SBCTC
WASHINGTON STATE BOARD FOR
COMMUNITY & TECHNICAL COLLEGES

Northwest Commission on College and University (NWCCU)
Annual Update for WSQA
Academic Year 2009-2010

College Name: Green River Community College

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Accreditation recommendations to the College and year of recommendation	Actions taken by the college to address recommendations	Improvement results

2008 Fifth-Year Regular Interim Visit
• **No Recommendations**
 	
(Even though the college did not receive any recommendations, it has continued to review and assess itself against the NWCCU standards and policies to ensure compliance and make improvements where necessary.)
	1. The Registrar's Office made several changes to office procedures and policies in an effort to improve services to students, to cut expenditures and reallocate staff hours more appropriately. Two major changes were:
	  a. <u>Streamlined notification process</u>: Student notifications regarding application packets, registration appointments, STEPP payments, unmet prerequisite and waitlists were changed from U.S. mail to email as the main form of communication (2.A.21).
	  b. <u>Updated Policies and Procedures</u>: The transcript request policy was updated to include (1) a $3 transcript fee and (2) transcripts had to be mailed and could no longer be picked up (2.D.7).
		1. Major impacts have been that (1) students receive important information regarding their enrollment activities in a much timelier manner and (2) less waste of resources and staff hours in regard to transcript requests. Prior to change, staff spent numerous hours manually processing and preparing large quantities of transcript requests that never were picked up by the students and therefore had to be shredded.

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	2. The Career and Advising Center implemented an online advising program for new students called "Student Orientation Advising and Registration" (SOAR). The reason for developing the program was two-fold: (1) students continuously requested other options and/or flexibility in completing the mandatory advising process and (2) staff not being able to keep up with the increasing demand for advising (due to record enrollments and no funds for additional staff) (2.D.3).	2. The college used an existing platform for the online advising program which saved money and introduced new students to a platform that many faculty use to supplement their classes. Since November 2009, 1,600 new students have used the SOAR program. Wait time for students to get an appointment has been significantly reduced and students now have the option to complete their advising session face-to-face or online. In addition, students may revisit the online advising session as many times as they need.
	3. The Career and Advising Center implemented the use of "electronic entry codes" issued to students when registering to override course prerequisites. Until October 2009, the college printed entry codes every quarter, which were distributed to advisors and faculty totaling thousands of sheets of paper on a quarterly basis. In addition, if advisor or faculty was not near their printed codes, they could not assist the student which delayed the students' registration. (2.D.3)	3. The quarterly registration process has improved for students. Advisors and faculty can now assist students instantaneously regardless if meeting takes place face-to-face or remotely via email. Not only has the college been able to reduce the amount of paper wasted but also save staff hours that were allocated to prepare, distribute, and manage the printed entry codes.
	4. Payroll Office implemented an online payroll earnings advice for direct deposit employees to improve safekeeping of confidential records, provide better service, and reduce paper waste (2.A.20).	4. About 47% of college employees use payroll direct deposit. With the new online system, employees now have the ability to (1) review payroll advices prior to actual pay day, and (2) access pay and leave information 24hrs/day which meets the needs of employees working different shifts
	5. The Adult Basic Education (ABE) program applied for and received a training grant from SBCTC to develop an infrastructure for better serving ABE students who have learning difficulties that may or may not be officially diagnosed as learning disabilities (2.D.1).	5. Students are referred to one-on-one appointments to screen for learning difficulties. Faculty and staff are trained on a variety of learning disabilities/ difficulties and a bank of learning strategies was developed to help faculty and students identify needs in the classroom or during GED testing. GED

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		test completion rates have increased noticeably since implementation.
	6. The English for Speakers of Other Languages (ESOL) program developed a "Transitions Guideline" to help students transition beyond the ESOL program. The guideline is used by faculty when helping students develop an educational plan at Green River. The guideline identifies various pathways students can take if they want to transition into academic and professional/technical programs (2.D.3).	6. Since faculty in the ESOL program are the primary advisors to students in the program, the guideline has significantly heighted their awareness college processes and the options their students have at the college once completing the program. As a result the advising process has improved and the number of students transitioning has increased.
	7. The SAFE Fund was created by the Green River Community College Foundation's Board of Directors in response to students facing unexpected financial crises in the economic recession. The cost of a month's power bill, a single textbook, or a minor car repair often determines whether a student can remain in school. The SAFE Fund provides one-time, limited financial help to academically deserving students (2.D.8).	7. During the 2009-10 academic year, 23 students received SAFE Fund awards. Awards averaged $312.35. 52% were used for utility bills or transportation costs. The remainder paid for rent, tuition, internet/ phone service, childcare, medical fees, or program of study-related costs. 75% of students receiving SAFE Fund awards completed the quarter in which they were enrolled. All likely would have left school without the support of the SAFE Fund.

	8. Human Resources (HR) developed an annual performance management plan that would help supervisors to:
	    a) address their employees' inabilities to achieve desired performance
	    b) properly document performance problems
	    c) create a performance improvement plan
	    d) hold effective performance improvement meetings with their employees
	
	As part of the new process, HR representatives meet with supervisors to discover which specific performance problems exist, determine the gap
		8. With the new process in place, supervisors express greater confidence in their abilities to effectively address performance concerns when they arise. Supervisors tackle performance concerns earlier, maintain significantly improved documentation, and hold effective performance meetings. Additionally, during the meetings, employees and their supervisors mutually agree on which areas the employees' current performance isn't reaching the desired standard. If an employee's performance warrants a Performance Improvement Plan (PIP), the HR representative and supervisor collaborate to identify specific subpar performance examples,

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	between current performance and desired performance, ascertain which performance management steps have been taken, and develop an action plan that identifies the next steps in the performance management process (2.B.2). 9. The Learning Outcomes Committee (LOC) recommended the college merge the college-wide learning outcomes reporting for courses with the CAR database to improve the tracking and assessment of outcomes imbedded in division and department curriculum. In addition, the recommendation included that a learning outcomes review process be added to the instructional Program Assessment and Improvement (PA&I) process (2.C.2, 2.C.5).	develop the employee's performance expectations and the PIP timeline. The HR representative coaches the supervisor on best practices for holding PIP meetings and participates in the first PIP meeting to support the supervisor. 9. The recommendation was approved by the Instructional Council and work began winter quarter 2010. The LOC worked together with IT and Curriculum Support Services to integrate learning outcomes data to the existing CAR database. Faculty input forms and review/approval reports were also developed. The new database will take effect fall quarter 2010. The PA&I process was modified to include review of learning outcomes at all levels (course, program and college-wide).