness. Faculty members develop annual goals that include teaching effectiveness measures. Student evaluations of courses and instructors have become a part of this evaluation process. As a result, teaching effectiveness and student satisfaction have increased.

Instructional faculty members are very well qualified. Faculty members have appropriate educational backgrounds to teach in their respective areas. Newly hired instructors have an excellent support system in the mentoring process or "buddy system" whereby a full-time instructor in the newly hired person's area agrees to be the resource/contact person for the new person. The process works very well. However, maintaining faculty in high demand industry areas is sometimes a challenge. Many professional/technical faculty members also have to maintain certifications. Individuals with at least a Masters degree teach all transfer courses.

Part-time instructors have excellent qualifications; however, finding well-qualified part-time instructors for evening classes is hard. Many of the part-time instructors are employed in business and industry or are business owners. Most of them have taught for a number of years. The new part-time faculty hires also have a mentor to ease the transition into the classroom. Part-timers interviewed indicated good administrative support, good communications with full-time faculty and the division chair. They are frequently invited to participate in staff development activities, but often cannot because of their teaching load or business activities. Student evaluations of part-time faculty give them high ratings.

The division follows the college-wide faculty evaluation process, which works very well.

There are at least four outstanding areas in the Business Division. One is that faculty and staff do an excellent job addressing the campus-wide learning outcomes. Students know exactly what competencies are to be mastered. While not every program is at the same place, there is substantial evidence that the faculty is focused on assessment. The communication links part-time faculty instructors and full-time faculty are good. Part-time faculty members are exceptionally dedicated to student success. The strong communication links are most likely part of that focus. And, the division has an excellent "Policies and Procedures of the Business Division" document that is very thorough, well organized, and useful for all faculty.

K. Cooperative Education

Cooperative Education and internships are centralized in the Career Development and Employment Services Center. Faculty members overseeing the work experiences are well qualified, and they have formal training. Faculty coordinators provide training and orientation for program faculty. Work experience orientation is provided for students twice a week. One faculty person does community outreach and helps to develop work sites. Presentations are made to program content classes at the beginning of each quarter.

Cooperative Education and internships are integrated into the programs. Some programs require a work experience component while others have work experience as an elective. Some program areas require certain classes be taken before the work experience is undertaken; others do not. The length of the work experience can vary from one to three quarters up to 13 credits. Content faculty are pleased with how the program is operating; they will assist students in writing learning objectives if needed.

Learning objectives/outcomes are developed by the student in conjunction with the employer and approved by the content faculty person as well as the co-op coordinator. The employer, student, and co-op coordinator all sign the agreement. The employer, in conjunction with the faculty, supervises the student's work experience; the program faculty person also makes a site visit.

The Career Development and Employment Services Center's advisory board covers cooperative education and internships; the board is a diversified group that are good community representatives. They meet three or four times a year.

International students also have paid or unpaid work experiences available. They have seminars and other co-op components that equate to the other co-op experiences. Those employers/supervisors working with international students are invited to a recognition ceremony at the end of the year.

Both Cooperative Education and the internship program have all of the standard work experience components. The work experiences are well organized,

function properly, and interface with the instructional programs. There is also a Cooperative Education On-Line Work Experience Seminar.

From all indications, the work experience program provides an excellent learning experience for the students, enhances the students' development through the campus-wide learning outcomes incorporated in the work experience course, and provides an excellent community partnership. The program is successful and flourishing.

L. Health Sciences and Family Studies Division

The programs within the Division (Occupational Therapy Assistant (OTA), Physical Therapy Assistant (PTA), Early Childhood Education (ECE), Practical Nursing (PN), and Parent Education (PE) fulfill the mission of Green River Community College by offering programs which are responsive to community needs, are offered through Distance Education modalities, and which promote employee training to a diverse student body.

Each program has a Program Manager. In some cases, the Program Manager is the sole full-time faculty member for the program of study. Faculty report that they have input to the governance of the college through committee assignments and through union representation. The faculty elects the Division Chairperson. Policies of the division reflect the general policies of the college. The workload of the program managers appears to be excessive; however, in recent negotiations, Program Managers were awarded 1/3 release time for administrative duties. Several program-managers have elected to accept a stipend instead of the release time. All full-time faculty serve on division and college committees.

Faculty are enthusiastic and supportive of the college. Faculty hold advanced educational degrees and professional certification. Each program of the division employs one or two full-time instructors. Adjunct faculty are hired for community experiences. In some cases, the number of part-time faculty far outnumbers the full-time faculty. The number of part-time faculty, and the ratio of FT to PT faculty places stress on the organizational structure and delivery of the educational program. Both full-time and part-time faculty are evaluated according to the college policy. Faculty engage in professional development activities. Most full-time faculty are actively engaged in formal education programs, e.g. MA and PhD programs.

Students are admitted to the program of study through a select admissions process. Students are aware of the process. Students have access to student services. They speak highly of the individuals who are providing counseling and advising services. Students report that the Financial Aid office is student friendly. Students hold membership in organizations such as the SOTA (Student Occupational Therapy Association).

There have been declining enrollments during the 1993-2002 academic years. The following represent the educational admission statistics over that specific period of time:

Early Childhood Education	-59%
Health Sciences	-54%
Nursing	-23%
OTA	-75%
Parent Education	-20%
PTA	-57%

Faculty report that they are not involved in recruitment and marketing of their individual programs. ECE faculty believe that the college support of the Project TEACH program should also involve the ECE program. According to college statistics, there have been 368 Project TEACH students since the program began in 1998. Some courses in the ECE curriculum are offered as EDUC courses.

Health career programs have seen an increased number of students during the current academic year. This increased interest in health care careers is attributed to workforce reductions from the Boeing plant and a renewed interest in health programs that offer ready employment following graduation and attractive salaries. Each program has a very active and supportive Advisory Committee. Members of the program committees are enthusiastic and dedicated to the educational program.

Computation, communication, and human relations objectives or specific courses are clearly delineated in the programs of study. Related instruction is integrated into the course syllabi or specific courses are listed in the program materials, which are publicly accessible and consistent in the information pertinent to the curriculum. Each health career program has a Program Information Guide (PIG). Information contained in the PIG is consistent with information in the college catalog.

The syllabi from the current courses in each program reflect relevant areas of study. Objectives progress from simple to more complex learning activities. The campus-wide learning outcomes of Communication, Critical Thinking, and Responsibility are included in most of the syllabi. Quantitative skills emphasis appears in several but not all syllabi. Expectations for the learning activities are clearly presented in the syllabi. The expectation of library usage is stated in most syllabi. The PTA, OTA, and PN programs are approved or accredited by outside entities and therefore have been exempt from the Program Assessment and Improvement (PA&I) process. Faculty report that it is difficult to assess graduate employment status, except for anecdotal information. Student policies are similar to policies for the general college student with the exception of health requirements associated with community or clinical learning activities. These

requirements include CPR, malpractice insurance, transportation to and from clinical areas, and health requirements such as proof of current immunizations and freedom from disease (TB).

Financial resources appear minimally adequate to support the educational programs. Laboratory situations are crowded. Storage for equipment and supplies is very limited. Computer access is limited for the Health Sciences programs. Computer labs are shared with other divisions, and the software is antiquated (Windows 95). Faculty have input to the development of the budget, but they report that there are very few resources available to the programs. Students reported that they have held raffles to earn money to purchase laboratory materials such as linen. Instructional areas and faculty office spaces are not entirely American Disabilities Act (ADA) accessible. There are plans for a new building to be erected in 2008. Clerical assistance is limited. Professional development funds come from the program travel budget. Perkins funding has allowed faculty to attend conferences and workshops. Community learning sites such as the Physical Therapy clinic and Auburn Medical Center offer a variety of learning experiences for the students. Graduates are readily hired and are described as adequately prepared for entry-level employment. Many ECE students are hired as Head Start teachers.

Library resources, both electronic and print materials, are accessible and utilized by the students in the Health Sciences and Family Studies Division. The holdings are comprehensive and current.

All program materials contain consistent and current information about the educational programs. Syllabi contain references to the American Disabilities Act for 1992, and in some cases cite the American Disabilities Act of 1980.

As previously stated, the Health Sciences and Family Studies Division has had limited involvement in the college Program Assessment and Improvement (PA&I) process. Programs with national accreditation (OTA and PTA) or approval processes from outside sources (PN and ECE) have been exempted from the process. There are limited program outcomes, other than those required by national accreditation standards, stated in division materials. Program materials were reviewed. There is some evidence of assessment and data gathering; however, it is evident that there is confusion between what constitutes student learning objectives and what constitutes program outcome statements. It appears that the two entities have become interchangeable in some instances. Inconsistencies are as follows:

- The PN program has no written program outcome statements.
- The OTA program mailed a survey instrument in 2002 to graduates with a 36 percent return. Data is available. Nine of nine graduates passed the national examination. The OTA program also solicited a needs statement

from the local community as to the number of OTA vacancies and the anticipated hire date for new employees.

- The PTA program conducted a graduate follow-up survey in 2001 and 2002.
- The ECE program cites student assignments as evidence of outcome assessment. The Parent Education program did not identify program outcome statements.
- The campus-wide learning outcomes are not consistently integrated into the course syllabi.

There is little data from which to determine program revision or maintenance of all or any programs in the division. There is informal information as to how pieces of data were used; however, documentation is not readily available. There is inconsistent understanding and utilization of a systematic plan of evaluation and assessment of program outcomes.

M. Technology Division

The Technology Division includes programs in Aviation Technology, Computer Information Technology, Design Technology, Engineering, Geographic Information Systems, and Natural Resources.

Each of these programs provides a comprehensive curriculum, which directly supports the overall College mission. A sense of pride and commitment to quality instruction consistent with the college mission is reflected in these program areas. Strong evidence indicated the utilization of advisory committees in assessing and making program revisions.

There are adequate facilities available to meet the needs of these programs. The classrooms and labs are well equipped and clean. The faculty have excellent office space and support services provided by the building secretary. Financial resources in direct support of instruction (supplies and equipment) appear to be adequate for the size and scope of the programs.

The technical core courses appear to be sequential and cover the necessary skills for job entry or for transfer to a four-year degree program. Transfer agreements are in place for Engineering and Computing Systems Administration-Programming. All course outlines are current and clearly indicate the objectives for each course in the curriculum. In addition, the course outlines clearly state the course objectives, which meet the four campus-wide outcomes objectives. All certificate and associate degree programs include the required related instruction. The college catalog clearly indicates which courses satisfy the related instruction for human relations, composition and computation.

The procedures for hiring faculty are well outlined and meet approved affirmative action guidelines. Faculty members participate in the screening and interviewing process. Teaching loads are equitable and are clearly outlined in the faculty bargaining agreement. Faculty members are proud to be part of Green River Community College. They enjoy what they are doing and they believe in the mission of the College. They share responsibilities of student advising and serving on college committees.

The faculty evaluation process is well outlined. Discussions with faculty and the division chair indicate they understand the current policy and it is being followed.

N. Workforce Education Department

The mission of the Workforce Education Department is to provide services to those students who qualify for Worker Retraining, WorkFirst, and Customized Job Skills Training funds. These services are consistent with the overall mission of the College.

This program serves over 1,000 students producing an annual FTE of approximately 520. Students who qualify for these funds are enrolled in a certificate or an associate degree program offered by the Professional and Technical programs of the College. All of these programs meet Standard Two requirements.

The staff members of this department do an outstanding job in providing services to assist students in achieving their personal career goals.

O. Trades Division

The Trades Division includes Autobody Technology, Automotive Technology, Carpentry Technology, Manufacturing Technology, and Welding Technology.

Instructional goals and outcomes have been developed for the programs in this division and the institutionally established campus-wide outcomes have been integrated into program outcomes. Program goals are compatible with the institutional mission and goals. Faculty are solely responsible for designing the curriculum, maintaining its integrity, and developing appropriate strategies to deliver instruction. Faculty respond to institutional requirements for adding and deleting courses based on established institutional guidelines. The division follows program assessment procedures established by the institution to periodically evaluate programs. Data from program assessments are being used for program improvement purposes, however, college resources are limited. The learning outcomes, expressed as competencies, are continually assessed. Faculty use check-off sheets to document student progress.

Programs are coherently designed in terms of breath, depth, and sequencing of courses to ensure the degrees and certificates are consistent with program content. All of the programs are based on established industry standards, are designed with input from advisory committees, and related instruction has been incorporated. Two of the programs are nationally certified and the others use regionally established standards or standards from national associations. The programs are similar in design to other regionally accredited institutions including the awarding of credits, tuition, program costs, length of program, and program objectives. The curriculum is planned for optimal learning and accessible scheduling. Programs are delivered from a clustering perspective—faculty simultaneously teach students enrolled in different classes—which allows students to enter programs throughout the academic year. Students attend a morning, afternoon, or evening session depending upon the history of the program. Scheduling is designed to maximize student enrollment. Class size limits have been set at 18-20 primarily due to the limited size of the facilities; the facilities were originally designed for 10 students.

There are sufficient but limited resources to support division programs—supplies are better funded than equipment. Several of the programs charge fees for their services. Some of the revenue from these fees are used to purchase equipment or supplies. Providing adequate resources to purchase equipment is an ongoing problem and it is difficult to keep pace with technological innovations—an essential component to support quality professional technical programs. It is very helpful to have an instructional technician, a maintenance mechanic, and a trades helper to support division faculty.

Advisory committees are being effectively used to support the programs. Faculty regularly receive donated supplies and equipment and committee members have been involved with evaluating programs, revising the curriculum, and providing cooperative work experience sites. Division faculty may want to evaluate the terms of service for all of their members and establish an annual program of work for each committee.

Students in these programs may be occasionally required to use resources housed in the library to complete assigned projects, however, students are not required to regularly use the library. Mini-libraries are maintained in program classrooms or offices and include subscriptions, textbooks, and other resources collaboratively purchased with library staff. Students are referred to these libraries to look up supplemental information for their assignments or to enhance learning for established competencies. Faculty may also have students use the Internet as an informational source.

Major issues of the division: the size of the facilities is a limiting factor for program growth; computer labs could be expanded to support learning activities and computerized reference materials; resources are needed for marketing,

advertising, and recruiting; and equipment budgets are limited (although there have been improvements in recent years).

In summary, the faculty in this division are very entrepreneurial, innovative, and dedicated to the success of their students. They have creatively solved numerous problems such as purchasing expensive equipment through a lease/purchase option. Some of the programs have been effectively revamped in recent years in response to needed curricular changes or declining enrollments. In general, faculty are successfully providing quality instruction in facilities designed for lower class size limits.

P. Language, Academic Skills and Wellness

Adult Basic Skills (ABE)

ABE classes are offered on campus and in the Enumclaw and Auburn centers. The Auburn site represents a significant partnership with the Chamber of Commerce and was originally established with a Private Industry Council grant. Staffs in Auburn are diligent in assuring adequate enrollment to keep this important community outreach viable. These classes offered in the centers as well as some of the classes offered on the Green River campus represent a lab setting utilizing individualized instruction. Recognizing the variety of learning styles represented by ABE students, the department also offers "pull-out" classes on the campus. These classes follow a traditional 50-minute format.

Two classrooms in RLC are dedicated to the Adult Basic Skills program and provide ample classroom space as well as a computer lab. Storage space of course materials is provided between the two classrooms.

Students are introduced to the library with an orientation at the beginning of the quarter and the provision of a "basic skills" section in the library encourages continuous use.

COMPASS testing serves as a tool for student placement. Additional state required assessment is 60 percent performance based and reported for the ABE populations on a quarterly and annual basis. The institutional learning outcomes of responsibility and critical thinking have been adopted in the curriculum.

Curriculum is revised on an ongoing basis. Both part time and full time staff meet regularly to compare and contrast teaching methods as well as suggested curriculum revision.

English as a Second Language (ESL)

English as a Second Language is offered at five different off-campus locations in addition to on campus in RLC. The physical space on campus is limited and

faculty are not always able to get their first choice of times. The up and down cycle of demand for classes does make planning difficult from term to term and year to year. Currently, part-time instructors teach eighty percent of classes. This provides additional challenges for full-time faculty in the areas of planning, meeting and working together and communicating. However, the department is using technology to communicate with part-time faculty and by providing course materials on-line. This access to departmental resources provides an excellent extension for off-campus ESL programs.

A grant from the college foundation helped to establish a basic skills section in the Holman Library. All ESL students receive a library card and those students meeting on campus are encouraged to make use of this section. Students at one of the off-campus sites are introduced to the local county library system and provided with a user card. Students are also required to make use of the library through course lessons. By level five, students are writing a report each week.

Student assessment is ongoing and provides the mechanism for moving students into the next levels of the curriculum. Federal and statewide assessments are mandated for these programs and provide continual feedback to the department about student and program success.

High School Completion (HSC)

The HSC program at Green River Community College consists of college level course offerings and four social science classes aimed directly at this population. One of the advisors is charged to work with this population and is able to track student progress. Fifty-five percent of students complete their goal of obtaining a high school diploma. The program is in transition and the future is uncertain based upon new high school completion mandates established by the state of Washington and to be released in 2004. The college will need to decide the best ways to serve this student population in the future.

Social science classes directed to this population are new to the program and have provided this coursework for approximately seventy students this year. It provides for research projects where one option is to do a research project in the library. Additionally each class is provided with a library orientation.

The faculty have tried to accommodate students by providing classes in the late afternoon and evening hour. A co-op fee allows for the purchase of books added to the library collection to be checked out by these students.

The careful placement and advising seems to benefit this student population who without this kind of tracking may get lost in the system and fail to attain their goals.

Health and Physical Education

The number of classes in this department has increased yet appropriate facilities have not kept pace. However faculty are working within current resources while planning for expansion. A new building is eliminating a track area. Faculty are proactively working with the forestry department to allow student field experience to clear and survey a new site for a walking and jogging trail. A co-op fee is being used to lease new equipment thus keeping pace with some of the demands posed by the growth in student numbers.

In Fall 2001 the faculty developed a wellness survey seeking student response regarding lifestyle changes they have implemented as a result of taking an activity class at Green River Community College. Ninety percent of respondents indicated the information received in the classes enhanced their health and wellness. Pre and post-tests for physical activity classes also allow faculty and students to see the results of physical activity.

Curriculum is revised on an ongoing, as needed basis. Students are encouraged to use library resources in the fitness related classes and in the wellness class where a library orientation is provided and a two-page paper is required.

Faculty are also working more closely with those having special physical requirements to encourage some level of physical activity as allowed by their physicians.

With 87 percent of classes taught by part-time faculty, the department could be overwhelmed with management responsibilities. Yet the consistency of part-time instructors and their excellent qualifications seem to make this a workable situation at least in the short term.

Reading

Adequate resources seem to be budgeted for the two full-time and one part-time reading faculty to accomplish instructional goals of the department and college. Budget requests are voiced to the division chair.

Students achieving eighty percent competency in the course are moved to the next level. COMPASS scores determine a student's level of entry and the Nelson Denny is used as well.

Quarterly student evaluations help faculty determine ongoing needs for curricular changes. Recent feedback from these and other faculty suggested a need for more reading/study strategies. These have been added to the curriculum. In addition faculty avail themselves of opportunities to visit other classes with reading/study skill information. This effort has been well received within the college community.

Campus-wide learning outcomes in responsibility, critical thinking, and written communication have been added to the curriculum. Reading students also must visit the library for orientation and an introduction to technology.

With student level assessments and the adoption of campus-wide learning outcomes, feedback mechanisms are informal and impact departmental course revisions. There appears to be no opportunity to loop these data back into division or college wide assessment mechanisms. A move to the English Division has promise for improved division linkages to institutional assessment outcomes.

Q. Continuing Education; Contract Training; Skillstream (Kent); Center at Enumclaw; Concurrent Enrollment (Running Start); Tech Prep; and International Programs.

Continuing Education and Special Learning activities reside within a new unit at the College led by a Vice President for Extended Learning and Economic Development. Offerings include credit programs at Enumclaw and traditional non-credit programs at various sites across the service area that supports the vision and mission of the institution. The organizational structure of the continuing education unit has recently undergone review and restructuring in an effort to strengthen the relationship of the unit to the instructional divisions on campus and give the unit a stronger direction.

The mission of the continuing education unit fits into the institutional mission by providing quality credit and non-credit experiences in a manner consistent with the overall mission of the College to provide quality education and training to the communities served. The goals and objectives of the Continuing Education Unit seem to be appropriate and well directed; however, strategic planning does not seem to be formalized. Goals and objectives are set and measured as a part of the budget process but not a part of an identifiable outcomes assessment process.

The educational programs associated with Continuing Education are delivered through traditional credit programs at the Enumclaw Center and non-credit offerings on the main campus and numerous satellite sites. Non-credit courses and programs are delivered in four major areas: professional education, job training, small business assistance and lifelong learning. Most Continuing Education offerings are self-support, open to the public, and provided in a flexible delivery format. Continuing Education offerings are market driven and responsive to identified community needs. Where credit programs are offered at the Enumclaw Center, regular instructional divisions oversee the curriculum and the credentials of the faculty. The programs with the Continuing Education Unit are commended for establishing a close working relationship between the academic departments and Continuing Education delivery components.

Records are kept of all course registrations credit and non-credit. Continuing Education Units are given for selected non-credit courses. Non-credit courses do not generate an individual permanent record at the College Records Office, which could be a concern if the participant comes back to the college at a later time for verification.

The Small Business Assistance Center (SBAC), located in downtown Auburn, provides free technical assistance to small businesses in the south King and north Pierce County areas. The Center offers assessment, referral services, business counseling, and hands-on training to small business owners and managers. The Center is responsive to the needs of the community and is recognized across the service area for its excellent service. The Center is entrepreneurial, has strong leadership and is successful in raising funds to support its activities. The Small Business Assistance Center is commended for their entrepreneurial and innovative approach to serving clients throughout the service delivery area.

The Center at Enumclaw is focused on serving the growing educational needs of the Enumclaw plateau communities. The center offers credit, basic education and non-credit courses. The Center is the responsibility of the Executive Director of the Continuing Education-Skillstream. The Center at Enumclaw offers a bridge to the main campus and offers a personalized environment to students seeking degrees or personal enrichment. The Center also services business in the local area with business related courses.

Full-time faculty representing appropriate disciplines are involved in the planning and evaluation of the instructional program. Credit courses are the responsibility of the regular divisions on campus, and the institution is responsible for the academic and fiscal elements of the Center. A variety of student services are present to assist students with the academic process.

Although library and information resources are available through electronic means, there does not appear to be organized effort to make the services an integral part of the instructional program.

The physical facilities are well maintained and adequate to support the educational offerings. The employees at the Center are enthusiastic, knowledgeable and dedicated to the success of the program.

Skillstream (at Kent) focuses on corporate contract training, and individual job skill training that is designed to the specific needs of organizations and individuals. Policies and procedures are consistent with those of the main campus. Faculty are hired consistent with campus policies, and evaluated on a regular basis. Appropriate student services are provided at the Skillstream site.

Over a number of years and as a result of both internal and external forces, Skillstream became inefficient which resulted in it being in deficit. Recognizing that serious management and financial problems existed at Skillstream, the administration on the main campus conducted a through study of all aspects of its operation. Problems at Skillstream were identified as a combination of factors including administrative problems, the impact of September 11, and the downturn in the economy resulting in decreased demand for training. Management problems existed in the areas of marketing, personnel and fiscal accountability. Based on these problems, and the confidential report prepared for the administration, Skillstream has been restructured. A new organizational structure and new administrative leadership has resulted in new plans and direction for Skillstream. The efforts appear to be moving in the right direction to put Skillstream back into an efficient operation and profitability. Plans are being made to move Skillstream to a new city sponsored complex being constructed in downtown Kent. The planned new facility will give Skillstream a broader exposure and could change the nature of the programs offered.

The Tech Prep Program at Green River Community College is a part of the South King County Tech Prep Consortium. The consortium is a partnership of business, labor, community, and education that meets common regional needs to prepare students to successfully advance from secondary to postsecondary to the world of work. At the present time there are approximately 15 programs with articulation agreements between Green River Community College and the nine school districts that are a part of the consortium. Over 750 students are currently enrolled and have declared Green River as their home college. College faculty oversee the development of the common competencies for the secondary and post-secondary articulation agreements and they give oversight to the content of the Tech Prep courses. Student services are made available to the participants.

The College has a well-defined and managed Running Start program with several options for high school students to participate in college courses. Upon successful placement, students may come to the Green River Community College campus and enroll in college courses. These students are assessed and must pass the same measurements that are applied to all Green River students. These students are then integrated into campus and are not identified as high school students. Plans are underway, but not yet implemented, to provide an Associate of Arts Degree Program on the high school campus at Enumclaw. Evidence suggests that the Running Start program is consistent with the mission and goals of the College and the integrity of the educational offerings are in place.

Students served by the continuing education efforts at Green River Community College are a mix of traditional and non-traditional students. There appears to be a concentrated effort to provide essential student support services to both credit and non-credit students. Students participating in continuing education offerings qualify for the full student benefits at Green River Community College.

Faculty that teach continuing education courses are both regular campus-based faculty and adjunct faculty. Where credit programs are offered at the Enumclaw Center, full-time faculty, representing appropriate disciplines, are involved in the planning and evaluation of the programs offered. Faculty are hired through regular campus processes and evidence exists that they are well qualified and student oriented. Faculty are evaluated on a regular basis according to the faculty evaluation process of the College.

The administration and staff of Continuing Education and Special Learning Activities are commended for being dedicated, innovative, and entrepreneurial in their approach to delivering programs and services on and off-campus.

International Programs

The International Program (IP) recruits students throughout the world and serves qualified international students that are admitted to Green River Community College. Based on their educational background and knowledge of the English language, students are admitted to a regular program or to the Intensive English as a Second Language Program. Students are provided support services in the areas to assist the students through orientation, admissions, advising, and registration. Programs are in place to assist students in obtaining housing and to integrate into student life. September 11, and both real as well as perceived threats to national security have had a negative impact on the enrollment. In order to address the challenges faced by the IP programs, plans are underway to evaluate the program for effectiveness. Strategic planning will help the organization prepare for the future. In fall 2004, a student housing project will be completed that will open new opportunities for the IP and the students involved. Although the program is self-supporting and revenue generating, there appears to be some misperceptions on campus about the funding realities for the program, the student housing project, and the impact on campuses finances.

Intensive English as a Second Language (IESL)

A comprehensive survey of IESL students gave faculty feedback as to students' perception of the program's effectiveness. All faculty, full and part time, worked together with these data to determine required curricular changes. Faculty also consulted with English faculty to assure that the IESL students were indeed prepared to avail themselves of college level coursework. The department is also able to be in contact with former students to determine individual success. Individual student assessment is ongoing, monitoring student progress through COMPASS testing and through informal channels of feedback.

Plans were underway to use the COMPASS as both a pre and post-test. However, a decrease in enrollments proved this method too costly to continue. Program success is also measured by the retention rate for IESL students. Currently 90 percent continue to enroll at GRCC after IESL program completion.

Some concern was expressed over a lack of adequate classroom space at peak scheduling times, resulting in classes offered at times less optimum for students. With eighty percent of classes taught by part-time faculty, full-time faculty are feeling challenged to keep up with classroom instruction in addition to committee work and classroom preparations. Yet this entrepreneurial venture is dependent upon changing enrollments necessitating scheduling flexibility.

STANDARD THREE – STUDENTS

A. Purpose and Organization

Green River Community College provides an array of responsive, flexible, and user-friendly services and programs, which support students in their pursuit of an educational goal. Programs and services are staffed by qualified personnel who demonstrate academic preparation and a sincere commitment to their role in the institution. Classification of positions is congruent with state civil service categories and job performance for both classified and exempt personnel are evaluated on a regular basis using the state civil service Employee Development and Performance Plan method.

Reorganization in both physical facilities and organizational structure of student services has occurred over the past two years. This reorganization has improved communication and collaboration between departments, and has increased interdepartmental understanding of the services and programs provided in each area. It has also contributed to improved information flow college-wide and within the community. Related services have been combined resulting in a clearer understanding and commitment to the college mission and in the provision of coordinated services utilizing combined resources to maximize programming outcomes.

The facilities housing the services are old and not fully ADA compliant; however, some remodeling has been done and further changes are planned to modify areas and provide a more open and inviting space for students. Plant Service is aware of the needs, and priorities for remodel and modification have been established.

Given the statewide and college budget status, funding to adequately staff Student Services presents an ongoing challenge. The leadership for Student Services has been creative and innovative in reallocating and relocating existing resources to provide efficient and effective services.

B. General Responsibilities

Green River offers student programs and services based on identification of student needs and provides fiscal and staff resources adequate to support these activities.

The college systematically identifies the characteristics of the student population, student learning, and special needs through a variety of assessment instruments. Data are used to ensure that identified needs are met and that emphasis is placed on accomplishment of student educational goals.

Policies and procedures, as well as student's rights and responsibilities, are clearly defined and readily available. Students are included and encouraged to participate in college governance, and faculty and staff are invited to participate in the development of policies for student programs and services. This year has seen the creation of a new student handbook, which provides a wealth of information for students on the college policies, student's rights and responsibilities, available support services, and other pertinent information. This handbook is user friendly and was provided to all employees of the college as an information source and reference for working with students.

The educational discipline model used by the college appears adequate for the population it serves; however, the staff of Student Services is currently reviewing the Student Code of Conduct to ensure the administrative actions and procedures remain relevant. Security provisions provided by the college are effective and rules and expectations are applied equitably, with a commitment to maintaining a safe environment for students and visitors.

The college has created attractive and understandable information materials including the catalog, student handbook, and web site, which clearly articulate information related to all areas of enrollment, instruction and student services. Policies are in place to ensure that information related to the college is current, relevant and honest in its presentation.

Currently there does not appear to be a procedure in place for systematic review and modification of policies related to student services and programs. A standard set of procedures for adjusting policies would provide consistency and equality in making decisions. Student Services has in place a Program Review Process that allows individual service units to periodically and systematically evaluate the appropriateness, adequacy, and utilization of services and programs and to use the results as a basis for change. Timelines have been set and the process will be completed in May 2003.

C. Academic Credit and Records

A review of the information on file and discussions with staff demonstrate the college's adherence to set criteria for the evaluation of student learning or achievement, and the award of credit. Academic records are accurate, secure and comprehensive. Credit requirements for each certificate and degree program are addressed in the catalog, program information guides, and college web site.

Distinctions between degree and non-degree credit are clear and well publicized, and staff in the Enrollment Services Office receive all applications for the evaluation of transcripts for incoming students. The college follows accepted standards, established by the Washington State Intercollege Relations Commission, to guide policies regarding acceptance of transfer credit from other

institutions. International student transfer credits are evaluated using original transcripts along with set state and college procedures.

Academic records are stored in a secure location with access restricted to authorized personnel. Student files are backed up on Microfiche with a set stored in a secure area on campus and a duplicate stored in state archives. The college continues to refine the security of Web-based student record systems and has achieved a high level of security in this area.

D. Student Services

Enrollment Services

Enrollment Services includes admissions, registration, and the maintenance of student records. Green River maintains an open door admissions policy and provides access to higher education for the diverse population within its service district. Procedures developed for the admissions process reflect the mission and goals of the institution and are fairly and equitably administered. Applications for admission are promptly and efficiently processed, and Enrollment Services staff demonstrate appropriate customer service when responding to inquiries about college programs and services.

International Programs is responsible for the admission of non-immigrant students who must meet the admission requirements as required by INS regulations, and those set by the Washington Community College System.

Students are able to conduct most enrollment related business using web-based resources. They are able to apply for enrollment, receive advising, review the new student orientation and register in person or by using the web, depending upon their preference. In addition, the college began assigning new student identification numbers in Spring 2002, after legislation was passed which implemented privacy safeguards and precluded the use of social security numbers.

Educational Planning Services

Academic Advising and Planning Assistance – Educational Planning Services support student success by assisting students in the development of educational plans to fulfill their educational and career goals. Advising staff provide academic, professional/technical, and exploratory advising designed to inform and encourage students in making appropriate decisions concerning educational and career choices.

In 1998, a position for Director of Educational Planning was reinstated to address student-advising concerns, enhance collaboration between faculty and advising staff, and implement a coordinated approach to advisor training and evaluation.

Advising is done by professional academic advisors and by the faculty as designated through the faculty contract. Required hours for faculty are reasonable and compensation is provided. Although faculty participation has improved, there is a need for clarification of roles and responsibilities. Training is provided for all faculty and required for new hires. Information on students is provided to faculty whenever possible; however, assignment of students to appropriate faculty for advising continues to present a challenge.

Academic advising is provided by appointment, walk in, and online. The recently created Program Review process has been implemented and data is being collected to determine the strengths and weaknesses of these services.

For current enrollment numbers, facilities and equipment appear adequate. There is some reorganization being planned, which will allow integration of career services with advising and educational planning, allowing for a more efficient use of fiscal and staff resources. With this reorganization, Educational Planning Services will combine student assessment and placement, academic advising, career counseling, and employment services in the same unit allowing easier access for students preparing to enroll in the institution.

Disability Support Services

Academic support services are provided to students with disabilities through the Disability Support Services Office. Staff authorize auxiliary aids, appropriate academic adjustments and other services for students with disabilities. There is a consistent and equitable approach used in determining who will receive services. Students requesting services are required to participate in an intake session, provide documentation of disability, and participate in individual determination processes.

Financial Aid

Green River provides an effective program of financial assistance consistent with its mission and goals, the needs of students, and institutional resources. The Financial Aid Office maintains a high level of fiduciary responsibility, provides consistent training, internal checks and balances for daily operations ensures accuracy and accountability for their procedures/awards. This office receives high praise for customer service. The institution is able to provide adequate funding support for students if students are willing to use the loan process in combination with grants and scholarships. Federal methodology is used to determine the extent of student need in addition to state requirements for specific state need-based loans. Students rarely receive assistance in excess of their need; and when it happens, it is usually due to outside agency assistance.

Systems are reviewed and adjusted annually to accommodate new technology and to meet updated federal and state compliance requirements. As a result of

careful, systematic attention to detail and operations in accordance with regulatory requirements, financial aid accountability is effective. Designing financial aid information to be simple and easily understood while including enough detail to ensure collection of appropriate information remains a challenge. This is an ongoing struggle for staff, but one they believe is important to resolve.

The Financial Aid Office is centralized and has authority to use all forms of student assistance at its disposal. Federal and State regulations primarily guide policies and procedures. There is an appeals process and staff consistently strive to resolve issues in support of students. Comments from others on campus demonstrate that Financial Aid Services are user friendly and student centered.

Career Development and Employment Services

Career counseling and placement services are consistent with student needs and the college mission. Services are provided for all students including international students, and there are a variety of services available— in person as well as on-line. Plans are being formulated to combine this unit of service with Educational Planning to maximize fiscal as well as human resources.

Student Development Services

Student Development is made up Counseling and Health Services, Multicultural Services, and Women's Programs. These services are committed to fostering the development of students as holistic individuals by providing services to promote social, interpersonal, and physical well being as well as academic success. They work collaboratively to create a strong supportive network for students.

Counselors provide short-term personal/crisis counseling for students experiencing problems that interfere with their educational success. For concerns reaching beyond the scope of the short-term model, counselors provide community resource and referral information. Health Services focus on wellness education and promotion of preventive health maintenance efforts.

Multicultural Services staff assist students from diverse ethnic and socioeconomic backgrounds to create a positive and nurturing learning environment in support of the college goals. These services include co-curricular activities and other programs that foster intellectual and personal development of traditionally under-represented populations.

Women's Programs provide a variety of support services to enhance educational experiences and foster gender equity and equal opportunities for women at the college and in the community. The staff has successfully established program

visibility through creative programming, which has heightened awareness for the issues and needs of this population.

All these programs are experiencing challenges related to staffing issues and funding support. Services are severely limited due to the limits in staffing. Although there has been some improvement in visibility for the services, staff continue to build relationships among college departments to encourage support from a wider base. Student Services leadership continues to address staffing concerns.

TRIO Support Services

The College has been the recipient of a TRIO Support Services Grant for the past ten years and has produced a viable and successful program of services for students who are identified into the program. Retention and completion rates are outstanding at 75 percent with many of the students returning to assist in recruiting for the program. Faculty and staff from other areas are familiar with the services and refer students when appropriate.

Co-curricular Activities/Student Programs

Included within Student Programs are the Community Leadership Education and Outreach (CLEO), International Student Activities and Student Government. Co-curricular activities and programs are offered through all three of these programs. The programs are well coordinated, inclusive and participatory in nature. Activities and programs are diverse and include adaptation for traditionally under represented students. Staff serve in a liaison capacity linking Student Services with the media operations including the radio stations and the student newspaper.

A focused and rigorous leadership program is required for participating in CLEO, Student Government and the International Student Ambassador Program. This program, provided prior to fall term, is a month long series of leadership training activities and experiences. Students indicated it was one of the most beneficial experiences they have had at the college.

Student Government Leaders participate in the college governance and provide recruitment support to the enrollment services staff. Students from these programs are chosen to sit on college-wide committees and they represent the student body in a professional manner. Students participating in programs must maintain a high grade point average and demonstrate a strong commitment to academic excellence. There are processes in place to assist them if they experience difficulty and fall below the required level.

An on-going challenge is to involve larger numbers of students in program operations and in the activities offered. Students are continually seeking

experiences to stimulate interest and participation. Financial support for these programs is adequate and management of the programs is a joint responsibility for Student Services staff.

New Student Orientation

Students are provided New Student Orientation in a variety of ways. They can attend a regularly scheduled orientation for all new students, access an orientation on the college web site, or they can use an interactive form available through Educational Planning. Currently new student orientation is not mandatory unless students are enrolled in or supported by special programs; i.e. international students, TRIO, Running Start, and certain professional/technical programs.

Student Union Enterprises/Auxiliary Services

Paper Tree - Student Services operates the college bookstore, which supports the educational programs and contributes to the intellectual climate of the campus community. The bookstore has undergone a revision leading to a more efficient approach for students, and is one of the first in the State system to offer books online. This on-line service has required remodeling to accommodate the number of requests for the service.

The bookstore manager is a college employee and demonstrates a strong entrepreneurial spirit. He is active in exploring ways to accommodate student needs and interests and has provided a variety of reading resources and other items. An Advisory Board, with representation from faculty, students, and staff meets quarterly to review policies and procedures. Accounts are appropriately audited and surplus is reallocated to the institution for the benefit of students.

Housing – Currently the college does not offer campus housing for students; however, there are plans to build student housing near the campus to provide campus living for domestic and international students. The property is owned by the College Foundation, the College, and a State Trust, and the facility will be built and managed by a contract agency. No College funding is being used to support this activity. The goal is to house equal numbers of native students and International Students in an effort to enhance the learning environment for both populations. Estimated completion date is fall of 2004.

Food Services - Food Services are provided through contract, and maintain a professionally trained food services staff. The services provided meet recognized nutritional and mandated health and safety standards. Recently, students completed a survey of food services and feedback resulted in a proposal to modify offerings and expand choices. Funds are also being contributed for a minor remodel of the physical facilities.

Intercollegiate Athletics

Intercollegiate Athletics supports the college mission by providing competitive opportunities for students to develop their athletic skills and learn leadership, teamwork, and discipline as part of an overall college learning process. The Board of Trustees, college president, and faculty conduct athletic programs and financial operations with appropriate oversight. Admissions requirements and procedures, academic standards and degree requirements, and financial aid awards for student athletes are vested in the same institutional agencies that handle these matters for all students. Budget development is systematic, and the institution demonstrates its commitment to fair and equitable treatment and access to intercollegiate athletics for both male and female students.

Policy 3.1 - Institutional Advertising, Student Recruitment and Representation of Accredited Status

Green River Community College has made every effort to assume and to demonstrate a high degree of integrity and responsibility in advertising, student recruitment, and representation of the accreditation status of the institution. Staff, faculty, and administration strive to maintain rigorous attention to principles of good practice.

Marketing and recruitment materials address the educational programs and services and provide factual and updated information. The college uses well-qualified staff in their recruitment activities and maintains a professional relationship with the community. The college catalog, student handbook, and other official publications are readily available and accurately depict the nature of the institution, its mission and goals, as well as information for entry to and completion of programs offered. Pertinent information is available on career opportunities, licensure requirements for employment, and the accreditation status for the college is accurately represented in the publications.

STANDARD FOUR – FACULTY

A. Selection, Evaluation, Roles, Welfare, and Development

Green River Community College employs professionally qualified faculty members who are committed to the institution and represent the fields or programs for which they were hired. The respective departments recommend the faculty qualifications for their departments or programs. The Human Resources personnel verify the minimum qualifications and/or licensing requirements are met prior to selection committees seeing the applications. Faculty members serve on the screening and interview committees. Personnel documents are housed in the Human Resources Office.

Faculty participates in academic planning in a variety of ways. Among their options are these: they may participate on various committees for the development of new courses, develop or revise curriculum in their respective disciplines, maintain an active advisory board, and/or engage in the cyclical program reviews.

Academic advising is a role many consider one of their major responsibilities. This is particularly true in the professional/technical areas. Academic planning days are devoted to working with students; office hours are maintained for student advisement as well as class assistance. New faculty members are trained on advising procedures by their mentor or “buddy system” partner and by the division. More formal instruction occurs during new faculty orientation and later in the year. Students planning to transfer to four-year universities have access to the transfer guides as well as advisor assistance. Some faculty members have indicated that advisement services need improvement.

Faculty workloads do reflect the mission and strategic directions of Green River Community College as well as the talents and competencies of the faculty. However, there is awareness among faculty and administration that the workloads of faculty teaching lecture transfer courses may be different from faculty teaching professional/technical courses with required labs. Because the inequity is understood, faculty and administration have worked to find ways to equalize workloads. One important step taken recently related to professional/technical labs and lecture labs being calculated separately. Faculty has ample opportunity to participate in professional growth and renewal activities with their current workloads. Most faculty members participate in a variety of professional growth activities provided throughout the academic year.

Faculty salaries and benefits are considered adequate by faculty to retain a competent faculty and are consistent with Green River Community College’s mission and college goals. Faculty has access to salary scales, policies, and benefits; most of these areas are part of the negotiated union agreement. These documents are distributed college-wide. Faculty feels that Green River’s salaries

are equal to other community colleges in the immediate area. There are a few occupations such as nursing and computer science where current salaries are competing with industry/community needs for employees. Obtaining large pools of applicants is difficult in these fields. Part-time faculty salaries are comparable with other community colleges. Part-time faculty members are very dedicated to their departments and divisions and seem satisfied with their compensation. Part-timers frequently apply for full-time positions when an opening occurs.

The recruitment practices for both full-time and part-time are part of the agreement with the United Faculty Coalition. The published procedures are well understood and are executed fairly. Faculty members participate in screening and interview committees. With the few exceptions of emergency situations, all faculty positions are advertised and filled in accordance with the agreement.

Green River Community College encourages and protects academic freedom. Faculty expressed satisfaction with their right to express ideas and philosophies in accordance with Eligibility Requirement 13 and Policy A-8. Academic freedom is also addressed in the union agreement.

Full-time faculty receives orientation information about the college, their work assignments, and rights and responsibilities as well as conditions of employment from the Human Resources Office and from their division. Part-time faculty members receive information from their division and department chairs. Part-time faculty members are satisfied with the amount of information they receive as well as the mentoring process provided for them. Part-time faculty members are provided with a copy of "The Handbook for Part-Time Faculty" that covers all pertinent areas.

Although there is concern for the teaching loads of part-time faculty by full-time faculty, it appears that budget constraints and uneven enrollment patterns have kept the college from making major adjustments. College administration is aware of the unequal teaching loads and does convert part-time to full-time positions when funding resources can be identified. At least one new full-time position is added each year according to the negotiated agreement.

B. Scholarship, Research, and Artistic Creation

Green River Community College provides opportunity for professional development activities, sabbatical projects, and artistic creation. Of these three areas, professional development projects are the most common. Artistic creation is utilized more often for both classroom materials and individual faculty endeavors. Since the college's mission does not incorporate scientific research, few faculty members engage in research other than applied research for classroom uses. Scholarly activities do occur. Individuals who wish to pursue work in these areas apply for funds to support their projects. The amount of funds for these pursuits increased substantially in recent years.

C. 4.1 - Policy on Faculty Evaluation

Both full-time and part-time faculty members receive consistent, regular evaluations as identified in the union agreement and in accordance with the policy on faculty evaluations. An online faculty evaluation is in the pilot stage.

Newly hired full-time faculty members have a tenure committee appointed immediately. The tenure committee consists of faculty and administration. A student also serves on each committee. The process includes a well-identified evaluative procedure including multiple indices. The on-going evaluations are standardized; new faculty members are provided a notebook, timelines, and guidelines on the operation of the performance evaluation process. Mentors of new hires are additional resources for them. Raw data from student evaluations are available to the administrators; tabulated results and copies of the comments are provided to faculty the following quarter.

Part-time faculty members also have standardized evaluation procedures. Student evaluations occur on a regular basis; faculty and administration observe and provide feedback. Files are maintained on every part-time employee. After two successful quarters, administrators may recommend that the part-timers names be placed in the Part-Time File according to the courses taught. Those part-timers in the file will have priority when part-time instructors are needed in succeeding quarters. If an individual has not performed satisfactorily, that person's name is not forwarded to the file, and the individual cannot be hired again. Part-time faculty members in the file are on a three-year cycle; students evaluate them once each year. Part-time faculty members receive a summary of their student evaluation results including a list of student comments. This is an excellent procedure.

If deficiencies are identified in either full-time or part-time faculty members, full time mentors or "buddies" meet with the faculty and address professional development opportunities. Such things as observing a master teacher, learning about learning styles, attending a workshop, or taking a class are common suggestions. The faculty mentor provides additional support. Professional development funds are available for both full-time and part-time faculty.

Evaluations of both part-time and full-time faculty are regular and systemic. This process functions very well.

STANDARD FIVE

Information Technology (IT)

The Self-Study reveals that the fast pace release of new technologies, and multi-faceted funding scheme at Green River has created contradictions in Instructional Technology efforts to develop and manage information resources. These contradictions appear repeatedly in conflicts between strengths and challenges in the self-study. The challenges seem to indicate IT doesn't have the money, staff and computers to meet its mission. However, conversations with the IT staff consistently reveal the resources are available but not in a consistent fashion. Some divisions have Co-op fees for hardware and software and some divisions do not have Co-op fees. Students created a technology fee that generates money exclusively for the Information Commons. Temporary funding of long-term needs such as computer virus protection creates times of tension. This funding tangle is a concern.

The absence of a stable funding plan would be more concerning if IT wasn't developing an Information Technology plan that may successfully incorporate the unique funding. The plan is built on communication and collaboration between classified staff, faculty, students, and administration.

A recent validation of IT's effective use of communication and collaboration is the maintenance of the Green River web pages. IT was faced with an overwhelming task of maintaining over a 2,000 pages with three staff people to do it. IT developed a three-tier plan that shifted local responsibility for minor changes to Page Masters. The idea was presented at President's Cabinet, which generated more ideas. IT then took these ideas to the Instructional Technology Committee (INTEC). Then IT presented the ideas to Instructional Council. A multi-page plan is now functioning and policies exist defining the responsibility of each tier.

The same communication between IT, INTEC, the Administrative System Committee, and the Student ID committee is in process for the transition from the HP 3000 (used for administrative computing, payroll, student records, etc.). The HP 3000 resides locally and is the property of the College. In 2006, CIS plans to conduct all administrative computing for the 34 community colleges from a central location in Redmond, Washington.

The INTEC committee is central to IT's success. INTEC took the decision for resource requirements for computing to the faculty, staff and even the satellite campuses. Faculty and staff were asked to rate their software requirements high, medium or low based upon tasks performed at a computer. Drafting software was a higher requirement than Internet access and Internet access was a higher requirement than word processing. The result of this work is the "Trickle Down" plan. This plan annually reallocates computers and over the course of four years should upgrade the whole campus.

IT had high user satisfaction ratings in 2002 and those high ratings continue in 2003. On a five point scale, where 5 is best, faculty and staff consistently rank IT in the 4s for support of instructional labs, support of office requests, support of the HP 3000, communicating solutions, courtesy and professionalism. This consistent service generates confidence.

Green River Community College has been very supportive of all professional development requests by IT. And IT staff have in turn employed "Training the Trainer" strategies to maximize the benefit of professional development.

Library and Media Services

In 1993, the Learning Resource Center was not regarded by the institution as a partner in the institutional mission of helping students improve their lives. A decade later the institution has created a library and Information Commons that could be a model for libraries of the future. Overall, the commentary in Standard Two, interviews with faculty and interviews with students are complimentary.

The library supports students as they achieve their goals. This is initially demonstrated by 71 open hours a week during which time all library services, and at least two support staff, a circulation person and a reference person, are available. Three full-time library faculty are available when faculty need instruction for their classes. Electronic resources, accessed through the library webpage, are available to support students when the library is closed, or the students are enrolled in distance learning classes. The media collection has recently been cataloged and may be checked out to students and faculty on campus or at satellite campuses through biweekly campus mail service.

In the face of double-digit inflation in book prices, the library, since 98-99 has increased the number of new titles added to the collection by 47percent (00-01). This steady influx of new material, coupled with a vigorous withdrawal effort (14,000 titles between '94 and '96, and 700 titles between '00 and '02) has resulted in 54 percent of the collection being less than ten years old. A table of print purchases broken down by collection areas demonstrates all collection areas have received new print materials. The level of collecting is consistent with freshmen/sophomore research.

The Collection Development Policy is the combined effort of the Library Advisory Committee. The Library Advisory Committee is composed of 15 faculty (one from each instructional division and three librarians), and one representative from exempt staff, one student representative and one representative from the library classified staff. The Advisory Committee is charged with disseminating information to their areas and also with keeping the library informed of new developments.

Over 3000 students, or a third of the Green River students, received library instruction in 2001-2002. This number does not include the 1-credit and 2-credit classes also taught by the library faculty.

In the 1999 GRCC Student Survey, Part 1, 91 percent of the students that had used the electronic databases were satisfied with their results. The Green River faculty shared this opinion. In a separate survey 83 percent of the faculty were satisfied with the electronic databases. Lower, but still outstanding, 63 percent of the students that had used the library book collection were satisfied with the book collection.

Interviews revealed the library and media staff and faculty are receiving numerous and diverse opportunities for professional growth. A Librarian is a standing member of the Faculty Curriculum Review Committee (FCRC) and Library faculty are represented by the Dean of Instruction for Library, Media Services, and L.A.W. Division, or by the Humanities Division Chair on Instructional Council. This cross-representation is the result of the library being directed by the Dean of Instruction for Library, Media Services, and L.A.W. Division, but the faculty are members of the Humanities Division.

The library is still facing challenges. For Standard 2.A.8 some divisions have integrated the Internet into the learning process as a substitute for the library.

This is a concern because there is no credibility assurance of Internet information comparable to processes developed in print media (e.g., peer-review or editors). Because faculty have agreed that critical thinking is one of the learning outcomes, and because 2.A.4 ("Methods of inquiry to be acquired.") is a general requirement; the burden of proving that the Internet can be a substitute for traditional library resources rests upon the faculty. The effectiveness of this substitution has been proven. Foundation classes such as English 101, Business English 100 and Engineering 100 provide documented criteria for critically thinking about internet web pages. Interviews with students also revealed faculty are motivating students to think about web information credibility.

While service within the library has dramatically improved each year since 1993, library planning is not keeping pace with resource demands made by the satellite campuses and Distance Learning students. Library Instruction statistics show that instruction to on-campus English classes constituted 44 percent of the total in 99-00, 47 percent in 00-01, and 50 percent in 01-02, yet the same opportunity for library instruction and print materials was not available to the satellite campuses and Distance Learning. In 02-03, GRCC schedules show 5 sections of English 100 were offered through Distance Learning and 2 sections offered at Enumclaw.

Furthermore, planning for assessment in reference, in subject-specific instruction and in for-credit classes has escaped the Program Assessment and

Improvement Process. The library isn't listed as an exemption. The college should decide on the process for library program assessment.

Finally, the plan for collection development in Media Services is described as, "First Come – First Served." This may be the best process, and in the 1999 faculty survey 90 percent of the faculty were satisfied with media services, but no written rationale for the benefits of this process has been developed.

In summary, the college has made impressive progress regarding the library. It is to be commended for this work. Concerns remain regarding accessibility for Distance Learning and students at Outreach Centers, lack of an assessment and improvement schedule, and the absence of a Media Services collection development policy.

STANDARD SIX - GOVERNANCE AND ADMINISTRATION

A five member Board of Trustees serves Green River. The current board is composed of thoughtful, articulate advocates for the college; all members demonstrate a sincere interest in the positive development of the institution. The system of governance is understood and is delineated in official documents. The current board has delegated significant authority to the president as outlined in board policy. There is less understanding of the system for faculty, staff and student participation in the governance of the college. Other than reports from union representatives at board meetings, there is no systematic process to facilitate broad participation by various stakeholders. The budget development process is a good example of a good faith effort to provide opportunity for involvement. But even so, it is not viewed as an avenue for meaningful participation. While efforts have been made to hold meetings for input into college issues, these tend to be ad hoc and do not result in high participation rates. A concerted effort to establish multiple mechanisms that encourage and support meaningful participation of faculty, staff, and students would enhance the college's ability to meet this standard as well as ameliorate some of the concerns regarding effective communication and involvement in governance. (Standard 6.A.3)

The board annually evaluates the president of the college. The board has recently approved the institution's mission. Approval of programs is a delegated authority to the president. The board conducts an annual self-evaluation that results in a fruitful discussion. Approval of the academic and administrative structure is part of the delegated authorities to the president. The board approves the annual budget and is knowledgeable about the financial status of the college.

The Board of Trustees does not have a process for the systematic and regular review of board policies. In order to ensure that institutions have current policies, Commission Standards require that boards regularly review and revise (if necessary) policies. (Standards 6.B.3, 9.A.2.)

The duties and responsibilities of administrators are delineated in job descriptions and regular evaluations take place. A new evaluation has been implemented.

Administrators responsible for institutional research have done a commendable job of distributing results of assessment activities.

It is not clear to faculty what their role in governance is. This may be due to a disagreement about the role, but that in itself deserves attention so that the role and process is clarified and publicized. Similarly, students need to be clear about how they interact with the board and administration in the governance of the college. (Standard 6D)

The college maintains a number of committees to carry out the regular work of the institution. For the most part, these committees seem to work well and enjoy the confidence of faculty and administrative staff. It is strongly recommended that the board, president, and faculty leaders review all aspects of the current relationship and find ways to improve communication, indicators of respect and trust, and simple collegiality.

STANDARD SEVEN - FINANCE

Green River Community College has planned its finances so that it is in very good overall financial position. The college has carefully monitored and managed its finances so that it has a substantial fund balance at a time of declining resource opportunities. In addition to careful review of all expenditures, the college has also planned to utilize two program initiatives (International Students and Running Start) to provide additional revenues.

The college business and finance operations are effectively managed, and the college president and business officer enjoy the complete confidence of the board in regard to financial matters. In addition, the last college audit included specific recognition of the college's effective financial management by the State of Washington auditors.

In addressing the college's revenue needs, the resources of the college's foundation are being effectively utilized. The foundation helps by funding college equipment, operational and scholarship needs. Foundation staff members are available to help identify possible sources for grant or gift funds and will assist college faculty and staff in preparing and submitting grant proposals. The foundation has assisted the college in acquiring an off-campus instructional facility, and is, currently, in the process of helping the college develop its international program initiative. The latter effort includes the formation of a freestanding limited liability corporation that will construct and operate a student housing facility for Green River Community College international and resident students.

The college's successful fiscal planning needs to be sustained. Doing so would be greatly enhanced by the development of a multi-year fiscal projection that is updated and coordinated with the college's strategic and facility master plans. All projected revenues and expenditures should be included, based on the best available information. Development and maintenance of this projection will enable college leadership to look at revenue and expenditure alternatives, and consider how to most effectively utilize available resources. For example, the college has done an excellent job of building a fund balance. However, as revenues from the state or other sources become less available, it may be necessary to weigh the need for providing resources to priority needs of the college as opposed to maintaining a higher fund balance. Similarly, the projection can portray the need to consider alternative or additional sources of revenue. A multi-year projection of the anticipated revenues and expenditure provides a picture of the college's potential fiscal condition under various assumption scenarios. It is an invaluable tool in considering the fiscal impact of new directions and decisions, and will help formulate strategic thinking and decisions.

STANDARD EIGHT – PHYSICAL RESOURCES

Green River Community College's 440,000 square foot campus is situated in a very attractive and accessible location. Like many community colleges, Green River's facilities are aging and adequate funding is not available to fully keep pace with the "wear and tear" the facility has sustained over the years. In addition, increased enrollments and the improvements needed to facilitate new modes of instruction place further demands on the scant resources available to the college. However, the State of Washington provides biennial funding for repair and maintenance projects at each community college. These funds are provided separately from the general operating fund allocation. The amount of the allocation is based on a regularly updated Facilities Conditions Survey that identifies needs at each college. These funds are used to address the college's deferred maintenance and repair needs. The college's plant staff has been innovative and resourceful in making the most of these funds. Many facility improvement issues remain to be addressed. But, the college is taking maximum advantage of the human and financial resources available to pursue attractive and cost-saving upgrades and improvements to aging facilities. Also, communication mechanisms have been developed to provide for identification and response to priority facility concerns.

College leadership has been very successful in securing funding for new and replacement facilities. State funds were acquired for a new Performing Arts Center that will be available for campus use in April 2003. State funds have been secured for an office facility and two new instructional facilities (Technology Center and Science Building) at the college. These facilities will replace outdated facilities and add needed instructional space and faculty offices. The college foundation is providing the mechanism (limited liability corporation) for a student residence. The facility will be operated on a self-supporting basis and will aid the college's initiative for international students as well as provide housing for resident students. Also, the college is currently working with both the foundation and the state to secure financing for the acquisition of a facility in Kent. It will replace facilities currently leased for college programs. The college appears to be positioning itself to take full advantage of these facilities to accommodate both existing and projected additional enrollments.

In planning for additional and revamped instructional facilities, the college took an innovative step by appointing a former academic dean to assist with capital projects. The coordination effort appears to be paying dividends in enhanced communication and consideration of facility design concerns important to instructional success and quality.

A concern exists about the low level of funding for instructional equipment and computers. The general fund provides some funding, and a variety of other sources are pursued. These include: college foundation funds, gifts, corporate donations, course fees, and grants. The college has also tried to stretch the

available funding by taking advantage of group buying or available government contracts. A specific student fee provides for computers in the library. However, general fund budgets for equipment have been a victim of lower funding levels. College managers are allowed to use available savings for equipment, but the amounts appear to be inadequate, particularly for classroom computer upgrades. This is an issue that needs to be addressed as part of the college's financial and equipment replacement planning.

Similarly, a concern was expressed about the availability of classrooms. While the addition of new instructional facilities on the campus over the next few years will help in this regard, general classroom space is presently at a premium. The college has developed a classroom scheduling procedure. It has had some success, but is being reviewed to determine if there may be improvements to achieve greater efficiency in the allocation of classroom space, including the possibility of offering more classes in the evening, on Saturdays, or at other times during the day.

In summary, the college is grappling with its facility and equipment problems with resourcefulness. Available funding is being used as effectively as possible and additional funding is being aggressively pursued from a variety of sources.

STANDARD NINE - INSTITUTIONAL INTEGRITY

The college has adopted an ethics policy based on the State of Washington Ethics Law and it has been disseminated to all faculty and staff. A recent survey suggested concerns about compliance with the policy. Follow up meetings have been held to tease out the issues and steps have been taken to improve in this area. This appears to be less an issue of lack of integrity as lack of clarity regarding the role for faculty in the governance system. Increasing communication prior to the decision point would clarify the intentions of administration and allow for a more considered voice in the development of future directions of the college.

A web site has been established where division and department policies are posted. A new publications procedure has also been developed with appropriate approval the public through its catalogs and official statements. Conflict of interest is defined. The college's commitment to academic freedom is spelled out in Negotiated Agreement.

GREEN RIVER COMMUNITY COLLEGE

ACCREDITATION

April 14-16, 2003

COMMENDATIONS

1. The Evaluation Team commends Green River Community College staff and faculty for their demonstrated commitment to student success and for their innovative and creative process linking the college to the outreach centers, to the community, and to the state educational systems.
2. The Evaluation Team commends Green River Community College for its well-developed, thorough and effective procedure for the evaluation of full and part-time faculty.
3. The Evaluation Team commends the college for:
 - a) developing a business strategy to accommodate the current financial downturn; and,
 - b) maintaining business procedures to effectively manage the college's business affairs.

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:
 - 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); and,
 - 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)

