

# *Self Study 2003*



*Member*

*Northwest Association of Schools  
and of Colleges and Universities*



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## List of Abbreviations

<b><u>Acronym</u></b>	<b><u>Definition</u></b>
AA .....	Associate in Arts
AAA .....	Associate in Applied Arts
AAEA .....	Australian American Education Alliance
AAS .....	Associate in Applied Science
AAS-T .....	Associate in Applied Science Transfer
ABC .....	Association of Boards of Certification
ABE .....	Adult Basic Education
ACOTE .....	Accreditation Council for Occupational Therapy Education
ACT .....	Accreditation Coordinating Team
ADA .....	Americans with Disabilities Act
AHE .....	Association of Higher Education
AP-P .....	Associate in Pre-Professional
AS .....	Associate of Science
ASGRCC .....	Associated Students of Green River Community College
ASUE .....	Assessment of Student Achievement in Undergraduate Education
AY .....	Academic Year
CAM .....	Capital Analysis Model
CAP .....	Curriculum Action Plan
CAPTE .....	Commission on Accreditation in Physical Therapy Education
CAR .....	Course Adoption Revision
CART .....	Communication Access Realtime Translation
CASAS .....	Compressive Adult Student Assessment System
CASE .....	Council on Approved Standards of Education
CDA .....	Child Development Associate
CDESC .....	Career Development & Employment Services Center
CE .....	Continuing Education
CEU .....	Continuing Education Unit
CHS .....	Counseling & Health Services
CIS .....	Center for Information Services
CIT .....	Computer Information Technology
CLEO .....	Community Leadership, Education and Outreach
COP .....	Certificate of Participation
DL .....	Distance Learning
DSS .....	Disability Support Services
ECE .....	Early Childhood Education
EDPP .....	Employee Development and Performance Plan
EOC .....	Emergency Operations Center
EPC .....	Educational Planning Center
EPS .....	Educational Planning Services

ES .....	Enrollment Services
ESL .....	English as a Second Language
EVP .....	Executive Vice President
FA .....	Financial Aid
FAA .....	Federal Aviation Administration
FAE .....	Facilities and Equipment
FCRC .....	Faculty Curriculum Review Committee
FERPA .....	Family Educational Rights and Privacy Act
FMC .....	Food Management Corporation
FTE .....	Full-time Equivalent
FY .....	Fiscal Year
GAAP .....	Generally Accepted Accounting Principles
GED .....	General Education Development
GIS .....	Geographic Information Systems
GRCC .....	Green River Community College
HECB .....	Higher Education Coordinating Board
HL .....	Holman Library
IA .....	Intercollegiate Athletics
IC .....	Instructional Council
ICRC .....	Intercollege Relations Commissions
IDS .....	Interdisciplinary Science
IESL .....	Intensive English as a Second Language
INTEC .....	Instructional Technology Committee
IP .....	International Programs
ISA .....	International Student Activities
IT .....	Information Technology
IVA .....	International Village A (building)
IVC .....	International Village C (building)
IVD .....	International Village D (building)
LAN .....	Local Area Network
L.A.W. ....	Language, Academic Skills, and Wellness
LMHC .....	Licensed Mental Health Counselors
LOC .....	Learning Outcomes Committee
LSC .....	Lindbloom Student Center
MACTE .....	Montessori Accreditation Council for Teacher Education
MBL .....	Microcomputer Based Learning
MLC .....	Math Learning Center
MS .....	Multicultural Services
M-Tag .....	Manufacturing Technology Advising Group
NAEYC .....	National Association for the Education of Young Children
NASCU .....	Northwest Association of Schools and of Colleges and Universities
NATEF .....	National Automotive Technical Education Foundation
NCRA .....	National Court Reporters Association
NEA .....	National Education Association
NIMS .....	National Institute of Metalworking Standards



NMIT	Northern Melbourne Institute of TAFE
NSO	New Student Orientation
NTMA	National Tooling and Machining Association
NWAACC	Northwest Athletic Association of Community Colleges
OAL	Office of Adult Literacy
OFM	Office of Financial Management
OTA	Occupational Therapy Assistant
PA	Performing Arts
PA&I	Program Assessment & Improvement
PCE	Parent-Child Education
PCT	Project Coordination Team
PIG	Program Information Guide
PLU	Pacific Lutheran University
PLUS	Parent Loans for Undergraduate Students
PN	Practical Nursing
PTA	Physical Therapist Assistant
RCW	Revised Code of Washington
RLC	Rutkowski Learning Center
SAABD	Swedish American Australian Business Degree
SABER	Standing Approved by Evaluation our Reputation
SBAC	Small Business Assistance Center
SBCTC	State Board for Community and Technical Colleges
SID	Student Identification Number
ST	Science/Trade Building
SUE	Student Union Enterprises
TESL	Teaching English as a Second Language
TOEFL	Test of English as a Foreign Language
TSSS	TRIO Student Support Services
UAA	University Aviation Association
UF	United Faculty
USQ	University of Southern Queensland
VPB	Vice President for Business Affairs
WABERS	Washington Adult Basic Education Reporting System
WABO	Washington Association of Building Officials
WAN	Wide Area Network
WAOL	Washington Online
WEA	Washington Education Association
WETRC	Washington Environmental Training Center
WFSE	Washington Federation of State Employees
WFT	Washington Federation of Teachers
WP	Women's Programs
WSU	Washington State University

## Executive Summary

### 1.0 Introduction

Green River Community College is a two-year public college centrally located between Seattle and Tacoma in Auburn, Washington. Green River offers courses and programs leading to a variety of associate degrees and certificates in professional/technical fields and academic transfer. The College also offers customized training, developmental and basic skills programs including high school diploma, as well a variety of noncredit activities and courses for personal enrichment. There are 130 full-time faculty, 240 part-time faculty, and 250 classified and exempt staff. The College serves approximately 17,000 students each year.

Green River began as an outgrowth of the Auburn School District, which in 1945 started an adult evening education program. The state legislature approved the startup of a community college in 1959, and by 1963 the State Board of Education approved the establishment of Green River Community College. Since 1965, the College has been located on its current site—a heavily wooded hilltop campus of 250 acres. The 1967 Washington state legislature defined the college service area as District 10, which includes all communities between south Renton and the King/Pierce County border (north to south) and between Enumclaw and Federal Way (east to west). As community needs expanded, the College added a satellite campus in nearby downtown Kent (1986) and one in Enumclaw, 17 miles southeast (1996). A five-member Board of Trustees governs the College and most financial support comes from state appropriations and student tuition.

### 2.0 Green River Community College Today

Since 1993, the College has made a number of changes and improvements. To ensure all Green River graduates develop core abilities, the College adopted four campus-wide outcomes: critical thinking, quantitative and/or symbolic reasoning skills, responsibility, and written communication. Running Start, a program

enabling high school students to earn concurrent college credits, has grown to be the largest program in the state with over 700 students each quarter. The College's strategic planning process is firmly established and tied to annual budget allocations. The Kent satellite campus, formerly called the Education & Training Center, now Skillstream, offers customized training to corporate and other employees, and the Center at Enumclaw has become a thriving small classroom center for the more rural communities in the district. The city of Auburn has co-located its chamber of commerce with the College's Small Business Assistance Center and Adult Education Center in a downtown building adjacent to the commuter rail station. The College is working closely with the city of Kent to develop a mixed-use commercial, educational, housing, and retail center adjacent to Kent's commuter rail station with the College serving as the anchor tenant.

New campus facilities include the architecturally acclaimed Holman Library, several remodeled classroom facilities, a Performing Arts Center now in the final stages of construction, a technology center currently in design, and a science building in pre-design. The Green River Community College Foundation is extremely successful, with current fundraising campaigns focused on a new Kennelly Commons, library and technology support, the nationally recognized Project TEACH, and the planning and leading of construction of attractive student housing on the main campus. The International Programs unit is among the largest in the state, attracting upwards of 500 students from 40 countries to the College—many of whom will benefit from the new housing.

### 3.0 Green River Community College's Strengths and Challenges

As evidenced in this self-study, Green River has taken a leadership role in Washington state in the areas of student-centered teaching and learning, educational and support services for disadvantaged students and

dislocated workers, and the integration of Running Start and international students into campus life. The College continues to flourish and grow through vibrant capital projects, mission-driven strategic planning, strong Foundation advocacy, and successful community and corporate partnerships.

The College has made substantial progress in library support and outreach, educational outcomes assessment, multicultural student and staff awareness and support, and technology equipment purchases. Communication between faculty and administration has improved, but more work needs to be done to address ongoing concerns in the area of governance and inclusive decision-making.

#### 4.0 Actions Resulting From 1993 NASCU Recommendations

Green River has had a number of focused interim visits since 1993 – specifically in 1995, 1996, 1998, 2000, and 2001. Following is the 1993 visiting team’s list of 12 recommendations and a summary of the actions taken in the past ten years to address them. Please note that all referenced standards in this section are those of the *1993 Accreditation Handbook*.

*1) It is recommended that the College initiate a campus-wide dialogue to re-establish the role of the Learning Resources Center as the core of educational efforts at Green River. Such an effort must not only strengthen the LRC but should also address the need for a commitment on the part of the faculty to support and rely on the center as a critical tool in the education of students. In this context, the discussion should address the substantial collections established in the departments across the campus. The College has been unwilling or unable to address the concerns of the Northwest Association of Schools and Colleges as expressed in the previous two accreditation reports and on one occasion has debated the accuracy of the observations. Specifically, the College should establish a collection development process that meets the needs of all program areas, including a serious attempt to weed the existing collection of outdated materials. (1993 Standard IV and Eligibility Requirement #16)*

The 1993 team commended the student help center and planned library facility (then in the design stage), but expressed ongoing concern with a number of

operational areas. In addition to the Holman Library building that opened in 1997, the College has made a number of important improvements. During the 1998 interim visit, progress was noted and in the 2000 visit, Green River received a commendation due to our improvements. Among the improvements are both ongoing Foundation and general fund financial support for the collection. The College hired a dynamic new director (who is now a dean) and two new librarians, including one whose role focuses on collection development in concert with a college-wide faculty oversight committee. There has also been an increase in library usage requirements on course outlines. In addition, faculty and staff are planning a Teaching and Learning Center, are collaborating with Information Technology, and have created the high tech Information Commons that is extremely popular with students.

*2) To meet Green River Mission and Goals, and the Commission on Colleges Standard I, the College must develop a plan and time schedule to identify the outcome measures that will be emphasized by Green River to assess the extent to which its mission and objectives are being attained. (1993 Standard I)*

See combined response under recommendation 3.

*3) Green River’s efforts to develop a staff awareness of the outcomes measurement concept and initial effort to develop a plan are recognized. Green River must continue this process and develop campus-wide and division/departmental outcome measurements that provide evidence of the effectiveness of educational programs. (1993 Standard V and Policy Statement #25)*

While the 1993 team noted a lack of plan or schedule to identify outcome measures to ensure that College mission and goals are being met, they recognized initial efforts to develop division/department outcome measures.

The 1996 interim visit evaluator noted progress, particularly in educational outcome measures, and the 2000 interim visit evaluator commended course-level progress in measuring outcomes and identified a continued need for degree and program-level measures. Great strides have been made in the past three years to address this concern. The Learning Outcomes Committee (LOC) has been revitalized and has conducted summer institutes on degree/certificate outcomes measurement. Faculty designated the AA

degree as the transfer area's "program" and began assessing campus-wide and distribution area outcomes. Professional/technical and basic skills programs have a long history of success and leadership in assessing outcomes within their areas, and many of those methods have served as models locally and statewide. Program Assessment and Improvement (PA&I) has been instituted (on a five-year cycle) to examine the effectiveness of each instructional program.

The Office of Research and Planning has been instrumental in promoting the measurement of college mission and goals effectiveness. The Institutional Effectiveness Committee, led by the director of institutional effectiveness, now monitors performance measures (transfer, basic skills, workforce) required by the state and issues a *Report Card* series and an annual *Report to the Community*, noting progress on goals to both the College and external community. The College has begun developing a PA&I process for non-instructional programs/departments, to be instituted in 2003.

*4) Because Green River is experiencing enrollment shifts and continued funding shortages, it is recommended that the College begin strategic planning that encourages staff participation in the process, and program and budget decisions based on planning, not crisis management. The plan should address increasing deficiencies in equipment purchases, maintenance, and remodeling and library support, including consideration of the need to reallocate existing funds. (1993 Standards I and II, III, and IV)*

Although the 2000 interim visit evaluator determined that the College had met this standard, it is worth noting that the College took this recommendation seriously and an excellent strategic planning process has now been in place for the past five years. All faculty and staff, as well as Board members, select community groups, and students are now an integral part of reviewing and revising the mission, vision, and goals of the College. The President's Cabinet sets the priority initiatives for each year, which drive the budget process. As part of the budget development process, all units (divisions/programs/departments) prepare an annual summary of their own mission, goals, and progress on action items, demonstrating how they fit into the College mission and goals. Budget request hearings have, for the past three years, been opened to all employees. Funding of

requests is awarded based on the relationship of requests to that year's priority initiatives. In tight fiscal times for the state, such as those that exist currently, reallocation of existing funds and staff positions is also a part of the budget process.

*5) To address a number of issues, real or perceived, that are creating communication problems between the Board/administration and the United Faculty Coalition, Green River should either provide a response on the reports on Institutional Governance and Instructional Governance, or develop a new forum for the improvement of communication and morale. (1993 Standard VI, VII, and VIII)*

The 1993 team noted communication issues between the administration and the United Faculty (UF) Coalition (union), suggesting that administration respond to the governance task force's earlier recommendations on institutional and instructional governance. In 1998, the interim visit evaluators determined that the College had met this recommendation.

The College has made a number of improvements to increase communication between faculty and administration. The president meets regularly with UF leaders, specifically to avoid grievances and to uncover common topics of interest on both sides. The current executive vice president holds quarterly open meetings on issues of interest for all faculty and instructional/student services staff. In addition, she holds brownbag lunch discussions in each faculty office building at least once every year and facilitates quarterly workdays on instructional issues among deans and division chairs. She also meets bi-weekly with the faculty-selected Instructional Council (IC) chair to set IC agendas and to discuss issues of concern to the 11 division chairs. When invited, she visits classes to experience firsthand the faculty's subject expertise and the challenges they have in ensuring student learning.

The president has expanded the Cabinet to include four instruction/student services administrators among the 11 members. The division chairs and other faculty are encouraged to participate in the budget development process. Deans and directors hold focus groups, open forums, and otherwise solicit staff feedback on matters of importance to their areas. In addition, there are numerous college-wide committees that have faculty membership.

6) *To address growing deficiencies in instructional equipment, it is recommended that Green River develop and maintain, on a continual basis, a list of new and replacement equipment needs, and develop a funding plan to ensure the purchase of equipment necessary to provide state-of-the-art instruction in all programs. (1993 Standard III)*

The 1998 interim visit evaluators indicated that the College had made progress on this point. The IC annually prioritizes equipment and technology needs, which are brought forward in a formalized process to the Deans' Council for purchase of as many items as available funding allows. Parallel to that process, the Instructional Technology Committee (which has both faculty and administrative representation) prioritizes computer lab needs either through purchase or through "trickle down" from other units. The student-led Technology Fee Committee allocates a significant amount of its funding each year to the purchase of updated hardware and software for the Information Commons. However, a lack of funds from the state still limits the College's ability to meet its equipment needs.

7) *The administration and United Faculty Coalition must work together to bring the College into compliance with tenured faculty evaluation, including the addition of an administrative component into the evaluation process. (1993 Standard VII and Policy Statement #26)*

The 1998 interim visit evaluators deemed this recommendation to have been completed and the standard met. The College has had a comprehensive post-tenure review process in place since 1997 as outlined in the Negotiated Agreement, Article IX. Every three years, tenured faculty are evaluated by their dean and a faculty colleague. The review includes classroom observation, student evaluations, and review of a professional portfolio and development plan. An oversight committee hears complaints and assists with improvement plans as required.

8) *The administration needs to design an organizational chart that will clearly show line and staff relationships among employees with the intent of strengthening the lines of communication among the various employee groups. Job descriptions for all administrative, and instructional positions should also be updated and circulated campus-wide. (1993 Standard VIII)*

The 1998 evaluators agreed that this recommendation was carried out and the standard met. Currently, a comprehensive and format-consistent package of organizational charts is available online, and all classified and exempt staff are updating their job descriptions as the new Employee Development Performance Plan (EDPP) evaluation system is implemented college-wide. The EDPP is a relatively new statewide evaluation tool that is required for all classified employees. In AY 01-02, Green River adopted it as the standard evaluation tool.

9) *Faculty and instructional administrators should cooperate to remedy inconsistencies in the currency and completeness of course syllabi. (1993 Standard V)*

The 1993 team asked for complete and consistent syllabi across all instructional areas. This request was satisfied and the standard met according to the 1998 interim evaluators. The IC adopted a policy that requires specific elements in every syllabus. Faculty use an agreed upon template to create syllabi and all current syllabi are on file in the instructional deans' offices.

10) *Green River must review all AAS degree programs and certificate programs, of one year or more, to ensure that all program requirements include related instruction. (1993 Standard V, Eligibility Requirement #10 and Policy Statement #15)*

The 1993 team called for a review of all AAS degree/certificate programs for appropriate inclusion of related instruction elements. The 1998 interim evaluators determined that this standard has been met. The Related Instruction Committee, comprised of both faculty and administration, including the director of education support services, ensures that all degrees/certificates include appropriate related instruction elements.

11) *Green River should conduct a utilization study focusing on class location and time scheduling which results in a more efficient and productive use of the instructional day. (1993 Standard III and V)*

The 1993 team recommended a study of classroom utilization to maximize efficiency during the instructional day. The 1998 interim evaluators noted progress in this area, and the College continues to look at ways of more efficiently using classroom space. With the availability of classrooms at Skillstream and the Center at Enumclaw, as well as current and future construction of additional classroom space in fine arts,

technology, and the sciences, the College has made progress. In addition, there is a new emphasis on coordinating class schedules for evening courses and the College has begun to offer weekend classes. Both have been a great benefit to students and to room usage.

*12) The Board of Governors has not had five voting members since September of 1990. It is strongly recommended that appointments be made for all governing Board vacancies. (1993 Standard VIII and Eligibility Requirement #2)*

The 1993 team found that the College was lacking one or more trustees in earlier years and urged that appointments be made for all vacancies. This recommendation was fulfilled and the standard met as reported by the 1998 interim evaluators. The College continues to have five Board of Trustee members appointed by the governor.

## 5.0 Eligibility Requirements

Following is evidence that Green River is in full compliance with the Commission's eligibility requirements.

1. Green River has formal authority from the state of Washington to grant degrees.
2. Green River's Board of Trustees is comprised of five voting members who set college policy. None of them is employed by, nor holds a personal financial interest in, the College.
3. Faculty and students at Green River have a high degree of academic freedom and intellectual independence.
4. Green River's President, Richard A. Rutkowski, works full-time and solely for the College.
5. The mission and goals have been established and revised by all members of the College; these are appropriate to higher education and have been adopted by the administration and governing board.
6. Green River's gross income and purpose are focused solely on serving students.
7. Faculty, students, administrators, and Board members share in college policy formulation as appropriate.
8. Green River's programs lead to degrees and certificates that are accepted and understood throughout the educational community.
9. The majority of Green River's programs (i.e., degrees) require 90 credits, normally two years, to complete. Students must earn a minimum of 24 credits, including the last quarter in residence, at Green River.
10. Transfer degrees include a substantial and coherent component of general education; professional/technical degrees and certificates require a core of related instruction.
11. Educational objectives and their means of achievement are published in the catalog, student handbook, program information guides, and syllabi at Green River.
12. Green River's college level courses require foundational skills taught at the high school level. In addition to the four campus-wide outcomes, students are responsible for demonstrating the ability to work independently, analyze knowledge, deal with both abstract and concrete principles, and distinguish among ethical/intellectual/social values so as to be encouraged to pursue lifelong learning.
13. Faculty and students at Green River enjoy freedom to examine and test disciplinary knowledge as judged by the general academic community.
14. Green River's 130 full-time faculty are well qualified in their disciplines, many holding Ph.D's.
15. Faculty and student interaction at Green River is encouraged and practiced.
16. Green River's library resources and faculty/staff now provide a strong base for faculty and student research and inquiry. Specialized resources are easily obtained through interlibrary loan and online means.
17. Green River strictly enforces equal opportunity and non-discrimination/non-harassment policies in dealing with all students and employees.
18. As a state community college, Green River adheres to an open admission policy. All students are required to make application, and those programs or courses with prerequisite requirements are open only to qualified students.

19. The catalog and student handbook are kept current and include all relevant policies, procedures, academic guidelines, and costs. They are regularly updated to reflect changes.
20. Green River's funding base and financial resources are stable. Budget planning always includes a balanced budget and fund balance. The College has a safe level of debt.
21. Green River is audited every year by a state auditor. The College has a strong record of clean audits.
22. The College has been operating for over 35 years, serving up to 17,000 students annually.
23. Green River accepts and complies with all Commission and NASCU policies and standards.
24. The College always has and will disclose any information requested by the Commission.
25. Green River continues to agree to accept the Commission's policy of disclosing its accreditation status to those who ask.

## **6.0 The Self-Study Process**

The College began preparing its self-study in spring 2000, appointing a steering committee of 19 from the administration, faculty, and staff. Two faculty were given released time, one specifically to oversee the development of Standard Two (Educational Programs), and the other to co-chair the entire accreditation process with exempt staff. Using the names of ACT (Accreditation Coordinating Team) for those organizing the overall process and Team SABER (Standing Approved by Evaluating our Reputation) for the steering committee, these groups held bi-monthly meetings, retreats, and peer evaluation sessions throughout the period from spring 2000 through winter 2003.

The entire college community was informed of and involved in the development of all standards, with e-mail and monthly newsletters on the College Intranet site serving to disseminate frequent updates on progress. There was a college-wide review of a full draft of the self-study in fall 2002, with comments and feedback solicited by ACT and SABER and edits made based on that feedback. Care was taken to include the

breadth of opinions and perspectives that were voiced on all nine standards.

The College is busy making plans to host the visiting team in April 2003 and looks forward to the response from the Commission this summer.

## **7.0 Self-Study Organization**

This self-study is organized by standard, including a list of appendices and exhibits at the end of each standard section. Some appendices are self-contained documents that have been clearly labeled and are included in the packets prepared for each evaluator and the Commission. If an appendix referenced in the self-study is not a self-contained document, it is included in the back of the report in the Appendices section. All exhibits listed are items that will be available to the visiting team in the exhibit room at Green River. The division and department portfolios referenced throughout the report will also be available in the exhibit room.

## Standard One

# **Institutional Mission and Goals, Planning and Effectiveness**





# Standard One

## Institutional Mission and Goals, Planning and Effectiveness

### 1.0 Introduction

Green River began its strategic planning efforts in 1996. Success came in 1998 with the adoption of Green River's current strategic planning model. It is a comprehensive model that integrates strategic planning with operational planning so that the College can successfully achieve its goals and demonstrate its effectiveness to various constituencies. As a result, the College has successfully addressed the recommendations resulting from the 1993 self-study. The institutional effectiveness process at Green River includes the development and implementation of a strategic plan (recommendation 4), an expanded operational planning process with close ties to the annual budget development process, and identified core indicators of effectiveness to assess the extent to which the mission and goals are obtained (recommendation 2).

### 2.0 Mission and Goals

Green River most recently examined and updated its mission and goals in 2001. Examination of the mission and goals occurs every three years as dictated by the College's strategic planning model. With leadership from the directors of institutional effectiveness and public information, the College employed a comprehensive, participatory approach that involved staff, faculty, administrators, the Board of Trustees,

community members, and students. As a result, the vision and mission are succinct and widely understood (Figure 1.1). In addition, seven college goals were identified to give direction to all college activities for the next three years (Figure 1.2). These modifications were approved and adopted by the Board of Trustees in February 2002 (1.A.1).

The mission and goals are key components of the College's strategic plan, *A Vision for Excellence* (Appendix 1.1). This document is published once every three years and is distributed to all employees and prospective employees. It is also distributed to key community members and friends of the College. The mission and goals are communicated to current and prospective students via the catalog and on the official College Web site (1.A.2).

Green River regularly documents its progress in accomplishing its mission and goals and makes this information public (1.A.3). The primary report to accomplish this is the *Report to the Community* (Appendix 1.2) - an annual report started in 1999 to document the College's progress and to demonstrate institutional effectiveness (1.B.9). The *Report to the Community* is distributed to all employees as well as to the Board of Trustees, the Green River Community College Foundation Board, members of the legislature, business and community leaders, and other friends of the College.

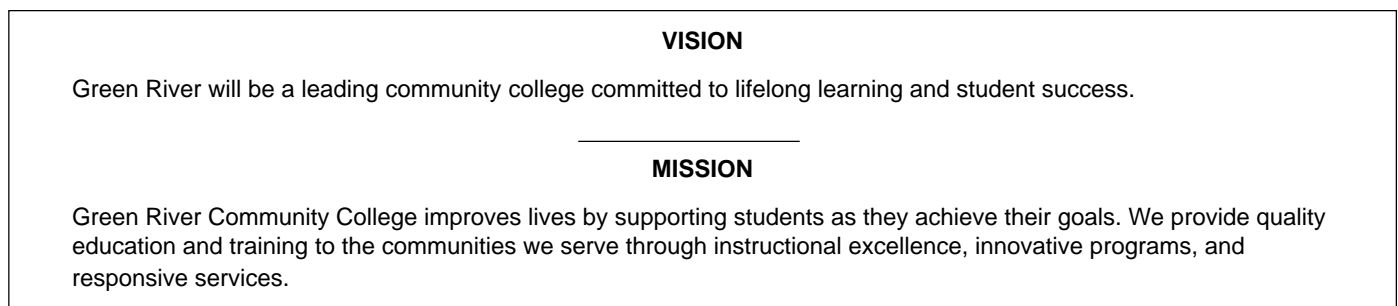


Figure 1.1 Green River Community College Vision & Mission

**COLLEGE GOALS**

1. Provide quality programs and support services that are responsive to student and community needs.
2. Enhance student learning through exceptional teaching and innovative instructional delivery methods.
3. Provide technology, equipment, and facilities that enhance the learning environment.
4. Promote and support employee training and development.
5. Support the success of people with diverse backgrounds and abilities by continuously promoting a campus culture of understanding and respect.
6. Collaborate with government, business, and community organizations to advance common goals.
7. Maximize resources through responsible management, entrepreneurial activity, and fundraising.

Figure 1.2 Green River Community College Goals (2002-2005)

The mission and goals give direction to all college activities and play an integral part in the annual budget development process. As a result, the ongoing strategic planning and annual operational planning, as well as the budget development processes are closely linked. Each year, divisions and departments review their major functions and mission, determine unit goals, report on achievement of goals from the previous year, and put forth new proposals (Exhibit 1.1). This process culminates in divisions and departments making a presentation to the Cabinet in the spring of each year at the open budget hearings. It ensures that the divisions and departments are working together toward accomplishing the College mission and goals (1.A.5). It also helps the President's Cabinet create a balanced budget in which the human, physical, and financial resources are in alignment and it ensures that faculty and staff have adequate resources (within fiscal limitations) (1.A.4). Standard Seven, Section 2.0 more fully describes the budget development process.

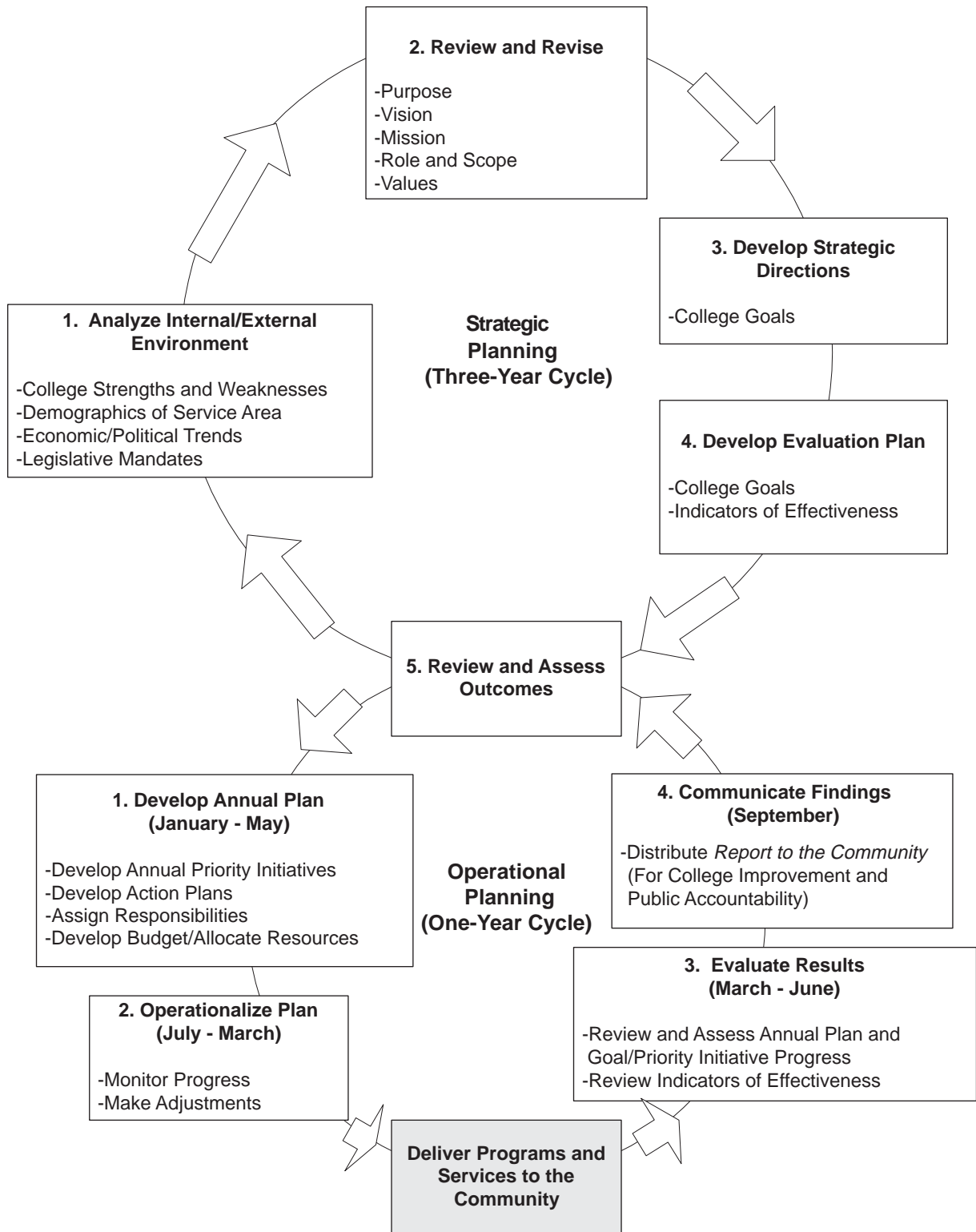
Green River is a public community college that serves the people of Washington state. Assisting people in our various communities to achieve their personal goals and partnering with various organizations is an integral part of the mission. The College, in partnership with the Green River Community College Foundation, provides a variety of programs and experiences including the Artist & Speakers series, the Interurban Center for the Arts, the Pro Am golf tournament, and two radio stations (KGRG, KENU). The College also regularly coordinates with the Auburn, Kent, and Enumclaw chambers of commerce, as well as various economic

development organizations and social service agencies. One recent example includes the development of the Small Business Assistance Center located in Auburn. In addition, faculty, staff, and administrators participate both personally and professionally in a variety of community organizations. Examples of college-wide service accomplishments include support for the Green River Community College Foundation, Puget Sound Blood Services, and American Cancer Society (1.A.6).

The College is mindful of its obligations to inform the Commission of any major changes as dictated by the Substantive Change Policy A-2. The most recent substantive change requested by Green River concerned the expansion of distance education course offerings. The College submitted this change in 1999, which was approved by the Commission in 2000, thus substantiating that the distance education program is in compliance with Commission standards (1.A.7).

### 3.0 Planning and Effectiveness

Green River adopted a new strategic planning model in 1998. This model integrates strategic planning or long-term planning with operational or annual planning and calls for a three-year strategic planning cycle (Figure 1.3). Following this model, the College revised its mission and goals in 2001 and began its second three-year planning cycle. As a result, the College has actively pursued its goals by identifying strategies, appropriating resources, and developing procedures to evaluate the extent to which the mission and goals are obtained (1.B.1).



Source: Adapted from Midlands Technical College Strategic Planning Model

Figure 1.3 Green River Community College Strategic Planning Model

The strategic planning process is divided into three one-year operational planning cycles. As previously described, this annual cycle encompasses short term planning and budgeting and allows the College to systematically evaluate and plan for all of its activities (1.B.2). In January of each year, the Cabinet meets to review the progress of implementation of its annual strategies and goals. The Cabinet then determines the annual college-wide priority initiatives to be addressed the following year. The priority initiatives add definition to the College goals and give direction to department and division leaders for the upcoming year on areas needing improvement (1.B.5). Each department and division completes its internal assessment as previously described. The departments/divisions present their assessments and budget requests at the open hearings (Exhibit 1.1). These hearings provide a forum for open discussion about the College goals and priority initiatives; what each area is doing to support the goals and priority initiatives; current issues, accomplishments, and areas of concern; and how the budget should be allocated. After receiving this input, the Cabinet balances the budget and sends it to the Board of Trustees for approval.

The College regularly communicates evidence of institutional effectiveness to the public (1.B.9). The primary public report to accomplish this is the *Report to the Community* (Appendix 1.2) as previously described. In addition to highlighting college accomplishments and improvements, it contains a summary of the College's identified success measures—called core indicators of effectiveness.

The College also publishes a *Report Card* series, a Web-based newsletter and board monitoring reports which contain all the core indicators of effectiveness in eight categories including: student progress and retention; transfer; employment; pre-college instruction; student satisfaction; access and diversity; and sound, effective resource management and enterprise services (Exhibit 1.2). The primary audience for this series of documents is internal, particularly faculty, staff, administrators, and the Board of Trustees. However, the *Report Cards* are available to the public via the official College Web site (1.A.3, 1.B.9).

The Institutional Effectiveness (IE) Committee is charged with evaluating and reviewing the College's institutional research, planning, and evaluation

processes (1.B.1). Under guidance from the director of institutional effectiveness, the committee reviews the annual planning and budgeting processes, the *Report to the Community*, the *Report Card* and the board monitoring reports, and makes recommendations to the Cabinet on ways to improve college processes (1.B.8). Over the past five years, improvements have included:

- Developing mechanisms to integrate the annual planning processes with the budget development process;
- Selecting Green River's core indicators of effectiveness (Exhibit 1.2);
- Assisting in the development of the annual *Report to the Community* (Appendix 1.2);
- Responding successfully to the legislative mandate for annual performance reporting; and
- Refining and developing a variety of institutional surveys including the Entering Student, Returning Student, and Alumni surveys (Exhibit 1.3).

During AY 01-02, the IE Committee developed a "Program Assessment and Improvement" (PA&I) process for the non-instructional areas of the College (Exhibit 1.4). This process is a sister process to the already established instructional PA&I process (as described in Standard Two, Section 3.2). PA&I is a comprehensive review that each department will undergo once every five years, beginning in 2003. It is a self-assessment that involves evaluating departmental mission, goals, services, facilities, and staffing. The end result will be a set of recommendations for improvement. PA&I is a more intensive review of departmental operations and is a good complement to the already existing assessment processes such as the annual assessment done as part of the budget development process.

Green River has made considerable effort to ask questions, seek answers, and make improvements to its programs and services based on what it learns from its various evaluation processes. While this is a continuous effort, the College has made progress in this area. In addition to the formal reports previously discussed, data resulting from various surveys are distributed to the college community and posted on the Green River Intranet site. In addition, the IE Committee reviews the results and encourages the various departments or

divisions to investigate the results and/or to conduct follow-up research where appropriate (1.B.4). Examples where research and data analysis have led to improvements are displayed in Table 1.1 and can be found in Exhibit 1.5.

#### 4.0 Analysis and Appraisal

Since 1998, Green River has made significant progress with regard to the development of a strategic plan. The College has a clearly established and agreed upon vision, mission, and seven college goals. The College has developed several mechanisms to regularly communicate to the public progress on achieving its

mission and goals. Over the past three years, the College has made several improvements to its budget development process so that it is more comprehensive in nature. Now the budget development process is part of a larger operational planning process. As a result, there is a greater effort to match resources to efforts and activities that support the mission and goals. These processes are becoming institutionalized and are an integral part of how Green River operates.

Green River continues to evaluate and refine the connection between budgeting and planning to improve the process each year. The College must engage in efforts to keep faculty, staff, and administrators abreast

Table 1.1 Examples of Closing the Loop—Using Data for Improvement

Data and Data Follow-up	Outcome	Improvement
Entering Student Survey data and Enrollment Services/Educational Planning follow-up focus groups (1996)	Comprehensive information from a student perspective on the intake, advising, and registration processes.	Streamlined processes to better serve students; re-evaluated mandatory advising policy.
Library surveys (1998)	Comprehensive information from both a student and staff perspective about the state of and use of the library.	Development of a collection policy and committee; hiring of a collection librarian.
Student-faculty ratio, part-time faculty budgets; enrollment management system (1998-present)	Enrollment targets established by division; corresponding part-time faculty budgets allocated to each division based on enrollment and student-faculty ratio goals.	Efficiency improvements including better fill rates; decreased part-time expenditures allowing left over dollars to be used for equipment and professional development; developed an electronic enrollment management database.
Publications Office student and high school counselor focus groups (2001)	Further understanding about student and counselor expectations about specific publications including the catalog and program information guides.	A revised college catalog and improved program information guides, as well as plans for a program information guide for “academic transfer.”
Other surveys including, but not limited to the assessment of Running Start, Counseling & Health Services, Financial Aid, Scheduling & Conference Services, Information Technology, and Multicultural Services. (See individual department portfolios)	Student and staff input and assessment of direct services.	Validation of what is working, indication of areas needing improvement.

of the changes and to keep them involved. The greatest challenge is to balance scarce resources so that new or existing resources are available to support initiatives developed to accomplish the mission and goals. Without appropriate resources, improvement strategies developed as part of these processes will not be appropriately implemented.

The planning process has been participatory from the beginning. Administrators, staff, faculty, and the Board of Trustees were involved in the development and evaluation of the strategic plan. In the latest revision process (2001), staff held all college discussion groups to get broader input. Staff also held discussion groups with students and community members to gain further perspective. As a result, a high number of staff, faculty, students, and community members participated. College committees and groups including the IE Committee (lead committee), Deans’ Council, Cabinet, Multicultural & Equity Council, Classified Staff Training & Development Committee, Instructional Council, and the Board of Trustees participated in reviewing and revising the vision, mission, and goals. When the college community could not reach agreement on a particular point, staff consulted the Board of Trustees for direction, as it is ultimately responsible for setting direction and policy (1.B.3).

There is an increased understanding among administrators, faculty, and staff of the strategic planning and institutional effectiveness processes at Green River. The results of the Employee Survey conducted in 2001 confirmed this (Exhibit 1.6). Nearly half (49%) of all employees report having an understanding of the planning process and most (82%) believe it is important to be involved in the process. A high percentage of employees have read *A Vision for Excellence* and the *Report to the Community* (49% and 54% respectively). Table 1.2 contains additional information from the survey. These results were encouraging and validated that the efforts to reach and involve the college community are working. Of course, the College continues to pursue efforts to get more employees, particularly faculty, involved in the strategic planning process and institutional effectiveness efforts.

Finally, Green River has committed significant resources to the various evaluation and planning processes (1.B.6). In 1996, the College hired its first

Table 1.2 Employee Survey ResultsÑCollege Strategic Planning Process (2001)

Question	% Of Employees
Have a basic understanding of the strategic planning process	49%
Know the College adopted a three-year strategic planning process	61%
Read the strategic plan	49%
Think it is important for employees to be involved in strategic planning process	82%
Read the <i>Report to the Community</i>	54%
Read the <i>Report Card</i>	41%

full-time staff member devoted to these tasks. Since then, it has formalized an Office of Research and Planning under the director of institutional effectiveness and hired a second, full-time staff member (research specialist), allowing all research and planning activities to be integrated (1.B.7). Research and Planning staff lead all strategic planning and institutional effectiveness processes, lead the PA&I processes, conduct college-wide surveys, and work with the faculty-led Learning Outcomes Committee (as described in Standard Two, Section 3.0).

**Strengths:**

- The College mission and goals, which were approved by the Board, are understood by the college community.
- The College has a well-received *Report to the Community* that has been published for the past three years.
- There has been a significant college-wide effort to link the College’s budget development process to its planning processes.
- The College has adopted a strategic planning model that works and the planning process is “institutionalized.”
- Administrators and staff have become more involved in the planning and evaluation processes over the past three years.

- More data are available for decision-making due to the College’s deliberate efforts to increase its planning and evaluation efforts over the past six years.

**Challenges:**

- There is an ongoing need to make resources available to support initiatives identified as part of the planning processes.
- Continuous effort is required to get and keep faculty involved in the planning and evaluation processes.
- Changing the culture so that faculty and staff use data to make decisions and improvements to processes and services can be difficult. It will take a sustained effort over a number of years.

**Improvement Plans:**

- Instruction will increase faculty participation in planning by completing an instructional plan that supports the accomplishment of the College mission and goals (as discussed in Standard Two, Section 1.0).
- The director of institutional effectiveness will recruit more faculty and classified staff to participate on the Institutional Effectiveness Committee.
- Research and Planning staff will continue to work closely with the Board of Trustees to ensure that it is actively involved in the College’s strategic planning and institutional effectiveness efforts. Staff will continue to present monitoring reports and seek input regarding the core indicators of effectiveness.
- The College will fully implement the PA&I process for non-instructional support areas. Based on the current schedule, all 29 support departments will complete the assessment within the next five years.

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**List of Appendices**

- 1.1 Green River Strategic Plan - *A Vision for Excellence*
- 1.2 Green River *Report to the Community*

**List of Exhibits**

- 1.1 Unit/Area Assessment & Goal Setting – Form A
- 1.2 *Report Card* Series and Monitoring Reports
- 1.3 Institutional Surveys
- 1.4 Program Assessment and Improvement (PA&I) Process for the Non-Instructional Areas
- 1.5 Examples of “Closing the Loop”—Using Data for Improvement
- 1.6 2001 Employee Survey Results

**Standard One Participation**

Leadership:

Erika Prager, Director of Institutional Effectiveness

John Ramsey, Director of Public Information

Participation:

Fia Eliasson, Research Specialist

Institutional Effectiveness Committee

College Administrators

Board of Trustees

(In addition, over 100 employees participated by completing the Employee Survey.)





Standard Two

# **Educational Program and Its Effectiveness**



## Standard Two

### Educational Program and Its Effectiveness

#### 1.0 Introduction

Green River’s instructional program is delivered by 11 academic and professional/technical divisions including Fine Arts, Math, Social Science, English, Humanities, Science, Business, Health Science & Family Studies, Technology, Trades, and Language-Academic Skills-Wellness (L.A.W.). The College also offers customized business training through Skillstream, developmental and basic skills programs, and intensive English language courses for its international student population, as well as a variety of noncredit activities and courses for personal enrichment. Figure 2.1 provides an overview of the organizational structure of the instructional program.

The College mission and goals are reflected in the individual mission and goals of each division and program. All requests made during the budget development process are built from each division’s goals and priorities, which are assessed in a year-end report. Assessment is an integral part of everything the instructional divisions and departments do. Goals are reviewed and determined yearly, and planning for course offerings and assessment of program effectiveness are continuous activities. Beginning in AY 01-02, divisions and other instructional units commenced development of an explicit instructional plan that will guide the College’s instructional programs for the short and long-term. This plan will impact curriculum, faculty hiring, and capital project prioritization, and will enable the institution to focus on student learning above all.

Both the professional/technical and the academic programs undertake a comprehensive Program Assessment and Improvement (PA&I) study on a rotating five-year basis to ensure continuous improvement and quality. The results of all assessment activities feed up to the division/program mission and goals—and then up to the College mission, goals, and priority initiatives. What instruction does must be complementary to the College mission and goals.

In recent years, the primary focus of instruction has been on the development of the campus-wide learning

outcomes, their application within degree and certificate programs, and their inclusion in all course syllabi. Through workshops, summer institutes, and in-service days, faculty have been aided in defining their outcomes and developing rubrics that assist in the assessment of the outcomes. All of the distribution and basic skills areas of the Associate in Arts degree have outcomes, specific to those areas, which are assessed yearly. The professional/technical and basic skills faculty also conduct similar assessment projects.

The College has been fortunate to receive significant grant funding for Project TEACH, a K-12 teacher education program that links Green River with K-12 schools, other community colleges, and university undergraduate education programs. With the help of the Development Office, math and science faculty have obtained several large grants with the goal of increasing the number and quality of science and math teachers: National Science Foundation (NSF), and the U.S. Department of Education Fund for the Improvement of Post-Secondary Education among them. The funds facilitate pre-service learning activities, the Teachers of Tomorrow Club, interdisciplinary hands-on science courses, summer math camps for elementary students, courses emphasizing math and science that are targeted to elementary teachers, and an Associate Pre-Professional degree in elementary education. The most recent grant has brought fine arts, humanities, social sciences, and wellness faculty into the project to develop general education course modules that address Washington state standards for K-12 learning.

The Workforce Development Office is comprised of the Worker Retraining and WorkFirst programs. These state-funded programs target individuals who are laid-off or receiving other government assistance. Both programs are grant funded, requiring a rewrite of each grant annually. Currently, Green River has the largest single institutional allocation (374 annual FTE) for Worker Retraining in the state.

The WorkFirst program, which came into existence in 1997 as a result of welfare reform, serves primarily TANF (Temporary Assistance for Needy Families) recipients. The WorkFirst program develops customized

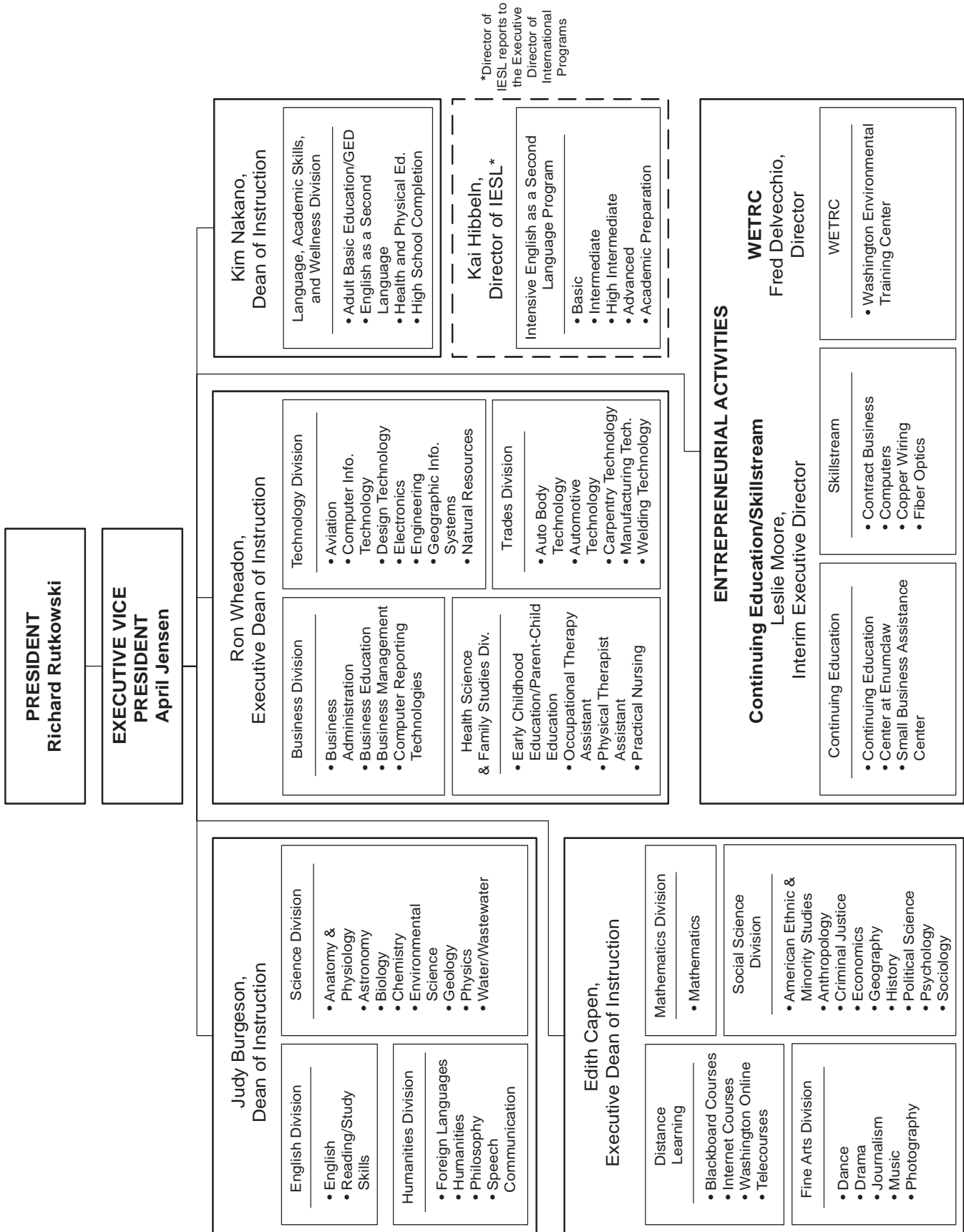


Figure 2.1 Instructional Program Organizational Structure

training designed specifically to assist TANF recipients in getting off public assistance. These customized training programs are employer driven and developed in collaboration with local Employment Security or WorkSource offices and the local health and human service departments. The College currently offers two customized training programs under WorkFirst: Cashier/Checker Training and Paraprofessional Health Care. Combined, these programs served more than 80 TANF recipients this year. The WorkFirst program also offers wage progression services to previous TANF recipients who have obtained their first job but now want a career. Wage progression services give previous TANF recipients the opportunity to attend the College at no cost to them in pursuit of a certificate or degree in an occupational area.

The Academic Support Center (ASC) (formerly known as the Help Center) provides tutoring services in many disciplines. Located on the second floor of the Holman Library, the ASC maintains a small computer lab for students to do homework and/or word processing, as well as educational software to supplement course instruction. There are also print resources and instructional videos available for student use. The center is staffed with both peer and volunteer tutors who assist over 700 students per quarter. The students served are diverse and include student athletes, special needs students referred by Disability Support Services, as well as Running Start, IESL, international students, and others.

Given fiscal constraints within the state, Green River has been fortunate to be able to respond to legitimate concerns about aging buildings on campus. A new Performing Arts Center is currently under construction, and the College has received funding for the design phase of a technology center (30,000 square feet) and for the pre-design phase of a science building to house current science and health science programs. The new construction will enable the College to respond to a growing demand for new and expanded programs in these areas. See Standard Eight for more information about these construction projects.

## 2.0 General Requirements

### 2.1 Resource Adequacy

Green River is committed to providing sufficient human, physical, and financial resources to support its

educational programs (2.A.1). In FY 01-02, 53% of the operating budget was spent on instruction. The College has a history of financial stability and has been engaged in many entrepreneurial efforts (such as increasing the number of international and Running Start students, as well as obtaining grants and private donations) to supplement the general fund budget. The general fund budget has always been stretched and the state economic outlook continues to appear grim. The legislature mandated a 3% budget reduction for FY 02-03, with the likelihood of additional reductions coming in the 03-05 biennium. Many instructional needs have been met through the College's ongoing efforts to generate additional revenue. In spite of this, some instructional needs go unmet because of inadequate funding. This includes upgrading computers and other classroom equipment, professional development and travel, and general supplies. Despite these funding challenges, faculty and staff continue to seek creative ways to offer programs and services and meet student needs. A more detailed discussion of resource adequacy can be found in Standard Seven, Section 3.0.

### 2.2 Degree Objectives, Credit, and Program Length

The College offers two transfer degrees, an Associate in Arts (AA) degree and a new Associate of Science (AS) degree. In addition, normally terminal degrees in Aviation, Criminal Justice, Early Childhood Education, and Business Education allow students some transfer options through articulation agreements negotiated by Green River faculty with faculty from the four-year state institutions. Discussions are also occurring about an Associate in Applied Science-Transfer (AAS-T) degree, which will allow a student with specified professional/technical degrees to transfer course work to selected four-year institutions. In 2000, the Associate Pre-Professional (AP-P) degree was approved to fulfill the first two years of an Elementary Education bachelor's degree with a minor in science at Central Washington University. Central Washington began offering the last two years of this bachelor's degree on the Green River campus in fall 2002 (2.A.3, 2.A.4).

The *2002-2004 Green River Community College Catalog* (Appendix 2.1) discusses the method by which credits from any regionally accredited college or university can transfer to Green River and the manner in which Green River's credits transfer to other community and four-year colleges and universities

(2.A.6, Policy 2.5). See Standard Three, Section 4.0 for more discussion about transfer credits. Based on studies done with current and prospective transfer students, courses applicable to the AA degree are now available in the late afternoon and evening to enable students to obtain their degrees at a non-traditional time. The tremendous growth in distance learning at the College, along with the introduction of hybrid offerings, has also enabled the College to serve students who otherwise might not be able to avail themselves of its services and courses (2.A.9).

The primary professional/technical degrees are the Associate in Applied Arts (AAA) and the Associate in Applied Science (AAS) degrees. Along with numerous shorter certificates, these degrees and their curricula are published in the catalog and in program information guides (PIGs). Any specific admission requirements and all graduation requirements also appear in these publications. Continuous assessment is a factor in these programs so that they remain responsive to the needs of the community and reflect the employment opportunities that exist. Since the previous self-study, the professional/technical divisions have developed many competency-based, modularized programs—most notably in Business Education, Carpentry Technology, Auto Body Technology, Automotive Technology, and Manufacturing Technology (2.A.3, 2.A.4).

### **2.3 Curriculum Design and Approval**

The faculty play a major role in the design, integrity, and implementation of the curriculum. The policies and procedures for design and approval of curriculum are clearly articulated in the Negotiated Agreement and rest with the Faculty Curriculum Review Committee (FCRC), an Instructional Council (IC) subcommittee. The Negotiated Agreement (Article IV, Sections C & D) (Appendix 4.1) outlines the process and responsibilities of the FCRC and IC. All courses offered by the College must be reviewed at least every two years and any written changes must be submitted prior to the course anniversary date (2.A.7, 2.A.11). Exhibits 4.4 and 4.5 contain IC and FCRC operating procedures/bylaws and minutes.

During this review, faculty update Course Adoption Revision forms (CARs), making sure that the programs of study are coherent and that all learning outcomes/course objectives are clearly articulated. In addition, many divisions have added at least one campus-wide

outcome to each CAR form, which also means that these outcomes are required to be in each syllabus and course that corresponds to that CAR. To ensure that every course is reviewed, Curriculum Support Services provides an annual report to the instructional deans and division chairs listing which courses are in need of review (2.A.3, 2.A.4, 2.A.5, 2.B.2). Exhibit 2.1 contains all current CAR and Program Adoption Revision (PAR) forms. These forms also are kept on file in Curriculum Support Services and in each dean of instruction's office.

### **2.4 Library Use**

Most instructional divisions incorporate library resources into their courses and programs. Faculty do this in a variety of ways, which include working one-on-one with librarians to design workshops and tours of the library that help students gather research for particular assignments, assigning students work that asks them to use the Internet or library databases, and requiring students to use the library computers to complete assignments. A few divisions do not regularly use library resources because they have extensive resource libraries housed within their own departments. These departments include Electronics, Carpentry Technology, and Natural Resources and, to some degree, Computer Reporting Technology. These collections are coordinated with the library.

In addition, the library has worked closely with departments and divisions to purchase books and materials for particular content fields. While the College has made significant improvement in its core library collection, there is still room for improvement. See Standard Five and the individual division reports in Section 5.0 of this standard for more details regarding the library and its resources.

### **2.5 Credit for Prior Learning**

The primary avenue for students to earn credit for prior experiential learning is through the credit by challenge process. Students may enroll for credit by challenge in a course with the faculty member's written approval if they believe that they have achieved the required knowledge or skills in an alternative manner. The course for which an individual student seeks credit must be one of the courses normally offered by the College, and the procedures for the award of credit must comply with established division policies. The student is

required to register for the course and satisfy all requirements established by the faculty member for the challenge. A second method by which a student can earn credit for prior experience is through the Business Education's "Credit by Advanced Standing" process (see catalog), which must be approved by the Business Division. The IC is beginning to study the implementation of prior learning assessment as recently approved by the statewide Intercollege Relations Commission (ICRC) (2.A.10, 2.G.9, Policy 2.3).

### 2.6 Program Elimination

The IC has finalized a program review process that will allow deans or divisions to call for a review of programs in difficulty. This process enables those closest to the program to explore options for improvement or elimination, and to make recommendations to the executive vice president (EVP), who has final authority. The process does not negate the long-standing ability of the dean to ask the State Board of Community and Technical Colleges (SBCTC) to review and possibly inactivate a program (2.A.12).

### 3.0 Educational Program Planning and Assessment

Green River has three main mechanisms by which to facilitate assessment: the Learning Outcomes Committee (LOC), which focuses on campus-wide instructional assessment; the Program Assessment and Improvement (PA&I) process, which focuses on five-year instructional program or department assessment; and the Office of Research and Planning, which focuses on collecting and analyzing data related to students, including their success, goal attainment, perceptions, and experiences.

During the past decade, NASCU made a number of recommendations for assessment improvements and the College now complies with Standard 2.B and Policy 2.2. Faculty have worked diligently with the administration and the college community to address these recommendations and as a result, the College has made significant improvements in the assessment of student learning. These improvements are reflected by the overall structure and organization of the assessment activities as described below.

### 3.1 Learning Outcomes Committee

The LOC is a subcommittee of the IC. For many years, the committee was known as the Instructional Assessment Committee. In 1998, the College changed the name to the Learning Outcomes Committee to better reflect the specific aspects of assessment that the committee was charged with and to clarify its role versus the role of the Office of Research and Planning. Membership continues to include one representative from all 11 divisions, one member from IESL, and two instructional administrators. The LOC most recently reviewed and revised its mission and goals in 2002. The mission of the LOC is to promote continuous improvement in the quality of teaching and learning by facilitating the identification and assessment of student learning outcomes. The LOC also serves as a training and information resource for faculty wishing to improve their teaching and to integrate and assess student learning in their individual courses, at the program level, and at the college-wide level.

The faculty at Green River agreed upon ten campus-wide learning outcomes in 1993. Since 1996, faculty have agreed to focus on four of these outcomes: written communication, responsibility, quantitative reasoning, and critical thinking. The LOC has facilitated the process of defining, integrating, and assessing these four campus-wide outcomes. By spring 2000, each division had embedded at least one of the four campus-wide outcomes into the CAR for each course in their programs. LOC members led the divisions in this process. Each division is now in the process of assessing how well students are learning these campus-wide outcomes. More details on what each division is doing to complete this assessment can be found throughout the division reports in Section 5.0 of this standard and also in the division portfolios. In spring 2001, faculty developed program specific outcomes that correspond to the four campus-wide outcomes. This allowed each program to better define and specify how a given campus-wide outcome would be learned through the various courses.

The LOC provides valuable resources and tools to the faculty to facilitate the integration of the campus-wide learning outcomes into the curriculum. Over the past several years, the LOC developed and facilitated four Summer Institutes. These were two week workshops in which faculty gathered to define a specified campus-wide outcome and create a rubric that other faculty

could adapt and use in their own courses. The LOC also sponsored a syllabus workshop at which faculty were introduced to the campus-wide outcomes and shown how to integrate them into syllabi. More recently, the LOC created a Web site that makes available to the entire college the LOC's mission and goals, the campus-wide outcomes, rubrics, and other tools. This was important because up until this point, there was no central place in which outcomes material could be found.

### 3.2 Program Assessment and Improvement

In addition to campus-wide assessment projects that have been primarily facilitated by the LOC, the Program Assessment and Improvement (PA&I) process was developed in 1998 and then revised in 2001 to help divisions assess the effectiveness of their programs. Each instructional program goes through this comprehensive review process once every five years. Program faculty, along with the division chair and dean, complete the review over a five month period as outlined by the process agreed upon in a Negotiated Agreement addendum (Exhibit 2.2). The review team then meets with Research and Planning staff and the EVP to discuss the strengths and challenges of the program and outline a plan for improvement.

To date, 26 instructional programs (approximately one-half) have completed the PA&I (see Exhibit 2.3 for completed PA&Is). The remaining programs will go through the PA&I over the next three academic years. This period is longer than the five-year cycle first identified because the instructional programs did not engage in the PA&I process for a two-year period as the process was being revised and a formal agreement reached between the United Faculty and the administration. The PA&I schedule is provided in Appendix 2.3.

### 3.3 Research and Planning

The final mechanism by which Green River assesses its overall effectiveness is through its institutional research efforts. The Office of Research and Planning (previously described in Standard One) is the office that leads and organizes these efforts. Two full-time staff (director of institutional effectiveness and research specialist) create, administer, record, and analyze surveys and assessments that primarily focus on students. Specifically, they gather data on student and

alumni satisfaction, graduation rates, transfer rates, student profiles, retention rates, employment after graduating, etc. Results of findings are distributed to the college community in a variety of ways including e-mail, the Web site, the *Report Card* series, and the *Report to the Community* (as previously described in Standard One) (Appendix 1.2, Exhibit 1.2). The Institutional Effectiveness (IE) Committee, a college-wide committee charged with evaluating and reviewing the College's institutional research, planning, and evaluation processes, also reviews and assesses the data. Research and Planning staff work with various departments and divisions to interpret the results of various studies, conduct follow-up research as requested, and use these data for planning and decision-making.

### 3.4 Analysis and Appraisal

These three assessment mechanisms (LOC, PA&I, and Institutional Research) have allowed the College to assess student learning at the institutional, programmatic, and course levels. As a result, the assessment efforts at Green River are more coordinated and comprehensive than ever before. While the College continues to make significant improvements in this area, the road has not always been smooth. Issues include confusion about the differences between the functions of the LOC and the IE Committee, the role of the PA&I as opposed to the campus-wide outcomes, and the lack of time available to fully implement the various assessments.

The main reason for the major revision to the PA&I process was to streamline it for efficiency. Faculty completing the process in 1998 and 1999 indicated that it was cumbersome and created a lot of duplicate work for them. Today, faculty and staff report that the revised process is a significant improvement. The process is more streamlined and focuses on outcomes. The new format is also geared toward continuous improvement by including an agreed upon action plan to address the challenges identified as part of the process.

With regard to the campus-wide outcomes, all divisions and faculty members need to assess them regularly. Most divisions are doing this, but some are still resistant to assessment and/or are inconsistent in their efforts. The College also needs to establish a way to have divisions report assessment projects and findings back to the larger college community. This would allow for

an overall review as the individual units of the College would be able to communicate and problem-solve on a larger level. Assessment needs to be better integrated into the hiring, orientation/training, and tenure processes to ensure that new faculty understand and participate in the assessment work of the College. Finally, part-time faculty need to be more involved in assessment activities. This is challenging because many part-time faculty teach at various colleges and are often not available to participate in the various training opportunities offered.

**Strength:**

- After many years of struggling, the College finally has well-established mechanisms that effectively address assessment.

**Challenges:**

- Faculty and staff must continually strive to make assessment relevant.
- Assessment activities tend to be time consuming, often making them difficult to implement.

**Improvement Plans:**

- The College will continue implementing PA&I and all instructional programs will have completed the process by AY 05-06.
- The College will clarify and communicate the role of the LOC and Research and Planning to the college community.

## 4.0 Undergraduate Program

### 4.1 General Education and Related Instruction

The Intercollege Relations Commission (ICRC) has established a core of general education requirements for all transfer degrees in the state of Washington.

Essentially, the ICRC transfer agreements ensure that a student who completes an AA degree at a community college in Washington will have satisfied all or most of the basic general education requirements at the state four-year institutions. This means, generally, that AA degree transfer students who have completed appropriate major prerequisite course work can begin work on their specialized, major-area course work as soon as they transfer. Green River subscribes to the guidelines of the ICRC and places basic skills—including written communication, quantitative skills,

English/fine arts/humanities, social sciences, and science/math—within its AA degree (2.C.1, 2.C.2, 2.C.3). See the catalog (Appendix 2.1) for additional details. In addition to the catalog, the requirements are published in various flyers and are regularly examined and revised. Most recently, the faculty voted to reduce the number of required disciplines within the science/math area from three to two, thus allowing more opportunity for specialization by students in science-related majors. In fall 2000, the faculty comprising the three major distribution areas and the two basic skills areas decided together on common learning outcomes and designed assessment activities for those areas.

In a similar fashion, the ICRC has also prescribed general education requirements for the newly adopted AS degree. This degree allows students to begin specific major-area course work during freshman and sophomore years by reducing the number of general education courses that they must take. The general education requirements, however, are not waived and must be completed prior to students earning a bachelor's degree (2.C.1, 2.C.2, 2.C.3). See the catalog for additional details.

All professional/technical degrees and certificates of 45 credits or more have a related instruction component that encompasses written and oral communication, computation, and human relations. Whereas the human relations component may be embedded within a program's core course work, stand-alone classes that are taught by faculty from the English, Humanities, and Math divisions satisfy the communication and computation requirements. In spring 1999, faculty and instructional administrators began a comprehensive review of the course work that meets the related instruction requirements. As a result, the number of courses that qualify for the written communication requirement was broadened, and new computation courses were developed by the math faculty to meet the specific needs of Practical Nursing and Trades Division students. During AY 02-03, the committee is resuming its work, investigating courses that currently satisfy the human relations requirement (2.C.1, Policy 2.1).

Green River maintains an open-door admissions policy and developmental or remedial coursework is not required for admission. Four professional/technical programs have special entrance requirements and prerequisites that students must complete prior to beginning these programs of study. These are Practical



Nursing, Occupational Therapy Assistant, Physical Therapist Assistant, and Water Supply/Wastewater Technology. Qualifications for admission to the institution and these specialized programs are clearly articulated in the catalog, PIGs, and the Web site (2.C.6).

#### 4.2 Transfer Credit

Green River's policies for the transfer and acceptance of credit are clearly articulated (2.C.4) and in compliance with Policy 2.5. Further discussion of transfer credit can be found in Section 4.1 of this standard and Standard Three, Sections 4.0 and 5.1.

#### 4.3 Advising

Green River maintains an effective academic advising program (2.C.5). Further discussion about advising can be found in Standard Four, Section 3.0 and Standard Three, Section 5.2.

#### 4.4 Faculty

Green River's faculty is adequate for the educational levels offered (2.C.7), although there is ongoing concern, as at other Washington colleges, about the full-time to part-time faculty ratio. Further discussion can be found in Standard Four, Section 2.0. A faculty profile and the number and source of degrees are contained in Standard Four, Tables 4.1 and 4.2. Detailed faculty qualifications, experience, and expertise are summarized in each division portfolio. Finally, Standard Four, Section 5.0 contains a comprehensive overview of part-time faculty.

### 5.0 Instructional Divisions

#### 5.1 Organizational Overview

The instructional program (state supported) is divided into 11 divisions at Green River that are each under guidance from one of 11 division chairs and four instructional deans. Six divisions offer primarily academic courses (Fine Arts, Math, Social Science, English, Humanities, and Science). Four others offer various professional/technical programs (Business, Health Sciences & Family Studies, Technology, and Trades) and one offers primarily basic skills courses (L.A.W.). Note that Social Science and Science each

house one professional/technical program (Criminal Justice and Water/Wastewater Technology, respectively) and Business and L.A.W. also offer some academic courses (accounting and physical education). Table 2.1 contains a summary of enrollment by division and program area. Appendix 2.2 contains a list of full-time faculty assigned to each division by teaching assignment.

#### Transfer Divisions

#### 5.2 Fine Arts Division

The Fine Arts Division offers instruction in art, dance, drama, journalism (print, including the student newspaper, *The Current*, and broadcasting, including KGRG-FM and KENU-AM), music, and photography. This core program is similar to most liberal arts programs at four-year universities. In addition, many courses are offered to serve individuals pursuing their own personal development. Faculty believe in transmitting the highest level of aesthetic awareness to students. The philosophy, mission, and goals are published in the policies and procedures of the Fine Arts Division (Spring 2000) and are available in the division portfolio (2.A.2).

Fine Arts illustrates a continuing commitment to high standards in a variety of ways. In addition to ongoing assessment of student work, faculty periodically bring in working professionals to provide students with different views, assessments, philosophies, and methodologies. As art and journalism faculty have retired, new faculty have updated curricula and added courses, and in broadcasting and journalism, students are required to adhere to professional standards. The broadcasting department regularly seeks program improvement suggestions from its advisory committee. Faculty encourage students, as a measure of achievement and as a learning experience, toward professional exhibitions, auditions, publication, and performance.

Faculty achieve coherent program design through periodic assessment of course and program learning outcomes in conjunction with state boards, advisory boards, working professionals, and membership in professional organizations. Regular meetings of faculty address the issues of course and program ideas, outcomes, short and long-term planning, new courses,

Table 2.1 Enrollment Summary (AY 01-02)

	ENR	CREHRS	FTEs	SFR
<b>Fine Arts Division</b>				
Art	1,044	5,064	112.5	22.1
Dance	165	495	11.0	14.2
Drama	410	2,050	45.6	25.2
Journalism	722	3,004	66.7	19.8
Music	815	3,106	69.0	25.7
Photography	808	4,040	89.8	18.6
<b>Mathematics Division</b>				
Mathematics	6,959	34,151	758.9	28.7
<b>Social Science Division</b>				
American Ethnic & Minority Studies	133	665	14.8	32.8
Anthropology	886	4,430	98.4	33.8
Criminal Justice	715	3,571	79.4	36.2
Economics	441	2,205	49.0	24.6
Geography	525	2,613	58.1	32.7
History	1,814	8,794	195.4	29.8
Political Science	489	2,441	54.2	30.5
Psychology	2,164	10,818	240.4	30.9
Sociology	1,156	5,780	128.4	31.2
Other	29	145	3.2	24.8
<b>English Division</b>				
English	5,570	26,851	596.7	21.0
Reading/Study Skills	877	4,385	97.4	20.4
<b>Humanities Division</b>				
Foreign Languages	1,180	5,628	125.1	22.3
Humanities	488	2,440	54.2	32.6
Philosophy	1,363	6,815	151.4	24.7
Speech Communication	1,473	7,362	163.6	25.4
<b>Science Division</b>				
Anatomy and Physiology	758	3,694	82.1	19.8
Astronomy	264	1,320	29.3	40.2
Biology	756	3,824	85.0	18.5
Chemistry	887	4,454	99.0	20.0
Environmental Science	43	215	4.8	21.7
Geology	415	2,025	45.0	20.7
Interdisciplinary Science	82	410	9.1	10.3
Physics	610	3,027	67.3	17.7
Water/Wastewater Technology	181	498	11.1	8.2
<b>Business Division</b>				
Business Administration	1,545	7,701	171.1	27.4
Business Education	2,457	11,340	252.0	21.2
Business Management	552	2,366	52.6	23.0
Computer Reporting Technologies	276	2,071	46.0	10.5
<b>Health Sciences &amp; Family Studies Division</b>				
Early Childhood Education/ Parent Education	1,959	4,280	95.1	11.8
Practical Nursing	439	1,630	36.2	8.6
Occupational Therapy Assistant	137	511	11.3	5.7
Physical Therapist Assistant	345	991	22.0	10.4
Other	780	3,006	66.8	15.2
<b>Technology Division</b>				
Aviation	605	2,986	66.3	19.0
Computer Information Technology	796	3,752	83.4	14.8
Design Technology	437	2,269	50.4	13.8
Electronics	46	228	5.1	4.7
Engineering	345	1,259	28.0	16.9
Geographic Information Systems	106	470	10.4	10.5
Natural Resources	341	1,684	37.4	13.3
Other	377	1,742	38.7	15.3
<b>Trades Division</b>				
Auto Body Technology	262	1,847	41.1	21.9
Automotive Technology	465	2,328	52.7	16.2
Carpentry Technology	191	1,114	24.8	13.7
Manufacturing Technology	79	850	18.9	8.4
Welding Technology	336	1,650	36.7	13.9
<b>L.A.W. Division</b>				
Adult Basic Education/GED	4,901	23,558	523.5	33.4
English as a Second Language	2,538	23,447	521.0	24.1
High School Completion	na	na	na	na
Health and Physical Education	4,065	7,585	168.6	22.5
<b>Intensive English as a Second Language<sup>1</sup></b>				
Basic	24	160	10.7	8.0
Intermediate	57	380	25.3	11.2
High Intermediate	72	480	32.0	12.1
Advanced	132	880	58.7	14.7
Academic Preparation	74	500	33.3	12.5

<sup>1</sup> Data for IESL is only reported for spring quarter due to restructuring of program curriculum.

additional faculty, equipment, and facilities. Implementing the campus-wide learning outcomes into all courses has ensured coherent programs of study in each department (2.A.3, 2.B.1).

Fine Arts has published learning outcomes which are described more fully in the division portfolio. Faculty members have established learning outcomes and a means for assessing student achievement, which may include faculty, peer, and/or outside evaluators for each course. Assessment for most courses is achieved through extensive examination and analysis of portfolios of student work for each course and over time (2.B.1, 2.B.2).

### 5.2.1 Analysis and Appraisal

Approximately half of the students enrolled in fine arts courses intend to transfer to a four-year college while the other half are seeking personal or career development, according to a 1999 division survey. With the exception of AYs 00-02, the division has experienced a steady increase in enrollment and has exceeded its enrollment goals. This decline can be attributed to the phasing out of the Multimedia Design certificate program. Faculty concluded, based on the various assessments, that that program had become obsolete and placed it on inactive status.

Recently completed assessment projects and activities have led to the improvement of teaching and learning. On a division level, the learning outcomes adopted by the faculty have increased the overall quality of courses through a unification of goals and reinforcement of the campus-wide learning outcomes. On a course level, assessment activities and student feedback have helped to improve teaching in the areas of pace, course materials, learning styles, class format, use of small groups, quizzes, and visual resources (2.B.3).

Specific improvements in art, drama, music, and photography are also noteworthy. Music now has specialized computer labs and drama offers several distance education classes. Based on an advisory committee recommendation, broadcasting curriculum expanded to include an all-digital format at KENU-AM. In conjunction with the Helen S. Smith Gallery, located on campus, the art and photography departments conduct a monthly visiting artist lecture. Journalism has increased educational opportunities through new course offerings and partnerships with professional media

entities such as the Society of Professional Journalists. Dance now works with a professional choreographer each spring quarter whose work culminates in a live performance (2.A.1, 2.B.3).

Faculty in art and photography are concerned about the adequacy of book resources on contemporary art from diverse cultures in the Holman Library. Students have primarily relied on Internet research to obtain information for assignments. The division is currently working with library staff to acquire new books, videos, films, and sound equipment for all departments within the division (2.A.8).

#### **Strengths:**

- The core curriculum, including advanced level courses and integrated technology-based courses, plays a major role in defining the quality of instruction provided by the Fine Arts Division.
- Since the division outcomes have been established, students are aware of what outcome a course or assignment is intended to meet. Students also demonstrate the intended outcomes as assessed through student portfolios.

#### **Challenges:**

- 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.
- Part-time faculty are not always accepting of the established program and campus-wide outcomes.

#### **Improvement Plans:**

- Faculty will gather more assessment data to add to current anecdotal data. If needed, they will ask Research and Planning for assistance.
- Full-time faculty will integrate outcomes by incorporating these into the hiring interview, encouraging new faculty to attend activities connected with learning outcomes, and involving them in the creation and revision of learning outcomes.

### 5.3 Mathematics Division

Promoting student success in math is the primary mission of the Math Division. To achieve this, the division strives to provide a variety of courses and

services to meet the needs of students and the community. The division offers two full years of college math beginning with calculus. Additionally, the division offers an evening math program that extends through the first year of calculus. In winter 1999, the division created and offered its first distance learning course for one of the current developmental level math courses (2.A.1, 2.A.3, 2.A.9).

The division offers a variety of courses with a broad selection of times and flexible scheduling formats to meet the needs of students in Practical Nursing, Education, Natural Resources, Engineering, Business, and Manufacturing Technology programs. Currently, the division offers several technical math courses, a full series of business math courses during the evening hours, and a contemporary math course designed for liberal arts students, which fulfills the quantitative skills requirements. In addition, several faculty have worked with the Business Division to ensure that course offerings continue to fulfill their degree requirements and complement their schedule (2.A.1, 2.A.3, 2.A.9).

The College received a NSF grant in 1998 to establish the Project TEACH program. As a result, faculty have developed and taught three new courses specifically for students planning to major in Elementary Education. The first course (developed and first taught in 1996) covers basic number theory, the second course (developed and first taught in 1999) covers geometry topics, and the third course (developed and taught in 2001) encompasses probability and statistics. Several faculty have also developed an AP-P degree for these students (2.A.1, 2.A.3, 2.A.9).

The Math Learning Center (MLC) has also been a valuable resource for the division over the past eight years. Beginning in 1993, the MLC (formerly the Math Clinic and the Math Lab) began a series of important transformations. At that time, the facility was used exclusively for teaching self-paced developmental math courses. A study of the success rate of students in this self-paced environment showed poor results and faculty wanted a facility that would serve faculty and math students. With that, the facility was transformed into the MLC, which now records about 2,600 student visits each quarter. The self-paced courses were replaced with a computer-mediated option, Academic Systems, which is now taught in a different facility. Current resources include computers with math courseware, instructional videos, textbooks, other printed materials, and

calculator rentals. In 1999, the division hired one of its part-time faculty as new director of the MLC. The director attends all division meetings to report on the MLC and to seek division input about future enhancements (2.A.1, 2.B.1, 2.B.3).

In 1996, the division opened a math lab classroom at the Center at Enumclaw. This lab initially offered five different developmental level courses taught in an independent study format. Computer-aided instruction and college-level math lecture courses are gradually being phased in for the Enumclaw students as well (2.A.1, 2.A.3, 2.A.9).

During AY 00-01, the Math Division added several developmental level math courses in a flexible-schedule, computer-aided learning environment. With the addition of a new math computer lab, overseen by a full-time faculty member, over 300 students use the lab every quarter as a flexible alternative to a traditional lecture course. Course offerings are designed to accommodate student schedules and are typically offered from 8 a.m. until 7 p.m. (2.A.1, 2.A.3, 2.A.9).

The quantitative reasoning and critical thinking campus-wide learning outcomes have been incorporated into division courses and are published in course syllabi. Faculty believe that individual faculty assessment of student performance is the single best method to determine if students are achieving the outcomes. Faculty agree that the core competencies of the program support the quantitative reasoning outcome and are still working on the assessment process for critical thinking (2.B.2).

The division continues to use technology as a teaching tool by equipping math classrooms with a computer, digital projectors, and calculator display projectors. To further advocate the use of technology, the division adopted a technology policy in 2001, which is available in the division portfolio.

### 5.3.1 Analysis and Appraisal

The Math Division continues to increase the educational options available to students. The developmental math course offered via distance delivery has been successfully offered each quarter since 1999 and has consistently achieved student performance and retention levels comparable to corresponding lecture courses. The Math Computer Lab on the main campus and Math Lab classroom in Enumclaw are heavily used.

A Math faculty member serves on the Related Instruction Committee. Through this committee, the division has been able to collaboratively resolve problems with the computation-related instruction requirement. As part of a commitment to student success, the division continues to ensure that students are placed at the appropriate math level. Efforts include one-on-one student advising, placement testing, and commitment to transfer and/or overload misplaced students into alternative classes. The faculty began using the Gate Test in the mid 1990s as a second-level placement tool. Students who believe they have been placed in the wrong math class are given the Gate Test for the next math class in the sequence. If their score is sufficiently high, the instructor in the higher course may waive the prerequisite requirement. Proper placement allows students to better meet the quantitative reasoning learning outcome. The division published a flowchart of division course offerings to help students understand what math course sequences would best meet their academic goals and needs (see division portfolio). Advisors use this flowchart as a visual reference tool to assist students as they prepare to register for classes (2.A.1, 2.A.3, 2.B.2, 2.B.3).

Based on assessment activities, the faculty have restructured many of the courses. Course revisions have included moving the content from one course to another course, incorporating additional delivery methods (i.e. online courses), and adapting textbooks that reflect the “reform” approach to math. Additionally, the division identified and analyzed areas of student academic weakness and faculty have been encouraged to adapt their teaching to help students achieve mastery of the identified concepts (2.B.3).

Although the various measures used gave the faculty a snapshot of student performance, they were not comprehensive enough to give a clear picture. As a result, faculty determined that the assessment tools should be expanded, while paying careful attention to those that might cause faculty workloads to significantly increase. To this end, the division submitted a proposal to the NSF in November 2001 requesting funding for an Assessment of Student Achievement in Undergraduate Education (ASUE) grant, but it was not funded. The plan was to develop a comprehensive assessment tool that would allow the division to better track collective student performance over time and to better assess the effectiveness of the

overall program. This work will continue to be addressed in the future (2.B.3).

**Strengths:**

- Since Project TEACH began, division members have been at the forefront of math and science teacher education programs.
- Green River is the only community college in Washington with a comprehensive Math Learning Center that serves all math students and faculty.
- The adoption of well-defined goals has concentrated the division’s sights on specific and measurable focus areas.
- The division has successfully increased the educational options available to math students.

**Challenge:**

- It is difficult to keep up with the demand for math classes. Increasing retirements at surrounding colleges and high demand in the technology industry for individuals with advanced degrees in math have led to a shortage of qualified faculty.

**Improvement Plans:**

- The division will continue to pursue the ASUE grant so that it can implement additional assessment processes.
- The division continues to strive to meet its goal of having 67-70% of all courses taught by full-time faculty.

#### 5.4 Social Science Division

The Social Science Division offers traditional college transfer classes in American ethnic minority studies, anthropology, economics, geography, history, political science, psychology, and sociology. The division also offers classes in behavioral science that focus specifically on helping students with self-understanding and self-development. Finally, the division is home to the Criminal Justice and Forensic Technology programs that offer an AAS degree as well as various certificate programs.

The Social Science Division plays an essential role in fulfilling the mission of the College. Division courses fulfill distribution requirements for the AA degree, prepare students transferring in social science majors,

and provide professional/technical preparation in criminal justice. Through its offerings, the division helps students develop critical thinking skills, communication skills, and intellectual independence as they learn to analyze human behavior and institutions from various social science perspectives. In addition, the courses offered help students develop a better understanding of self, an increased insight into diverse cultures and points of view, and a better understanding of what it means to live in a global community (2.A.1, 2.A.2).

The division has conducted periodic reviews of its offerings since 1993. Some of these involve assessments of the relevance and adequacy of course offerings at the department level. Some departments have made considerable effort to achieve greater integrity of offerings by working toward a common core of outcomes in all sections of their classes. Departments with a large number of part-time faculty have made an effort to keep them informed of common expectations regarding discipline-specific learning outcomes as well as the campus-wide learning outcomes (2.A.1, 2.A.3, 2.B.1).

Based on the review of course offerings, the division has developed many telecourses and online courses. In fact, the Social Science Division pioneered the development of faculty-generated online classes at Green River. Members of the division offer their own online classes in history, psychology, anthropology, geography, and sociology (2.A.1, 2.A.3, 2.A.9).

The Social Science Division incorporates outcomes into its program of study. From 1998-2000, the division developed a provisional set of learning outcomes specifically related to the social science component of the AA degree (2.B.2). Currently, most assessment of program outcomes has taken place at the department or individual class level. Faculty have focused on evaluating the extent to which students are learning the discipline-specific outcomes using a variety of techniques from traditional objective and essay examinations, to oral presentations, in-class group work, out-of-class essay assignments, online assignments, and various term projects. Some faculty have devised grading rubrics to improve the quality of feedback students receive and, in particular, to help students evaluate and improve their writing. One instructor has instituted individual conferences twice a quarter where a student's work is assessed (2.B.1).

Further details regarding assessment are available in the division portfolio.

#### 5.4.1 Analysis and Appraisal

The most extensive programmatic changes have occurred in the Criminal Justice program, formerly known as Law Enforcement. The current faculty member in this area has completely revised the program to reflect changes in law enforcement professions. In addition to the professional/technical degree offered, some classes may transfer as part of a four-year academic degree with a professional emphasis. Faculty also added many specialized classes and various certificate options in corrections, fingerprint technology, and law enforcement (2.A.1, 2.A.3).

The Social Science Division has been able to achieve significant improvement in information technology. Many social science classrooms now have installed monitors and video tape players to support enhanced audio-visual instruction, as well as wiring to accommodate computer-based instructional methodologies. Currently, four classrooms are fully equipped with a computer and digital projectors to support this technology (2.A.1).

While faculty from different areas of expertise within social sciences are still clarifying outcomes, the campus-wide outcomes provide a starting place for further discussion and clarification. The outcomes also provide the division with something to use as it begins the process of assessing student performance at a program level. The division has gone forward with a project to assess how students in social science classes are demonstrating competency with the campus-wide outcome of responsibility. That effort will continue through at least AY 02-03. Further details about this assessment project are contained in the division portfolio.

Division discussions about core concepts and outcomes for the social sciences have been fruitful, yet challenging. The task has been made even more problematic with recent developments in cognitive psychology, evolutionary anthropology, and other fields that are challenging what is increasingly referred to as a "standard social science model." Other than in Criminal Justice and Forensic Technology, the faculty struggle to determine what is the "social science program." Further discussion and clarification of this issue will need to

take place before the division can fully move forward with assessing its program (2.B.2).

**Strengths:**

- The Social Science Division is a leader in offering distance classes to non-traditional students and those who need educational opportunities not bound by time or place.
- Faculty can demonstrate that both the recently adopted social science outcomes and two or more of the campus-wide outcomes are being addressed and evaluated.

**Challenges:**

- Faculty have discovered that explicitly stating the core learnings and outcomes in common as social scientists is not an easy task.
- Assessing the degree to which outcomes are achieved can be difficult, as whatever instruments or measures developed must be reliable and valid.

**Improvement Plans:**

- Within the next three years, the division will complete equipping all social science classrooms with computers and projectors.
- The division will reach agreement on a final list of the core social science concepts and outcomes, and assess the degree to which they have been accomplished among groups of students who have taken one, two, or three social science classes chosen from an array of options.

## 5.5 English Division

Beginning in fall 2002, the reading/study skills faculty were reassigned to the English Division. Prior to this, they were organizationally located under the L.A.W. Division. Acting upon a recommendation coming from both divisions during the self-study process, the EVP approved this move. After five years of being separated, both the English and reading/study skills faculty look forward to working more closely in coordinating the teaching of reading and writing. In the end, this change will benefit students by offering a more coherent program of study (2.A.1, 2.A.3). Because the move was relatively new at the time of this writing, the division has not had adequate time to fully integrate reading/study skills into the division and to write one self-study

that speaks to both. For clarity purposes, the English Division recommended keeping reading/study skills as a separate section within this division report.

The division has expended a great deal of time and energy developing and publishing a mission statement, a set of division goals, and specific outcomes for both its writing and literature programs over the past few years. These achievements have been important because they provide the structure by which to assess and guide the division. The division plans on spending more time over the remainder of AY 02-03 to fully integrate reading/study skills into the division, including making necessary changes to the mission and goals (2.A.1, 2.A.3, 2.B.2).

### 5.5.1 English

The mission of the English Division is to fulfill the college commitment to teaching students writing, basic skills, critical thinking, and cultural literacy by offering required and elective courses to serve a range of needs and competencies. The division seeks to offer an innovative curriculum, including a full spectrum of writing and literature courses, encouraging cultural understanding, historical appreciation, and cultural insight. Recognizing the diversity of students, the division supports academic transfer, professional/technical, certificate, and special community and business needs, including the development of and participation in programs on campus, at satellite locations, and via distance learning (2.A.1, 2.A.3).

The division offers multiple sections of many of its courses throughout the instructional day. Several sections of composition courses are available during both the day and evening, and, despite the risk of cancellation by the administration for low enrollment, at least one literature class is scheduled in the evening each quarter so evening students can fulfill humanities requirements for the AA degree. The division also offers coursework for the professional/technical programs so students can fulfill their related instruction requirements (2.A.3, 2.A.9).

In the last ten years, the English Division has significantly expanded its distance education offerings. The division has been at the forefront of the development of distance education courses, and one of its members was appointed as the first director of the distance learning program at Green River. Internet

course offerings include: English 100, 102, 110, 111, 112, and 113. Faculty are currently developing online literature courses in detective fiction, Shakespeare, and poetry (2.A.3, 2.A.9).

In cooperation with other divisions, the English faculty offer coordinated studies classes, which help to break down the artificial barriers between writing and language skills and the materials to which those skills are applied. Some examples of team-taught courses in which the division has participated include English Composition and Speech; English Composition and the American Environment; English Composition, History, and Biology; and English Composition and Philosophy. English faculty have also taught self-coordinated courses in English Composition and Myth, and English Composition and African-American Literature (2.A.3).

Because the division provides courses that support a variety of degree and certificate programs, it develops courses relevant and appropriate to the populations it serves. In 1999, a faculty position was created to focus on developing courses which would support the professional/technical degree programs. As a result, the division developed English 102, a composition course specifically designed to meet the needs of several two-year programs including Carpentry Technology, Automotive Technology, and Design Technology. This instructor meets regularly with professional/technical faculty to tailor and modify the course as needed (2.A.1, 2.A.3).

All entering students take the COMPASS assessment in writing and reading to identify the English courses from which they are most likely to benefit. The English Division annually reviews the “cutoff” scores for placement in various courses to determine whether those scores are accurate predictors of student performance (2.A.1, 2.A.3).

The division supports assessment initiatives that embrace student responsibility, communication, critical thinking, and global understanding. Faculty are also committed to the ongoing enhancement of the division itself through student and peer evaluation, self-assessment, and professional development in order to ensure the quality, relevance, and effectiveness of the curriculum. Working with the LOC, the division developed a series of specific outcomes for the writing courses offered (see portfolio). The division has

established a process by which one of these outcomes is evaluated at least once a year by a subcommittee using randomly selected papers from all second level English writing courses. At this point, the division has worked to evaluate how well students in writing classes have learned documentation skills and development of a controlling thesis.

In fall 2000, the division, working with the Fine Arts and Humanities divisions, identified eight outcomes specific to the humanities courses within the distribution area for the AA degree (see portfolio). In fall 2001, the division keyed all of its literature classes to the eight outcomes (2.A.1, 2.B.2, 2.B.1).

In order to continue to develop their skills and talents and to stay in touch with current research, scholarship, and instructional techniques, faculty participate in conferences, local in-service projects, workshops, and seminars at other two-year and four-year colleges. English Division faculty are active in a number of professional organizations. In addition, two faculty and the dean have been honored by inclusion in *Who's Who of American Teachers*. Faculty also encourage each other to take part in faculty development projects and make use of sabbatical leaves. Several have participated in international exchanges and have taught abroad (2.A.1, 2.C.7).

#### 5.5.1.1 Analysis and Appraisal

In the last accreditation report, the English Division stated that its technological resources were “taxed.” Since that report, the division has seen an improvement in the availability of computer technology. Even though there have been enhancements, resources are still inadequate to meet the rapidly growing needs of an increasingly underprepared student population (2.A.1).

Since 1998, the division has held a series of working roundtables in which all faculty (full and part-time) gathered to review the course syllabi for English writing courses. These meetings have been productive and have helped the division revise its CARs, fostered communication between full and part-time instructors, and provided a forum in which faculty were able to share ideas and techniques. In recent years, the division has hired a number of new part-time faculty, and the roundtable sessions familiarize them with the division’s work (2.A.1, 2.B.1, 2.B.2, 2.B.3).



Since 1993, the division has seen an increase in the number of immigrant, refugee, and English as a Second Language students as well as a 150% increase in academic international students. This places increased demands on the division. Non-native speakers, even those at appropriate skill levels for college courses, often require extra time and attention because they still struggle with converting basic language skills into reading, listening, speaking, and writing proficiency.

The division has also felt the effects of the large increase in the number of Running Start students. As a result, faculty occasionally face classes with Running Start students making up over 60% of the roster. While these students are often academically prepared, many lack the emotional, social, or intellectual maturity necessary to successfully meet the increased responsibilities of college studies. This results in the need for extra guidance outside of class. A more comprehensive college orientation could help these students develop the social and cultural awareness needed to be successful in college (2.A.1).

Due to these changing demographics, the division contends that it is faced with an impossible choice between altering course content and standards to accommodate these students or compromising on delivery of their needs. The result is often a loss of quality and content in the course for all students.

The skills of the current student body also underscore the need for an English Writing Center. The appropriation of roughly \$5,000 to develop RLC 113 as a computer-assisted English learning center, in tandem with enrollment in English 92/103, provides an excellent basis for beginning the process of establishing such a writing center, but it is not enough. The English Division strongly recommends that additional instructional and financial resources be allocated to realize this goal.

The overall population of students has increased dramatically without a proportional increase in the number of full-time faculty. Hence, the division is required to rely on the services of part-time faculty, who currently teach over 50% of English course offerings. This raises serious concerns about the cohesiveness of the division and its ability to conduct effective outcomes assessment discussions (2.A.1, 2.B.3, 2.C.7).

### **Strengths:**

- The English Division offers a quality, integrated writing program that meets the needs of other programs/divisions despite new challenges in the last few years.
- The division has a clearly articulated mission and set of goals.
- The division has made significant progress in the area of assessment including the development of course-specific outcomes, identification of outcomes specific to the humanities distribution, and the integration of the campus-wide outcomes into course syllabi.
- The division has seen significant improvement in student preparedness due to careful adjustments of placements/prerequisites and the requirement of reading competencies.

### **Challenges:**

- The English Division must balance the need to meet FTE targets while at the same time maintaining academic delivery standards and quality education.
- Division communication is far more difficult since part-time faculty, by necessity, cannot be on campus outside of class time and cannot be expected to participate in roundtable sessions and other events designed to stimulate discussion and work towards a unified sense of course and program goals.

### **Improvement Plans:**

- The division plans to establish a roundtable format with all literature faculty each spring to discuss and evaluate the literature offerings from the previous year when measured against the division's stated outcomes.
- A committee within the English Division will continue to research writing center models, with the goal of developing a center staffed with tutors trained and supervised by English faculty.
- The English Division will continue to support its faculty who teach online courses, in relation to curriculum development, assessment, etc.
- In spring 2003, the division will begin a process by which a subcommittee of the division will evaluate one literature outcome per quarter in order to assess

how the literature courses are meeting the humanities outcomes.

- The division will reintegrate reading/study skills into the English Division.

### 5.5.2 Reading/Study Skills

The reading/study skills faculty are committed to increasing the ability to read and study effectively by providing students with the opportunity to acquire reading/study skill strategies and techniques that will improve their reading comprehension, critical thinking, personal management, and academic performance. The goals of the reading/study skills courses are related to the college mission and values and the campus-wide outcomes (2.A.2).

One goal is to facilitate the movement of students from ABE/ESL to the developmental level or college-level reading classes. In fall 2001, ABE, ESL, and reading/study skills faculty discussed how to best serve the students moving from ESL to ABE and/or Reading 094 classes. Access to Reading 094 classes was examined, and faculty agreed to institute a minimum entry reading COMPASS score. Faculty continue to use the Nelson Denny Reading Test as a secondary test in a further attempt to ensure accurate placement (2.A.1, 2.A.2, 2.A.3, 2.B.1, 2.B.3).

In addition, reading/study skills faculty want to help smooth the transition for students as they move to other programs like IESL and developmental English and math courses. In fall 2001, a “basic skills” group of faculty and educational planners met to discuss ways to better serve students transitioning from ESL/ABE/IESL to developmental reading, math, and English classes. The meetings gave the reading faculty an opportunity to discover and confirm the skills math and English faculty expect of incoming students. It also provided an opportunity for faculty from all the areas to emphasize to educational planners the importance of study skills instruction (2.A.1, 2.A.3).

All reading and study skills courses focus primarily on the campus-wide outcomes of critical thinking and responsibility. Over the past three years, faculty revised class syllabi to include the campus-wide outcomes, content-specific outcomes, as well as specific ways students can demonstrate mastery of the required skills and outcomes. More information on assessment is

available in the division portfolio (2.B.1, 2.B.2).

In support of the College’s diversity goal identified in the strategic plan, reading/study skills faculty are committed to creating an environment that is beneficial to all learners. Steps taken include the establishment of a multicultural library. In addition, diversity awareness and cultural competency curriculum materials including books, videos, DVDs, posters, and teaching units have been purchased for use in the reading and study skills courses (2.A.2, 2.A.8).

Use of the library and multimedia resources has steadily increased, as has the use of instructional technology. Currently, classes are given library orientations, faculty use computer classrooms in the library for teaching students research strategies, and students use multimedia carts for presentations in reading courses. Faculty have also incorporated use of the Academic Support Center computer lab to complement classroom instruction (2.A.8).

#### 5.5.2.1 Analysis and Appraisal

As a result of assessment, a new text was adopted for all Reading 094 classes, which more clearly addresses reading/study skills and techniques. In addition, faculty are creating a more authentic textbook assessment to demonstrate that students can use reading as a tool for learning and thinking critically. Finally, an end-of-term student survey has been developed for use by the reading classes. Initial student response indicates that the majority of students feel the textbook reading and study strategies instruction is worthwhile. Students also appreciate the speed-reading and group work components of the class. However, many also indicated dissatisfaction with one of the Reading 104 textbooks. As a result, faculty chose another book that they believe better develops the type of reading skills students will need to succeed in English 110 and beyond (2.A.1, 2.A.3, 2.B.3).

The reading/study skills faculty are well aware of the educational benefits of integrating skill-building courses with content courses. Attempts have been made to offer such combination courses with the English Division in the past, but these attempts have not met with success. Now that reading/study skills and English are combined, it is the division’s hope that these efforts will meet with more success.

**Strengths:**

- The recent adoption of an exit standard for Reading 094 has been beneficial.
- The department offers realistic and immediate application of instruction and practice on the reading and study skills necessary for successful independent college learning.
- Class syllabi have been revised to include the campus-wide outcomes and content-specific outcomes.
- Student learning outcomes and methods of assessment have been clarified.

**Challenges:**

- Demonstrating the importance of reading and thinking strategies necessary for reading electronic text continues to be an issue.
- One room dedicated to reading classes is not adequate. Faculty have to transport instructional materials (cart) from classroom to classroom.
- Faculty must constantly balance trying to meet the needs of an increasingly diverse and underprepared student body while resisting pressures to increase class size.

**Improvement Plans:**

- Reading/study skills, IESL, ESL, ABE, and English faculty will continue to maintain a dialogue about how to build bridges between these programs so students can more smoothly and successfully transition between them.
- Faculty will begin tracking the academic progress of Reading 094 students over a number of quarters as they transition into other courses. Research and Planning has been contacted and hopefully progress can be made on collecting this type of outcome data.
- Reading/study skills faculty will continue to work with English faculty on developing learning communities that coordinate reading and writing at the developmental level.
- The department will continue to work with the entire academic community by offering noon workshops on reading/study skills strategies.

**5.6 Humanities Division**

The Humanities Division is composed of three departments (Speech Communication, Philosophy, and Foreign Languages) and two instructional support areas (library and counseling). The division provides high quality educational opportunities in these areas for students with diverse backgrounds and goals. The division shares responsibility with the English and Fine Arts divisions for general humanities courses. The primary objectives of the Humanities Division are to promote global and multicultural literacy through language fluency; to urge identification and clarification of personal values; to increase awareness of cultural traditions and social customs; to encourage students to question and doubt; and to develop skills in speaking, listening, writing, and critical thinking (2.A.2). Speech Communication, Philosophy, and Foreign Languages are discussed in this section of the self-study while the library and counseling areas are discussed thoroughly in Standard Five, Part 1 and Standard Three, Section 5.5 respectively.

The Humanities Division has demonstrated its commitment to high standards through active involvement in the development of division outcomes and the campus-wide outcomes. Full-time faculty have incorporated a minimum of one campus-wide outcome into syllabi, and several division members have been actively involved in piloting an oral communication rubric developed by Speech Communication faculty. This rubric was tested in two speech courses as well as in a Spanish course. Faculty worked in conjunction with Foreign Language and Philosophy faculty to evaluate and revise the rubric for evaluating oral presentations. The rubric, which is currently available on the LOC Web page, was revised and retested in AY 01-02. Philosophy will be recommending a similar project involving a rubric designed to assess critical thinking skills (2.A.1, 2.B.1, 2.B.2, 2.B.3). Further information about Humanities Division assessment projects can be found in its portfolio.

Humanities faculty rely heavily on library resources. Most faculty assign projects and papers that require library research. Several faculty also schedule library instructional courses for their students and require that students utilize the media center. The librarians who teach these library instructional courses are Humanities Division faculty (2.A.8).

### 5.6.1 Speech Communication

Speech faculty have taught five core classes (Speech 100, 110, 234, 235, and Communication 100) consistently since the previous self-study and have added Persuasion and Propaganda (Speech 212) to the speech offerings. In response to an increased awareness of the importance of speech communication education in a global community, faculty have also added three new courses: Critical Analysis of Media, Intercultural Communication, and Argumentation. A speech activities course is also in development (2.A.1, 2.A.3).

In addition to the development of the intercultural communication course, several full and part-time faculty include units of instruction within their courses that integrate students from International Programs into the speech communication classes. Student responses have been favorable. Students indicated that they enjoy the interaction and that it has increased their appreciation of cultural differences and awareness of how cultural differences affect communication.

Speech faculty were actively involved in establishing the campus-wide outcomes, as well as standardizing learning outcomes for speech communication courses. The department reviewed the CAR form for each course to ensure that it complied with both department and campus-wide outcome learning goals. The formalized outcomes were incorporated into syllabi and coursework. Subsequently, part-time faculty were notified of workshops on assessment, and discussions of assessment philosophy were conducted. In addition, all syllabi were reviewed to ensure that all speech communication classes incorporated one or more campus-wide outcomes into the curriculum (2.A.1, 2.A.3, 2.B.1, 2.B.2, 2.B.3).

### 5.6.2 Foreign Languages

In the last ten years, several major changes have occurred in Foreign Languages, particularly with class offerings. In 1993, foreign language offerings included elementary and intermediate Japanese, Spanish, French, German, and Russian. By 2001, due to a decrease in student enrollment in some classes, one section of French 101 was eliminated, along with intermediate levels of French, Japanese, German, and Russian. Chinese was introduced and the number of Spanish sections increased, including intermediate levels of Spanish. There has also been growth in the humanities

classes offered by the department. Two new classes were added: Latin American Culture Through Literature and Latin America in Film. Faculty are also working on a proposal for a Hispanic Studies certificate to be completed by the end of AY 02-03 (2.A.1, 2.A.3).

The Foreign Languages faculty have been active participants in the integration and assessment of the campus-wide learning outcomes. In 2001, two classes were selected to participate in the assessment of the oral communication learning outcome identified by the Humanities Division. Currently, Spanish 201 is part of the continuation of this assessment program. Learning outcomes are published in the syllabi and mostly focus on the development of oral and written communication skills, the examination of cultural perspectives and values in ways that reinforce or challenge the student's own views within a multicultural world, the development of critical thinking skills, and the development of student responsibility. Spanish full-time faculty have conducted workshops with part-time faculty to assess and improve the program. As a result, new textbooks were chosen, and there are clear, across-the-board requirements for classes as well as common standards for exams and assignments (2.A.1, 2.A.3, 2.B.2, 2.B.3).

### 5.6.3 Philosophy

Philosophy currently offers 18 courses representing a rich and diverse array of subjects. During the past ten years, the department has offered between 15 and 19 sections each quarter and has achieved an average fill rate of over 90% in each of those quarters, evidencing the popularity of these courses. The ability to staff the wide variety of courses offered with excellent instructors can be attributed to the following: hiring and evaluation; activities that encourage collegiality; opportunities to develop and teach courses of interest to the faculty; professional development opportunities; faculty freedom to choose texts, structure courses and design classes to suit one's tastes and abilities; long-term planning; and a seniority system (2.A.1, 2.C.7).

Faculty have worked consistently to develop department outcomes and strategies for assessing these outcomes over the past ten years. Beginning in spring 1993, faculty formulated course and department outcomes to include in their syllabi and created class assignments designed to assess whether students were

achieving these outcomes. In 2000, after much deliberation, the faculty developed sixteen learning goals, linking each to one of the campus-wide outcomes that have been embraced by the Humanities Division.

Both departmental and campus-wide assessment has led to a number of improvements in teaching and learning in philosophy. Faculty created new assignments and redesigned old ones in an effort to incorporate the campus-wide outcomes. For example, students demonstrate critical thinking through in-class debates and essay assignments requiring incorporation and comparison of divergent ideas. Faculty also use peer observation and feedback, as well as a mid-quarter evaluative tool (Small Group Instructional Diagnosis) to make changes and improvements (2.A.1, 2.B.1, 2.B.2, 2.B.3).

#### 5.6.4 Analysis and Appraisal

The Humanities Division has enjoyed both growth and success over the past ten years. Student enrollment remains strong in almost all areas. With the exception of second-year foreign language, classes have been consistently full at all hours. In order to meet student need and maximize room usage, faculty have increased the number of late afternoon classes and classes that meet two and three times per week. They strive to offer classes in the late afternoons and evenings for students who work or have other daytime obligations. However, administrative enrollment and efficiency targets lead to some classes being canceled weeks before the start of a quarter if enrollment is low. Faculty contend that these classes would fill closer to the start of the quarter if they were not canceled (2.A.1, 2.A.3).

Recently, the division has been able to replace four positions left open as the result of retirements. The addition of four new faculty to the Humanities Division has created a challenge in orienting them to the campus-wide and department outcomes and helping them implement these outcomes in their courses. While the addition of replacement faculty has been positive, division course offerings have grown considerably since the last self-study with only a slight increase in the number of full-time faculty. As a result, full-time faculty are spending more time on functions such as participating on tenure committees, conducting classroom observations, advising, and governance instead of on discussions about teaching techniques and

standards. Also, the increased reliance on part-time faculty has made it difficult to maintain uniformity in curricula and instruction (2.C.7).

The division will continue to promote student outcomes assessment and to maintain and support professional development for all division members. Several full-time faculty have already participated in the pilot assessment project relating to the oral communication outcome. The division plans to refine and to encourage more faculty to use this assessment tool. New assessment projects include the development of a critical thinking rubric. Currently, Philosophy faculty are participating in this college-wide project headed by the LOC. The goal is to have faculty “scoring teams” use this rubric on actual student work in an effort to determine the level of student critical thinking ability.

#### Strengths:

- The Humanities Division course offerings are diverse in number and scope. For example, philosophy offerings far outreach the offerings of any other community college in the state.
- Part-time faculty teaching philosophy, speech, and foreign language classes are committed and highly competent instructors, many of whom have been teaching at Green River for over ten years.
- Faculty have made significant progress in identifying outcomes and using various assessment tools to improve the teaching and learning process.

#### Challenges:

- While some attempts were made to assess critical thinking, Philosophy faculty have not been satisfied with any of the instruments available for such assessment.
- The division needs to identify more opportunities to integrate part-time faculty into the ongoing assessment work.
- After 17 years of efforts to obtain a speech facility, faculty have not achieved this goal.
- Limited classroom space has caused competition and has resulted in limiting offerings.

#### Improvement Plans:

- Philosophy will continue to examine ways to create more synthesis between departmental, division, and campus-wide outcomes.

- The Humanities Division will continue to seek a speech communication facility so it can encourage cooperative, interdisciplinary approaches to teaching and further integrate computer-assisted instruction and learning into the classroom.
- Faculty will revise the Speech Communication certificate to include new course offerings.

## 5.7 Science Division

The Science Division offers courses in anatomy and physiology, astronomy, biology, chemistry, environmental science, geology, physics, and one professional/technical program with degrees and certificates in Water/Wastewater Technology. Students enrolled in science courses include both academic transfer (for majors and non-majors) and professional/technical students. In particular, many students are enrolled in the Practical Nursing, Occupational Therapy Assistant, or Physical Therapist Assistant programs.

The division began offering a course sequence called Interdisciplinary Science (IDS) in AY 00-01. IDS is a yearlong interdisciplinary science sequence incorporating physics, geology, chemistry, and biology. The course was designed to be especially relevant for Project TEACH and the preparation of future teachers, and NSF funds facilitated curriculum development. In order to model exceptional pedagogy in alignment with national science standards, the course is inquiry-based with as little lecture as possible (2.A.1, 2.A.3).

The division maintains high academic standards through periodic program assessment and improvement, by participating in regional discipline-specific conferences, maintaining contact with peers across the state at other two-year and four-year colleges, standardizing curriculum so that part-time faculty are teaching the same content and using similar assessment techniques, implementing rigorous hiring protocols and standards, using active student learning activities that address a variety of learning styles, and providing more personalized instruction (2.A.1, 2.B.2).

Each class offered in the division now contains curricula and assessment strategies for at least one of the campus-wide outcomes and one or more of discipline-specific outcomes as outlined in the CAR and the syllabus. This information is provided to part-time faculty to ensure continuity in instruction. The physics faculty assessed the effectiveness of its program in

improving the critical thinking skills of students as measured by their ability to analyze a standard set of conceptual physics problems. Faculty in the Water/Wastewater Technology program have incorporated at least one campus-wide outcome into each course so that all are addressed in the combination of courses a student would take to earn either a certificate or degree. Faculty use a writing rubric in all water and wastewater courses that includes writing as a campus-wide learning outcome. In addition, chemistry and geology have completed the PA&I process and the other departments are scheduled to go through the process in the next two years (2.B.1, 2.B.2, 2.A.3).

Other assessments by faculty include those related to discipline and program-specific outcomes. Faculty assessed knowledge of general science concepts by IDS students using an in-house multiple-choice instrument. The greatest gains came in subjects that were taught almost entirely by inquiry, with smaller gains in subjects taught by lecture. In addition, student attitudes were assessed using the Science Attitude Inventory developed at Miami University. New program-specific learning outcomes have also been adopted and incorporated into all water and wastewater courses. The program-specific learning outcomes are based on criteria developed by Association of Boards of Certification (ABC), a national organization focusing on certification of environmental occupations and laboratories, including occupations in the drinking water and wastewater fields. Pre- and post-tests used as an assessment tool are based on ABC criteria and will provide students with a simulation of the state water and wastewater certification examinations (2.B.1, 2.B.2).

The division has begun the process of assessing student awareness of Science Division outcomes as well as the campus-wide outcomes by administering a questionnaire to students enrolled in the science classes asking if they had been taught any of the listed campus-wide and discipline-specific outcomes. The survey was administered in all classes in fall 2002 and the results will be summarized in winter 2003. Future plans include brainstorming teaching and learning activities and making changes to the survey (2.B.1). Please see the division portfolio for more information about the division's assessment activities.

Members in the division are also active grant writers, working in collaboration with faculty in the Math Division. The focus of recent grants has been to help

K-12 teachers fearful of science to learn how to teach science, to develop interdisciplinary science course curricula resulting in the interdisciplinary science courses, to create student transfer links between community colleges and teaching certificate programs at four-year colleges, and to purchase computer equipment.

### 5.7.1 Analysis and Appraisal

Enrollment in science has fluctuated, but has been relatively strong the past few years. The greatly increased demand for health care professionals has resulted in tremendous pressure being placed on the Science Division for additional anatomy and physiology classes. Likewise, the Water/Wastewater Technology program is experiencing a growth in enrollment due to an influx of Worker Retraining students and the development of an online delivery format. Eight Water/Wastewater courses are now available online. Hopefully, this format will appeal to local, place-bound students and other students outside the immediate geographic area.

Faculty continue to enhance the curriculum to meet student needs and enrich the science experience. Anatomy and physiology faculty have added a cadaver lab class and increased inventory of body part models, bones sets, and dissectible animal organs to help students translate basic science information into clinical problem-solving skills. Geology has an extensive rock collection for student identification and investigation. Biology faculty conduct several coordinated field study classes in the vicinity of the College and in Canada and Australia to give students real world experience (2.A.1).

Biology faculty split the biology sequence into a majors and non-majors sequence of courses several years ago. The change to the new sequence improved the success for both groups of students; previously, it was common for 50% of the class to withdraw. The majors sequence stays aligned with the curriculum at the four-year institutions in the state, and the non-majors curriculum is very topical in nature, which often helps students decide if science is for them (2.A.1, 2.A.3).

Physics faculty realigned the curriculum ten years ago, which led to the adoption of a microcomputer-based learning system for laboratory exercises. The laboratory was equipped with computers for hands-on computer-based experiments. Microcomputer-Based Learning

(MBL) workshops were hosted at Green River and faculty worked with developers of hardware and software to improve MBL tools. Green River continues to be a leader in the use of inquiry-based teaching methods in the physics classroom and is one of the first colleges in the country to use inquiry-based tutorials in both algebra-based and calculus-based physics courses (2.A.1, 2.B.3).

Since the IDS course was developed as a part of a NSF grant, an external evaluator from Northwest Regional Labs also assessed the course. In the final report on the first phase of the grant, the evaluator noted that the course had done an excellent job in teaching about the methods of science and the importance of inquiry as a learning and teaching tool (2.B.1).

Physics faculty are also regular instructors of the interdisciplinary science course. With an increasing interest in improving the quality of future teachers, physics instructors (in conjunction with math and Project TEACH faculty) lead teacher in-service training, evening courses for current teachers, and statewide and national committees on the role of two-year colleges in teacher preparation (2.A.1, 2.A.3).

The funds obtained through grants have been very beneficial for beginning to meet the financial needs of the division. In addition to a designated computer lab, the division was able to create smaller computer areas for student use including hands-on data collection and analysis. Most lecture rooms have an instructor station connected to the Web with a data projector, and several wet-labs have instructor stations, as well as student computer stations to collect and analyze data (2.A.1, 2.A.3).

#### **Strengths:**

- NSF counted Green River in the top 11 colleges for exemplary teaching in math and science.
- Green River is the only community college in the state that offers specific courses in electromagnetism and modern physics, which tremendously improves the ability of students to successfully enter junior-level programs in physics, astronomy, and electrical engineering.
- The Science Division has developed a variety of hands-on, computer-assisted, inquiry-based assignments to enhance student learning.

- The Science Division is aggressive in seeking and obtaining additional funding through grants.
- In recent years, enrollment growth has far exceeded FTE targets.

**Challenge:**

- As enrollment grows, it becomes more difficult to schedule both lecture and lab classes because of current space limitations.

**Improvement Plans:**

- Science faculty will continue to participate in the planning of the new Science Building as further described in Standard Eight.
- Water/Wastewater Technology faculty will convert two to three additional courses each year to an online format.
- The division plans to develop more online classes, hybrid classes, telecourses, flexible learning classes, and other modes yet to be identified.

## Professional/Technical Divisions

### 5.8 Business Division

The Business Division is composed of four departments: Business Administration, Business Education, Business Management, and Computer Reporting Technologies. While each department has its own mission and goals, the overall division seeks to provide high quality educational opportunities in accounting, business administration, business education, business management, court reporting, medical transcription, and customized offerings to the community. The division maintains a comprehensive curriculum relevant to the needs of the business and academic communities it serves. It supports credit and non-credit courses offered at the main campus, Skillstream, the Center at Enumclaw, and in a distance learning context (2.A.2).

#### 5.8.1 Business Administration

Business Administration serves both transfer and professional/technical students by offering two tracks of study. Students who are interested in transferring to four-year colleges and/or obtaining a degree in business administration can take foundation courses in

accounting, law, and business. Students are encouraged to complete the AA degree to achieve maximum flexibility in the transfer process. Professional/technical students can choose from an accounting curriculum that includes a one-quarter Accounting Clerk certificate, a one-year Accounting certificate, or a two-year AAA degree.

The courses taught by the department also fulfill requirements for professional/technical degrees and certificates offered by other departments and divisions, and may fulfill social science and elective requirements for the AA degree for non-business majors. Business faculty meet with the math and social science faculty to coordinate scheduling of day and evening classes to ensure that students can schedule the necessary sequential classes on a timely basis (2.A.2).

During the past three years, faculty reviewed each course offered in the department as part of the College's PA&I process. The campus-wide learning outcomes are included in class syllabi. Required assignments include case studies, team projects, Internet research, and computerized presentations, which often include incorporating Microsoft PowerPoint, Excel, and Word applications into assignments. All accounting classes include projects using commercial computerized general ledger accounting software. Introduction to Business classes utilize Excel for stock analysis performance and assessment (2.B.1, 2.B.2). Further information about assessment activities is contained in the division portfolio.

Full-time faculty stay current in their disciplines by attending professional conferences and workshops, maintaining professional licenses and membership in professional organizations, and participating in college assessment initiatives. Faculty also participate in "Return to Industry" programs with local businesses.

#### 5.8.2 Business Education

Business Education provides relevant professional/technical training and employment courses. Courses meet a wide variety of student needs on the main campus, at off-campus centers, and online. In addition, the faculty strive to create programs that will provide graduates with a comprehensive general education (2.A.2).



Faculty have been responsive to the employment/training needs of the community and have worked closely with the Business Education advisory committee. Business Education now includes sequential progression certificates that enable a student to progress from a one-quarter certificate to a one-year certificate, then to a two-year degree. The five one-quarter certificates were specifically created for WorkFirst students (2.A.1).

Faculty designed individual module courses to meet specific computer application needs and courses to prepare students for Microsoft Office Specialist certification testing. Several other new courses have been created including Network Administration, Internet and Basic Web Design, Production Medical Transcription, Instructor Assistant, and Computer Support Intern. Faculty also participated in developing interdisciplinary instruction with Skillstream and with the Computer Information Technology program. Business Correspondence and Business Math Applications now meet the related writing requirement for Business Education degrees and certificates.

Faculty developed and implemented five online courses, and a full range of Business Education courses is now being offered at the Center at Enumclaw. Faculty also developed an articulation agreement with Boeing and participate on high school advisory committees (2.A.1, 2.A.3, 2.A.9).

Business Education faculty have also added the four campus-wide learning outcomes to the curriculum. These outcomes have been implemented in several Business Education courses through specialized assignments and projects (2.B.1, 2.B.2). See the division portfolio for more details.

### 5.8.3 Business Management

Business Management provides high quality education through which students gain employment, pursue new skills to advance their employment, and change careers. Students have a variety of program and certificate choices in specific areas of business including international, marketing and sales, logistics, or manufacturing (2.A.2, 2.A.3).

Using a Dacum process, the program was recently redesigned to include short and long-term certificates. The scope and sequence of these certificates are

consistent with demands for industry training and academic training. Faculty meet quarterly to review outcomes and objectives, and have changed assignments and projects to be consistent with course outcomes and expectations. Mastery of learning outcomes is measured by examinations and completion of research projects. Currently, faculty require students to have a 2.5 grade point average to enroll in advanced classes. Faculty also compare the identified outcomes with industry standards to ensure that students are learning at the highest level of competency. The completed PA&I and Dacum report, along with results from the other assessment activities described, are shared with the Business Management advisory committee (2.A.1, 2.A.3, 2.B.1, 2.B.2, 2.B.3). The division portfolio contains more details about the integration of campus-wide and program-specific outcomes.

Faculty are trained in Web design and Front Page and also have completed training in how to teach online classes. Since 2001, Business Management has offered online classes for day and evening students (2.A.1).

### 5.8.4 Computer Reporting Technologies

Computer Reporting Technologies provides quality instruction and training to students in order to facilitate their learning, to help them successfully complete the Washington state licensing examination, and to prepare them to be employable court reporters, scopists, text entry specialists, CART providers, or captioners (2.A.2).

The Computer Reporting Technologies (Court Reporting) program has undergone extensive changes since 1993. The name of the program was changed from Court Reporting. Faculty developed a new AAA degree in captioning and added three captioning internship classes and three certificates: Scopist, Text Entry Specialist, Medical Stenoscryptionist. Faculty also improved conflict-free realtime writing curriculum and streamlined existing court procedures classes from three quarters to two.

In AY 01-02, the College received a \$250,000 grant from the federal government to develop CART and captioning curriculum, to expand distance learning courses, and to retrain current court reporters in broadcast captioning (2.A.3).

The program has undergone a yearly internal review with the National Court Reporters Association (NCRA) according to Council on Approved Standards of Education (CASE) guidelines. Faculty are currently undergoing the five-year self-study and preparing for the site visit, which is scheduled for April 2003. Exhibit 2.4 contains the 1997 self-study and visitation report. The program also completed the PA&I process in AY 99-00. This confirmed the assessment of the program in the last five-year self-study. Key findings include 100% placement for those students who complete their training and seek employment within the industry (2.B.1, 2.B.2, 2.B.3).

As an NCRA-approved program, Computer Reporting Technologies continues to follow the mandated learning outcomes as required by CASE guidelines and industry requirements. These outcomes are stated in the catalog, program information guides, course outlines, and on the Web page. Regular student evaluations are conducted within each course to determine student progress and successful completion of specific course and campus-wide learning outcomes (2.B.2).

The Computer Reporting Technologies program used to have one faculty for every speed section that was required under the CASE guidelines. Due to a drop in enrollment and retention, consistent with national trends, faculty merged speed sections, eliminating one faculty position. Faculty keep their vocational certificates current by attending continuing education activities sponsored by state and national associations and by attending local professional/technical educational opportunities. In addition, faculty are currently working on the development of online and distance learning opportunities within the program, and the one remaining part-time faculty is currently pursuing certification as a reporting instructor (2.A.1, 2.B.3, 2.C.7).

### 5.8.5 Analysis and Appraisal

The population served by the Business Division has become increasingly diverse. In many of the foundation courses, more than 25% are international or Running Start students. Faculty observe that many of the international students do not seem to possess the English communication skills they need to succeed. In addition, there does not seem to be an effective “safety net” to refer them to for help. Therefore, many faculty

find themselves spending extra hours engaged in tutoring and mentoring. Many Running Start students seem to thrive in the college environment, but some need extra training and guidance in learning about appropriate college conduct (2.A.1, 2.A.3).

Professional/technical faculty are often heavily involved in the marketing of their individual programs, which is time consuming. In addition, there is sometimes a lack of coordination between these individual marketing efforts and the overall college marketing plan. To address some of these issues, Business Education is piloting a new four-day class schedule that will allow faculty time to implement various marketing strategies.

Advisory committee input has helped to keep Business Division programs consistent with industry standards, and in many cases, has led to changes in the curriculum. These changes include the addition of certificates and/or degree offerings that provide more choices for students. Recent examples of curriculum changes include the creation of three new certificates in Computer Reporting Technologies. An extensive program redesign in Business Management led to the organization of one and two-year degree programs into shorter certificate programs that can be completed in one or two quarters and build upon each other. The short-term certificates require the integration of online research activities, as well as more projects and hands-on experiential learning (2.B.3). While enrollment in Business Management courses has been less than optimal in recent years, the division expects student attrition to decrease and enrollment to increase as a result of these changes.

While advisory committees are extremely helpful in keeping programs up-to-date, it has been difficult to find members from the local business community to serve on them. The division is taking several steps to remedy this situation. One example includes faculty seeking assistance from the Washington Society of Certified Public Accountants to recruit members for the Accounting advisory committee. College staff who are active in the community also work to recruit new members on behalf of division programs.

The Business Division faculty have integrated the library and other learning resources into the learning process. More resources are available in the library itself and the Internet provides another source of valuable information. In addition, some faculty have

developed their own Web sites for instruction. Recent examples of improvement include the addition of medical resource materials that are required for the medical transcription and medical office procedures classes and expanded library reference collections and multimedia resources for Computer Reporting Technologies research projects. Even with recent enhancements, there are still some areas needing improvement. One recent example is the lost and mishandled Computer Reporting Technologies audiotapes within the Media Center. Faculty suggest the acquisition of CD duplication equipment and the ability to send students dictation materials in a “.wav” format. This would also ensure the delivery of instructional materials using the most current technology (2.A.8).

Many division programs rely on the use of technology as part of the learning process. As a result, the division must update computer labs and equipment on a regular basis. This is often a challenge, as it is very expensive to keep pace with technology. Students enrolling in many of the business courses pay co-op fees to help offset these expenses and grants are another revenue source. As of fall 2002, implementation of the \$250,000 federal grant for Computer Reporting Technologies has resulted in the purchase of computer equipment and captioning training software, and complete installation of instructor stations and data projectors. The grant also assisted with the development of CART/captioning retraining curriculum and extensive program marketing.

The division also continues to address articulation issues. Business Education has been a leader in developing articulation and Tech Prep agreements with surrounding high schools. The department also formed an articulation agreement for prospective business education teachers with Central Washington University. In addition, to recognize the varying skill levels of students, Business Education provides incoming students with advanced placement in sequential skill classes to recognize prior learning. This policy, called Credit by Advanced Standing, prevents students from having to repeat material they have already covered. Accounting faculty have also been active in this area by working with high school teachers to develop competencies for Tech Prep students who desire to advance placement into the professional/technical accounting program (2.A.1, 2.A.3).

Green River is one of the few community colleges that still offer a two-year accounting degree program.

Enrollment has been soft in the second year of the degree program. As a result, some courses were combined or eliminated to give a more coherent plan of study to students. The College faces competition from three technical colleges and several private training providers in the area. However, faculty are optimistic that the down-turn in the economy may increase interest in a two-year degree as many employers and employment agencies continue to express interest in two-year graduates.

**Strengths:**

- Student outcomes are clearly embedded within the Business Division curriculum, and the scope and sequence of classes and short and long-term certificates are consistent with the program objectives and outcomes.
- The new certificates and degrees are structured for students to gain entry-level skills to enter the job market and then advance into various alternative careers within the profession.
- The advisory committees have been supportive of program changes.
- The Business Division incorporates technology in all classes. Classrooms contain computerized teaching stations that allow instructors to use Power Point, Excel, Word, and other specialized software in demonstrations.

**Challenges:**

- Faculty in professional/technical programs often find it difficult to balance program marketing responsibilities with instructional duties.
- The increasing diversity of students has created a challenging environment in which faculty must pay closer attention to the preparation of incoming students and the need for additional tutoring services.
- Creating comprehensive online certificate and degree programs is extremely time consuming.
- The number of willing community and business people who have sufficient time to do a credible job serving on business advisory committees is diminishing.
- With the increased emphasis on efficiency, some classes have between 30 and 40 students enrolled,

which makes it difficult to implement student-centered ways of teaching and learning.

**Improvement Plans:**

- Business Education faculty will create a marketing video for the program, visit high schools, and network with business education faculty at local high schools and neighboring colleges.
- Business Division faculty will continue to work with members from industry, four-year colleges, and other educational institutions to maintain program integrity and to offer classes that meet degree requirements outside of Green River.
- Business Administration faculty will create more flexibility in program offerings for students. Classes will be restructured to meet transfer and non-transfer requirements simultaneously.

**5.9 Health Sciences & Family Studies Division**

The Health Sciences & Family Studies Division is composed of four programs: Occupational Therapy Assistant, Physical Therapist Assistant, Practical Nursing, and Early Childhood Education/Parent-Child Education. These programs are committed to providing students with quality educational experiences to prepare them for employment. As applicable, each program strives to uphold standards as determined by professional associations and accreditation and licensing bodies, as well as to be responsive to the needs of the community (2.A.2).

**5.9.1 Occupational Therapy Assistant**

The Occupational Therapy Assistant (OTA) program prepares practitioners in the field of occupational therapy with the knowledge, skills, and attitudes necessary to assist in the planning and implementation of a therapeutic program in order to achieve a desired patient response. OTA is directed toward enabling persons with disabilities to gain the functions and skills needed to perform day-to-day activities such as basic self-care and home management. The program prepares students to succeed in their internships, to pass a national certification examination, to become responsible and ethical healthcare practitioners, and to promote appreciation of the need for lifelong learning (2.A.2).

The program is fully accredited by the Accreditation Council for Occupational Therapy Education (ACOTE) with the most recent re-accreditation completed in 1997. Since 1998, the program has been operating under new standards from ACOTE. As a result, faculty redesigned the curriculum in AY 98-99 to reflect the new accreditation expectations and requirements. The faculty used numerous resources for help in determining curriculum changes. These resources included the use of extensive checklists to ensure that all accreditation outcomes were addressed, advisory committee input, fieldwork, clinical instructor input, and attendance at national meetings and workshops to learn about the standards. The next program self-study and re-accreditation will occur in 2004. In the interim, biennial reports must be prepared and submitted (2.A.1, 2A.3, 2.B.1). Exhibit 2.5 contains the 1997 self-study and evaluation report, as well as the last two biennial reports that were submitted and accepted.

Students are provided with written course objectives. These objectives are reviewed and revised each time the course is taught. Students must achieve a 75% to pass courses across the curriculum. Student performance is assessed in various ways, which are detailed in the division portfolio. Instructional effectiveness is assessed through use of student instructor evaluations and through criteria determined in the post tenure review process. Other methods employed to assess program effectiveness include graduate and employer surveys, the use of internship reports, advisory committee feedback, and job placement data (2.B.1, 2.B.2, 2.B.3).

**5.9.2 Physical Therapist Assistant**

The Physical Therapist Assistant (PTA) program strives to graduate skilled paraprofessionals who are prepared to provide physical therapy interventions under the supervision of a physical therapist (2.A.2). The PTA program is fully accredited by the Commission on Accreditation in Physical Therapy Education (CAPTE). Exhibit 2.6 contains the 1998 self-study, as well as commission evaluation and college progress reports from 1998-2000.

The PTA degree objectives are guided by CAPTE evaluative criteria and by the state of Washington requirements for professional/technical associate degrees. In addition, the Normative Model guides the design of the program content for Physical Therapist

Assistant education and the evaluative criteria from CAPTE. Both the degree objectives and the program content were revised and approved by the advisory committee in 1998. PTA clinical instruction is now scheduled in weeklong blocks, rather than one day a week throughout the quarter, providing for more effective clinical experience. Program objectives are provided to students in the PTA program student handbook. Learning objectives, including the campus-wide outcomes and skill competencies where relevant, are provided for each course in the course syllabus (2.A.3, 2.B.2).

Ongoing program assessment activities include faculty evaluation, graduate surveys, employer surveys, and input from the advisory committee and currently enrolled students. Graduate and employer surveys directly address the program objectives, which are tied to the evaluative criteria. Beginning with the 2002 graduating class, faculty began evaluating the effectiveness of the restructured curriculum (2.B.1, 2.B.2).

### 5.9.3 Practical Nursing

The Practical Nursing (PN) program provides instructional courses to prepare students to be safe practitioners and qualified candidates for the PN-NCLEX exam. PN graduates are prepared to function as entry-level practical nurses in a non-specialized area at a variety of health care delivery sites and facilities (2.A.2).

The State Board of Practical Nursing approved the practical nursing curriculum in July 1964 prior to the opening of the college. The Nursing Care Quality Assurance Commission (formerly the State Board of Practical Nursing) evaluated the program in 1998, and the program maintains full accreditation. See Exhibit 2.7 for the 1998 self-study and survey report. The next accreditation visit by the Nursing Commission will be in 2006. In addition, annual program assessment is conducted through graduate surveys and feedback from employers. Faculty also meet periodically to review program and learning objectives (2.A.1, 2.A.3, 2.B.1).

Students are given general and specific written objectives for each course. Program objectives are provided to students in the PN program student handbook. Learning objectives, including the campus-wide outcomes, are integrated into each course syllabus.

These objectives are reviewed and revised on a quarterly or annual basis. Recent changes include the implementation of the OR follow-through, the addition of patient teaching plans related to medication administration and patient discharge, and the addition of nurse process reports (2.B.3).

Students must attain 83% to pass each course within the supportive and core-nursing curriculum. Written and practical exams, individual and group projects, videotapes, audiotapes, case studies, role-playing, and community lab performance reports accomplish assessment of student learning. To successfully prepare students for passing all courses and the State Board exam, faculty write all exams in NCLEX format and all students take the NCLEX mock exam at the end of summer quarter (2.B.1, 2.B.2).

### 5.9.4 Early Childhood Education/Parent-Child Education

The Early Childhood Education (ECE) program assists students in achieving their professional goals as they train to work with young children, improve existing job skills, or prepare to transfer into teacher-training programs at other colleges and universities. The Parent-Child Education (PCE) program offers parents an opportunity to become directly involved in the education of their children. The PCE cooperative programs foster competent parenting and family management skills in those parents enrolled in a college course that includes a child laboratory component (2.A.2).

ECE classes lead to a nationally recognized Child Development Associates (CDA) credential and/or Montessori Training Certificate. The program also has an agreement with Washington State University (WSU) in which WSU students majoring in human development are required to take Green River's Child Development (EDUC 110) course online. ECE also has several Tech Prep agreements with surrounding high schools and faculty meet with the high school teachers (2.A.1, 2.A.3).

ECE degree objectives are guided by skill standards for Early Childhood Education Professionals, Washington state licensing requirements, Washington state requirements for professional/technical associate degrees, and National Association for the Education of Young Children (NAEYC) standards. This information

is communicated to the various field sites where students conduct their job-related training. Learning objectives, including the campus-wide outcomes and skills competencies where relevant, are provided for each course in the syllabus. The faculty also meet with the advisory committee, composed of employers and employees in the education field, to review and recommend changes to the program (2.A.3, 2.B.1).

Students are regularly assessed through testing, practical examinations, written assignments, group projects, and evaluation by practicum supervisors. In addition, students are assessed at the end of the program in their final practicum class (ECE 250) using skill standards for Early Child Care and Education Professions. All coursework leads to the competencies outlined in the skill standards manual (2.A.1, 2.A.3, 2.B.1).

### 5.9.5 Analysis and Appraisal

Enrollment trends have varied by program within the Health Sciences & Family Studies Division. OTA enrollment has fluctuated, with a high of 85 in 1998 to a low of 18 in 2001. Enrollment is starting to increase and 30 students are currently enrolled. Marketing of the OTA program is a priority for faculty. Enrollment in PCE is strong, with over 400 families registered each quarter. Enrollment is also strong in the Child Development and Introduction to Special Education courses in the ECE program. The division as a whole expanded its offerings by developing a one-quarter Special Needs Services Paraprofessional certificate, first offered in Fall 2002 (2.A.1).

While OTA has remained in good standing with its program accreditation, PTA was placed on probation in 1998 and PN had serious issues to address as outlined by the Nursing Commission in 1999. While some accreditation issues were program-specific, others were more general. Specifically, accreditors were concerned about the adequacy of faculty time to properly support and administer the programs, and also the adequacy of library resources to support health care programs. These problems have since been corrected and the programs were returned to good standing (both PN and PTA in 2000). The Negotiated Agreement now provides for 1/3 program coordinator released time for OTA, PTA, and PN faculty. The library recently added several health

care periodicals and newsletters as well as 375 health care related books.

Additional program-specific accreditation issues for PN included safety concerns related to the lack of classroom space and outdated computers in the lab. These problems were corrected in 2000 with the addition of the ST 42 classroom for PN and the relocation of computer software to a different lab until the old computers could be replaced. These issues will be further addressed with the completion of the new Science Building and Technology Center as further discussed in Standard Eight.

All specialized accreditation bodies now require extensive assessment and evaluation efforts. In order to respond, PTA and PN faculty have implemented comprehensive processes to assess their programs and OTA faculty have begun to do the same in preparation for its next full-scale accreditation visit scheduled in 2004. Evaluation results have been good and reports from employers and graduates indicate that students are well prepared for employment in these fields (2.A.1, 2.A.3, 2.B.1).

Since 1997, 93% of OTA program graduates who were first time test takers have passed the national examination that is required for them to become licensed in this state. To increase this rate, faculty have substantially increased examination preparation efforts by teaching exam-taking strategies and by having exam review materials available. The PN graduation rate remains high at 90% and 99% pass the State Board exam (2.A.1, 2.B.3, 2.C.8).

ECE has expanded and amended its offerings. These efforts include the addition of an entire 44-credit ECE certificate available online and updating ECE classes to reflect elementary education components (EDUC). Enrollment in the Montessori Training certificate is at acceptable levels, but would increase significantly with Montessori Accreditation Council for Teacher Education (MACTE) certification (2.A.1, 2.A.3).

#### **Strengths:**

- The OTA, PTA, and PN programs are now in good standing with the organizations that grant specialized accreditation and most deficiencies cited in past evaluation reports have been addressed.
- The pass rates for state or national licensing exams for health care related programs remain high.

### **Challenges:**

- While the campus-wide outcomes are communicated to students at the beginning of each quarter, faculty need to look more critically at the consistency of application across the curriculum.
- While the overall success in the PN program is high, ESL students struggle to pass the PN program and the state exam.

### **Improvement Plans:**

- PN faculty will step up efforts to encourage ESL students to use the Academic Support Center and to view nursing videos and computer programs to become more familiar with nursing language.
- Division faculty will continue to actively participate in the planning and design of the pending Science Building and Technology Center.

## **5.10 Technology Division**

The Technology Division offers a diverse set of programs and courses in Aviation, Computer Information Technology, Design Technology, Electronics, Engineering, Geographic Information Systems, and Natural Resources. These programs and course facilitate student achievement of program objectives and are developed, approved, and periodically reviewed under the established college policies and procedures (2.A.1, 2.A.2).

### **5.10.1 Aviation**

Aviation offers two degrees (Aviation Technology and Air Transportation). The Aviation Technology degree has three options including air traffic control/airline dispatcher, professional pilot, and helicopter pilot (2.A.1). The air traffic control and professional pilot curriculum are modeled after the recommendations of the University Aviation Association (UAA). The airline dispatcher curriculum is unique and is subject to approval and oversight by the Federal Aviation Administration (FAA). The 200-hour curriculum is embedded in the Aviation Technology degree, giving students the choice of pursuing a degree, a one-year certificate, or a 200-hour graduation certificate leading to certification. This curriculum was revised in 2000 and again in 2001 in response to federal regulation changes (2.B.1, 2.B.2).

Green River is an FAA approved airline dispatcher school. The FAA creates program standards, which include the pass-fail rate of applicants as one measure of success. Currently all pilot ground school courses are FAA Part 141 approved, have a lesson-by-lesson pre-approval, and are subject to an 80% passing score standard. Faculty are subject to an annual review that includes inspection of records and class observations. The dispatcher-related courses incorporate the four campus-wide outcomes in addition to course specific outcomes of learning, skill acquisition, and experience. After every test, the two full-time faculty compare results and identify potential problem areas. All weak areas are addressed in the current class and future classes (2.B.1, 2.B.2, 2.B.3). Further information about assessment can be found in the division portfolio.

### **5.10.2 Computer Information Technology**

Computer Information Technology (CIT) offers several AAS degrees in computer systems administration and incorporates several programs of study to help students become fluent with information technology. Fluency with information technology (FITness) entails a process of lifelong learning in which individuals continually apply what they know in order to adapt to change and acquire more knowledge so as to be more effective at applying information technology to their work and personal lives.

CIT is committed to maintaining the highest educational standards by keeping abreast of the new trends in technology. CIT, in collaboration with an advisory committee and prominent technical industry leaders, has developed new curricula that incorporates technological advances and responds to market trends. The CIT curricula help students develop basic skills in three areas: contemporary skills, foundational concepts and intellectual capabilities. In the present labor market, skills are an essential component of job readiness and most importantly, provide a base of practical experience on which to build new competencies (2.A.2, 2.A.3, 2.A.4, 2.A.5).

During AYs 00-02, new programs and changes in curricula were necessary to cope with the IT job market trends and technologies. Examples of these changes are the new CSA-Networking option, which is geared toward helping students attain the Microsoft Certified Software Engineer (MCSE) certification, and the CSA-Programming option, a two-year transfer degree to the

University of Washington - Tacoma (UWT). An articulation agreement with the UWT allows students completing the CSA-Programming associate degree to start as juniors in the UWT bachelor's degree in computer software systems. Faculty are currently in the process of revising the Database Administration and Web Development associate degree programs. Faculty also incorporate internship requirements so that students may apply their classroom knowledge in practical business environments.

Recently, CIT has identified areas of needed improvement and incorporated new objectives into curricula to improve student success. Examples of such measures include the incorporation of problem-solving techniques and the use of pseudocode for improving analytical thinking skills in introductory computer courses. Furthermore, faculty have adopted more accommodating textbooks and increased multimedia presentations in many courses. CIT faculty have incorporated three campus-wide learning outcomes: responsibility, critical thinking, and quantitative and symbolic reasoning (2.A.3, 2.A.7, 2.B.2). See the division portfolio for demonstration of outcomes.

Faculty encourage all students in the program to make good use of the valuable resources the Holman Library offers. However, many students prefer to work from their home computer to access and search the Web for information. Additionally, students search the Web from department computer labs (2.A.3, 2.A.8).

CIT has also joined the Microsoft Academic Alliance program, which allows students enrolled in any of the CIT degree programs to obtain free software for academic/educational use. Participation in this program translates to valuable financial support for students while helping to improve their skill levels in various application programs (2.A.1).

### 5.10.3 Design Technology

The Design Technology program offers a variety of options for students. Within the program, six certificate of proficiency programs of 45 credits or less are offered, as well as two certificate programs of 74 credits, and four AAS degrees. The certificates of proficiency are offered in one of the following concentrations of design technology: architecture, civil, drafting, mechanical CAD, mechanical 3D CAD, and structural. The certificate programs include elements of

the architecture, structural and civil drafting programs, as well as the mechanical drafting program. The four AAS degrees build upon the certificates and include the following disciplines: construction design, design drafting, manufacturing-CIM, and mechanical design. Faculty have modified the program over the past six years to reflect new demands from industry, with input from an advisory committee. As Design Technology offers several "abbreviated" programs, faculty implement a number of methods to ensure that students are demonstrating mastery of program goals and course objectives. One method is to require students to develop capstone projects in each class that reflect the competencies. The program also relies on employability of graduates as evidence of mastery (2.A.5).

Design Technology has chosen to embrace two college-wide learning outcomes. Students will demonstrate responsibility by completing assignments on time. Students will demonstrate critical thinking by completing projects that incorporate the need to determine necessary modeling tools, techniques, and industry standards. Intermediate assessments have been conducted in classes such as DT 135 design projects, and specific outcomes in problem definition, evaluation, and quantitative analysis are an integral part of the curriculum (2.B.1, 2.B.2).

Design Technology continually ensures that high standards are maintained and new classroom techniques are encouraged. The drafting faculty are certified drafters, having passed the certification examination offered by the American Design Drafting Association (ADDA). Students now have a college sanctioned student chapter of the ADDA. The program depends heavily upon an advisory committee comprised of local industry leaders. This committee works to keep the curriculum relevant, integrated, and current. The program has also completed the PA&I process and is currently in the process of obtaining ADDA certification (2.A.1, 2.A.3).

Library resources are introduced in Coop 171 as tools for research on career and job search information. For AY(s)95 and 99, library staff offered students a class preparing them to use the library as a prime source of information. However, the library is not utilized much anymore for two reasons: the Internet has become the major repository of drafting resources, including journals, articles, and digital data, and due to



developing technology, most printed material becomes quickly outdated (2.A.5, 2.A.8).

#### 5.10.4 Electronics

Over the past decade, the Electronics program has struggled to maintain enrollments and to retain and/or recruit qualified faculty. By 2001, enrollment had declined so much that the dean and faculty decided to suspend the day program and move all students into the evening program. At the same time, the College requested that the SBCTC perform an assessment of the program. As a result, the College placed the program on inactive status and faculty researched ways to improve the curriculum and recruit new students into the program. These efforts included working with CIT faculty to determine how the two programs could be combined to better serve students and local industry (2.A.1, 2.A.3, 2.B.1, 2.B.3).

The Board of Trustees discontinued the tenure process of one faculty member in 2002 at her request, leaving one instructor to revamp the program. The program curriculum was revamped and the College requested permission from the SBCTC to activate the program in fall 2002 under its new name, Computer Electronics Technology. Unfortunately, enrollment just prior to the start of the quarter was low and the College put the program on hold until spring 2003. The new curriculum includes enhanced assessment efforts such as mid-term and final quarter assessments to ensure that students are attaining the necessary skills as identified by the Electronics Industries Alliance, American Electronics Association (AEA), and National Skill Standards Board. It also includes preparation for outside certifications such as A+ and CISCO (2.B.1, 2.B.2).

#### 5.10.5 Engineering

Engineering offers an AP-P degree, which allows students the opportunity to transfer to an accredited four-year school of engineering as a junior. The program covers a range of classes including general chemistry, statics, calculus, and physics.

Engineering continues to have an excellent reputation with many highly prepared Green River graduates transferring to universities. The program is currently working with the Washington Council for Engineering and Related Technical Education (WCERTE) and

Transferable Integrated Design in Engineering Education (TIDEE) to ensure that the degree program demonstrates a coherent design in accordance with the requirements of four-year institutions. Faculty conduct mid-program assessment and ensure transferability of courses. Faculty meet twice a year with WCERTE and work with state universities to maintain a viable, vital, and vibrant program. They also seek regular feedback from transfer students regarding their performance at the transfer institutions and their readiness to complete a BS in engineering or computer science when they leave (2.A.3).

The Engineering curriculum has been modified over the past eight years to reflect the new ABET 2000 criteria for integrated design. The design process is introduced in GE 100 and reinforced through projects in subsequent engineering courses. The outcomes identified in the design process also incorporate critical thinking, quantitative analysis, written communication, and responsibility. Faculty conduct assessments of these campus-wide outcomes using projects, student self-assessment, exams, and presentations. The coherence of these outcomes is maintained through design assignments in specific classes focusing on the subject matter at hand (i.e. statics, dynamics), but using again the decision-making processes introduced in GE 100 and 123. Engineering has also been using the mid-program assessment model, developed by TIDEE, in AY 99-00 and AY 01-02. Intermediate assessments have been conducted in classes such as GE 123, and as an integral part of the mechanics series (GE 106, 112, 240, 281). In each class, outcomes in problem definition, evaluation, and quantitative analysis are an integral part of the curriculum. Additionally, responsibility is assessed in every Technology Division department through specific goals set and evaluated each quarter (2.B.1, 2.B.2, 2.B.3).

Use of the library by engineering students is limited to GE100 and GE 123. Library resources are introduced in GE 100 for research of engineering majors, ethics issues, and transfer school information. From 1994-98, students participated in a session at the library as part of the curriculum to demonstrate library and Internet access. From AY 98-99 to the present, faculty have replaced this element with assignments that require library resource access on student time, which are assessed by reports given in class (2.A.8).

The Engineering Club, associated with the American Society of Mechanical Engineers, is very active on campus. The club has won numerous awards in direct competition with both two and four-year colleges over the past ten years.

### 5.10.6 Geographic Information Systems

The Geographic Information Systems (GIS) program serves students working toward a career as GIS technicians. The program offers two options—an AAS degree and a certificate. Students normally complete the certificate option in one academic year. The GIS faculty has worked closely with the GIS advisory committee to ensure that the program is coherent and the courses meet industry standards. In 1999, GIS implemented GIS skill standards into the program. Faculty evaluate students as to their mastery of GIS skills by requiring completion of specific skill standards developed for each GIS course. Faculty also incorporated the campus-wide learning outcomes into GIS courses. For example, responsibility and critical thinking have been incorporated in GIS 200 (2.A.2, 2.A.4, 2.A.5).

Since GIS is a rapidly developing technology, students use the Internet rather than printed material from the library as their major resource. This includes articles, journals, and digital data (2.A.3, 2.A.8).

Faculty recently started a GIS Club on campus, with the division chair serving as the temporary advisor. This move will increase the interaction between students, faculty, and the industry (2.A.1).

### 5.10.7 Natural Resources

In 2001, the name of the Forest Resources program was changed to Natural Resources to reflect the broader focus and range of knowledge and skills presented to students. Students can earn a general AP-P or AAS degree or specialized degrees with emphasis on GIS, park management, or water quality.

As a capstone course, students complete an internship in a paid vocational position before graduation. This presents the opportunity for employers to retain graduates long-term. In addition, faculty offer team-taught, interdisciplinary courses that have integrated such subjects as mathematics, geology, writing, and GIS. The U.S. Department of Education transferred 80 acres of forestland to Green River and Natural

Resources has incorporated this as an “outdoor classroom” (2.A.1, 2.A.3).

Natural Resources assesses itself regularly and in a variety of ways, including completion of the PA&I process in 1999. In addition, the National Society of American Foresters (SAF) evaluated the program, which led to recognition for the Natural Resources-Forestry program in 2001. Faculty must submit an interim status report in 2005, with a full assessment due in 2010. Exhibit 2.8 contains the SAF recognition review report. Faculty meet twice a year with an advisory committee to review program design and outcomes relative to evolving changes in the industry. Alumni surveys conducted in 1991, 1998, and 2001, coupled with exit assessments of internships, provided feedback relevant to program design (2.A.3, 2.B.1).

Assessment activities have led to improvement of curriculum, as well as teaching and learning. Faculty added courses, increased offerings of some first-year courses, and incorporated the campus-wide learning outcomes into courses. As previously mentioned, team-teaching approaches have been integrated into the program. Faculty adopted textbooks similar to those used at universities to ease transfer by Green River students (2.B.3).

### 5.10.8 Analysis and Appraisal

Technology Division faculty are constantly evaluating the programs to ensure that they meet industry and student needs. Keeping in close contact with industry leaders and researching the latest technological advancements, the job market, the competition, and industry trends are just some of the ways faculty determine if and/or what changes might be necessary. The biggest challenge is that many technological fields change at such a rapid pace that it is difficult for faculty to have the opportunity or time to keep abreast of changing industry standards.

Faculty keep open communication with the various advisory committees, which are extremely helpful in designing or redesigning programs to be coherent and to meet industry standards. One recent example of the advisory expertise was the advice for GIS faculty to migrate from Arc/Info version 7x to ArcGis 8x. With the support and backing of the dean, in AY 01-02 the GIS software and hardware was updated (2.A.1). Another recent example includes the annual assessment

of the Design Technology program by its advisory committee. Results led to the addition of six short-term proficiency certificates. This was in response to the needs of students returning to college to update technical skills. In addition, the CADD software and hardware was updated.

One of the greatest difficulties in integrating the library into Technology Division courses is maintaining current materials. The technology field advances at a rapid rate and textbooks soon become obsolete. The average computer book has a life span of less than one year before the technology is outdated. Due to these changes, the Internet is now the main source of materials for students enrolled in many of the more computing-centered programs. Within other areas such as Natural Resources, there is a concern over the low number of library resources available in some broad subject areas. In fact, the SAF review cited this in its recent assessment.

In fall 2002, the death of Dr. Bob Vincent was a real setback to the division and to the GIS program. The division has maintained its commitment to quality teaching by bringing in Dr. Sabah Jabbouri as a replacement instructor. All GIS classes continue to be offered at the same level of vigor, and the program is working with the advisory committee to continue the improvements begun by Dr. Vincent (2.A.1).

A challenge, specific to CIT, is to recruit an adequate number of qualified students in the program. The current advising system is not effective in providing students the opportunity to discover their strengths and abilities. Providing an expanded instructional program (summer school, tutoring, after-school programs) to help those who are struggling academically would be highly effective in improving student achievement.

CIT has also developed programs to train students for industry certifications, such as A+, MCSE, Microsoft Office Specialist, Net+, etc. The problem associated with many of these programs, and the reason some have failed in effectiveness, is that most do not provide learners with a work-based experience. An Information Technology Training Association (ITTA) study found that while the most important skill was a good knowledge base in the relevant area, the second most desirable skill was hands-on experience. Consequently, many completers of MCSE, A+, Webmaster programs are experiencing difficulties in finding employment

because they do not have work-based learning experience. Faculty have recently incorporated internship programs in the CIT curriculum to close this gap.

Electronics remains on inactive status at the time of this writing. The curriculum was modified in 2002 to incorporate industry trends and CISCO certification. The full-time faculty member has been awarded released time during AY 02-03 to work on recruiting students and to further refine changes to the curriculum. The division is hopeful that the program will begin again in 2003.

Engineering faculty have maintained an active role in WCERTE and been involved in an NSF-funded assessment study on TIDEE. Revised curriculum in virtually all courses has incorporated new assessment models developed as part of the TIDEE group, which included UW, WSU, Seattle University, and Tacoma Community College. The combination of the TIDEE work and WCERTE coordination ensures that the program is consistent with community standards and relevant to industry, making Green River students transfer-ready and competitive with four-year institution students. One final ongoing issue is the need to increase the number of women in the engineering field and therefore in the program (2.A.1, 2.A.3).

Natural Resources faculty reactivated a newsletter, called *Field Notes*, to provide information to alumni and managers in industry and government. Faculty also provide annual reports to the Board of Trustees. The support of industry, alumni, the community, and the Board has led to the donation of personnel and equipment, as well as access to state and private lands and facilities. This support has allowed the program to offer more in-depth and relevant course work. Green River also created a student chapter of the Society of American Foresters—one of only four in the state.

**Strengths:**

- Aviation students continue to meet the high standards imposed by FAA regulations.
- Student Programs awarded “Club of the Year” in AY 00-01 to the Forestry Club.
- Over half of recent Natural Resources graduates are continuing their studies at universities and are competitive with university graduates and post-graduates for field positions.

- The use of advisory committees has led to strong, viable programs in the Technology Division.

#### **Challenges:**

- The Electronics program continues to be on inactive status.
- The constant evolution of technology, equipment, and knowledge requires Technology Division faculty to continuously update curriculum to stay current with industry standards.
- It is very difficult to find CIT instructors who hold a minimum of a bachelor's degree along with IT teaching experience. Many opt to look elsewhere due to the low salaries offered as compared with private sector jobs.
- GIS is in transition with a full-time, temporary instructor, and a national search is underway for a tenure track replacement faculty.

#### **Improvement Plans:**

- Natural Resources faculty will create new and renew current articulation agreements with universities including The Evergreen State College.
- Natural Resources faculty will explore the idea of providing additional training that would lead to the award of the government "Red Card," which qualifies students for fire fighting positions and other resource jobs.
- Engineering faculty will evaluate the number of students who transfer out of the program and follow-up with them.
- Engineering will use the mid-program assessment results to design a new course called Innovations in Design.
- CIT will continue to refine the computer science portion of the curriculum in conjunction with the UWT to facilitate successful student transfer.

### **5.11 Trades Division**

The Trades Division consists of Auto Body Technology, Automotive Technology, Carpentry Technology, Manufacturing Technology, and Welding Technology. The Trades Division offers educational opportunities for developing attitudes, perfecting skills, and acquiring the

knowledge necessary for individuals to be effective and competitive throughout lifetime employment in a changing work environment. To that end, the Trades Division provides a variety of well-equipped programs, necessary supplies, and other resources to meet the needs of a diverse community of learners (2.A.2).

#### **5.11.1 Auto Body Technology**

The Auto Body Technology program is certified by the National Automotive Technicians Education Foundation (NATEF) and serves the community by providing students with the training necessary for a successful entrance into the collision repair industry. Through hands-on practice and small group lecture, the competency-based curriculum stresses quality and a proper work ethic (2.A.2). Faculty recently designed and will implement two new short-term certificate programs in AY 03-04 (2.A.1, 2.A.3).

In 1994, faculty led a five-year restructuring of the program resulting in its initial NATEF certification in 1999. Exhibit 2.9 contains all NATEF certification documentation. In order to maintain NATEF certification, the program underwent its mid-term NATEF compliance review in fall 2001 and will undergo the re-certification process in 2004. Auto Body also completed the PA&I process in 2000 (2.B.1).

Faculty integrate outcomes into the program in a variety of ways. Each course consists of numerous tasks or competencies that are set forth by NATEF and each task must be completed to industry standards. Additionally, students successfully completing the program will have practiced all four campus-wide outcomes (2.B.2). The division portfolio contains further details.

Although most outcomes are provided by NATEF, faculty constantly assess which tasks or outcomes need more or less emphasis. Faculty gather this information from employers of recent graduates, by observing students as they perform the tasks on class projects, and through the advice of the program advisory committee. If a student or group of students is struggling with a particular task or group of tasks, or an employer indicates that the student lacks competency in a particular task, more emphasis is placed on that area (2.B.2, 2.B.3).

### 5.11.2 Automotive Technology

Automotive Technology is a two-year NATEF certified program that teaches to the eight National Institute for Automotive Service Excellence (ASE) areas. The program provides students with the quality academic, technical, and professional skills required for entry-level employment in the automotive industry. Upon completion, students will be prepared for employment in the industry or to continue their education, be able to grow and adapt to changes in the workplace and technology, and have a successful work ethic (2.A.2). Exhibit 2.10 contains all NATEF certification documentation for Automotive Technology.

The Automotive Technology program has published outcomes, which are available in more detail in the division portfolio. These outcomes include both program-specific and the campus-wide outcomes. Program effectiveness and achievement of these outcomes is determined by full enrollments, continued successful placement of students, and strong ASE testing, which is a national voluntary test (2.A.1, 2.B.1, 2.B.2).

To maintain NATEF certification, the program is evaluated on-site every five years. Between site visits, the program advisory committee must complete a compliance review. NATEF certification requires that the textbook copyright be no more than five years old. Therefore, the Automotive faculty are consistently updating the curriculum (2.A.1, 2.B.1, 2.B.3).

### 5.11.3 Carpentry Technology

The Carpentry Technology program provides students with quality, up-to-date training that leads to an AAS degree or training for specific carpentry-related skills via a variety of short-term certificates. The program utilizes the latest techniques and materials being used in the residential building industry and faculty are continually striving to keep their skills and knowledge of the industry up-to-date. Student projects include building an entire house that is later sold to cover the cost of materials. The goal for students completing the program is to gain entry-level employment in the building industry (2.A.2).

Faculty changed the method of instruction to competency-based, modularized curriculum in 1997. Along with the revision of the curriculum, faculty now evaluate students using at least one of the four campus-

wide outcomes as a measure of student success. These competencies have been evaluated semi-annually by the advisory committee in an effort to keep them relevant. In addition, each class has a complete list of learning outcomes that involve both manipulative and cognitive skills. See the division portfolio for further details. Students must be able to perform a minimum of 80% of the listed competencies to be successful. Measurement is based upon a combination of project completion, instructor observation, and written examinations. In addition, by talking to both the students and their employers, faculty discovered areas for more training, and in turn, have revised either the content or the presentation method (2.A.1, 2.A.3, 2.B.2, 2.B.3).

### 5.11.4 Manufacturing Technology

The Manufacturing Technology program provides training for those wishing to enter the machinist field, instills a desire for lifelong learning, and promotes a strong work ethic. The objectives of the program are designed to meet all the campus-wide outcomes and the divisional goals (2.A.2, 2.B.1).

Since 1990, faculty have demonstrated a commitment to high standards by implementing National Tooling and Machining Association (NTMA) and Manufacturing Technology Advisory Group (M-Tag) standards. The program advisory committee has also made use of these standards in assessing the program. Assessment in recent years has led to improvements including a computer lab upgrade and changing the manner in which critical thinking is taught (2.B.1, 2.B.3).

Additionally, faculty integrated the campus-wide outcomes into curriculum and embedded a leadership component as a degree requirement. Faculty created a matrix that demonstrates the inclusion of these and program-specific outcomes by course. See the division portfolio for more details. As a result of integrating these outcomes, faculty determined students were weak on critical thinking skills. Measuring student acquisition of course competencies is accomplished by assessing student projects, which are governed by industry standards (2.B.1, 2.B.2, 2.B.3).

### 5.11.5 Welding Technology

Welding Technology is a two-year program with options available for a Washington Association of Building Officials (WABO) certification. Welding provides

community learners the welding skills and techniques necessary to gain employment and meet changing technology in today's welding and fabrication industry (2.A.2).

Faculty maintain an excellent partnership with the local community and participate in an advisory committee. This partnership helps the faculty develop a strong curriculum directed towards successful employment, obtaining admission into apprenticeship programs, and providing a base for scholarship funding (2.A.1, 2.A.3).

Welding program effectiveness is determined in a variety of ways including full enrollment in both day and evening classes, continued entry-level employment of students upon program completion, timely and successful completion of the AAS degree, and successful testing for the WABO certification (2.B.1, 2.B.2).

#### 5.11.6 Analysis and Appraisal

For many programs within the Trades Division, it is expensive to acquire the necessary equipment and supplies. This, along with changing technology and relatively low student/faculty ratios, makes these programs expensive to operate and maintain. To assist with expenses, the College often seeks donations. Welding faculty solicit community donations such as recycled steel for use as student-practice material and then resells the scrap. Nissan, General Motors Corporation, Chrysler, and the Ford Corporation, as well as numerous local businesses, have made generous contributions to the Automotive and Auto Body programs. These donations have resulted in ten new vehicles that are used in the classroom. Students also perform low-cost service and repair work on student, staff, and community vehicles and repair donated cars that are later auctioned to raise money for the Auto Body program and the Skills/USA VICA Club (2.A.1).

The library now provides numerous auto body trade publications that are housed and used in the auto body facility. As a result, library resources are becoming more integrated with class assignments. Manufacturing Technology, on the other hand, struggles with how to show the practical use and relevance of library materials to students. Currently, students are using library resources available in the lab where they can better appreciate the benefits of these resources (2.A.8).

Carpentry Technology now offers nine short-term certificates of proficiency that lead to the AAS degree. This has led to an increase in the number of completers of the program and has led to quicker employment for students (2.A.1, 2.A.3). The process of establishing outcomes has been a relatively simple one since 90% of the outcomes are industry driven in the carpentry field (2.B.2). The PA&I process revealed that the student/faculty ratio was lower than optimal. With that information, the administration reassigned one of the two full-time faculty to another area and hired sufficient part-time instructors to meet program needs (2.B.1, 2.B.3).

The Manufacturing Technology program has seen a decline in enrollment in recent years. To attract additional students, faculty are moving toward a modularized curriculum similar to that of other programs within the Trades Division. This change presents a challenge to the program's coherence in that students need continuity to see the whole manufacturing process. Manufacturing Technology has also implemented a full-time evening option to better serve students. Faculty are also working to become certified as a National Institute of Metalworking Standards (NIMS) testing center (2.A.1, 2.A.3).

#### Strengths:

- Carpentry Technology faculty have good working relations with the Master Builders Association and Central Washington University's Construction Management program, and are members of the International Conference of Building Officials.
- The Automotive Technology and Auto Body Technology programs are NATEF certified.
- Many programs in the Trades Division have open entry and exit flexibility.
- Entrepreneurial activities of some Trades Division programs offset low budgets elsewhere.

#### Challenges:

- Based around curriculum competencies, faculty teach up to eight clustered classes at once which makes it difficult to ensure that all students are exposed to all mandated tasks.
- NATEF reports have documented need for an increased supply budget and the addition of another paint booth for Auto Body.

- It is often difficult to stay current with changing technology and industry standards.
- Forming enough partnerships with industry, for the purpose of procuring equipment, is a struggle.

#### **Improvement Plans:**

- Faculty will research computerized scanning systems that can be carried to and from job sites to alleviate the problem of recording student progress on the competencies.
- Manufacturing Technology will become NIMS certified.
- Auto Body Technology is installing two paint booths that will be ready for use in 2003.

### **Basic Skills Division**

#### **5.12 Language, Academic Skills, and Wellness**

The L.A.W. Division consists of Adult Basic Education/GED, English as a Second Language, High School Completion, and Health and Physical Education. The division promotes the success of students by providing access to quality instruction. Faculty strive for excellence as they instruct a diverse population of adults in basic academic, vocational, and life skills so they may succeed in further study and contribute to their community (2.A.2).

##### **5.12.1 Adult Basic Education & English as a Second Language**

The Adult Basic Education (ABE/GED) and English as a Second Language (ESL) programs are committed to providing the highest level of service to students with the maximum use of resources that is professionally possible (2.A.2).

Ten years ago, Green River offered only one multi-level ESL course and two ABE courses on the main campus. Today, the College offers five ESL levels of instruction and five supplemental courses on the main campus and at five other locations in the community. In ABE, the College offers seven classes at three locations.

The College's ABE/GED and ESL programs are driven by state mandates. Faculty at all state colleges and universities must address state competencies when teaching the same level of class; the focus of instruction

is rooted in the context of family, work, and community as presented in the state-embraced "Equipped for the Future" framework. Faculty design curricula to be relevant to real life—practical, applicable, not theoretical—and use performance tasks that assess a student's ability to apply new skills to real life scenarios (2.A.1, 2.A.3, 2.B.2).

In order to meet these mandates, faculty engage in a continuous quality improvement process as measured by curriculum revisions and adaptations, instructional innovations, incorporation of multiple measurements of student and program assessment, and staff review. The programs' record of achievement is reflected in high student enrollment, curricula and programmatic innovations, the commitment of faculty, and meaningful assessment (2.B.1).

#### **Adult Basic Education**

The instructional framework of ABE includes Comprehensive Adult Student Assessment System (CASAS) testing and Washington Adult Basic Education Reporting System (WABERS) completion for each student. Also included are needs assessment and goal setting, student self-assessment, and assessment for subject-level and exit-level completion. Competencies which guide skill-level progression and determine the readiness for further training, and course content based on student goals and needs, are priorities as well as inclusion of the campus-wide outcomes in course design, instruction and syllabi (2.A.1, 2.B.1, 2.B.2).

State-mandated learning outcomes correlate with the required state competencies. These outcomes, as well as the campus-wide outcomes of responsibility and written communication, are incorporated into each course syllabus. These competencies are included in all courses (2.B.2).

All ABE faculty participate in the assessment dialogue. Initial placement is based on CASAS scores as mandated by the Washington State Office of Adult Literacy (OAL). Staff have produced diagnostic instruments that correlate to specific state competencies. Ongoing assessment is used to determine subject-area and competency level progress and completion. State-mandated assessment includes use of holistic scoring rubrics to evaluate student performance of tasks, activities, or products. Nationally standardized assessment tests may also be used. Faculty also assess

the overall program by participating in a periodic state evaluation of the program (2001), using peer-teacher observations to provide feedback to faculty regarding instructional practices, and using student evaluations. Such reviews are required for programs funded by the Workforce Investment Act. In the most recent program review, the state focused on assessment, including initial placement, ongoing progress and level completion (2.B.1, 2.B.2). Additional information about ABE state-mandated requirements and assessments is provided in the division portfolio.

### **English as a Second Language**

The instructional framework of the ESL program is based on statewide life-skills competencies and balanced instruction in all skills (reading, writing, listening, and speaking). Use of task-based activities, built around real life applications, and orientation to the four purposes for learning (access, voice, action and bridge to the future) are included. The ESL civics curriculum integrates students into community life (2.A.1, 2.A.3).

The creation of new curriculum and a comprehensive assessment system was possible through a five-year Title III grant (1994-1999). Instruction includes five proficiency levels from literacy to academic preparation. Additional support classes are offered in grammar, conversation, and pronunciation. The program also includes a technology assisted language learning class. Faculty constantly collaborate with other instructional programs (ABE, developmental) to assist students with transition out of ESL. They also work with Disability Support Services to meet student needs (2.A.1, 2.A.3).

Faculty strive for accurate and beneficial student placement. This is achieved through a needs assessment and student self-assessment activities including the utilization of performance task assessment to increase student awareness of evaluation criteria. Faculty also designed and implemented educational interviewing activities and end-of-session advising to ensure accurate consideration of student goals and abilities in retention and promotion decisions (2.B.1).

Outcomes are an integral element of instruction in ESL as demonstrated by the inclusion of the campus-wide outcomes in syllabi and instruction. All syllabi were recently rewritten to include at least one of the four outcomes, which are interwoven into the other elements

of the instructional design and assessment system. To assess the program, ESL has conducted periodic surveys of full and part-time faculty for program improvement ideas. In addition, the program successfully completed a required audit conducted by OAL, which gave a commendation for outstanding continuous program improvement (2.B.1, 2.B.2). Additional information about ESL state-mandated requirements and assessments is provided in the division portfolio.

### **5.12.2 High School Completion**

The High School Completion (HSC) program provides quality study to meet the requirements for a Washington state diploma. The program strives for excellence in teaching by establishing a learning environment for a diverse population of students who need to develop academic, vocational, work, and interpersonal skills in order to become contributing members of their communities.

This program was originally administered by Educational Planning and served primarily returning students. Because of changing student demographics, the program was recently moved to the L.A.W. Division. Presently, a large group of underserved students are those who drop out of high school, but want to pursue a degree or skills training. These students must pay tuition themselves, so the College is pursuing agreements with local school districts to jointly serve such students.

All aspects of the program are being re-examined in light of recent educational reforms in the K-12 system. Currently, the College is reviewing the list of classes that meet state distribution requirements for the high school diploma, and later will be assisting students in preparing for the statewide WASL test and to complete a senior project.

### **5.12.3 Health and Physical Education**

Health and Physical Education provides quality education by ensuring a student-centered approach to education. Health and Physical Education serves students while recognizing their individual differences, responding to their individual needs, and recognizing their basic human dignity (2.A.2).

Since the last self-study, Health and Physical Education faculty have increased the number of courses,



standardized syllabi and learning outcomes, standardized lecture materials and assignments, increased the number and variety of course offerings, and established a lease/loan program to update equipment for safety and functionality. Faculty have also recently rebuilt and updated the ropes course used in the Group Dynamic Activities class. There are now two instructors with expertise in yoga to complement the newly developed aerobic dance program (2.A.1, 2.B.1).

Health and Physical Education faculty have published learning outcomes in course syllabi for activity and fitness-related courses. They have measured these outcomes through a variety of methods including written work, observing, tracking, and documenting attendance in class, participation in physical activity, improvements in skill acquisition, body composition, and aerobic capacity. Faculty also revised the wellness assessment tool that is administered to students on a yearly basis (2.B.1, 2.B.2).

Faculty have integrated the four campus-wide outcomes into courses. Specifically, they are assessing wellness among students on an annual basis by integrating written communication and quantitative reasoning. The assessment tool, a wellness questionnaire, illustrated the need to expose students to a wellness model in order for students to understand the components of wellness as opposed to health. Even though the compilation of statistics is incomplete as of this writing, faculty have gained information that will benefit the program. Faculty will add a similar assignment to the Weight Training, First Aid, and Human Sexuality courses to ensure that all students who receive credit for the fitness-related activity requirement within the AA and AAS degrees complete a library assignment assessing written communication and quantitative reasoning (2.A.8, 2.B.1, 2.B.2, 2.B.3). The division portfolio contains further information about the wellness questionnaire and other assessment activities.

#### 5.12.4 Analysis and Appraisal

ABE/GED and ESL have grown and changed considerably since the last self-study. There is a large immigrant population in King County that creates a constant demand to increase ESL offerings. In addition, today's ABE/GED students are younger (many are between the ages of 16 and 20), have lower skill levels,

are unemployed, have few defined goals, and are more likely to have learning difficulties or learning disabilities. As a result, the depth and breadth of services required to serve these populations has increased. As prescribed by Washington statute, the community colleges do not charge tuition or fees to ABE and ESL students. The lack of tuition revenue, coupled with the large amount of materials required for classes, makes these programs expensive to operate.

In 1993, basic skills students generated only 5% of the College's FTEs while the statewide system average was 11%. In fall 2001, 19% of the College's FTE were generated by students taking basic skills courses compared to 14% for the Washington community and technical college system as a whole. The College's commitment to this population remains strong. However, the incredible increase in the number of basic skills students has created a strain on college resources.

The increased importance of the statewide assessment system has played a major role in shaping the program assessment and improvement efforts of ABE/GED and ESL. Multiple tools are used to accurately assess and place students including the placement screen, educational interview process, and WABERS. While statewide mandates have been positive for these programs, faculty sometimes view the mandates as excessive and capricious. Faculty have noted insufficient state training in the design and use of performance assessment tasks, insufficient time to create and implement these tasks, and changing requirements as weaknesses of the state system.

However, ABE/GED and ESL have made substantial improvements as a result of an increased attention to assessment. Faculty in these programs continue to work closely together to improve student transition from ESL to ABE. There is also increased collaboration between faculty and Disability Support Services, Educational Planning, Counseling & Health Services, and WorkFirst, as well as with representatives from other colleges and agencies at the state level. Additionally, ABE and ESL courses have been developed to facilitate student access to higher-level educational opportunities. Diversity and cultural issues are now included throughout the curriculum. The Citizenship Preparation classes were also relocated to local public libraries to increase accessibility (2.A.1, 2.A.3, 2.B.3).

Integrating library resources (especially technology) into learning at the two off-site locations is a challenge, especially for ABE. Often class size and geographic distance from the libraries are obstacles. The exposure to technology-assisted learning is limited by the availability of classrooms with enough computers for group work. One strategy has been to encourage all students, especially those off campus, to use the public libraries and the Holman Library. Faculty have organized class tours of the public libraries in Enumclaw and Auburn for off campus students and are integrating the use of library resources into curriculum. Such activities emphasize the importance of libraries as resources for students in their family, workplace, and community roles (2.A.8).

Serving HSC students can be difficult because of learning styles or disabilities that have presented barriers in previous school settings. Some students have poor study habits and low expectations for themselves. They require a delicate combination of encouragement and clear demands. Retention and student success remain a major challenge.

HSC social science classes have changed format to increase academic soundness and offer students greater opportunity to interact with faculty and with each other. Assignments and activities are broader in scope, and students are responding well to these changes. Coordination between the L.A.W. Division and Educational Planning continues to be an essential factor in the program's success.

In Health and Physical Education, the various assessment projects and activities have led to a more unified and focused approach to teaching among faculty. Collaboration has proven useful in generating clear, concise methods of teaching and assessing written communication. Faculty also narrowed the number of campus-wide learning outcomes published in syllabi and more clearly defined those remaining, because some listed in previous syllabi would more appropriately fall under the content learning outcomes area. Since faculty have incorporated pre- and post-skills testing into activity courses, students have been more conscientious about practicing and acquiring skills and have expressed satisfaction associated with their improvement (2.B.1, 2.B.3).

### **Strengths:**

- The College (within available resources) continues to serve the needs of its community by offering comprehensive ABE/GED and ESL curriculum.
- HSC serves about 200 students annually who otherwise might not acquire a high school diploma.
- The demand for Health and Physical Education courses has grown over the last 10 years, which allowed for a 30% increase in course offerings.

### **Challenges:**

- It is difficult to manage growth in ABE and ESL, especially ensuring consistency in the quality of the classes.
- With part-time faculty often working at off-site locations in the evening hours, communication can be a challenge.
- There must be a coherent design in assessment so that ESL students can move successfully into ABE, academic, or professional/technical coursework.
- The impact of statewide education reform on the College's HSC program is unclear at this time. The College must be prepared to change as needed.
- Health and Physical Education faculty must continually overcome student attitudes that physical education does not play a role in academia.

### **Improvement Plans:**

- ABE and ESL faculty will continue to refine assessment and placement tools and practices, including requiring new ABE/GED students to take the CASAS test prior to entering the program and developing new ESL placement and exit tests for implementation in AY 02-03.
- ABE and ESL faculty will be active participants in the state-mandated performance tasks program by evaluating the appropriateness of the tasks and communicating support and/or criticism to the OAL.
- HSC faculty will pursue agreements with local school districts to enable students to enter the program before they are in serious trouble at their school.

- Recognizing the diverse physical and medical abilities of the student population, Health and Physical Education faculty will continue to add traditional and non-traditional courses to the curriculum.

## 6.0 Continuing Education and Special Learning Activities

Green River offers a diverse set of continuing education and special learning activities. This includes traditional, non-credit offerings provided by Continuing Education (CE), non-credit and credit offerings at the Center at Enumclaw and Skillstream, and professional development for water supply and wastewater facility operators through the Washington Environmental Training Center (WETRC). The College also offers an Intensive English as a Second Language (IESL) program provided in conjunction with International Programs (IP) and various study abroad programs.

CE, the Center at Enumclaw, and Skillstream are administratively organized under the interim executive director of continuing education/Skillstream. Until recently, Skillstream was under its own executive director. A separate director oversees WETRC. These units all report to the EVP. IESL is an instructional program for international students and is administratively organized under IP. The executive director of international programs reports directly to the president. Together these entities make up the College's entrepreneurial activities. Refer to Figure 2.1 for clarification on the organizational structure.

### 6.1 Continuing Education

In 1993, Continuing Education consisted of several credit programs including Real Estate, Checker Training, Certified Professional Secretary Training, Ceramics, In-Service Teacher Training, and a number of non-credit community service classes. In 1992, a new dean for continuing education was hired, and over the next five years CE grew to 150 non-credit business and lifelong learning courses, offered quarterly. The addition of the Center at Enumclaw, which offers credit and non-credit courses, further added to the success of community outreach programming.

Thirty-five percent of CE classes are taught at ten off-campus sites to better serve students in the community. Almost 50% of CE students take classes related to their

job and the other 50% for personal enrichment. CE now offers approximately 188 distance learning classes per quarter. Further information about CE offerings can be found in the CE portfolio.

In 1998, a college reorganization shifted CE to a totally non-credit, self-supporting operation under a director of continuing education (2.G.4). Checker Training moved to the Kent site; Ceramics was dismantled; and the Certified Professional Secretary program lost its viability and was discontinued. The Real Estate degree program was discontinued, although core courses are still being offered. A limited number of teacher in-service training courses are also still being offered.

Today CE provides non-credit courses and programs in four major areas: professional education, job training, small business and lifelong learning. Most CE programs consist of short (3-20 hours in length), non-credit classes open to the general public. Some job training programs are longer, but most can be completed in one quarter. Many of the most popular classes are offered in multiple sections each quarter. CE also grants Continuing Education Units (CEUs) for many courses and follows national guidelines for granting them. Records are maintained in the CE Office (2.H.3).

CE instructors are a mix of professionals and enthusiastic hobbyists. Many CE instructors are credit faculty who teach CE courses on evenings and weekends. Instructors are screened, hired, and evaluated following standard procedures. College divisions are consulted in hiring decisions when appropriate (2.H.1, 2.H.2). Standard Four, Section 5.0 contains more details regarding CE faculty.

Non-credit courses are priced at market rate and self-support course refund policies are clearly stated (2.G.6). Promotion and marketing is done primarily through the class schedule and through a quarterly supplemental CE brochure (Exhibit 2.11). Targeted marketing is done for some specialty programs if it is deemed cost effective.

While CE is self-supporting, the evening support staff person serves as general after-hours support to all part-time credit and non-credit faculty and is paid from the general fund.

#### 6.1.1 Small Business Assistance Center

In 1999, CE, in cooperation with several private and community partners, opened the Small Business

Assistance Center (SBAC) in downtown Auburn. The co-location of the SBAC with the Auburn Chamber of Commerce and the adult literacy program adds another dimension to college-community partnerships. Free one-on-one business counseling services are at the heart of the center’s operation. The Small Business Administration gifted a small business resource library to the center, which is available to the public during regular center hours and is used regularly by clients. Client records and grant reporting statistics are collected and maintained at the SBAC in accordance with state guidelines. The CE portfolio contains further information.

The SBAC is totally supported by grants and private donations. The Green River Community College Foundation is active in SBAC fundraising. It is the intent of the center to secure ongoing private and community money to ensure the long-term success of the counseling program.

### 6.1.2 Analysis and Appraisal

CE reflects a commitment to the professional development and personal enrichment needs of the community, and offerings are compatible with the College mission. Both CE staff and instructors work to serve students, whatever their educational needs may be, often referring them to other college departments and to credit programs (2.G.1).

CE is very effective in using limited resources to serve 5,000 students per year (Table 2.2). Many programs are developed in cooperation with local employers to meet specific needs of businesses and organizations. Personal enrichment courses are developed by looking at community trends and responding to requests. College divisions also request specific non-credit classes be developed and taught to supplement credit instruction programs. Recent examples include Cadaver Dissection, IV Therapy, and Court Reporting Test Preparation. These courses are coordinated directly with the requesting faculty member (2.G.3, 2.H.1). Quarterly instructor evaluations serve as a useful quality control tool and provide student feedback on additional courses desired.

In AY 01-02, the SBAC recorded 544 counseling hours, \$2.1 million in loans and community investment, 57 jobs saved or created, and had 126 clients (Table 2.3).

Table 2.2—Continuing Education Enrollments

	AY 99-00	AY 00-01	AY 01-02
Work Related	2,162	2,040	1,884
Personal Enrichment	2,790	2,612	2,447
Distance Learning	136	238	171
Total Headcount	5,088	4,890	4,502

Table 2.3—Small Business Assistance Center Activity Summary

	AY 99-00	AY 00-01	AY 01-02
Counseling Hours	187	556	544
Counseled Clients	39	116	126
Contact Calls	1,433	1,161	1,666
Community Investment		\$1.8 million	\$2.1 million

The College has won praise from state and local leaders for providing a much-needed, valuable service in south King County.

The rising costs of CE operations have made it increasingly difficult to maintain the current level of programming in a totally self-supporting environment. Low-tech business classes and personal enrichment classes are highly price sensitive, and therefore do not provide avenues for large fee increases. Some programs requested by the community go undeveloped due to their labor-intensive nature and the low potential to become self-supporting programs. See Exhibit 2.12 for CE budget details.

College organizational boundaries often hamper the efforts of CE to expand into more profitable areas. State and federal retraining dollars are not dispersed institutionally; computer labs are not usually available for CE classes during prime hours; college entrepreneurial efforts are uncoordinated; and many of the newly developed short-term credit certificate programs compete with traditional CE instructional formats.

The organizational structure of CE in relation to Skillstream is being examined as of this writing. The director of continuing education recently assumed interim leadership responsibilities over Skillstream, which will continue through June 2003. At that point, the EVP will make a more permanent decision.

**Strengths:**

- Classes are offered at numerous off-campus locations, which allows CE to better fulfill its mission to serve the community.
- The SBAC is fast becoming known in the community due to its downtown location and visibility in local business circles.

**Challenge:**

- There is a need for further coordination between CE and the various instructional divisions.

**Improvement Plans:**

- CE will expand partnerships with organizations and community groups, increase new program development efforts, and raise awareness of the role CE plays in supporting the College mission and goals.
- The interim executive director of continuing education/Skillstream will work with other college administrators to examine the current funding structure with the goal of restoring administrative general fund salary money to CE.
- The SBAC will secure ongoing private and community money to ensure the long-term success of the counseling program.

## 6.2 Center at Enumclaw

In fall 1996, Green River opened the Center at Enumclaw as a part-time extension site of the College. Developed by the Green River Community College Foundation and Key Bank, the center was created to serve the growing educational needs of the Enumclaw plateau communities. Offering credit, basic education and non-credit CE courses, the center was designed as a stepping stone to the main campus for degree completion. Responsibility for administration of the center lies with the interim executive director of continuing education/Skillstream, who is located on the main campus (2.G. 4). All Enumclaw staff are funded by the college general fund. See the Center at

Enumclaw portfolio for an organizational chart and staff responsibilities.

The center is located 17 miles from campus in downtown Enumclaw. Credit classes are held primarily afternoons and evenings. Non-credit and community events are held mornings and weekends. Used 80% of the time for credit class offerings, the center now offers both pre-college and college-level courses in business education, English, humanities, math, science, social science, as well as a strong ABE/GED program. Credit course offerings number between 20-25 per quarter and are determined by each instructional division with input from the center's administrative staff (2.G.1, 2.G.2, 2.G.3).

The center has successfully collaborated with CE to offer approximately 40 non-credit offerings each quarter. Classes offered include business, computer, health/fitness, creative arts, and foreign language. The center also provides occasional contracted classes to local employers. All non-credit course development follows established CE policies and procedures as outlined in its operational guidelines. The SBAC is available one day a week to serve local business and community needs (2.H.1, 2.H.2, 2.H.3).

The center provides many of the same comprehensive support services available on campus. Students are taken from their point of entry through the admissions process, placement testing, academic advising, and registration. Bookstore services are provided the first week of each quarter. The center provides students and the local community with information on other college programs through quarterly information sessions on topics such as Running Start, financial aid, and WorkFirst opportunities.

### 6.2.1 Analysis and Appraisal

The Center at Enumclaw is an efficient operation currently serving over 2,000 students per year, with the equivalent of 2.1 full-time employees. On average, 750 students take credit courses and 1,300 students come to the center for non-credit business or personal enrichment activities.

Credit course offerings are determined collaboratively between the instructional divisions and center administrative staff. The most difficult component seems to be trying to determine the correct "mix" for Enumclaw to maximize enrollments and minimize class

cancellation rates. In an effort to stabilize credit class offerings, the center has begun to offer a number of alternative class offerings and methods of delivery that include Academic Systems (a computer mediated learning lab for math offerings), a lab/lecture environment for a series of business education courses, and combined English courses. Waiting until two weeks prior to the class start date to cancel a class has also helped lower class cancellation rates, as trends for the center show strong enrollment activity just days prior to the start of the quarter. See Table 2.4 for further enrollment information.

Table 2.4 Center at Enumclaw Enrollments

	AY 99-00	AY 00-01	AY 01-02
Credit Headcount	780	697	917
Non-Credit Headcount	1,440	1,268	1,220
Total Headcount	2,220	1,965	2,137
Annual FTEs	259	223	299

Promotion and marketing for the center is varied and includes mailing of the class schedule, brochures about center offerings distributed to the plateau area, weekly news releases, promotions with the Enumclaw community TV channel, and targeted marketing/mailings for some classes.

Technology continues to enhance services offered to students. Distance learning courses are promoted and students have the opportunity to use computers at the center (2.G.5). Networked to the main campus, center staff and instructors are able to access forms electronically and to register students directly. The installation of a student kiosk now provides students easy access to Web-based services. The center has seen an increased demand for these services as students recognize their ability to conduct business locally whether they are taking classes at the center or on the main campus. Admission, registration, and cashiering processes are completed as outlined by those main campus departments.

Community outreach and visibility are an important component of the center. The center manager is actively involved in the Enumclaw Chamber of Commerce,

Rotary, and downtown partnership activities. A community-based advisory board assists the center in gauging community needs.

The challenges faced by the Center at Enumclaw primarily result from its physical distance from the main campus. Communication, technology needs, and limited staff resources are ongoing challenges. Technology interruptions at a remote site are not easily corrected, as technicians often need to plan a trip to Enumclaw, although regularly scheduled “tech visits” have lessened the need for emergency service. Communication lines between main campus departments and the center need to be continually reinforced to ensure college policy and procedure changes are transmitted to the center. This is especially true in the student service areas of registration, testing, and advising. If the center is to grow, more staff resources will be needed.

**Strengths:**

- The center has significantly increased the presence of Green River in the Enumclaw community.
- Full-time faculty are beginning to choose the Center at Enumclaw for some of their teaching load.

**Challenge:**

- The part-time staff, totaling 2.1 FTE, provides for almost no time for staff overlap or interaction, which makes communication with each other and the main campus difficult.

**Improvement Plan:**

- The interim executive director of continuing education/Skillstream and the center manager will continue to explore alternative ideas for more optimal staffing levels.

**6.3 Skillstream**

Skillstream (formerly called the Education & Training Center) is Green River’s corporate training unit, currently housed in rental space in Kent, 20 minutes from the main campus. The mission of Skillstream is to develop and deliver high quality, results-oriented training, education and consulting services that are job relevant and tailored to the specific needs of organizations and individuals. Its goal is to help organizations and their employees put specific knowledge and skills to work through practical, hands-

on programs. Skillstream's organizational values include customer service, partnerships, teamwork, respect for each individual, lifelong learning, and continuous quality improvement.

All programs are designed, approved, administered, and evaluated according to standard institutional procedures. Most Skillstream courses are offered as non-credit, but in those cases where it does offer credit courses (e.g., fiber optics, CISCO networking) full-time, campus-based faculty are involved in the design and approval of courses and programs, utilizing the IC and the FCRC (2.G.1, 2.G.3, 2.G.7, 2.G.8).

The fee structure and refund policy are consistent with those of the College for all regularly scheduled credit and degree programs. The fees for non-credit training courses are priced at market rate. The fees for each course, as well as the refund policy, are clear and well documented and approved by the Board of Trustees (2.G.6). Promotion and marketing are done through the class schedule, a bi-quarterly schedule flyer, brochures, and the Skillstream Web site. Exhibit 2.13 contains Skillstream's marketing materials.

Skillstream currently operates four lines of business, including technology, fiber optics, business, and international business. Each line of business offers a variety of programs. Skillstream is a resource for students interested in technical certifications outside of degree programs and allows individuals to upgrade their existing skills or to retrain in a new field. These programs are typically three quarters or less in length and meet during evenings or weekend hours. Skillstream also offers many courses that are designed in cooperation with professional associations and corporate partners. Professionals can earn clock hours, CEUs, or certifications (2.G.3, 2.G.11).

### 6.3.1 Analysis and Appraisal

Skillstream contributes to the College's general fund through an overhead percentage of revenues. In the past two years, a combination of the September 11 impact, the resulting sharp downturn in the economy and in corporate demand for training, coupled with management problems in the areas of marketing, personnel, and fiscal accountability, led to a severe trend toward insufficient business. Revenues for FY 01-02 ended in a deficit. See Exhibit 2.14 for further

budget details. The executive director left in winter 2002, and the EVP hired an external consultant to assess the situation. This confidential report pointed to both people-related and organizational problems. In order to further study and resolve those problems, the EVP appointed a college administrator (and former executive director) to lead an intensive four-month program review task force, which included key Skillstream and college representatives. The group completed its report in August 2002, and the president and EVP are using the findings to determine how to restructure the operation. At the time of this writing, the main change has been to appoint the director of continuing education as the interim executive director of continuing education/Skillstream through June 2003 as previously discussed. Exhibit 2.15 contains the Skillstream assessment report.

The College expects to make further changes regarding Skillstream in the near future. The focus of Skillstream will shift to tie in better with both Continuing Education and Worker Retraining, but the overall mission of the enterprise is sound and the College's commitment to it is strong. Skillstream needs to expand its presence in local business and community organizations, broaden its offerings beyond technology and business skills, and streamline its administrative operations. Green River plans to establish a permanent presence in Kent Station with Skillstream as an anchor tenant.

#### **Strength:**

- Skillstream offers a unique set of programs and courses, allowing Green River to better serve the surrounding communities and meet its mission.

#### **Challenges:**

- Skillstream must be restructured so that it is better positioned to survive in the down-turned market.
- Skillstream operations need to be returned to profitability.

#### **Improvement Plans:**

- Green River will fully implement a plan to restructure Skillstream during 2003.
- The College will continue to work with the city of Kent to develop the Kent Station, which will provide a new, permanent home to Skillstream.

## 6.4 WETRC

The Washington Environmental Training Center (WETRC) has been in existence since 1973 when state law mandated certification of water supply and wastewater facility operators. The certification law included a requirement for certified operators to demonstrate professional growth through training. The state agencies accountable for water and wastewater operator certification contracted with Green River via an interagency agreement to coordinate training and administer the professional development program on their behalf. In 1995, the state law governing certification was amended to separate the water and wastewater certification programs. The Department of Ecology withdrew from its part of the contract and now administers the wastewater certification professional growth program on its own. The Department of Health, Division of Drinking Water, has continued to contract for certification services from Green River and has increased the delegation of tasks to WETRC. The tasks performed under the contract with the Department of Health include the following: maintain professional growth records for all classifications of certified water works operators; evaluate and assign CEUs to instructional programs; share information regarding the professional growth program; and administer the Backflow Assembly Tester (BAT) certification and professional growth programs, and renewal process.

WETRC also offers non-credit workshops, seminars, and conferences throughout the state on a self-supporting basis. These job-related training activities meet the Department of Health, Division of Drinking Water, relevancy criteria.

A full-time director who reports to the EVP administers WETRC. Instructors are professionals who work full-time in the field and instruct on an occasional basis. Courses are priced at market rates and refund and cancellations policies are clearly stated. Promotion and marketing are done primarily through direct mail to certified water and wastewater facility operators and, in some cases, to the facilities in which they are employed.

WETRC is entirely self-supporting and receives no funds from the College's general fund. It contributes to that fund through indirect costs applied as a percentage of total revenue generated.

### 6.4.1 Analysis and Appraisal

#### Strengths:

- WETRC provides relevant services to a well-defined audience.
- Partnership with Department of Health, Division of Drinking Water, enhances WETRC's capability to deliver services to its primary audiences.
- WETRC is a unique provider of services among community colleges in the state.

#### Challenges:

- There is competition from membership organizations that offer professional growth opportunities using volunteers.
- It is sometimes difficult to keep abreast of needs and develop new training opportunities.
- Providing services to the large number of people who wait until the last moment to meet their professional growth requirements is difficult.

#### Improvement Plans:

- WETRC will recruit instructors to develop technical areas as well as proctors for the BAT certification and professional growth examinations.
- WETRC will explore alternatives for staffing the development and delivery of instruction.

## 6.5 International Programs (including Intensive English as a Second Language)

International Programs (IP) is a self-supporting, revenue generating program. The program began in 1989 and now serves over 400 students from more than 30 countries. IP's vision is to connect the College to the global community by transforming lives through teaching and learning. Its mission is to be a leader in international education by recruiting students throughout the world, providing excellent service and instruction, developing and delivering innovative programs, and creating a fun, exciting international campus climate.

### 6.5.1 International Programs

IP contributes to international student success by providing learning support services in the areas of



orientation, admissions, housing, advising, registration, and student activities. IP also assists in internationalizing Green River by supporting college-wide diversity initiatives; encouraging incorporation of world perspectives into curricula and student programs; and enabling faculty, staff, and administrator exchanges.

The program generates revenue for the College by recruiting and retaining international students, exporting educational products and services, and collaborating with other educational entities. More about the revenue generating aspect of IP can be found in Standard Seven, Section 3.0.

In Green River's continuing efforts to connect with the global community, IP is developing several "Australian initiatives." In winter 2000, the College began a winter quarter study abroad program in Australia (as further discussed in Section 6.6). The College also signed an institutional agreement in 2001 with Northern Melbourne Institute of TAFE (NMIT) to promote opportunities in international education.

The College is also affiliated with the Australian American Education Alliance (AAEA). The AAEA is an umbrella organization to enable educational institutions from Australia and America to work together on various international projects. In addition to Green River, current affiliates include Pacific Lutheran University (PLU); NMIT; TAFE International-Western Australia; University of Southern Queensland (USQ); Excelsior College; and Community Colleges for International Development.

The College has also established the Swedish-American-Australian Business Degree program (SAABD) with partner institutions. SAABD is a unique opportunity for Swedish students to study in the United States and Australia. In conjunction with study at Green River and USQ, Swedish students can earn a Bachelor of Business Administration degree at PLU.

In 2003, the College will participate in its first Australian faculty exchange. A TAFE faculty member from Central TAFE Western Australia will come to Green River for six months while a faculty member from the Business Division will go to Perth, Australia. They are exchanging homes, cars and teaching assignments. Other opportunities for faculty interactions include shadowing experiences. Currently, a counseling faculty member from Green River is visiting NMIT to shadow counterpart staff in Melbourne, Australia.

### 6.5.1.1 Analysis and Appraisal

IP staff provide comprehensive services to international students, making Green River and the surrounding community a comfortable place to live and study. The IP Office runs efficiently, with a well-developed database at its core. This database allows for careful follow-up with students. IP marketing efforts have been strong for many years, with seasoned professionals successfully recruiting for onshore programs. As a result of these recruitment and retention efforts, IP has contributed significantly to the College in both monetary and non-monetary ways.

The events of September 11, 2001, and the aftermath have had a significant impact on international enrollment. The immediate effect was a dramatic decrease in enrollment from the Middle East and Africa. In fall 2000, there were 62 students from these areas compared to only 29 students in 2002. Indonesian student enrollment has also declined substantially due to increased visa restrictions. These more restrictive visa issuance procedures adopted by the U.S. State Department have not only impacted enrollment at Green River, but at other community colleges as well.

Both real and perceived threats to U.S. national security and personal safety rank high among concerns of prospective students considering study in the U.S. The global economic downturn has also restricted the ability of students to study overseas. Competition for students continues to increase, both domestically and internationally. In particular, perceptions that better security exists in other countries has led to more interest in Australian, Canadian, and British institutions. Even if security in the U.S. returns to normal, however defined, it is expected that not all of international enrollments now diverted to these countries will be recovered, resulting in a long-term decline in the U.S. share of the international market.

In 2001, the College embarked on a project to provide affordable student housing to students. The Green River Community College Foundation created a limited liability company, called the GRCC Student Village, Limited Liability Corporation (GRCCSV, LLC) as a vehicle to finance this project. The GRCCSV, LLC will own the student housing facility. The College expects international students to be especially interested in living on campus. The College anticipates construction to begin in summer 2003 with an occupancy date of August 2004.

**Strengths:**

- International students from Green River have had success in transferring to universities all over the U.S.
- Positive momentum from recruiting and retention initiatives has helped to keep a solid international student enrollment base, even in difficult times.
- IP staff have an entrepreneurial spirit, devoting considerable resources to developing new programs for future growth.

**Challenges:**

- Washington has the highest community college tuition for international students of any state surveyed, resulting in the loss of potential students to competitors within the U.S. and abroad.
- The College lacks certain programs in high interest areas, particularly in multimedia, technical computer and business programs, and hospitality, making it necessary to expand its marketing reach to attract students.
- There is a lack of amenities near the main campus, including adequate public transportation and sufficient housing opportunities.

**Improvement Plans:**

- IP will continue to evaluate its organizational effectiveness, including conducting a review of the fall 2002 restructuring which merged advising and marketing staff into one entity called International Enrollment Management.
- IP will annually review, update, and develop the International Programs strategic plan and use it as a primary planning tool for the organization.

**6.5.2 Intensive English as a Second Language**

The Intensive English as a Second Language (IESL) program, part of IP, has been in existence since 1989 when it employed only three instructors and served a handful of international students. Despite its initial role as an English for non-native speakers service of IP, IESL has evolved into an extensive academic preparation program with five full-time (core) and seven part-time (adjunct) instructors, administrative support, tutoring, and other support for approximately 150 full-time students (2.A.1, 2.C.7).

Between 1994 and 1997, IESL revised its entire curriculum, established reading and vocabulary benchmarks, added a fifth level to the program, and established a TOEFL class. As of spring 2002, IESL consists of an integrated three class (grammar, listening and speaking, and reading and writing), five level (basic to academic preparation) curriculum. Course outcomes, major assignments, mid-term and final assessments, and quarter scheduling are outlined in the IESL curriculum guidelines. Student satisfaction is measured through teacher/course evaluations and number of add/drop forms completed. COMPASS scores measure student success and programmatic quality. Overall program success is determined by quarterly retention rates (2.A.1, 2.B.1, 2.B.2).

In 2000, the IESL program began a process of strategic planning, enhanced the role and responsibility of faculty in programmatic decision-making, and improved its relationships, both formal and informal, across the College. As a result of these and other events, IESL is making its commitment to standards, assessment, and outcomes more systematic and procedurally sound (2.A.1, 2.B.1).

An initial phase of IESL planning was the Curriculum Action Plan (CAP), which made use of an extensive needs analysis and numerous student, faculty (both IESL and academic) and other stakeholder surveys to begin the process of systematically assessing the program. In spring 2002, faculty completed a process improvement checklist to assess the impact of the newly implemented curriculum. A more thorough and consistent process of curricular review is necessary, however. IESL plans to implement such a system in 2003 (2.B.1).

Finally, the strategic plan seeks to combine program development and faculty professional development through action plans tied directly to initiatives/issues/concerns identified in the plan. The IESL faculty will ratify the final strategic plan no later than early 2003 (2.A.2, 2.B.1). The strategic plan can be found in the IESL portfolio.

Faculty submittal of bi-quarterly at-risk reports, mid-term reports, and final integrated scoring reports also support IESL's commitment to high standards. As the IESL faculty develop a broader understanding of issues and concerns from other academic areas around campus, they are able to adapt IESL curriculum accordingly (2.A.1, 2.B.3).

### 6.5.2.1 Analysis and Appraisal

#### Strengths:

- The College's IESL program is a sound, well-run entity providing a strong academic base and retention incentive for its students.
- The IESL program makes concerted efforts to balance individual faculty creativity and autonomy in the classroom with the programmatic mandate to achieve consistent and uniform standards across classes, levels, and sections.
- Retention of IESL students has steadily improved in the last three years.
- Average student evaluations are improving and the number of add/drop forms submitted by students has decreased.

#### Challenges:

- There is a need to increase instructional coordination and standardization to ensure that student requirements are met.
- IESL faculty must continue working to understand and meet the expectations that academic faculty have of IESL students.
- There is a need to improve organizational connections between IESL and other instructional entities. There are currently few organizational links between IESL faculty and academic faculty.

#### Improvement Plans:

- IESL will tie faculty goals, professional development, program resources, and efficient planning together in a system of action plans derived from the IESL strategic plan.
- Core faculty will develop action plans to provide more comprehensive tutoring or create an in-class aide program, implement a computer-based placement and exit measurement, establish comprehensive exit measurements, develop closer relationships with other departments, create a formal bridge program, and create closer ties with IP advising.

## 6.6 Study Abroad

Green River participates in a consortium of Washington community colleges, which sponsors study abroad

programs in London, Florence, Paris, Costa Rica and Dublin. The College also sponsors a study abroad program in Melbourne, Australia, which adheres to the same rigorous standards and well-established policies as other Green River programs. Students typically receive 15 academic transfer credits for a ten-week program of study, which is taught by faculty meeting the same credential requirements as they do for on-campus classes. Classes are often taught in a coordinated fashion, taking advantage of the local history, art, language, and culture to enrich the experience. Students must meet scholastic performance standards to be eligible to apply. Experienced program partners assist faculty locally with logistical support and operations. Detailed program brochures provide extensive information, and orientation sessions prepare students and their parents (if applicable) for the experience. Students and faculty participants evaluate programs and feedback is used for continuous improvement (2.G.12, Policy 2.4). Exhibit 2.16 contains the promotional literature for study abroad programs.

### 6.6.1 Analysis and Appraisal

The study abroad programs are a rich educational experience that have significant, positive impacts on the lives of students. There has occasionally been a problem with a student participant acting inappropriately or violating stated expectations, which creates unique problems when the setting is in another country. The consortium has implemented strict standards and more specific expectations for student conduct in study abroad programs. Education partners, including Green River, are now using a more thorough screening process in considering applications to ensure that student participants have the maturity and proper self-discipline to benefit from these opportunities.

#### Strength:

- The consortium partners providing local operational support are experienced and consistently deliver quality services that complement the curricular activities.

#### Challenge:

- The events of September 11, 2001, have undermined student confidence and interest in a study abroad experience, thus enrollments have declined and some programs have had to be cancelled.

## 7.0 Distance Learning

The mission of the Distance Learning (DL) program is to take full advantage of technology to provide maximum educational and training opportunities for all students who are time, distance, and work or home-bound by providing a large selection of college credit courses via telecourse and Internet course delivery systems.

The FCRC approves distance delivery courses in the same manner as all other courses. Green River also offers a variety of online courses via Washington Online (WAOL), a consortium that provides access to distance delivery courses from community colleges across the state. All non-WAOL distance courses presently offered by the College are also offered on campus. The course content and learning objectives are the same. To that end, faculty have carefully reviewed each distance delivery course to ensure that the learning objectives could be met using appropriate technology. The College will not offer a course if faculty within a particular discipline cannot come to an agreement as to the validity of the course objectives. To further ensure the use of appropriate technology, the College has two joint faculty/administration committees that monitor technology developments and infrastructure: the Instructional Technology Committee and the Distance Learning Committee.

The course content and student learning outcomes are the same for distance delivery courses as on-campus courses. Assessment is left to the discretion of the faculty and methods vary by course as well as by faculty. Faculty use a variety of assessment types, including both objective, self-scoring exams, and essay exams transmitted via e-mail. Distance faculty are especially cognizant of the need for clear assessment criteria and devices because they are unable to have the daily face-to-face contact. Faculty share materials and techniques they find effective within their disciplines with each other.

Students enrolled in telecourses or online courses have ample opportunities to interact with each other and with the faculty. Telecourse faculty schedule orientation meetings at the beginning of the quarter and other meetings, some as often as every two weeks, to review work and problem areas. Faculty keep regular office hours and post them for students. Some faculty teaching

telecourses also maintain Web sites to provide an additional source of course information for their students. In Internet courses, nearly all faculty utilize threaded discussion to help students interact with one another and with them. Faculty respond periodically within group discussions, and some will also respond privately to students in the group as appropriate. Some also set up chat rooms so that synchronous communication can take place (2.G.5).

In spring 2002, Green River split the director of distance learning position in two: the distance learning coordinator is a 2/3 time position and the distance learning faculty liaison is a 1/3 time position. While the coordinator ensures that the administrative functions of DL are carried out, the faculty liaison chairs the Distance Learning Committee and is responsible for keeping faculty informed and involved with distance learning. The Distance Learning Committee has now taken a more prominent role in formulating and carrying out Green River's DL program.

The Negotiated Agreement (Appendix 4.1) addresses the ownership of any materials, processes, or inventions developed solely by an academic employee's individual effort. Expenses shall reside with the academic employee.

Media Services and DL jointly take care of media licensing, tape duplication and distribution, return, and replacement for telecourses. The College provides distance education students access to library services over the Web (2.A.8).

The College provides one-on-one training as well as small group training sessions for faculty. The WAOL Consortium also offers periodic training on how to design and teach an online course. It also developed an extensive online course for faculty who are interested in teaching online. SBCTC also offers periodic training opportunities, which are passed on to all DL faculty.

DL students have access to a variety of information about college policies and services on the Web site. They can plan their schedule, advise, enroll, pay tuition, and purchase books online. Students can also locate general information about financial aid and can complete their Free Application for Federal Student Aid through the Department of Education online. Students, however, cannot take math or English placement tests online.

Advertising and recruitment is done via the class schedule and the Web site. No special claims are made beyond the flexibility that the DL mode offers students. To help students make an informed decision, the College offers a readiness questionnaire in the class schedule and on the Web site. In addition, Educational Planning and the DL coordinator are available via e-mail or phone to answer questions. The schedule also lists the equipment necessary for students to effectively access the required Web sites. The distance learning coordinator does provide individualized help for those with minor technical difficulties. Technical support is also available for students registered in WAOL, E-Education, or Blackboard classes. (As of Winter 2003, the College will be migrating from E-Education to Blackboard, due to the former going out of business. Blackboard aligns Green River with the platform used statewide for WAOL.)

Students are expected to adhere to the academic integrity policy outlined in the student handbook and placed in the course information pages on the Web site. Some faculty make use of the Assessment and Testing Center, local libraries, other community college testing facilities, and job site supervisors to proctor critical examinations or activities. The variety of monitored testing sites ensures integrity of the examinations without unduly inconveniencing students. Other faculty use capstone projects with embedded assessment to ensure that students are learning and doing their own work (Policy 2.6).

### 7.1 Analysis and Appraisal

All DL courses are currently state supported and are counted as part of the College’s total state-funded FTE. In the future, Green River may choose to run some

distance learning courses as self-support. Over the past decade, the number of DL courses has grown substantially and changed in nature as shown in Table 2.5. The College is expanding its DL offerings carefully, especially considering the resources involved. The first consideration in developing new online courses is whether or not the course has a sound enrollment base. The next consideration is the complexity of the development and delivery of the course. Information Technology has expanded technology infrastructure to accommodate DL offerings. The College has added servers to improve online capacity. Finally, there is a limit to the total costs that can be passed on to students. Although students are willing to pay extra for additional convenience, there is a point at which high cost will become a barrier.

The Negotiated Agreement (Appendix 4.1) provides for a compensation system for part-time/moonlight teaching of distance courses based on the total number of students taught by a faculty member when the course is under or overenrolled. This offers the College more flexibility to run both small and large courses in a cost efficient manner and increases the incentive for faculty to pilot courses with small enrollments or to accommodate additional students who would not otherwise be permitted to enroll in their courses.

Web registration has greatly improved access for the distance learning student. Problems include occasional glitches such as allowing students to register for courses for which they are not qualified. Students also have to come to the campus if they need to take placement tests for English and/or math. These problems are minimal compared to the convenience and efficiency afforded by Web registration.

Table 2.5 Distance Learning Student Enrollments

Year	Online Sections	Online Students	WAOL Sections	WAOL Students	TEL Sections	TEL Students	Total Students
97-98	11	143	0	0	18	485	658
98-99	30	1,256	37	211	38	870	2,448
99-00	70	1,598	48	478	40	1,075	3,320
00-01	147	2,726	47	345	34	797	4,119
01-02	218	3,777	49	382	28	590	4,749

The College does not want to erect additional barriers for distance learning students. However, faculty are aware that some students who sign up for DL classes are not prepared to succeed in that mode of delivery. At this time, the best hope seems to be better advising, i.e., increasing the awareness of the particular demands and problems associated with distance courses and having students self-assess to determine if they have the skill set needed for success. This problem may eventually resolve itself as students have more contact with DL courses. In the meantime, the Distance Learning Committee is exploring ways to assist students in making informed decisions. Items under consideration include additional assessment surveys, inclusion of additional media on the Web site, and promotion of a course that prepares students to take other distance learning courses.

Green River's completion rate for distance learning courses is roughly equal to the average for community colleges in Washington in the areas of English, math, and other online courses. These rates are roughly 5-10%

below the rates for non-distance education course completion (Table 2.6). Based on information from students (concerning difficulty getting started) and feedback from Educational Planning, too many students find the present system cumbersome and confusing.

The College is beginning to demonstrate a positive record in delivering courses at a distance. As the number of online course offerings continues to increase, the College expects to offer a greater breadth of courses. The increased enrollments make distance learning a significant part of the College's overall curriculum offerings. The College does not offer a complete degree program online. However, as of fall 2002 the Computer Applications Specialist certificate and a 44-credit Early Childhood Education certificate are available online. The most significant factor limiting additional enrollment at this time is the lack of an online AA or AS degree. The College will continue to carefully assess its capability to offer additional courses and programs via distance delivery.

Table 2.6 Distance Learning Course Completion Rates for Community College System  
(Winter Quarter Summary)

Class Type	Winter 99 (CC System)	Winter 00 (CC System)	Winter 01 (CC System)	Winter 02 (CC System)	Winter 02 (Green River)
<b>All Distance Education</b>					
College Math	75%	64%	75%	65%	64%
College English	70%	66%	68%	71%	72%
All Classes	73%	71%	73%	74%	76%
<b>Online</b>					
College Math	75%	64%	73%	62%	
College English	67%	66%	68%	70%	
All Classes	72%	70%	72%	73%	74%
<b>Interactive TV</b>					
College Math	88%	75%	92%	100%	
College English	88%	84%	81%	87%	
All Classes	86%	85%	87%	89%	
<b>All Other</b>					
College Math	68%	57%	54%	62%	
College English	76%	62%	65%	67%	
All Classes	74%	69%	71%	73%	
<b>Non-Distance Education</b>					
College Math	81%	80%	82%	80%	
College English	84%	84%	84%	84%	
All Classes	84%	83%	84%	83%	

Few students enrolled in distance courses are asked to fill out an end of the quarter evaluation. The primary reason is because the standard evaluation forms used to evaluate courses and faculty are not entirely appropriate for distance learning courses. In spring 2002, the Distance Learning Committee created an alternative evaluation form for distance courses. The committee sent its recommendations to the IC with plans to implement it immediately. The program hopes to benefit from the feedback.

Concern about maintaining academic integrity seems to have mostly dissipated as more faculty apply their ingenuity and adopt new strategies better suited to the online learning environment. Although additional technologies may appear, the concerned and involved faculty is the best safe guard of academic integrity.

**Strengths:**

- The DL program operates under the strict oversight of dedicated administrators and faculty.
- The DL program has seen continuous growth in enrollment over the past five years.

**Challenges:**

- No complete degree programs are available online at this time.
- The program needs to increase awareness, on campus and with students, of the skills needed for success in distance education.

**Improvement Plans:**

- The Distance Learning Committee will implement the new evaluation forms, ensuring appropriate feedback for assessment.
- The Distance Learning Committee will complete a set of best practices guidelines for online instruction.
- The DL program will begin testing Blackboard, a new platform, during winter 2003 to provide better course management for faculty and students.
- Faculty will be encouraged to move all courses to Blackboard so that online education will be standardized at the College.
- The DL program will continue to encourage faculty to create more courses with the goal of providing an AA degree completely online by fall 2003.

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**List of Appendices**

- 2.1 *Green River Community College Catalog (2002-2004)*
- 2.2 Full-Time Faculty List
- 2.3 PA&I Schedule and Process Elements

**List of Exhibits**

- 2.1 Course Adoption Revision Database
- 2.2 Negotiated Agreement Addendum on PA&I
- 2.3 Completed PA&Is (1998-2002)
- 2.4 Computer Reporting Technologies 1997 Self-Study and NCRA Visitation Report
- 2.5 OTA 1997 Self-Study and ACOTE Evaluation Report
- 2.6 PTA 1998 Self-Study, Commission Report, and College Progress Reports (1998-2000)
- 2.7 PN 1998 Self-Study and NCQAC Survey Report
- 2.8 Natural Resources 2000 SAF Recognition Review Report
- 2.9 Auto Body Technology 1999 NATEF Self-Evaluation and Recommendations for Certification
- 2.10 Automotive Technology 2000 NATEF Self-Evaluation and Recommendations for Certification
- 2.11 Continuing Education Marketing Brochures
- 2.12 Continuing Education Budget Detail
- 2.13 Skillstream Marketing Brochures
- 2.14 Skillstream Budget Detail
- 2.15 Skillstream, Educational Enterprise, CE Project Team Assessment Report (2002)
- 2.16 Study Abroad Brochures

**Standard Two Participation**

Leadership:

Judy Burgeson, Dean of Instruction for Humanities, English, and Science

Julie Moore, English Faculty

Participation:

Paul Allen, former Director of Distance Learning

Diane Anderson, Manager, Center at Enumclaw

Edith Capen, Executive Dean of Instruction for Math,  
Social Science, and Fine Arts

Michael Cassella-Blackburn, Assistant Dean of  
Academic Education/Distance Learning

Carol Franklin, L.A.W. Division Chair

Hank Galmish, English Division Chair

Christie Gilliland, Math Division Chair

Kai Hibbeln, Director of IESL

April Jensen, Executive Vice President

Kate Katims, Humanities Division Chair

Leslie Kessler, Health Sciences & Family Studies  
Division Chair

Jeff McCauley, Technology Division Chair

Michael McVay, Science Division Chair

Jerry Marshall, Faculty Liaison for Distance Learning

Mark Millbauer, Trades Division Chair

Leslie Moore, Interim Executive Director of Continuing  
Education/Skillstream

Kim Nakano, Dean of Instruction for Library, Media  
Services, L.A.W. Division

Patrick Navin, Fine Arts Division Chair

Kim Petersen, Web Development and Technology  
Training Manager

Erika Prager, Director of Institutional Effectiveness

Bruce Riveland, Executive Director of Training,  
Skillstream

Steve Sauers, Business Division Chair

Kat Warner, Social Science Division Chair

Ron Wheadon, Executive Dean of Instruction for  
Professional/Technical Programs

Distance Learning Committee

(In addition, numerous faculty members helped their  
division chairs—listed above—to gather information  
and compose parts of this report.)





Standard Three

**Students**



## Standard Three Students

### 1.0 Introduction

Green River student services and programs support the achievement of the College mission and goals by contributing to the educational development of its students. The mission of Student Services is to provide quality services, programs, and experiences that are responsive to student and community needs and to promote the success of the College.

The College serves a diverse student population. Summaries of student characteristics and the nature of the student body can be found in Appendix 3.1 while student retention rates are contained in Appendix 3.2.

### 2.0 Purpose and Organization

Student Services consists of eight departments or service areas: Enrollment Services, Educational Planning, Financial Aid, Career Development & Employment Services, Student Development, Student Programs, Student Union Enterprises, and TRIO Student Support Services. Each area provides essential support services for the College's diverse student populations through a variety of service methods. Included within these departments or service areas are smaller units, such as Admissions, Athletics, Counseling & Health Services, Multicultural Services, Women's Programs, and Disability Support Services, which work to achieve targeted objectives. Each department and service area has developed standards of practice and operational policies that support their individual program outcomes and contribute to Student Service's successful operation (3.A.3).

Since the 1993 self-study, several key Student Services leaders have left the College, which has led to a variety of changes within the organization. An executive dean of student services now provides principal leadership and direction for all Student Services departments and units. The dean reports to the executive vice president, who serves as the College's chief academic and student affairs officer. The revised Student Services leadership team also includes an assistant dean, department and

program directors, and program coordinators. This organizational structure is effective in providing adequate services consistent with the mission and goals of the College (3.A.1). Figure 3.1 provides an overview of the current organizational structure.

Qualified individuals whose academic preparation and experience are appropriate to their assignments, and congruent with systemwide professional standards, staff the various Student Services departments. Table 3.1 presents a profile of the Student Services team.

There are up-to-date job descriptions for each position that define related duties and responsibilities, as well as required and preferred qualifications. Classification of positions is congruent with state civil service categories. The performances of both classified and exempt/administrative personnel are routinely evaluated using the state civil system's Employee Development and Performance Plan method (3.A.2). Further information about job descriptions and staff qualifications can be found in the Student Services portfolios.

The Student Services Dean's Council, attended by department and program administrators, convenes bi-monthly to facilitate communication, collaboration, planning and problem-solving within Student Services. Each department and service area holds routine staff meetings to which outside staff, including faculty and administrators, are frequently invited to attend. Meetings involving all members of the Student Services staff are held once per quarter. Staff are also encouraged to participate in one of three internal committees that are representative of Student Services departments. These committees are Communications, Faculty Partnerships, and Staff Development and Retention. All staff are encouraged to participate in assessing the needs and performance of their departments, and in shaping the direction of future programming efforts. Feedback garnered through these group processes, as well as through systematic review processes and other evaluative measures, is used to guide allocation of human, physical, and financial resources for student services and programs (3.A.4).

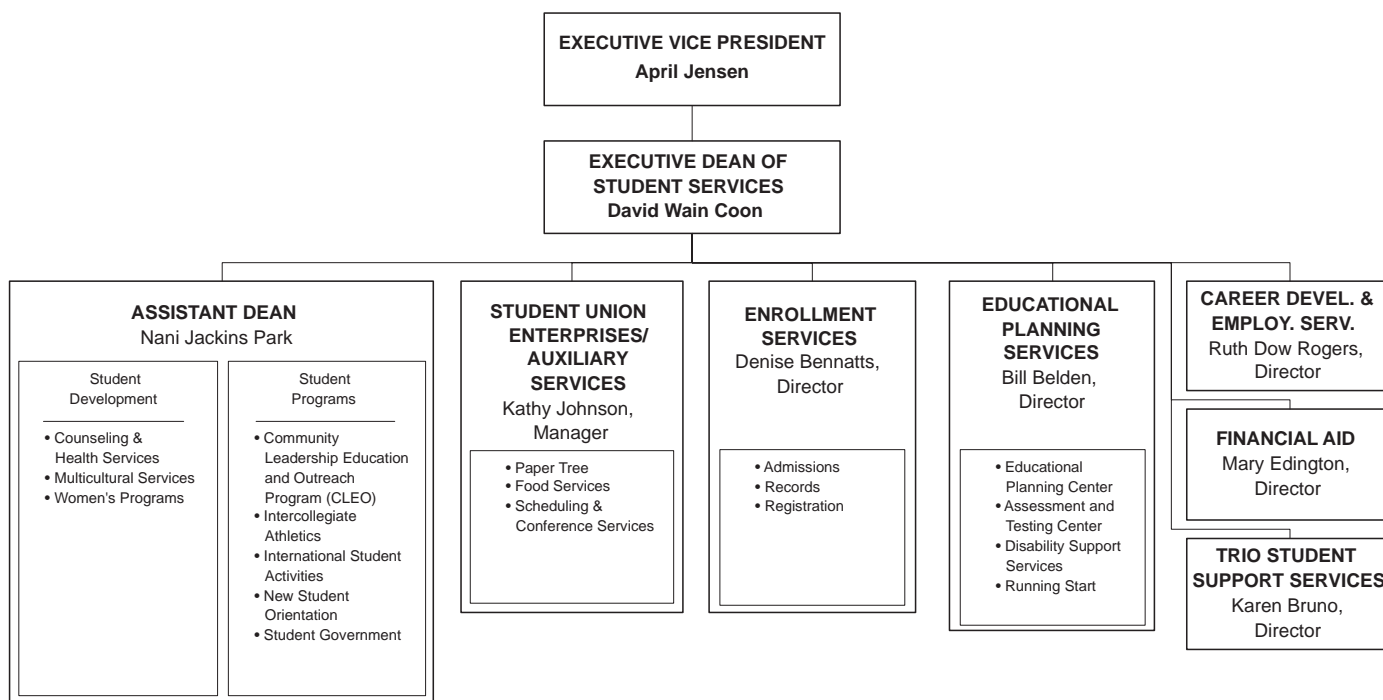


Figure 3.1 Student Services Organizational Structure

## 2.1 Analysis and Appraisal

The result of the re-organization within Student Services has been improved communication and collaboration between departments and units, as well as increased interdepartmental understanding of services provided by each area. This new structure has improved the flow of information regarding college-wide and community initiatives to each area. The unification of all services has also served to foster a stronger understanding and commitment to the mission and purpose of Student Services. Feedback gathered from staff reflects a high degree of satisfaction with these changes. Students also benefit from the provision of coordinated services utilizing combined resources to maximize programming outcomes.

The executive dean of student services is a member of the President’s Cabinet, a role which provides essential opportunities to advocate for Student Services interests, to participate in the formation of college policies and procedures, and to include Student Services initiatives in college-wide strategic initiatives. In addition, Student Services leaders have been communicating and collaborating more closely with instructional leaders so that instructional planning efforts and Student Services

initiatives are linked in an intentional and structured way.

The majority of Student Services offices are located in the Lindbloom Student Center (LSC). This arrangement provides centralized access to services for students and facilitates communication and collaboration between departments and service areas. The College has been remodeling the LSC over the past three years and major improvements have been made. Various departments were relocated and the overall space is better utilized. While the remodel has addressed many identified needs of staff, some additional space would be optimal for certain departments.

Given the current college and statewide budget climate, funding to adequately staff each area within Student Services is a challenge. While staff work hard to provide adequate and appropriate services for the College’s varied constituencies, staffing resources are not always optimal and the hiring of additional part-time staff has been relied upon as a temporary solution. This can sometimes create communication and training-related inefficiencies. In addition to maintaining continuous quality improvement efforts, consideration will have to be given to how Student Services can

Table 3.1 Student Services Staff Profile

	Admin/ Exempt	Classified
Female	24	35
Male	7	5
Degrees:		
EdD, DMin	2	0
MDiv, MSW	1	0
MA, MS, MEd, MPA	18	1
BA, BS	7	7
AA, AAS, Certificate, etc.	3	32
Years Experience in field:		
None	0	0
Less than 5	2	3
5-10	8	17
11-15	7	7
16-20	5	6
More than 20	9	7
Full-time:		
9/10 months	0	0
12 months	28	38
Part-time:		
9/10 months	3	2
12 months	0	0

secure increased staffing resources through additional revenue sources or through partnerships with other service organizations. Staff shortages exist in Educational Planning Services (Running Start), Counseling & Health Services, and Multicultural Services. These are explained in more detail later in this standard.

#### Strength:

- Student Services departments are staffed by highly qualified individuals who are deeply committed to students.

#### Challenges:

- Student Services leadership must continuously examine staffing levels to ensure adequate functioning within each area.
- While the remodel of the LSC has addressed many concerns, some departments still have a need for additional operational and storage space.

#### Improvement Plans:

- Student Services leadership will continue to pursue creative and innovative means to provide services including seeking additional revenue sources as well as restructuring and/or reallocating existing resources.
- Student Services will continue to work with Curriculum Support Services to address the need for additional space.

### 3.0 General Responsibilities

The College provides and offers student programs and services based on assessments of student needs and provides adequate support for these services. Student Services also adopts, publishes, and makes available policies that are accurate and current.

The College systematically identifies the characteristics of the student population, student learning and special needs through a variety of assessment methods. Data are used by the organization to ensure that identified needs are met, and support for accomplishment of student educational goals is emphasized (3.B.1). Departments also evaluate the appropriateness, adequacy, and utilization of student services by conducting periodic assessments of the effectiveness of programming and corresponding student satisfaction rates (3.B.6). The primary tools for collecting information are the Entering and Returning Student surveys as previously described in Standard One (Exhibit 1.3). Staff also utilize additional assessment methods including department surveys, round-table discussions, focus groups, and anecdotal feedback. Resulting data are used to inform operating practices and strategies for program improvements (3.B.6).

The Associated Students of Green River Community College (ASGRCC) participate, through representation, at many levels of college governance. Members of the various student governing boards address student concerns and complaints, are principal actors in the College's services and activities budgeting process, and voice student concerns and advocate for student needs. Students serve on faculty tenure committees, participate in allocation of technology fee revenue, regularly report to the Board of Trustees, and are included in various additional decision-making processes. Efforts to increase diverse student involvement in these processes will be a focus for upcoming academic years (3.B.2).

Faculty develop policies for student programs and services, are active participants in many Student Services committees, and also serve as advisors for student groups. Exhibit 4.6 contains a complete list of faculty committee participation. In addition, the Faculty Partnerships Subcommittee of the Student Services Dean's Council has been charged with the task of expanding Student Services/faculty collaboration (3.B.2).

Policies related to student rights and responsibilities, including those related to academic honesty and procedural rights, are printed in the annual student handbook (Appendix 3.3). The handbook clearly, and with sufficient detail, outlines the rights and responsibilities students accept when they enroll and the consequences of violating the student code of conduct. The procedural steps for appealing academic and non-academic disciplinary measures are also clearly articulated. The College mails a postcard to each new student, which is redeemable for one handbook. Additional copies are available at a variety of on-campus locations.

The College employs an educational discipline model, providing students who violate the student code of conduct with educational sanctions that will support their positive development and prepare them to become healthy and contributing members of their larger communities. All related actions taken are implemented in a fair and consistent manner (3.B.3).

To ensure safety and security, the College has contracted with Pierce County Security, Inc., the oldest and largest private security company in the Pacific Northwest. Security officers exceed required Washington state training standards. Through these contracted services, with administration provided by a college-employed director of security, security services are provided for the campus twenty-four hours per day, seven days per week. Services provided include emergency aid, parking patrol, violation ticketing, and crime prevention and investigation. Officers also conduct security checks of campus buildings at night and oversee after-hours facility access. Crime statistics, including the types of crimes committed and number of occurrences for the past several academic years, are published in the student handbook and on the College's Web site (3.B.4).

The college catalog (Appendix 2.1) describes admission requirements and procedures, academic regulations, degree-completion requirements, credit courses and course descriptions, information about tuition, fees and other charges, refund policies, and other items relative to attending the College or withdrawing from it. As previously mentioned, the student handbook includes information related to the student code of conduct, the College's grievance policy, academic honesty expectations, student government, student organizations and services, and athletics. It also includes information concerning student safety. Information included in both of these publications is also available on the College's Web site (3.B.5).

### 3.1 Analysis and Appraisal

Student Services effectively accomplishes the general responsibilities outlined in Standard 3.B. Students are provided clear and sufficient information related to college policies and procedures to aid in enrollment-related decision-making processes.

The educational discipline model used by the College is useful for the population of students served. It will be beneficial to strengthen related policies and procedures, and a review of the student code of conduct is scheduled for AY 02-03 to ensure that the administrative actions and procedures outlined by it remain relevant. The security services provided by the College are effective. The rules and expectations are applied equitably, with a commitment to maintaining a safe environment for all students and visitors.

While the College utilizes a variety of assessment instruments, Student Services should strengthen its program review processes, perhaps even adopting a standard method of evaluation that can be applied across departments. The new college-wide PA&I process described in Standard One should assist with this effort. Student Services staff have actively pursued a variety of feedback through multiple measures. However, program improvement efforts will be greatly supported by bringing evaluative measures to a higher level. Suggestions include providing structured training to help staff conceptualize and create effective outcome measures and corresponding action plans.

**Strengths:**

- Student Services has a well-established structure that offers extensive opportunities for student involvement in College governance.
- 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.
- Campus security services are effective, comprehensive, and equitable.

**Challenges:**

- Student Services needs to continue to secure active and consistent faculty and student participation in decision-making processes. While participation is substantive, continued efforts should be made to increase rates of involvement.
- Student Services needs to refine its program review processes and outcomes assessments so that they are more comprehensive in nature.

**Improvement Plans:**

- Student Services will continue to recruit participation of faculty through individual department efforts and the Faculty Partnership Subcommittee.
- Student Services leadership is committed to developing and implementing a systematic and comprehensive PA&I process. The process will be piloted in AY 02-03 with full implementation expected in AY 03-04.

#### 4.0 Academic Credit and Records

Evaluation of student learning and achievement and the award of credit are based upon clearly stated and distinguishable criteria. Academic records are accurate, secure, and comprehensive (3.C.1). Course syllabi clearly articulate criteria used to evaluate student learning and achievement and the performance standards required for award of credit. Criteria required for completion of certificate and degree programs are also clearly articulated in a variety of publications, including the catalog, program information guides (PIGs), and the College Web site (3.C.2). See Appendices 2.1 and 3.3 to view all major college publications.

All information related to course offerings clearly distinguishes between degree and non-degree credit. Programs of study and requirements for completion are described in the catalog and program information guides. Educational Planning Services also provides effective academic planning services to help students understand when credits will or will not be recognized toward a degree or course of study, or if special conditions exist before such credit will be recognized. Courses taken for non-degree credit are listed by course name on student transcripts but indicate, in the column that illustrates number of credits associated with each course listed, that the courses taken award zero credits. Courses (other than Continuing Education units) taught for non-degree credit—primarily adult basic education and high school completion courses—have clearly established criteria for evaluation of student performance consistent with the standards applied to all levels of student learning at the College (3.C.3).

The College follows accepted standards, as established by the Intercollege Relations Commission (ICRC), a voluntary association of institutions in the state of Washington who are accredited by NASCU, to guide policies regarding acceptance of transfer credit from other institutions. The ICRC exists to facilitate the transfer of students between institutions. Participation in this commission affords College representatives current knowledge and understanding of articulation issues and strategies for ensuring that the College maintains appropriate instructional standards to facilitate transfer from Green River. It also provides adequate safeguards to ensure that transfer credits from other institutions meet Green River's academic standards. Additional knowledge related to current standards of practice is also gained through college participation in the Washington Council of Registrars and Admissions Officers (3.C.4).

The Records Office, within Enrollment Services, works to maintain the accuracy of permanent student records. Staff maintain files, track and audit student biographical information, and conduct internal audits. Student files are stored in a secured cubicle located in Enrollment Services. Archived records are currently located in a locked storage area in the LSC accessible only to Student Services administrators.

All student files are backed up on microfiche, with one set stored in a secured area on campus and a duplicate set stored in the state archives in Olympia. In the event

of a system breakdown or damage to microfiche records in one area, duplicate records will be available. The College continues to refine the security of Web-based student records management systems and has achieved a high level of security in this area. Enrollment Services personnel have expertise related to Family Educational Rights and Privacy Act (FERPA) standards, which are strictly adhered to with regard to the privacy of all student information and records (3.C.1, 3.C.5).

#### 4.1 Analysis and Appraisal

The processes to evaluate student learning and achievement at the College are effective and have been established giving careful consideration to meeting the requirements of acceptable standards of practice.

The measures necessary to ensure the safety of backup student records in the case of fire or other disaster have been implemented. Student Services staff possess expertise regarding student records management requirements and related confidentiality issues. Records Office staff have also created a useful internal audit process that supports the accuracy of student records.

Ensuring complete security of archived student records has been a challenge for Records Office staff. This situation will be resolved upon completion of the current remodeling project. Enrollment Services staff are also cognizant of the confidentiality challenges posed by using Web-based information management systems.

##### **Strength:**

- The College has thorough and effective processes to ensure that academic standards and criteria used by Green River staff and faculty are congruent with systemwide requirements. These processes facilitate recognition of completed coursework and degrees and ease student transfer to other colleges.

##### **Challenge:**

- Because of the importance of maintaining absolute security of archived student records and Web-based information systems, Enrollment Services must continue to pay close attention to security measures.

##### **Improvement Plans:**

- The College will complete the final stages of the LSC remodel, which will provide a larger space and

better layout for Enrollment Services, including a secured space for archived student records.

- Enrollment Services will continue to refine and implement Web-based enrollment services for students.

## 5.0 Student Services Departments

The eight departments or service areas described in this section provide the core of student services for the College. Staff foster a supportive learning environment and provide comprehensive services. In addition to this section of the report, further information about all departments can be found within the Student Services portfolio.

### 5.1 Enrollment Services

Enrollment Services (ES) provides admissions, registration, and student records maintenance services. Services are designed to serve the college community and are administered through three offices: Admissions, Registration, and Records.

Admissions promptly and efficiently processes all student applications for admission and responds accurately to all inquiries about college programs and services with a high level of customer service. The office also coordinates outreach activities that provide information about the College to prospective students and the community. Registration is responsible for scheduling and maintaining student registration appointments, maintaining enrollment, monitoring unofficial enrollments, tracking payment and coding, and maintaining student files. The Records Office develops and implements procedures that support complete and accurate data collection. Records also upholds relevant federal and state laws and college policies regarding the privacy and confidentiality of personal information in accordance with FERPA, maintains permanent student records, evaluates incoming student credentials, processes and mails transcripts, and maintains the degree audit system. Staff also review and evaluate graduation applications and grade-change requests, enter exit data for state statistical purposes, and ensure accuracy of student records.



The College provides access to higher education for a diverse population within its service district. Congruent with the state of Washington community college mission, the College maintains an open-door admissions policy. Admission is available to individuals who are high school graduates or at least 18 years of age. Individuals who are less than 18 years of age may enroll by satisfying established criteria for special admission. Four professional/technical programs have special entrance requirements and prerequisites that students must complete prior to beginning these programs of study. They are Practical Nursing, Occupational Therapy Assistant, Physical Therapist Assistant, and Water/Wastewater Technology. Qualifications for admission to Green River and these specialized programs are clearly articulated in the catalog, PIGS, and on the Web (3.D.1, 3.D.2). Table 3.2 shows the number of students who applied and were admitted.

Unless they are transferring from another college, students enrolling must take a computerized assessment (COMPASS) that measures basic skills in the areas of reading, writing, and mathematics, or provide appropriate documentation of college placement prior to registering for classes. COMPASS scores are used to determine beginning courses appropriate for each student (3.D.3).

Requirements for continuation in, or termination from, the College are clearly specified and published through a variety of resources including the student handbook (Appendix 3.3) and on the Web site. These publications also include information outlining steps to appeal an academic or non-academic suspension or termination from the College as well as the official college policy for readmission of students who have been suspended or terminated (3.D.4).

The catalog, PIGS, and Web site all provide detailed information about institutional and program graduation requirements. These requirements are applied consistently in both the certificate and degree verification processes conducted by Records Office staff. In compliance with the Student Right-to-Know and Drug-Free Schools acts, required public information is mailed to all students during fall quarter of each year. Students entering the College in subsequent quarters are also mailed publications outlining these required disclosures (3.D.5).

Table 3.2 Admissions Report

	AY 99-00	AY 00-01	AY 01-02	AY 02-03*
First Time Freshman Applications Received				
Admitted	7,979	8,345	9,427	8,474
Denied	NA	NA	NA	NA
Enrolled	4,775	4,279	4,461	3,269
Transfer Applications Received				
Admitted	697	549	635	477
Denied	NA	NA	NA	NA
Enrolled	504	382	482	327
Readmission Applications Received				
Admitted	1,614	1,880	2,063	2,569
Denied	NA	NA	NA	NA
Enrolled	1,008	1,198	1,312	1,617

\*As of January 2003

### 5.1.1 Analysis and Appraisal

Enrollment Services consistently meets its departmental goals. The Entering and Returning Student surveys illustrate a high level of student satisfaction related to ease in applying for admission to the College, appropriate response time for inquiries and requests for information, and effective monitoring of student management system data. Students who have used ES rated their satisfaction levels around 90%.

Since the 1993 self-study, the number of students who are technologically savvy has significantly increased. In addition, the number of students who combine on-campus with online coursework continues to grow each year. To meet increasing technology expectations, ES has updated many standards of practice.

Students can now conduct most enrollment-related business using Web-based resources, which extends the hours students can access services and decreases distance-related obstacles. In 1997, Web admission was

implemented to allow students to apply online. Students can also access registration dates and times, access course and grade information, register for classes, change personal identification numbers, change address information, check financial aid status, plan quarterly course schedules, run degree audits, and print unofficial transcripts.

The Web application Instructor Briefcase, which enables faculty to submit grades and download up-to-the-minute course rosters, was also implemented in 1997. Use of this resource has improved practices in several ways including reducing grade processing time and eliminating the need to send student grade reports via mail. This resolved the difficulty of failed communication due to incorrect student address information, reduced associated postage costs, and reduced staff resources required to process grades.

Implementation of Degree Works, a computerized degree audit system, provides students, credentials evaluators, and advisors with up-to-date degree evaluations and has streamlined coding reporting and consumer reporting processes. As the state of Washington completes its plans to create a virtual branch campus for online community college students, the College's use of this automated degree audit system will be required to interface with branch campus services. Operationalizing this system has been a challenging process. The College purchased Degree Works in 1999 from a third party vendor. It came with several system errors and staff have invested nearly two years of effort modifying the software to enable effective use. The results were worth the effort as the College was the first within the system to have effectively implemented this important educational tool. Other institutions and the designers of the software platform have lauded Green River.

Finally, new student identification numbers (SID) were assigned to students in spring 2002, after the legislature passed SB 5509 which implemented privacy safeguards and precluded colleges from using social security numbers for this purpose.

**Strength:**

- ES staff has expertise in the application of technology tools.

**Challenges:**

- Although Web grading has been successful, increasing the rate of faculty participation continues to be difficult.
- The expansion of distance learning opportunities for students served by the College creates increased demands on ES staff to provide additional online services.

**Improvement Plans:**

- Staff will continue to work with instructional division chairs to encourage increased faculty use of the Instructor Briefcase.
- Staff will continue to seek training related to operation and security of all Web-based information systems.

## 5.2 Educational Planning Services

Educational Planning Services (EPS) fosters student success by assisting students in the development of meaningful educational plans to fulfill their stated educational and career goals. EPS is made up of two primary units including the Educational Planning Center and Disability Support Services. EPS also provides administrative leadership of the Assessment and Testing Center and coordinates Running Start services.

### 5.2.1 Educational Planning Center

The Educational Planning Center (EPC) staff provide systematic academic, professional/technical, and exploratory advising and planning assistance designed to inform, support, and encourage individuals to be self-directed in the educational planning process and to make appropriate decisions concerning academic choices and career paths (3.D.10). In 1999, the EPC staff adopted a set of principles that outline the role and responsibilities of the advisor and advisee in the advising process. This document is available through the department Web site and its text is currently being incorporated into a new advising brochure.

Through regular contact with students—whether face-to-face, through e-mail, on the telephone, or through computer mediated systems—advisors gain insights into student academic, social, and personal experiences and needs. Full-time faculty, EPC staff, and other trained

personnel serve as advisors to support the development of educational goals. While EPC staff provide the primary advising for new, undecided, and special population students, faculty provide advising which is directly related to the student's discipline or choice of major.

All matriculated students are assigned to faculty advisors, educational planners, or program advisors, based on identified programs of study, until a student has completed 35 or more college credits. Members of certain special populations, such as exploratory students, high school completion students, and high school students in the Running Start program, are assigned primarily to EPC staff. Advising is required only for new students and those participating in the high school completion program. All other students are strongly encouraged to participate in advising services, but have the option to self-advise.

All new faculty advisors are required to participate in advisor training sessions. Advisor training sessions and specialized workshops are conducted each quarter and focus on topics identified through an annual survey of advisor training needs. These training sessions are often co-facilitated by faculty and advising staff in an effort to build stronger relationships between all advising areas and to benefit from the unique skills and knowledge of each member of the advising team. A faculty survey was conducted in 2001 to measure advisor satisfaction with current advising resources and to identify additional advisor training needs. The results were utilized in the development of the center's revised advisor-training program in AY 01-02. Complete survey results can be found in the department portfolio.

As previously noted, the College continues to refine its Web-based resources. Staff have collaborated with faculty to make a wide array of educational planning resources available online. These include information outlining advising policies and procedures, transfer-related resources and links, course equivalency guides for transfer students, an online orientation program, and links to the College's online advising program. Additionally, an advisor listserv was established in 2000 to facilitate faculty and staff development and information sharing of collective advising strategies.

### 5.2.2 Disability Support Services

Disability Support Services (DSS) authorizes auxiliary aids, appropriate academic adjustments, and other services for students with disabilities that significantly impact their educational processes. These services include initial academic advising, campus orientation, sign language interpreters, note-takers, test scribes, taped textbooks, access to assistive technology, and assistance with referrals to community agencies. Students who request auxiliary aids and/or academic adjustments are required to participate in an intake session, provide documentation of disability, and participate in individual determination processes, after which students are authorized appropriate academic adjustments and/or auxiliary aids.

The number of students who self identify as having a disability at Green River ranges from 150 to 400 each quarter. Since the last self-study, the DSS coordinator position has been increased from half to full-time. This change was implemented in 1999 in response to the growing population of students with disabilities served by the College and related student feedback. To increase student and faculty awareness of services provided by DSS, brochures are placed in the new student information packets, and the College has instituted a requirement that all course syllabi include DSS referral information. DSS partners closely with other departments (Facilities and Information Technology in particular), faculty, and staff to provide students with disabilities necessary services to participate in college programs.

### 5.2.3 Analysis and Appraisal

Since the last self-study, a number of significant changes have been implemented in the area of advising. In July 1998, the position of director of educational planning was reinstated, and the operating structure of the department was re-organized. This administrative change was made to address student advising concerns, enhance collaboration between faculty and staff advisors, and implement a coordinated approach to advisor training and evaluation. This renewed focus on core advising issues and a comprehensive student evaluation process led to the development of three core advising teams focusing on academic transfer, professional/technical, and basic skills.

One challenge for EPC is the role diffusion experienced by staff. The center currently serves as the primary advising office for all students, regardless of extensive efforts that have been made to connect students more directly to appropriate faculty. The fact that faculty advising resources are not being fully utilized has a significant impact on advising outcomes and day-to-day functioning. While satisfaction with the EPC is high, staff resources continue to be taxed which may affect future satisfaction with services.

Included within EPC functions is administration of the Running Start program, which provides qualified high school juniors and seniors an opportunity to take college courses as part of their high school program. Program staff are committed to developing cooperative partnerships with high school staff, Running Start students, their parents, and staff college-wide. Green River has the largest program in the state and served 717 (570 FTE) students during AY 01-02. Because of the significant program size and continuous growth, staffing has become a serious issue.

The DSS coordinator manages a very effective program that has been successful in collaborating with other college service areas, faculty, staff, and administrators to support access for students with disabilities and to promote awareness of disability issues. Students, staff, and faculty responding to recent surveys indicated a very high rate of satisfaction with their experiences with DSS staff and the services provided.

Initially, the DSS coordinator position was not designed as an administrative position, but was instead created to provide advocacy for students and to arrange appropriate academic auxiliary aids and academic adjustments for students. As the program has grown, the need for a stronger administrative presence has presented a challenge that program staff and Student Services leadership are working to address. While the College has recently appointed an ADA compliance officer, collaboration between the two offices will be necessary. There is also a need to increase staffing for DSS. Coordination of auxiliary aids, academic aids, and other services brings with it additional administrative and supervisory commitments and responsibilities in order for them to be effective as mandated by law.

Administrative leadership of the Assessment and Testing Center was changed in summer 2002. Upon retirement of the dean of instruction for the L.A.W.

Division, leadership was transferred to the director of educational planning. Assessment and Testing Center services include the COMPASS assessment, classroom testing, and GED administration. While it is too soon to assess the full impact of this organizational change, it is believed to be positive.

#### **Strengths:**

- EPS has strong customer service levels as indicated by student survey responses.
- Green River has the largest population of Running Start students in Washington.
- The College has successful and positive relationships with area high schools.
- The DSS coordinator has a strong knowledge of disability and accommodation issues.
- DSS staff have well-established relationships with faculty, staff and administrators, which has developed into an effective networking and referral system.

#### **Challenges:**

- The College needs to establish a higher level of faculty participation in student advising as designed and outlined in the Negotiated Agreement.
- Disability accommodations continue to be expensive. Securing adequate funding to support the appropriate scope of services and accommodations (along with supervision of the staff to implement these services) is sometimes a challenge.
- DSS lacks adequate staffing to be effective in general program administration and oversight.

#### **Improvement Plans:**

- EPC staff will continue to look at whether to require advising for new and undecided students through their first year.
- EPC staff will develop an advising database to record student advising notes, academic standards information, campus referrals, and other data related to providing consistent information and services to students.
- The College will begin to require mandatory advisor training for advisors who do not report to the director of educational planning. This includes faculty advisors and staff from other service areas.

- EP leadership will create an Educational Planning advisory committee comprised of staff, students, administrators, and faculty.
- DSS will establish a collaborative working relationship with the ADA compliance officer and implement changes to the current ADA Committee to create an effective representative body to address ADA issues.
- DSS will continue to work with the executive dean of student services to address staffing concerns.
- The director of educational planning, along with the executive dean of student services, will continue working to organizationally integrate the Assessment and Testing Center into Student Services.

### 5.3 Financial Aid

The Financial Aid Office (FA) provides educational access and assists in the retention of students by offering the financial resources needed to enable students to achieve their educational goals. This mission directly correlates with the College mission and the needs of the student body (3.D.6).

Through systematic processes and procedures, FA maintains a high level of fiduciary responsibility. Consistent training, along with internal checks and balances in daily operations, ensures accuracy and accountability. Accounts are reconciled monthly with Business Office records. Financial aid awards are based upon written standards, which fairly and equitably distribute resources and meet relevant regulatory guidelines. Systems are reviewed and adjusted annually to accommodate new technologies and to meet updated federal and state compliance requirements. Dedicated and well-trained staff strive to maintain a history of excellent annual audit results. Financial Aid is cycled for review by the state auditor every three years and very few audit liabilities have been assessed since the last self-study. These results are achieved through careful, systematic attention to detail and operations in accordance with regulatory requirements (3.D.6).

Each year, FA publishes a comprehensive consumer information brochure describing all available aid programs, the application process, sample award packages, and college costs. The brochure is distributed to prospective and enrolled students with aid

applications, and the information is included in the catalog and on the College Web site. Additional listings of community scholarship sources are also available on the Web site, and are printed and made available to students, along with posters advertising Green River Community College Foundation scholarships. Staff visit approximately ten local high schools annually to provide financial aid information to approximately 550 students and parents. Responding to assessment data gathered, FA staff have initiated a concerted effort to ensure that printed materials provided to students and their parents are readily understandable (3.D.7).

The College participates in the Federal Family Education Loan programs, including Stafford and Parent Loans for Undergraduate Students (PLUS). All new borrowers are required to attend a loan entrance counseling session during which a two-page written exam is completed and reviewed in person with each student. These small group sessions allow students to obtain individual answers to questions, while also having opportunities to learn from discussion with other students. As students are scheduled to graduate, exit counseling sessions are conducted to provide students with repayment information and resource materials and to remind students of their repayment obligations. The College's Stafford Loan default rates are shown in Table 3.3, along with a comparison of national averages (3.D.8).

Table 3.3 Default Rates

Year	Green River	National Public Two-Year	National All Schools
2000	8.9%	9.2%	5.9%
1999	5.0%	8.8%	5.6%
1998	10.9%	10.7%	6.9%

The College provides a variety of scholarships, grants, loans and employment programs for students. Of the \$6.7 million in financial resources given to students in AY 01-02, 69% of the funds were grants and scholarships, 22% were loans, and 9% were earned through employment programs. Adjustments in award packages are made for students with changing financial circumstances, and appeals are allowed for students

encountering academic difficulties. Tables 3.4 and 3.5 provide an overview of the various programs available to Green River students, dollars allocated, and numbers of students served.

In 1996, the College opened a Child Development Center and contracted with Children’s Home Society of Washington to operate the facility. The financial aid director was assigned the responsibility of overseeing the center, as well as accruing and awarding childcare scholarship funds. In 2002, responsibility for center oversight was transferred to the assistant dean of student services, with the scholarship coordination

Table 3.4 Financial Aid Totals (AY 99-00 DAY 01-02)

	<b>99-00</b>	<b>00-01</b>	<b>01-02</b>
Total Financial Aid	\$ 6,003,320	\$ 6,326,234	\$6,751,874
Unduplicated Headcount*	1,127	1,196	1,200
Estimated Number of Students Served	2,214	2,306	2,681

\*For need-based federal and state financial aid. Excludes outside scholarships, agency-funded programs, athletic and foundation scholarships.

Table 3.5 Financial Aid Types, Amounts and Numbers Served (AY 99-00 DAY 01-02)

Type of Aid	<b>99-00</b>		<b>00-01</b>		<b>01-02</b>	
	Students	Amounts	Students	Amounts	Students	Amounts
Scholarships/Grants	63%	\$ 3,791,268	68%	\$ 4,258,854	69%	\$ 4,641,733
Pell Grant	761	1,257,296	847	1,522,354	954	1,994,061
FSEOG	239	177,421	351	168,238	285	161,204
State Tuition Waiver	167	198,082	162	179,065	169	192,113
Green River Grant	233	125,805	246	167,440	235	168,499
WA State Need Grant	597	628,087	668	653,369	576	646,858
Foundation and Outside Scholarships	496	407,238	469	469,469	512	539,289
Agency-Funded Programs	215	546,316	268	635,789	273	429,404
Worker Retraining	203	337,939	234	382,200	261	405,580
Work-Based Learning	123	113,084	101	80,930	142	104,725
Loans	28%	\$ 1,679,915	23%	\$ 1,470,170	22%	\$ 1,475,437
Stafford Student Loans	417	1,655,104	420	1,442,329	432	1,421,027
PLUS Parent Loans	4	24,811	6	27,841	13	54,410
Employment	9%	\$ 532,137	9%	\$ 597,210	9%	\$ 634,704
Federal Work-Study	144	339,263	148	331,952	152	352,382
WA State Work-Study	10	33,795	9	25,045	8	20,263
Institutional Work-Study	161	146,982	208	211,218	188	217,890
WorkFirst Work-Study	10	12,097	24	28,995	24	44,169

remaining a FA function. In AY 00-01, oversight of off-campus student employment operations and related funding was shifted from FA to Career Development & Employment Services, while the student payroll function and work-study coordination remained within FA responsibilities.

Staff regularly participate in various training opportunities. They are cross-trained to assist one another and work in a team environment. They continually seek a variety of ways in which to provide exemplary customer service and to improve the quality of information, literature, and correspondence provided to students.

### 5.3.1 Analysis and Appraisal

FA has experienced a number of changes since the last self-study. FA operations have evolved to incorporate use of emerging technological resources, in particular electronic financial aid application processes and reporting mechanisms, into its practices. The office has also developed a Web page, providing online access to financial aid forms and related information. As technologies advance, staff strive to incorporate new electronic procedures and software into its operations. The continual demands to upgrade computer software and hardware are challenging, both in terms of financing the acquisitions and in providing related staff training. Even so, staff work effectively to keep up with the continued learning demands created by technological advancements in financial aid practices.

Results from a satisfaction survey, supported by information gathered through other assessment measures, indicate a high level of satisfaction with FA customer service. Students indicate that FA staff are friendly, courteous, and effective in answering questions and addressing problems.

The survey results also identified areas needing improvement. Nearly 20% reported that application materials and other information mailed to them from FA were not clear or understandable. The language used in information mailed to students clearly requires improvement to maintain FA's high standards for service provision. More information about scholarships and childcare funding will be developed, and intra-office communication will be improved for consistency of information.

FA staff have developed an excellent system of internal and external audits to maintain a high level of accuracy and accountability in its operating practices. The most recent review by the Office of the State Auditor concluded that the College had established strong controls in the administration and reporting of student financial aid.

#### **Strengths:**

- FA staff provide good customer service to the College and community members it serves and process a high volume of work during peak times.
- The College has an excellent system of internal and external audits to maintain high level of accuracy and accountability in FA operating practices.

#### **Challenge:**

- Providing information that is simple and easy to understand while including enough detail to ensure disclosure related to all FA policies and procedures can be difficult. Helping members of non-traditional student populations to understand the financial aid process can increase the numbers of potentially eligible students who apply for aid.

#### **Improvement Plans:**

- Staff will review all FA documents and identify those that need to be modified.
- FA will conduct focus groups with students of mixed ages to assess the effectiveness of various means of presenting information in handouts and application materials.
- FA will continue to provide staff training to improve services.

### 5.4 Career Development & Employment Services

The Career Development & Employment Services Center (CDESC) is an integration of four previously separate entities: Student Employment, Cooperative Education, Employment Security, and Career Planning. The center provides comprehensive, integrated career services to students, community members, and employers in order to support their development of strong knowledge and skill sets that will help them successfully self-manage their career paths. This is congruent with the College mission to provide quality

education and training to the communities it serves, and is consistent with student needs (3.D.11).

Students and community members seeking career exploration services are provided a number of options through the CDESC including career exploration workshops and modules. The CDESC also provides a “Tech 100: Careers for the 21st Century” curriculum—a two-credit course facilitated by center staff in conjunction with professional/technical faculty.

The CDESC connects clients with on and off-campus employment opportunities through a variety of information resources. Students and community members can review job listings posted in the center’s resource library. Computer-based resources include access to the center’s employment listing database and links to various related Web sites. Other employment services include career coaching, job fairs, resume reviews, mock interviewing, labor market information, and portfolio development. Finally, the cooperative education team works with community agencies and employers to develop employment and internship opportunities for students and community members.

The CDESC established an advisory committee, made up of college staff, members of the community who represent career service areas, and potential employers. The committee meets quarterly and provides suggestions for improving services. Committee members also provide professional updates, assistance with career fairs, and referrals to internship and employment opportunities.

#### 5.4.1 Analysis and Appraisal

The CDESC has been successful in building a strong team of well-trained professionals who have created a solid operating base for the center and its functions. The variety of service delivery options provided by the center is also a strength, with development of online resources and instructional delivery models such as the Tech 100 course helping to steadily increase the number of students and community members served.

CDESC staff rely on student/client feedback to inform and refine practices. Recent examples of improvements include reducing the length of time between completion of career assessments and interest inventories and follow-up appointments, and changing the center’s

hours to accommodate the needs of a diverse student population. Staff have implemented a new follow-up interview system designed to measure program effectiveness. Results indicate a high level of satisfaction. These interviews will also provide job placement statistics for the center.

#### Strengths:

- Green River provides a comprehensive scope of employment-related services, including services not often offered at the community college level, such as the Myers-Briggs Type Indicator and Strong inventories.
- The CDESC has built collaborative relationships with community agencies.

#### Challenges:

- The CDESC is funded through multiple, fluctuating revenue sources creating multiple reporting lines and levels of accountability. These dynamics complicate administrative functions and sometimes impact operations.
- It is difficult to keep up with demands created by the increased number of clients using CDESC services.

#### Improvement Plans:

- The CDESC will continue to explore ways to incorporate revenue generating services into center operations (i.e. provide the local business community with career services).
- Staff will expand outreach efforts to students at the Center at Enumclaw and Skillstream by offering non-credit workshops through Continuing Education.
- Staff will refine the database management system for more effective student tracking.

### 5.5 Student Development Services

Student Development is made up of three service areas 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. Programs included within Student Development include Counseling & Health Services, Multicultural Services, and Women’s Programs. These programs work collaboratively to create a strong supportive network to foster student success, retention, and educational goal completion.



### 5.5.1 Counseling & Health Services

Counseling & Health Services (CHS) provides professional health care including psychological health and relevant health education to the college community. Services provided are commensurate with the College's role as a non-residential educational institution. As the College adds student housing in the near future, appropriate modifications to these services will be implemented (3.D.12).

CHS fosters student success and retention by teaching emotional coping techniques, informing and educating students on relevant health and wellness topics, and developing effective self-care skills for optimal lifelong psychological and physical health. Since the last self-study, Counseling & Health Services, which were two distinct programs, were combined into one unit to promote the comprehensive mind, body, spirit wellness model currently used to guide service provision. This structure has allowed CHS staff to collaborate and provide coordinated services, maximizing programming resources. Counselors hold master's degrees in related fields and are licensed mental health counselors.

CHS provides short-term personal and crisis counseling for students experiencing problems that threaten to interfere with their educational success. For concerns reaching beyond the scope of this short-term model, counselors provide resource and referral information. Services are confidential within the scope of the law, and there are no additional fees charged to students who use program services. CHS staff also provide health services for the college community that focus on wellness education and promotion of preventative health maintenance efforts. The coordinator also maintains health histories to support potential emergency care provision for those with chronic health conditions. Because the College employs a health education model, rather than a medical services model, health care services beyond basic first aid are provided by King County Emergency Services. Finally, CHS staff offer a personal development workshop series, which is a quarterly offering of workshops/seminars that address a broad range of mental health, wellness, and personal growth topics.

### 5.5.2 Multicultural Services

Multicultural Services (MS) assists the College in creating a positive and nurturing learning environment,

in support of the College goals and priority initiatives, for students from diverse ethnic and socioeconomic backgrounds (3.D.2). MS provides co-curricular activities and programs that foster the intellectual and personal development of traditionally under-represented students. Staff actively foster an environment of equal opportunity for all members of the College (3.D.15). MS is responsible for promoting diversity and multiculturalism, creating cultural programming, and providing direct outreach to under-represented students. MS also sponsors creative educational activities which increase diversity awareness.

The MS coordinator works with faculty to address specific student concerns and to provide consultation related to implementation of multidimensional teaching and learning practices. The coordinator also works with five ethnic student associations (Asian Student Union, Black Student Union, Native American Student Association, Latino Unidos, and Multicultural Student Alliance) and the Gay/Straight Alliance. Working with other student development units, MS provides advising to students who need assistance in degree and transfer requirements, career and life goals, scholarship research, and social and cultural concerns.

Since the last self-study, the MS coordinator position changed from a classified to an exempt position. Two student leadership positions were also assigned to support multicultural programming and peer mentoring. This addition is a practical way to provide intensive mentoring and training to multicultural student leaders, who in turn work with student organizations and serve as college ambassadors. One work study student coordinates office administrative tasks.

### 5.5.3 Women's Programs

Women's Programs (WP) is committed to fostering gender equity and equal opportunities for women at the college and in the community. WP assists students in overcoming personal and societal barriers to achieving their educational, personal, and career goals. It offers innovative programs and coordinated services to create opportunities for women and men to transform their lives through education (3.D.15).

Staff provide a wide variety of services and educational programming. Services are designed to help students combat societal issues that have traditionally led to the underutilization of educational resources and low

participation rates in higher education for students from marginalized populations. Those served include low-income students, students who are parents, and students in transition due to job lay-offs, divorce, or other life-changing experiences. Staff address issues which have been shown to negatively influence participation rates.

WP staffing has undergone significant changes since the last self-study. The program has survived numerous changes in leadership, with two directors, one interim director, and four program coordinators having rotated through the staff. The present staff of one director, one program coordinator, and three work study students is stable and the number of students and community members served each year continues to increase.

WP staff are interested in student feedback. The primary tool used for gathering student input is a performance survey mailed to participants each quarter and also distributed to students after office visits. Evaluation forms are also distributed at the end of each WP event to measure participant satisfaction levels. Survey and evaluation results are used to routinely assess program operations and to inform improvement plans and implementation.

#### 5.5.4 Analysis and Appraisal

Counseling & Health Services and Multicultural Services are experiencing challenges mainly related to staffing issues and administrative support. Although the part-time counselor position in CHS has been increased from 10 hours in 1993 to the current average of 16.75 hours per week, CHS remains understaffed for a college of this size. This staffing pattern falls far below the standards set by the International Association of Counseling Centers that calls for every effort to be made to maintain minimum staffing ratios in the range of “1.0 FTE professional staff member (excluding trainees) to every 1,000 to 1,500 students, depending on services offered and other campus mental health agencies.” Multicultural Services staff retention has been poor, leaving large gaps in service over the years. In addition, the position has reported to several different administrators and the staffing level has been reduced. Permanent staffing consists of a .8 FTE coordinator and two .375 FTE Community Leadership Education & Outreach student leadership positions. The resulting student to staff ratio for multicultural students is 1,300 to .8 FTE.

CHS staff continue to struggle with effectively promoting services and getting students to fully utilize available resources. While services are visible and staff have been relatively successful in gaining faculty support through referrals, awareness of health services is not as high as it should be.

The future of Multicultural Services looks encouraging. Recent leadership changes and Students Services reorganization have placed MS in a position to grow, which will be essential if the College hopes to adequately respond to the needs of the increasing number of ethnic minority students. MS staff are now integral to the design, implementation, and provision of multicultural services at all levels of the College, including instructional processes. Today, students of color make up over 20% of the total student population compared to only 11% in 1993.

WP staff have successfully established program visibility through innovative and provocative programming that has resulted in greater college awareness of program functions and scope of services provided. Challenges are mostly related to the continued increase in the number of students served by the program. The precariousness of grant funding resources is also problematic, especially in light of Washington’s recent economic downturn.

#### **Strengths:**

- Student Development Services has well-established relationships with faculty, staff, and administrators that supports an effective networking and referral system.
- The scope of Student Development Services is comprehensive.
- There is a high level of customer service and attention to the complete well-being of students.

#### **Challenges:**

- It is necessary to encourage student use of available resources to increase student participation rates.
- There are challenges inherent to the task of promoting awareness and support for diversity initiatives.
- The precariousness of funding resources often means being creative in order to finance services.

**Improvement Plans:**

- Student Development units will collaborate in event programming and marketing, thus allowing resources to be combined.
- Multicultural Services will develop and implement an effective outreach plan to provide services to more students and community members from under-represented populations.
- Student Services leadership will continue to address staffing concerns.

**5.6 TRIO Student Support Services**

TRIO Student Support Services (TSSS) provides comprehensive educational enhancement and support services to first-generation, low-income, and/or disabled students. Program activities are designed to significantly increase academic success, retention, and transfer to four-year institutions. TSSS is federally funded by the U.S. Department of Education and is one of 796 similar student support services programs at colleges and universities nationwide.

Program participants receive academic advising, career planning, professional mentoring, and information about available resources. Because the project is funded to serve only 200 students, staff are able to develop in-depth understanding of each student's academic and personal needs and to provide highly individualized and intensive educational support services.

TSSS has successfully completed another Department of Education re-funding process, securing funding to provide services through 2005. Given the program's consistently high performance and satisfaction rating of all stated objectives, continued funding can reasonably be expected. Additionally, the student population presents a high need for project services. Seventy-five percent of the student body is first-generation, and 40% is low-income (as defined by federal standards) and/or have disabilities that significantly impact their learning experience.

Several methods are used to evaluate program effectiveness. Students who participate in TSSS for one quarter or more are asked to complete a student evaluation form, which solicits feedback related to student satisfaction with program services as well as with their overall experience at the College. This form

also asks students to identify the services they believe to be most useful in supporting their educational progress and success. Staff must also submit detailed mid-year and end-of-year performance reports.

**5.6.1 Analysis and Appraisal**

Because TSSS is a federally funded Department of Education program, thorough assessment of program operations is required on an annual basis. The results of these summative evaluation processes illustrate the program's high level of performance, with TSSS staff consistently meeting or exceeding all stated objectives. In addition, students using TSSS services have been exceptionally satisfied (97%) according to the most recent Returning Student Survey.

**Strengths:**

- TSSS has a strong reputation for student advocacy.
- TSSS continues to be an effective model for serving students who are disadvantaged by income and disability, and components of this model are being replicated in different areas of the College.

**Challenge:**

- TSSS must balance the need for program services with the limitations on who can be served, as prescribed by U.S. Department of Education grant regulations.

**Improvement Plan:**

- TSSS will continue to apply for additional related grants such as the Supplemental Financial Aid Grant to augment the unmet financial need of participants and the Technical Support Grant to provide funding for participants to purchase computers and software for home use.

**5.7 Student Programs**

Student Programs is committed to providing co-curricular activities and programs to foster the intellectual and personal development of students consistent with the College mission. Activities and programs include adaptation for traditionally under-represented students such as students with disabilities, returning students, evening, part-time, and commuter students, and where applicable, those served by the College at off-campus locations (3.D.15). Staff also serve in a liaison capacity, linking Student Services with

college media operations including the College's two radio stations, KGRG and KENU, and the student newspaper, *The Current* (Exhibit 3.1). The College's media resources are further described in the student handbook (3.D.19).

Included within Student Programs are the Community Leadership, Education & Outreach (CLEO) program, International Student Activities, Student Government, new student orientation, and Intercollegiate Athletics.

### **5.7.1 Community Leadership, Education & Outreach (CLEO) Program**

The CLEO program provides leadership development and employment opportunities to a select group of diverse students each year to help them develop lifelong interpersonal and leadership skills. After completing an intensive four-week training program held the month before fall quarter begins, these students serve as the College's student programming board and college ambassadors during the academic year.

The CLEO program serves an important function at the College, promoting co-curricular activities that foster the intellectual and personal development of students. Substantial effort is made to accommodate the wide-ranging intellectual and personal development needs of the College's diverse community of students. In addition to events and activities programmed during traditional hours of operation, evening and weekend events are scheduled to provide access for students whose schedules would otherwise restrict participation. Included within the scope of programming are intramural activities and events designed to meet student recreational and athletic needs apart from intercollegiate athletics. (3.D.17).

### **5.7.2 International Student Activities**

International Student Activities (ISA) provides opportunities for all students to experience diverse cultural experiences through interaction with international students, at the same time affording international students opportunities to gain broader understanding of the College and surrounding community.

ISA is funded by International Programs and serves the entire college community with a focus on the unique needs of international students. ISA programming varies

from season to season and has included professional sports events, outdoor recreation, holiday celebrations, on-campus activities, and sightseeing trips. Activity themes, times, and prices are varied to accommodate the different interests, socio-economic status, and backgrounds of students.

Additionally, ISA provides a number of core services that are integral to international student success at Green River. These include a comprehensive orientation program and a conversation partners program. Also included is the new International Student Ambassador program in which selected students receive comprehensive training and serve as student resources for campus tours and as peer mentors, and assist in the planning and implementation of international student orientation and other outreach functions.

### **5.7.3 Student Government**

Students participate in governance through membership in the Associated Students of Green River Community College (ASGRCC). As outlined in the ASGRCC constitution (Exhibit 3.2), the organization fosters and develops student responsibility, interest, and participation in the activities and programs of the ASGRCC. It is dedicated to the furtherance of general student welfare.

All students are granted membership in the ASGRCC. The ASGRCC governing body consists of an executive branch and fifteen senators (the chief justice, a member of the executive branch, is also a senator). The senators are divided into four committees: Judicial, Public Relations, Finance, and Bylaws. The executive branch includes the president, vice president and chief justice, who also serves as chair of the Judicial Committee. Each committee consists of a committee chair, appointed by the ASGRCC president and vice president, and three members.

As previously discussed in Section 3.0, the ASGRCC is actively involved in decision-making. The ASGRCC also sponsors information forums to support the student body understanding of current issues impacting student life at the College.

### **5.7.4 New Student Orientation**

The College provides general orientation sessions to students at nearly all points of entry, including emergent

interactive media available to distance education students. Additionally, many professional and technical programs conduct specific program orientations for their students. All first year students entering during fall quarter are invited to a full-day orientation where students are introduced to a wide range of student services including clubs and organizations, financial aid, student government, career services, and educational planning. Between 300-400 new students attend, representing approximately 13-18% of all new students. More academically focused general orientation sessions are held throughout the year at a variety of times and days (3.D.9).

### 5.7.5 Intercollegiate Athletics

Intercollegiate Athletics, while organizationally within Student Programs, is addressed in detail in Section 6.0 of this report.

### 5.7.6 Analysis and Appraisal

Several significant changes have been made to the Community Leadership, Education & Outreach program since the 1993 self-study. During AY 01-02, the program was redesigned and renamed “CLEO.” Staff conducted comprehensive assessments to examine the scope of services, objectives, standards of practice, and outcomes of the program. Although the program has traditionally been affiliated with Student Programs operations, it was operating with less than optimal connection to other programs and initiatives, which contributed to low participation rates in activities and events. Student Services has repositioned CLEO’s place within the unit, and strategic alliances have been established between units that share common programming and student participation goals. The structure of the CLEO program has been modified to further collaboration between the ASGRCC and student leaders from Multicultural Services, International Programs, and the new student orientation program team.

ISA has been highly effective in providing a comprehensive program of co-curricular activities that supports the success of both international and domestic students. It has been responsive to the growing number of international students and the new demands for programming that have accompanied this increase. The greatest challenge ISA faces is recruiting interested and

dedicated volunteers to speak with non-native English speakers as part of ISA’s Conversation Partners program.

As at most community colleges, encouraging students to become involved with student government presents a significant challenge. Historically, despite concentrated efforts to increase participation rates, turnout for the election of student body officers has been low. In response, the ASGRCC executive branch and senate initiated legislation to change the process whereby the student body chooses officers. By a majority vote of the student body, revisions were made to the ASGRCC Constitution and Bylaws. The ASGRCC president and vice president are the only student officers who are elected through a process of popular vote. Sixteen senators are now selected through an application and interview process conducted by the ASGRCC executive branch and the assistant dean of student services. The chief justice is chosen from this pool of senators and appointed by the president and vice president. With these changes, student participation has increased.

While students who participated in new student orientation (NSO) rated services quite high, the level of student participation continues to be a challenge. Staff have experimented with different formats such as making sessions mandatory, or allowing students to choose whether or not they participate. The program is undergoing some growing pains as staff work to implement a new program design. At the time of this report, this issue has still not been resolved, though the current vision includes a gradual shift to a mandatory format.

#### **Strengths:**

- Student Programs plans and presents a diverse range of programs and activities.
- The CLEO program supports development of comprehensive leadership skills.
- ASGRCC members participate in college governance.

#### **Challenges:**

- Staff need to increase student participation in college events.
- ISA staff have difficulty recruiting community volunteers for the Conversation Partners program.

- It is difficult to get students to participate in new student orientation sessions.

**Improvement Plans:**

- Student Programs staff will continue to address diversity issues within program planning and implementation processes, especially seeking to make co-curricular activities accessible to non-traditional students.
- ISA staff will explore partnerships with community agencies to recruit volunteers for the Conversation Partners program.
- Staff will continue to develop student leadership training and in-service opportunities to help ASGRCC senators hone their skills as student leaders.
- Staff will develop a cadre of student peer-mentors to support NSO programming.

**5.8 Student Union Enterprises/Auxiliary Services**

Student Union Enterprises (SUE)/Auxiliary Services consists of three entrepreneurial operations: the Paper Tree, Food Services, and the Scheduling & Conference Services. SUE provides access to useful resources, maintains competitive prices, and maximizes revenue.

**5.8.1 Paper Tree Bookstore**

The Paper Tree is the college bookstore. It provides competitively priced books, supplies, and other merchandise and services related to college life. The Paper Tree makes every attempt to maximize revenue while maintaining competitive prices. Paper Tree staff are committed to providing accurate, prompt, and courteous service to all customers.

Paper Tree operations have undergone two significant changes since the 1993 self-study. The Paper Tree implemented a point-of-sale cash register system that has improved cash handling functions, afforded more accurate inventory tracking, and provided data in formats that are more useful for reports submitted to the Business and Financial Aid offices. Additionally, the new system improved customer service and accountability when staff are working with students whose purchases are funded by Financial Aid or other agency contracts.

In 1999, the Paper Tree opened an online textbook enterprise, providing students the option of ordering books online through the College Web site. The site is now set up to allow students to order textbooks when they register for classes. This has proven to be a beneficial service for students and a successful business venture. In fall 2001, textbook sales were twice that of the previous year's sales. The Paper Tree has also restructured the way in which faculty order texts for their courses. The system has been simplified and has met with a great deal of faculty satisfaction.

The Paper Tree is self-supporting and has been profitable since its inception. Profits are used to underwrite future projects. The College contracts annually with an outside agency, American Inventory, to conduct a physical inventory. This inventory process is usually scheduled for the end of June each year. During AY 01-02, the Paper Tree contracted with the National Association of College Stores to conduct an assessment of customer satisfaction. The results have been used to improve store policies and practices. In past years, the Paper Tree also has had an advisory committee comprised of students, staff, and faculty that provided feedback on policies and procedures (3.D.18).

**5.8.2 Food Services/Scheduling & Conference Services**

Food Services provides high quality services to the college and area communities while maintaining competitive prices and maximizing revenue. The goal of Food Services is to provide an attractive variety of nutritious food at competitive prices for the College's non-resident population. These services are supervised by professionally trained food service staff and meet recognized nutritional and mandated health and safety standards (3.D.14).

A private vendor whose services are contracted by a bid process every ten years operates the on-campus cafeteria called the Gator Grille. Since the Gator Grille was established, the Food Management Corporation (FMC) has been the company of contract. In 2001, FMC sold their holdings to the Fine Host Corporation, which then acquired the College's food services contract. Fine Host retained FMC's staff and all maintain current health cards. In October 2002, Aramark purchased Fine Host. At the time of this writing, the College is uncertain of the implications of this sale. The cafeteria is inspected annually by the

Department of Health, and the Gator Grille consistently earns excellent health ratings.

As a service to the area community and to promote opportunities for community members to become familiar with the College, the Gator Grille provides on-campus catering services for a variety of community events. These events include luncheons, banquets, holiday parties, school and church awards dinners, weddings, and other community functions.

### 5.8.3 Analysis and Appraisal

Paper Tree staff have successfully implemented entrepreneurial efforts that have expanded access to store services through the provision of online resources, which has more than doubled textbook sales. Because the Paper Tree is a college-run venture, staff retain a greater degree of control over types of merchandise sold. This operating structure also results in lower prices for students because the College is not paying an outside vendor to operate the Paper Tree, thus reducing operating overhead. The greatest challenge facing staff is the establishment of effective accounting and inventory practices that make appropriate use of technology resources and maintenance of internal controls. Efforts to address this have been initiated.

Approximately 67% of respondents to the Returning Student Survey said they were satisfied with the level of service provided by the Gator Grille. While this indicates room for improvement, this is a challenge that many college food service operations experience. Gator Grille staff will continue to explore menu options and methods of presentation that will support increased appreciation for services provided. The staff do an excellent job of maintaining compliance with all health-related safety standards and results of routine inspections are consistently high. The staff are also successful in promoting its revenue generating services to the College and community, which serve to help sustain the financial well-being of Gator Grille operations.

#### Strengths:

- Green River’s Auxiliary Services have a high level of entrepreneurial initiative.
- The Paper Tree maintains tight control of merchandising and lower prices through in-house administration services.

- The Gator Grille is in compliance with health and safety standards.
- The College provides a wide array of catering services to support college and community events.

#### Challenges:

- The Paper Tree must continuously refine its accounting and internal controls processes.
- Auxiliary Services staff need to continue to incorporate technology resources into operating practices.

#### Improvement Plans:

- The Paper Tree staff will examine computerized/ electronic resources available to automate accounting and internal controls practices.
- Staff will visit neighboring community colleges to seek “best practices” and gather tips and strategies to support improvement efforts of the Gator Grille.

## 6.0 Intercollegiate Athletics

Intercollegiate Athletics (IA) supports the College mission by providing competitive opportunities for students to develop their athletic skills and learn leadership, teamwork, and discipline as part of the overall college learning experience. In addition, IA enriches the college community through the recruitment of uniquely talented students and the fostering of positive public relations. IA program and financial operations are consistent with the mission and goals of the College and are conducted with appropriate oversight by the Board of Trustees, college president, and faculty.

The College provides 11 athletic programs for student athletes. Men’s programs include soccer, basketball, baseball, tennis, and golf. Women’s programs include soccer, volleyball, basketball, fastpitch, tennis, and golf. The College competes in the Northwest Athletic Association of Community Colleges (NWAACC), along with 35 other schools from Washington, Oregon, Idaho, and British Columbia. Through CLEO, the College offers a series of intramural programs to students and staff to encourage participation in a variety of competitive and fitness-related activities separate from the organized sports programs listed above (3.D.17).

The goals and objectives of IA, as well as institutional expectations of staff, are provided in writing to all employees hired for athletic staff positions. They are included in the athletic coaches handbook (Exhibit 3.3). Coaches are hired under the appointing authority of the executive vice president. Once hired, coaches report directly to the coordinator of athletics. This structure is clearly articulated in written form and is included in the handbook. IA also abides by rules and regulations established and implemented by the NWAACC and published in its official codebook. Detailed prescriptions for accepted standards of practice are included as well, and IA staff review these policies and rules annually (3.E.2).

IA consists of a coordinator of athletics, a program coordinator, and a gym supervisor. The coaching staff consists of mainly community members who receive a stipend for their work with student athletes. Two coaches are also employed as faculty. Their coaching positions are not tied to teaching responsibilities. Coach performance is reviewed through a formal process conducted at the end of each season by the coordinator of athletics who also maintains routine contact with each coach throughout the season.

The admissions requirements and procedures, academic standards and degree requirements, and financial aid awards for student athletics are vested in the same departments that handle these matters for all students (3.E.3).

Program funding is acquired through a variety of resources, including general fund allocation, monies allocated from the services & activities fees budget, and revenue generated through Gator Booster Club fundraising efforts. Athletic budget development is systematic, following the same procedural steps used by all departments within Student Services. Funds raised for and expended on athletics by alumni, foundations, and other groups are subject to the approval of the administration and are accounted for using the College's standard practices of documentation and audit (3.E.4).

### 6.1 Analysis and Appraisal

Intercollegiate Athletics has been the focus of substantial review and appraisal since the last self-study. During the AY 97-98 basketball season, a Green River student was allowed to participate in intercollegiate play despite being ineligible according to

NWAACC academic standards. This violation was reported to the league, which conducted an investigation and took appropriate action. As a result, the College conducted a year-long study to identify areas and practices in need of improvement. While clearly not an experience that IA staff or administrators want to repeat, the College committed an appropriate amount of effort to investigating the allegation and implementing resulting corrective actions. The final outcome has benefited the IA program. The review process identified areas of concern, and efforts to address them have strengthened the program's operations. Exhibit 3.4 contains the complete IA study.

In addition to this extensive assessment process, a review of the comprehensive statement of philosophy, goals, and objectives for intercollegiate athletics is conducted each year through the College's planning and budgeting processes during which all program administrators present a formal overview of their operations to the Cabinet (3.E.1).

Title IX compliance is an area that has received focused attention by IA staff and college administrators. The College is committed to fair and equitable treatment of both male and female athletes in providing opportunities for participation, financial aid, student-support services, equipment, and access to facilities. The College currently offers six women's sports programs and five men's sports programs. Given typical participation rates, this structure is designed to balance the number of male and female IA participants. IA has been successful in securing use of athletic venues that are equitable in terms of quality of playing fields and related amenities, such as locker rooms, etc., a venture that has required considerable investments of time and collaboration with community agency resources. Modifications to the gymnasium have been scheduled for 2003. These will provide improved locker room facilities for both female and male athletes (3.E.5).

In the past year, IA has developed a stronger written policy concerning the scheduling of intercollegiate practices and competition for both men and women that avoids conflicts with the instructional calendar. Copies of this policy are provided to all IA staff and are included in the athletic coaches handbook (3.E.6).

While the College has seen significant growth and improvements in practice for Intercollegiate Athletics, there remain significant challenges. College athletic



facilities need to be updated. The gymnasium building, central to IA operations, houses the gym, weight room, men and women's locker rooms, offices, and a dance/aerobic workout room. This facility was built in 1967 and, except for replacement of the roof in 1999, has not been modified or updated since its initial construction. Currently, gymnasium facilities are not adequate to meet the needs of IA programming and several sports programs are held off-campus. This arrangement is not optimal and has a significant impact on spectator turnout for sporting events, which in turn affects college and community relations with IA.

While practices for monitoring player eligibility were thoroughly reviewed and stringent protocols were implemented to ensure compliance with all related regulations in response to results of the year-long review, IA and Student Services leadership launched a more in-depth academic support program for student athletes in spring 2002. This program is designed to proactively address the educational well-being of student athletes. It is projected that this will ensure that athletes maintain the required academic performance to participate in sports as outlined by NWAACC standards (3.E.1).

The policy for allocation of revenue generated through fundraising efforts also needs review. Recommendations made during the 1998 program review process called for examination of the College's practice of allocating a percentage of monies raised to the general Gator Booster Club account. Since the recommendation was forwarded, the amount of fundraising dollars used to support the director salary has decreased, but remains a substantial amount. Student Services leadership has reviewed the concerns and is committed to addressing this issue in the coming year.

Another challenge is maintaining a full complement of coaches. This is largely related to funding constraints as coaches are not well compensated for their time and effort. While efforts are made to create opportunities for coaches to work in other areas of the College, these opportunities are limited and coaches often leave their coaching positions in favor of better paid opportunities.

#### **Strengths:**

- The College has established strong connections with community athletic and service organizations.

- The College has been effective in procuring community facilities for use in presenting sporting events.
- The graduation rate for student-athletes is 59%, with a program in place to improve this rate.

#### **Challenges:**

- Current gym facilities are inadequate to accommodate the full range of IA activities and events.
- Staff continuously need to balance student academic concerns with athletic success.
- Limited funding for coaching stipends creates difficulties in maintaining a full coaching staff.

#### **Improvement Plans:**

- Staff will continue implementation of the newly designed academic support program for student athletes.
- Student Services administrators will review the status of the IA coordinator position and work to identify non-fundraising revenue sources to support the position.

### **7.0 Advertising, Recruitment, and Representation of Accredited Status**

The College complies with Policy 3.1 regarding institutional advertising, student recruitment, and representation of accredited status. As discussed in further detail in Standard Nine, Green River exhibits integrity and responsibility in advertising, publications, and promotional literature. The College does not misrepresent itself to students and adheres to proper representation of its accredited status.

Official college publications include the catalog, student handbook, a set of program information guides, and quarterly class schedules (Appendices 2.1, 3.3). These publications accurately depict the College mission and goals; entrance requirements and procedures; basic information on programs and courses; degree and program completion requirements; faculty with degrees held and conferring institution; rules and regulations for conduct; tuition, fees, and other program costs; opportunities and requirements for financial aid; and policies and procedures for refunding fees and charges to students who withdraw from enrollment. The catalog

and student handbook are distributed to all new students and class schedules are mailed on a quarterly basis.

Admissions coordinates student recruitment for the general college population. An experienced, full-time outreach coordinator is in charge of high school recruiting and setting up college displays at local fairs and community events. To ensure internal control of information, only college-approved marketing materials are used. Staff train student volunteers prior to their involvement in outreach activities. International Programs is responsible for recruiting students from overseas. Staff trained in all aspects of student admissions and advising are responsible for recruiting students from different regions of the world. As with local students, only college-approved publications are used when recruiting international students.

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### List of Appendices

- 3.1 Summary of Student Characteristics
- 3.2 Student Retention and Graduation Rate
- 3.3 College Viewbook, Program Information Guides, Quarterly Class Schedule(s), and Student Handbook

### List of Exhibits

- 3.1 *The Current*
- 3.2 ASGRCC Constitution, Bylaws, and Financial Code
- 3.3 Athletic Coaches Handbook
- 3.4 Athletic Program Review

### Standard Three Participation

#### Leadership:

David Wain Coon, Executive Dean of Student Services  
Nani Jackins Park, Assistant Dean of Student Services

#### Participation:

Steve Ashpole, Coordinator of Athletics  
Bill Belden, Director of Educational Planning Services  
Denise Bennatts, Director of Enrollment Services  
Ted Broussard, Faculty (Counseling)  
Karen Bruno, Director of TRIO/Student Support Services  
Dani Chang, Student Activities Coordinator  
Eileen Dunn, Director of Women's Programs  
Mary Edington, Director of Financial Aid  
Julie French, Health Services Coordinator  
Kathy Johnson, Manager of Auxiliary Services  
Joanne Martin, Disability Support Services Coordinator  
Becky Riverman, Program Support Supervisor (former)  
Ruth Dow Rogers, Director of Career Development & Employment Services Center  
Tanya Velasquez, Multicultural Services Coordinator

Standard Four

# Faculty



## Standard Four Faculty

### 1.0 Introduction

The central responsibility of faculty at Green River is the educational program and its quality. The College has a core full-time faculty of 130 and approximately 240 part-time faculty who work diligently to achieve the College mission and goals. The College has earned an excellent reputation for its dedicated faculty and high standards. Faculty in many disciplines have led efforts to improve curricula and some have developed innovative programs that have served as models for the nation. Others have received regional and national recognition for their excellent work. Students have consistently expressed satisfaction with the quality of instruction and with the caring and supportive environment that faculty provide.

The College conducted a full-time faculty satisfaction survey in spring 2002. The responses provided important feedback on issues covered in Standards Four and Six. Relevant information is included in the

sections that follow. Please refer to Exhibit 4.1 for complete survey results.

### 2.0 Faculty Qualifications, Selection, and Evaluation

Green River faculty are well-qualified and experienced, and represent all major program areas offered by the College (4.A.1). All faculty meet, and many exceed, the minimum standards mandated by the state. Many new hires in the past ten years have come with excellent preparation, extensive teaching experience, and impressive credentials. Additionally, in professional/technical program areas, faculty have extensive experience in business, industry, and professional environments. Table 4.1 gives a detailed profile of Green River faculty and Table 4.2 contains a summary of the number and source of terminal degrees of the faculty.

Table 4.1 Faculty Profile

Rank or Class	Full-Time Faculty																		
	Number		Number of Terminal Degrees					Salary, 9 Months			Years of Experience at Institution			Total Years of Teaching Experience			Fall 2002 Term Credit Hour Load		
	Full Time	Part Time	Dr	M	B	Prof License	Less than Bach	Min	Med	Max	Min	Med	Max	Min	Med	Max	Min	Med	Max
Teaching Faculty*	119	240	20	78	14	15	11	39,811		54,402	1		38	1		42	14		16
Non-teaching Faculty	5	1		3	1			44,517		49,385	1		32						
IESL Faculty**	3			3				47,391		56,039	1		11	8		20	20		20

\* 6 positions vacant  
 \*\* 2 positions vacant

Table 4.2 Number and Source of Terminal Degrees of Faculty

Institution Granting Terminal Degree	Number of Degrees*		
	Doctor	Master	Bachelor
Antioch University		1	
Brigham Young University		1	
California State University - Los Angeles		2	
Catholic University		1	
Catholic University of Puerto Rico			1
Central Washington University		4	1
City University		2	
Eastern Michigan University		2	
Eastern Washington University		1	
Fairfield University		1	
Golden Gate University		2	
Humboldt State University			1
Lesley College		2	
Massachusetts College of Art		1	
Naval Post Graduate School		1	
Ohio State University		1	
Old Dominion University		1	
Oregon State University		4	
Pacific Lutheran University		4	
Portland State University		1	
Rice University	1		
San Diego State University		1	
San Francisco State University		1	
School for International Training		1	
Seattle Pacific University		1	
Seattle University	2	4	
Southern Illinois University		1	1
Southern Oregon State College		1	
Stanford University		1	
The Evergreen State College		1	1
Unification Seminary		1	
University of Alberta		1	
University of Arizona	2		
University of California - Riverside	1		
University of California - Santa Barbara		1	
University of Colorado		2	
University of Idaho		1	
University of Illinois		1	
University of Iowa		1	
University of Kentucky	1		
University of Minnesota		1	
University of Missouri		2	
University of Nebraska		1	
University of New Mexico		1	
University of Puget Sound			1
University of Southern California		1	
University of Texas	3	1	
University of Washington	9	14	3
University of Wisconsin - River Falls		1	
University of Wyoming		1	
Washington State University	1	2	
Western Washington University		5	4
Whitworth College		1	
Yale University		1	
Youngstown State University			1

\* Faculty with less than a bachelor's degree are not listed. Some faculty hold more than one master's degree and are counted twice.

## 2.1 Faculty Hiring

Full-time faculty are hired under the provisions of the Washington Administrative Code 131-16-080 and 131-15-091 that outline minimum qualification requirements, and the Negotiated Agreement (Article III, Sections A and B) (4.A.6) (Appendix 4.1, Exhibit 4.2). Once the president approves a faculty position, the division chair and dean write a job description, which is then approved by the executive vice president (EVP) and processed by Human Resources. The screening committee, made up of faculty and the dean, recommends up to four finalists to the EVP and the president for final selection. Faculty positions are advertised nationally in the *Chronicle of Higher Education* and other relevant publications, as well as on Internet job directories. The College also participates in minority faculty job fairs as part of an organized effort by the Washington community and technical college system. Concerted efforts are made to attract a pool of highly qualified and diverse candidates during the ten-week position opening.

## 2.2 Faculty Evaluation

To ensure competence, effectiveness, and fulfillment of instructional and other responsibilities, full-time faculty are evaluated in a thorough tenure review process once hired for a tenure track position, and through a post-tenure review process every three years (4.A.5, Policy 4.1).

Article VIII in the Negotiated Agreement outlines the tenure review process in accordance with the provisions of RCW 28B.50.850.873 (Appendix 4.1, Exhibit 4.3). During an eight-quarter process, a committee consisting of three faculty members, the dean, and a student, evaluates the probationary faculty member through class observations, student evaluations, and course material reviews, and monitors the probationer's progress and development. Annual committee reports to the Board of Trustees apprise the Board of the probationer's progress and inform the Board's decision, which is typically to continue the review process and to grant tenure at the end of the third reporting cycle.

Once a faculty member is granted tenure status, a post-tenure review process is initiated every three years to review and assess his or her continued effectiveness. Approximately 1/3 of full-time faculty is reviewed each year, except for those retiring or on leave during their year. A team of one faculty member and the dean review

performance through classroom observations and student evaluations. Faculty develop a three-year professional development plan and maintain a portfolio to document their progress. The post-tenure review process is typically two quarters in length, but may be extended to a third quarter when warranted. The Negotiated Agreement (Article IX) governs the procedures and outlines the process for post-tenure review. It also calls for an oversight committee to provide guidance and review complaints or concerns (Appendix 4.1).

## 2.3 Analysis and Appraisal

Generally, the College fills faculty vacancies created by retirements. In recent years, some positions have been shifted from declining to growing program areas. These shifts have been largely noncontroversial. Recently, due to budget cuts from the state legislature, the hiring for several vacant faculty positions was delayed by a year.

The College's commitment to adding new faculty positions is documented in the Negotiated Agreement. Currently, at a minimum, one position per year is converted from part-time to full-time. The determination of greatest need is made in consultation with faculty through the Instructional Council (IC) and the instructional administrators. In recent years, new positions have been moved to or created in geology/physics, history, aviation, computer information technology, math, speech, English, and ESL.

One concern about the hiring process is the perception that position announcements often go out later than at most other colleges and that as a result, some highly qualified applicants have accepted new positions elsewhere before Green River makes its selection. The process includes a ten-week opening for each faculty position, which may need to be reviewed during negotiations. For the past two years, the administration and United Faculty Coalition (UF) have agreed to reduce the advertising period to six weeks to ensure a more timely hiring process.

The College has made special efforts to increase diversity in recruiting for both full and part-time faculty positions. While some progress has been made, it remains a goal to increase diversity among faculty and all other employees. The Multicultural & Equity Council has as one of its goals to assist with the recruitment of minorities and to work with faculty to

promote diversity and multiculturalism in the curriculum.

Retirements in the last decade have changed the make-up of the faculty body. More than 60% of the full-time faculty has been hired in the last ten years. On one hand, this has rejuvenated the faculty body with the hiring of highly qualified and motivated new faculty. On the other hand, the College has lost many experienced and dedicated faculty to retirement. This turnover has also created a significant workload issue and a burden for the tenured faculty who serve on hiring, tenure, and post-tenure review committees and who in much smaller numbers have to manage the out-of-classroom workload that all tenured faculty share. Table 4.3 illustrates the increase in the number of tenure committees since AY 96-97.

Table 4.3 Tenure Review Committees

Academic Year	# of Tenure Committees
01-02	35
00-01	31
99-00	25
98-99	22
97-98	21
96-97	21

The ASGRCC has faced the challenge of finding student volunteers for each committee, with those assigned often not participating as fully as expected. Standard Three, Sections 3.0 and 5.7 contain a more comprehensive description of the role of student government.

The faculty evaluation processes are successful in establishing a record of competence and effectiveness, and in identifying areas that either need improvement or are unsatisfactory/unacceptable. Tenure committees have been diligent in addressing concerns where warranted and in documenting their findings to support corrective action.

The orientation process for new faculty needs to be further improved with more involvement from faculty. The College has experimented with several different formats. A monthly meeting of the new faculty cohort was sparsely attended. Assigning a full-time faculty

member as a teaching mentor for each part-time faculty was also initiated in several divisions. This model provides ongoing support for both curriculum and teaching issues and for overall orientation. This practice is currently being expanded to all four professional/technical divisions and appears to have promise for college-wide implementation.

Nearly 95% of the faculty surveyed indicated they were somewhat to very satisfied with faculty involvement in the hiring process for full-time faculty and 82% were satisfied with the hiring process overall. The Faculty Satisfaction Survey finds that nearly 85% were satisfied with faculty involvement in the tenure process and 91% were satisfied with the tenure process itself. Faculty involvement in the post-tenure review process was also rated as positive; however, a question on the process itself reflected disagreement (62% satisfied vs. 38% dissatisfied).

**Strengths:**

- Tenure committees take their responsibilities seriously and are committed to supporting and helping the probationer to improve and develop. They also provide a critical analysis with accurate and honest appraisal in a recommendation to the Board of Trustees.
- The Board of Trustees takes its role in the tenure process seriously and spends a considerable amount of time reviewing progress reports and interacting with the tenure committees.

**Challenges:**

- Efforts to attract a diverse applicant pool have yielded only some progress in the hiring of a diverse faculty.
- The College must continue to periodically review its hiring process timelines so that it can attract and hire the best possible candidates.

**Improvement Plans:**

- The College will continue its efforts to attract a diverse pool of applicants. Efforts include scaling back on previous teaching requirements, so as not to screen out potential applicants.
- The College will continue to streamline the faculty hiring process to ensure that it remains competitive. Special efforts will be made to advertise faculty vacancies earlier in the year.

### 3.0 Participation in Academic Planning, Curriculum Development, Academic Advising, and Governance

Faculty actively participate in academic planning, curriculum development and review, academic advising, and institutional governance (4.A.2). The role of faculty and the divisions in academic planning and curriculum development and review is outlined in Article IV and Article V of the Negotiated Agreement (Appendix 4.1).

The primary governing faculty body is the IC and its subcommittee structure. The Negotiated Agreement (Article IV, Section C) outlines the IC membership, scope of responsibilities, and operational procedures (Appendix 4.1). IC bylaws and minutes are documented in Exhibit 4.4. Division chairs are the voting members and the IC recommends to the EVP. The EVP and instructional administrators participate in IC meetings, but do not vote. In addition, other faculty serve on one or more IC subcommittees. Faculty develop, review, and update all proposals for new courses, degrees, or certificates and all subsequent changes through a process prescribed by IC policies and those of its subcommittee for Faculty Curriculum Review (FCRC). FCRC operating procedures and minutes are documented in Exhibit 4.5. Faculty and division chairs also develop the schedule of quarterly course offerings and teaching assignments with final approval by the dean.

Faculty participate in the general governance of the College through representation on various committees as described more fully in Standard Six, Section 2.0. A list of committees, councils, and other organizational structures with faculty participation is provided in Exhibit 4.6.

Academic advising responsibilities are outlined in the Negotiated Agreement (Appendix H) (Appendix 4.1). Full-time faculty and Educational Planning Center staff share advising responsibilities. Faculty provide advising that is directly related to the student's discipline or choice of major. Faculty choose from several options to fulfill their advising responsibilities. Faculty may also choose not to advise and forfeit the additional compensation, as outlined in the contract. See Standard Three, Section 5.2 for a more detailed discussion about the role of Educational Planning in advising (4.A.2).

All new faculty advisors are required to participate in advisor training sessions. Advisor training sessions and

specialized workshops are conducted each quarter and focus on topics identified through an annual survey of advisors. Educational Planning staff conducted the latest advisor training survey in fall 2001 to measure advisor satisfaction with current advising resources and to identify additional advisor training needs. The results of this survey were used in the development of a revised advisor training program in AY 01-02.

### 3.1 Analysis and Appraisal

Results from the Faculty Satisfaction Survey indicated that faculty were dissatisfied with their participation in institutional governance (67% dissatisfaction). The additional comments provided by faculty reflect a great deal of frustration with the administration, a sense of not feeling valued and appreciated, and suspicions of back-room deals for retired administrators. A few faculty called for a new form of representation, perhaps a faculty senate model. Clearly, these feelings and attitudes are cause for concern and need to be addressed in a collaborative forum. Further discussion about governance can be found in Standard Six, Section 2.3.

Advising loads can be particularly burdensome for faculty in professional/technical programs because of small department size and the level of program specialization needed. Faculty spend significant time advising students on specialized entry requirements and the availability of prerequisite or sequential classes. As a result, most professional/technical faculty exceed their advising responsibilities.

Although advising is a contractual obligation for faculty, it is not a consideration in the tenure process. This aspect of the advising program warrants further investigation and discussion. Making every faculty member serve as an advisor, regardless of interest or skill, could pose other problems including relaying inaccurate advice to students.

Results from the Faculty Satisfaction Survey show that 58% of the faculty were satisfied with their participation in academic advising. Some faculty have concerns about certain aspects of the current advising system. Specifically, they question the College decision not to institute a mandatory advising policy, which can result in self-advising and incorrect decision-making by students. They also do not feel it is appropriate to advise students outside their areas of expertise. As a result, the new student advising sessions, where new students are



matched with any available faculty advisor, are not the best use of faculty time. Recent changes to the current advising system may improve faculty satisfaction in the future. These changes include the addition of group advising and the ability to conduct special advising sessions or workshops to fulfill advising responsibilities.

**Strengths:**

- The IC and FCRC are fully operational forums for faculty participation in the curriculum development and review process, as well as many other functions of the College relating to instruction.
- Faculty are actively involved and well-represented on college-wide and ad hoc committees.
- The IC has recently established two subcommittees which include non-faculty members to facilitate communication.

**Challenges:**

- Since input on decision-making requires being informed and current on the issues, it is challenging to facilitate this process given the already substantial committee workload for faculty.
- There is distrust between the faculty and administration that contributes to the dissatisfaction of faculty with regard to governance.
- Balancing advising workload with program expertise among faculty can be difficult.
- State-directed budget cuts and a lack of adequate funding for instructional needs have created a difficult environment in which to meet even basic equipment and facility needs, which in turn creates dissatisfaction among faculty.

**Improvement Plans:**

- The EVP will continue working with the faculty, division chairs, and deans on the development of an instructional plan that will provide direction and set instructional priorities for short and long-range planning.
- The president will host a series a discussion groups with interested faculty as a pilot project to include more perspectives before making key decisions. Issues and concerns that surfaced during the self-study will also be part of these discussions.

## 4.0 Faculty Workload, Salaries, and Benefits

### 4.1 Workload

Faculty workload is defined in the Negotiated Agreement (Article V), which provides a job description that includes teaching, continuous improvement of materials, techniques and methods, curriculum review and development, scheduled office hours for contact with students, program planning and advising, and participation in committees. Separate performance expectations are identified for the non-teaching faculty in the areas of counseling, library, and media services. Article V, Sections H through M provide further detail on workload specifics (Appendix 4.1).

Full-time faculty duties are assigned within a daily seven-hour span that typically begins at 8 a.m. and includes a daily office hour. In the most recent contract, the definition of load was renegotiated to be more equitable for faculty teaching a combination of lecture and lab classes.

To offset responsibilities beyond the job description, the contract provides for released time or a stipend for the 11 faculty division chairs, the IC chair, and the program coordinators in occupational therapy, physical therapy, nursing, ABE, and ESL. Division chairs and the IC chair also receive an annual stipend of over \$3,000 for additional work, including duties between quarters and during the summer. Other released time not guaranteed in the contract is awarded for grant activities such as Project TEACH, as well as other special projects and assignments as needed. Most recently, the College created a faculty coordinator position for distance learning with 1/3 released time.

To support faculty in their professional development and other activities related to their assignment, at least one professional day per quarter is provided to full-time faculty as professional leave. Professional leave is also granted for all funded and approved faculty development activities through the Faculty Development Committee and the Faculty Excellence Committee (4.A.3). Further discussion about faculty development can be found in Section 6.0 of this standard.

## 4.2 Salaries and Benefits

The state legislature appropriates money for faculty salaries as part of the general fund budget and pay increases as a separate allocation, which many times is not fully funded. Each college then negotiates the distribution of that appropriation with the faculty. Green River full-time faculty salaries were among the highest in the state ten years ago and remain so today. SBCTC reports for AY 01-02 indicate that Green River faculty have an average base salary of \$48,433 (Appendix 4.2). The average earnings of full-time faculty from all sources was \$55,000 (4.A.4).

Benefits are primarily packaged and prescribed by the state. Policies for faculty salaries, compensation, and benefits are published in the Negotiated Agreement, Human Resources, and on the Intranet (Appendix 4.1). New employees receive group or individual orientations regarding their benefit options.

## 4.3 Analysis and Appraisal

Salary and benefits packages at Green River have been important in attracting highly qualified faculty. The current tiered system is designed to reach the highest salary level after attaining tenure status, with additional salary increase awards for professional development credits. Premiums for advanced degrees or equivalent vocational certification provide additional salary enhancements. As a result of this salary and benefit package, the College has recently been able to attract and hire more faculty with doctoral degrees.

Professional/technical salaries, while comparable to those in academic transfer, do in certain program areas lag behind salaries skilled and experienced specialists could earn in private business and industry, particularly in the areas of technology and health science. This is a serious obstacle to attracting highly qualified faculty. In computer technology, some efforts have been made to combine teaching responsibilities with other duties, (e.g. working with the Information Technology department), to raise the compensation to a more competitive level. This experiment has met with only limited success and this issue continues to be a system-wide problem.

The Faculty Satisfaction Survey also showed strong dissatisfaction (89%) with the current full-time/part-time faculty mix. Faculty comments reflect concerns

about quality and the workload impact on full-time faculty, especially in divisions where part-time faculty ratios are high. The Negotiated Agreement calls for one new full-time position for each year of the contract (4.A.10). With FTE growth, however, this measure provides no significant relief and ratios show little improvement. Exhibit 4.7 contains a recent faculty mix study completed as part of a statewide effort to address this situation.

The survey showed overall satisfaction with teaching workloads, as well as with participation in academic and curriculum planning. Faculty were less satisfied with workload related to non-teaching responsibilities (40% dissatisfied). Full-time faculty say that too many committees and the extra work associated with hiring and employing part-time faculty are a source of frustration. Nearly 39% were dissatisfied with salary and benefits. Comments reflected perceptions that salaries in Washington lag behind the national average and are too low for the local cost of living. Concerns were also expressed about the College's ability to attract and retain competent faculty, particularly for the professional/technical programs.

### Strengths:

- Green River ranks fifth highest among the state community and technical colleges for average full-time faculty salary.
- For the most part, the College has been able to offer faculty a competitive salary and benefits package.

### Challenges:

- Attracting faculty in fields that demand significantly higher salaries in the private sector or that are in short supply can be difficult.
- The use of part-time faculty is an economic reality that causes challenges in balancing instructional quality with student demand, as well as with the additional workload placed on full-time faculty and instructional administrators.
- Excessive full-time faculty workloads lead to difficulty in balancing teaching and non-teaching duties.
- The College needs to continue to provide competitive faculty salaries and continue converting more part-time faculty positions to full-time.

### Improvement Plans:

- The College will continue to support SBCTC efforts to increase funding for faculty salaries and the hiring of additional full-time faculty. The College's Legislative Committee will also continue to focus on this issue.
- The College will continue to pursue partnerships with local organizations and other private businesses to facilitate collaborative solutions to address difficulties in securing qualified industry professionals to teach.

## 5.0 Part-Time and Self-Support Faculty

### 5.1 Part-Time Faculty

Part-time faculty are an important resource to the College as they teach approximately 50% of all courses. This ratio is typical of community colleges in Washington state, where funding for community colleges has not kept pace with the demand for educational services. State regulations limit the use of part-time faculty to less than a full-time load. At Green River, the negotiated workload for teaching part-time faculty is 80% of full-time load with some possible exceptions.

Part-time faculty are qualified by academic background, degrees, and professional experience to carry out their teaching responsibilities (4.A.8). The qualifications for hiring part-time faculty are similar to that of full-time faculty. The process for hiring part-time faculty is outlined in the Negotiated Agreement (Section O) (Appendix 4.1). Positions are advertised on Internet job listing directories and in local newspapers. Many searches are ongoing since the demand, depending on the discipline, is never completely satisfied. Upon hiring, all part-time faculty receive orientation information from the division and the dean's office, which includes the *Part-time Faculty Handbook* (4.A.9) (Exhibit 4.8).

After the initial hire, part-time faculty are observed for two quarters of teaching the same course. Successful reviews result in placement in the "part-time file" for a course or cluster of courses, which then gives those faculty assignment priority over part-time faculty not in the file. The Negotiated Agreement (Article V, Section O) contains all provisions governing this process, including extensions, placement in, and removal from

the file. It also provides for a periodic review of faculty in the part-time file. This review is a new process that was added to the most recent contract to ensure consistency and guarantee a minimum standard of review and evaluation for part-time faculty (4.A.5)

Part-time faculty are eligible to apply for faculty development and faculty excellence funds if they are currently teaching and in the part-time file. The information about professional development opportunities for part-time faculty is published in the handbook, on the Intranet, and is periodically announced via e-mail (4.A.3).

### 5.2 Continuing Education & Skillstream

Continuing Education (CE) instructors are a mix of professionals and enthusiastic hobbyists, hired to teach business, professional development, or lifelong learning classes. Skillstream instructors are a mix of professional and technical specialists, hired to teach business and technology classes. Instructor applications are screened for professional qualifications and teaching experience. All instructors have either master's degrees, other higher education degrees, and/or industry certification(s). They also have extensive experience in their field and/or in working with the business community. Some academic and professional/technical faculty also teach CE classes on evenings and weekends outside of their regular responsibilities and some Skillstream instructors teach courses in the Business and Technology divisions on the main campus. Such instructors are screened and hired following standard college hiring procedures for part-time employees. College divisions are consulted in hiring decisions when appropriate (4.A.1, 4.A.8).

CE and Skillstream instructors are paid either a predetermined hourly rate or a per student rate. CE instructor pay rates are generally equivalent to part-time faculty rates, with some variation due to education and level of experience, while Skillstream instructor rates are determined based on the self-support tuition or total revenue generated by the course (4.A.4). Over 90% of CE and Skillstream instructors work less than half time and therefore do not qualify for health or retirement benefits. All new instructors are evaluated during their first quarter and thereafter, at least once a year. Student evaluations are completed for every Skillstream course to provide the instructors with feedback (4.A.5).

### 5.3 IESL

IESL employs five full-time faculty who all hold graduate degrees in TESL or related disciplines. Furthermore, all faculty have extensive overseas teaching and cross-cultural experience. IESL also has five part-time, non-probationary and two part-time probationary faculty. Non-probationary, part-time faculty have completed a three quarter probationary period and now have seniority with respect to load assignment. All part-time faculty except for two have graduate degrees in TESL or related fields (4.A.1, 4.A.8).

The Negotiated Agreement (Appendix J) outlines the procedure for hiring annually contracted (full-time) and quarterly contracted (part-time) IESL faculty. Generally speaking, the hiring process for any new faculty involves a committee of current full-time faculty. The agreement also requires that all annually contracted faculty be evaluated once per year and stipulates that all quarterly contracted faculty be evaluated up to two times per year (4.A.5).

The Negotiated Agreement (Appendix J) states that annually contracted faculty shall be placed on the IESL faculty salary schedule (Appendix 4.1). Human Resources follows set procedures for such placement. In addition, full-time faculty may accumulate salary credits by completing various professional development activities. The IESL quarterly contracted salary schedule outlines the seniority steps part-time faculty must take to ascend their schedule. Initial salary placement as a non-probationary adjunct is dependent on the faculty member's highest degree earned (4.A.4).

### 5.4 Analysis and Appraisal

Compensation for part-time faculty has improved in recent years. The state legislature has allocated enhancement funds to improve part-time faculty salaries. In AY 01-02, part-time faculty received an increase of 6.2%, compared to 3.7% for full-time faculty. During the previous biennium, the College voluntarily matched the enhancement allocation from the state by 100% (\$188,000) to address some of the inequities that exist between full and part-time salaries (4.A.10).

Benefits for part-time faculty have also improved. In addition to health care, part-time faculty are now

eligible for retirement benefits. A new state law provides for sick leave that accumulates and can be cashed out at retirement, and part-time faculty can apply for shared leave benefits. Division chairs and deans are generally considerate of the need to balance workload for part-time faculty throughout the year and make an effort to ensure that part-time faculty qualify to continue receiving benefits (4.A.10).

In high demand areas, such as English, math, and science, highly qualified part-time faculty are difficult to recruit in spite of intensive search efforts.

Professional/technical programs also have difficulty finding qualified and experienced part-time faculty, particularly in programs that are in high demand and those that pay higher wages in business and industry. Examples include computer information technology, geographic information systems, and nursing. These high demand programs are adversely affected and the College often must choose between not offering a much-needed course or hiring a less than well-qualified instructor.

The assistant dean for academic education has been instrumental in improving the recruitment and hiring process and in finding qualified part-time faculty. His networking with neighboring colleges and creative advertising strategies have increased the number of candidates available to the various academic transfer divisions. For the professional/technical divisions, the associate dean is responsible for part-time faculty hiring and evaluation. The addition of these two deans has also helped to ease the workload of division chairs and department faculty.

The orientation process is in need of improvement. Orientation sessions for new part-time faculty at the beginning of the year were poorly attended and then discontinued. Beginning in fall 2002, a more comprehensive orientation session was introduced with the incentive of awarding compensation for the faculty. All part-time faculty have access to college e-mail and the Intranet. Unfortunately, less than half of part-time faculty regularly access their Green River account. Orientation efforts at the division level are inconsistent. Some divisions make significant effort to ensure that new part-time faculty are welcomed, as well as made aware of division and department policies and procedures such as syllabi and textbook requirements.

The College distributed a satisfaction survey to all part-time faculty in spring 2002. The lack of responses was disappointing. Only nine responses out of 230 were received despite repeated requests for feedback.

The IESL hiring process is comprehensive as it seeks to staff IESL with capable, experienced, and motivated individuals. IESL faculty salaries have increased considerably in the past five years. Salaries are now comparable to their colleagues and amongst the highest of IESL programs in the area. IESL is now represented on the IC. At this point, effective faculty evaluation is a weakness in the IESL program. Although student evaluations are administered to all classes each quarter and faculty are given item averages and compiled comments, other forms of evaluation such as observations are randomly administered.

Another area of concern within IESL is the issue of workload. As IESL is not an instructional division, faculty are not subject to the same conditions governing workload. IESL faculty have a longer work week than their academic counterparts: 20 hours vs. 15 hours for full-time, and 20 hours vs. 12 hours for part-time adjuncts. The nature of the program, however, makes it unlikely that the number of hours worked will be reduced. Issues of workload are mitigated by the fact that IESL salaries are prorated to be consistent with those of their colleagues doing overloads.

**Strength:**

- While there continues to be challenges, Green River was chosen as the number one community college to work for by part-time faculty in the Puget Sound area last year.

**Challenges:**

- The College needs to provide more uniform information to new part-time hires to better acquaint them with division policies and procedures.
- It is very difficult to integrate part-time faculty into the instructional and communication systems.

**Improvement Plans:**

- The College will continue to develop a model for part-time faculty orientation at the division level.
- The team that worked on the faculty surveys will analyze the current part-time questionnaire and survey process in order to develop a new survey that will yield a better response rate.

- The College is currently developing an online basic orientation course. Expansion plans include the addition of online training for the campus-wide outcomes, course syllabi, and classroom management for part-time faculty.

## 6.0 Academic Freedom, Scholarship, and Artistic Creation

### 6.1 Academic Freedom

The College actively promotes and supports an environment that fosters academic freedom, scholarship, and artistic creation (4.A.7, 4.B.7). A statement of academic freedom and faculty rights is part of the Negotiated Agreement (Appendix F) and it relies on liberties guaranteed by the First Amendment of the U.S. Constitution, as well as on a list of academic freedoms and rights regarding classroom freedom, library collection, constitutional freedom, freedom of association, and freedom of petition and silence (Appendix 4.1). See Standard Nine, Section 2.5 for further discussion on academic freedom.

### 6.2 Scholarship and Artistic Creation

Faculty at Green River are engaged primarily in teaching, and research is not part of the College mission. However, faculty are involved in numerous activities involving scholarship and artistic creation, and some are involved in research especially related to pursuing a master's or doctoral degree (4.B.1). Appendix 4.3 contains a sample of recent activities and the division portfolios contain further examples.

The College is committed to supporting scholarship and artistic activities, as well as some research activities. There are numerous opportunities that encourage, facilitate, and provide financial support for faculty development which are summarized in Table 4.4. Exhibit 4.9 contains a detailed history of awards and projects for the past six years. Policies and procedures concerning faculty development are articulated in the Negotiated Agreement (4.B.2, 4.B.3, 4.B.4) (Appendix 4.1).

Article VI, Sections H and I provide for professional leave with pay and a faculty development program to help defray expenses of attending conferences, courses, and seminars to update and improve professional skills.

Table 4.4 Faculty Development Summary (AY 01-02)

Faculty Development Type	Number of Awards	Total Awarded
Faculty Development Leave: Annual Faculty Leave	1	\$33,085
Quarterly Faculty Leave	2	
Faculty Development Projects	53	\$44,371
Perkins, RTI, Worker Retraining, High Tech/High Demand	18	\$26,300
Faculty Excellence	5	\$9,850
International	4	NA

The Faculty Development Committee manages these programs and the annual budgets, which include \$55,350 for leave and \$19,000 for other development (4.B.5). Exhibit 4.10 contains the bylaws of the Faculty Development Committee.

Professional/technical faculty may apply for Perkins funds for training or development and to support vocational certification requirements. In addition to \$18,000 annually from Perkins, the College awards four to five Return-to-Industry grants of \$1,000 each. Additionally, high wage/high demand grant money is available to provide professional development in direct support of special high demand courses and Worker Retraining (WRT) grant dollars are available in support of targeted programs (4.B.4).

The Faculty Excellence Awards were initiated by the legislature and are now managed by the Green River Community College Foundation. The Foundation raised and allocated matching funds, which was a requirement for receiving money from the state. This money was used to establish a \$250,000 endowment that is managed by the Foundation. Currently, between \$10,000 and \$15,000 is available each year for distribution. The Negotiated Agreement (Article VI, Section M) indicates that these awards will be used to support faculty projects that will promote excellence in teaching and learning, consistent with the College mission (4.B.6). Faculty can apply to be supported

through either released time or compensation to complete research, publish, participate in in-service training, attend conferences, travel, disseminate exemplary projects, and/or conduct a pilot test directly related to instruction at the College.

Green River is also committed to promoting international development opportunities for faculty to better serve our diverse communities. Nearly 30 full-time faculty have participated in some form of international development funded by the College during the past five years. These opportunities were offered as teaching in a study abroad program, participating in a sister college visit or faculty exchange, participating in a professional development seminar, or funding a special international project or visit during professional leave.

### 6.3 Analysis and Appraisal

The College is committed to the professional development of its faculty and has demonstrated this through continued financial support. The amount of money allocated for leave increased during the last negotiations so that adequate funds were available to cover part-time faculty pay increases, as they often fill in for full-time faculty on leave. In addition, the amount of dollars available for professional development was more than tripled so that more projects could be funded. Some division and administrative contingency funds are also used as additional funding sources to attend conferences when no monies are left from these other sources.

The Faculty Satisfaction Survey results show that most faculty (70%) are satisfied with the institutional support and funding for professional development.

#### Strength:

- Many faculty are able to renew themselves by taking leave, attending conferences, and participating in other professional development activities.

#### Challenge:

- While the College has committed significant dollars to professional development, the demand is often greater than the funds available and faculty may have to postpone an activity or project until a later date.

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**List of Appendices**

- 4.1 Negotiated Agreement
- 4.2 Faculty Salary Data
- 4.3 Summary of Scholarly Activity and Artistic Creation

**List of Exhibits**

- 4.1 Full-time Faculty Survey Results
- 4.2 Washington Administrative Code (131-016-080, 131-015-091)
- 4.3 RCW 28B.50.850.873
- 4.4 Instructional Council Bylaws and Minutes
- 4.5 Faculty Curriculum Review Committee Operational Procedures and Minutes
- 4.6 Faculty Membership on College Committees
- 4.7 Faculty Mix Study
- 4.8 *Part-time Faculty Handbook*
- 4.9 Faculty Development Awards and Projects (1996-2002)
- 4.10 Faculty Development Committee Bylaws and Minutes

**Standard Four Participation**

Leadership:

Edith Capen, Executive Dean of Instruction for Fine Arts, Math, and Social Science

Kat Warner, Social Science Division Chair

Participation:

John Avery, ESL Faculty and Instructional Council Chair

Michael Cassella-Blackburn, Assistant Dean of Academic Education

Bruce Haulman, Social Science Faculty and Instructional Council Chair (former)

April Jensen, Executive Vice President

(In addition, the majority of full-time faculty helped by completing the Faculty Satisfaction Survey.)

Standard Five

# Library and Information Resources





# Standard Five

## Library and Information Resources

### Part 1: Library/Media Services

#### 1.0 Introduction

Holman Library actively supports the academic needs and mission of Green River. During the past decade, NASCU made a number of recommendations for library resource and service improvements. NASCU recommendations from 1993, 1995, 1996, and 1998 focused on the following: the need to address collection issues, including the adequacy of core collections and the balance between electronic and print resources; the need for faculty to support and rely on the library as a critical educational tool; the need for a college strategic planning process that addresses deficiencies in library and media services, and equipment support; and the need for action plans linked to strategic plans with documented evidence of improvement.

The library faculty and staff have worked diligently with the administration and the college community to address these recommendations. The College believes that the Holman Library now complies with the standard requirements and that the deficiencies identified in previous accreditation visits have been remedied.

#### 2.0 Purpose and Scope

The Holman Library serves the students, faculty, and staff by providing the resources and services necessary to ensure access to information and to develop information literacy skills.

This library mission directly supports the College mission by assisting students as they achieve their goals and by providing responsive services. In addition, the library mission supports the College goal of providing technology, equipment, and facilities that enhance the learning environment (5.A.1).

Holman Library faculty and staff serve approximately 13,000 students over 71 hours of operation each week during fall, winter, and spring quarters. A reference librarian is available at the reference desk to consult

with library users during all open hours. Users of the library have access to a collection of 45,000 books, 325 periodical subscriptions, 2,200 media items, and several full-text and citation databases. The collection, its catalog and indexes, and electronic databases are available to all library visitors. Students also have access to the Internet, the Microsoft Office suite of products, and software for specific classes through the 125 computers on the second floor of the library building in an area known as the Information Commons (5.A.1, 5.A.2). Complete statistics and inventory of the library collection can be found in Exhibit 5.1.

Like many community college libraries, Holman Library is also responsible for providing media services. In support of instruction, Media Services staff provide requested equipment and media materials as well as production support of original media materials. The media collection is developed through faculty requests and supplemented with rental films for use in the classroom.

#### 2.1 Analysis and Appraisal

Following the NASCU 1998 recommendations, the College shifted its thinking to emphasize both non-facility and non-technology resource planning for library and media services. The College is now aware that it is not the building, but the resources and services offered, that constitute compliance with the standard. Library staff and college administrators have made steady improvements on these issues to ensure compliance.

The library collections support the curriculum (5.A.2). Library staff work collaboratively with teaching faculty to ensure that the collections meet the needs of the various educational programs (5.A.3).

Library staff increased access to library holdings both in-house and from off-campus through a migration to the Endeavor Voyager Library System in 1998. This change ensures that students who enroll at off-campus

locations or via distance education have equal access to the collections. In addition, Media Services plays a significant role in distance learning through support of telecourses, in both reproducing copies and making them readily available to students.

### 3.0 Resources and Services

Professionally trained librarians, with additional assistance from student workers, staff the reference desk during all open hours. During peak hours, the reference desk is double-staffed by librarians. Because the Information Commons functions as the primary open computer lab on campus, librarians assist users with technical questions as well as traditional research and reference inquiries.

Library staff contribute to developing the ability of students and faculty to use the resources available to them (5.B.2). Librarians offer tours, library instruction sessions, three self-paced credit courses, and individualized instruction from the reference desk with a focus on helping students to find, evaluate, and use information. More faculty have requested library instructional sessions and new faculty in particular are approaching the library for assistance. The College hired an additional full-time, tenure-track instructional librarian in fall 2001 to lead the library's instructional program and serve as a resource to other faculty in curriculum development (5.D.5). The instructional librarian and an English faculty member worked collaboratively to develop and pilot a new course, Library 110—Library Research Skills as a linked course with English 110—College Writing, in fall 2002. Exhibit 5.2 contains further information about reference and instruction statistics.

Circulation statistics increased from 10,000 in AY 00-01 to 13,000 in AY 01-02, which demonstrates that students and faculty increasingly use the collections (5.B.2). The circulation desk also provides reserve services to make course readings and supplementary materials available to students. Reserve holdings are searchable through the library's Voyager online catalog. Faculty have begun to make use of Voyager's ability to offer documents in MS Word, PowerPoint, and other formats to users. Exhibit 5.3 contains current circulation statistics.

Holman Library participates in Washington's statewide database project that subsidizes a variety of full-text and

citation databases. These databases, and several others fully funded by the student technology fee, are available to users in the library, as well as to students, staff, and faculty through the library Web site. In addition to strong online resources, patron access to traditional resources has been enhanced through the restoration of interlibrary loan services. The dean has encouraged planning for regional resource sharing with nearby community college libraries, and in 2001, a group of library directors from two and four-year colleges began serious discussions on this topic (5.B.5). See Exhibit 5.4 for statistics on computer retrieval of library resources.

Media Services staff advise faculty on equipment and media purchases and provide support for instructional media equipment in the classrooms. Media Services also consults with faculty and students in the design and production of digital audio and images and non-linear video materials. Additionally, Media Services supports institutional marketing efforts through the production of promotional videos. In 1993, the video collection was not easily accessible to students. In 2002, Media Services staff worked with the circulation staff to move the physical media collection to the circulation area where students are able to retrieve items for in-house viewing. Media Services staff actively seek recommendations from faculty for media purchases and offer teleconferencing activity and distance learning support (5.B.2, 5.B.5). Exhibit 5.5 contains current Media Services statistics.

### 3.1 Analysis and Appraisal

Holman Library resources and services have substantially improved in quantity, quality, depth, diversity, and currency since the 1998 interim visit. The NASCU warning prompted a re-examination of the degree to which faculty support and rely on the library as a critical educational tool (5.B.1). To assist in this effort, the library established a college-wide Library Accreditation Project Team that included faculty, staff, and administrative employees from outside the library as well as library/Media Services staff. This group worked for 18 months to address long-standing accreditation issues and produced many tangible work products and processes. To increase faculty support for and involvement in library services, the project team also recommended formation of a Library Advisory Committee with representatives from each instructional division and from IESL. During AY 00-01, the

committee began revising library policies and procedures and initiated long-term planning for the library and Media Services with an immediate emphasis on improving the collection. See Exhibit 5.6 for the complete work of the Library Accreditation Project Team.

The library collection development policy, which was drafted in 1999 and revised in AY 01-02, contains policies and procedures for selecting and acquiring library resources (Exhibit 5.7). Library faculty learn of curriculum changes that affect collection development through the instructional Course Adoption Revision (CAR) process as discussed in Standard Two, Section 2.3. The full-time, tenure-track faculty collection development librarian, hired in fall 2001, is leading a faculty librarian group in developing a three-year strategic plan for collection assessment and development. Given its strong electronic collection, the library's goal is to build the print collection to 55,000–60,000 carefully selected volumes. This is consistent with the standards of the Association of College and Research Libraries. At 45,000 volumes, the collection is small, but up-to-date, and it continues to grow steadily by two to three thousand volumes per year (5.B.1, 5.B.3, 5.B.4).

Since increased collection size can be attained only over time and with the availability of new funds, library staff have concentrated on improving the collection in other ways. For example, a necessary weeding of 15,000 outdated and worn materials in AY 94-95 removed materials that were no longer accurate or useful. In the last three years, major gaps in the circulating collection were filled – particularly in the computer science and trades areas – and the children's and young adult literature collections were greatly enhanced (5.B.1). In addition, the reference collection was reviewed, weeded, and updated with new titles.

The Returning Student surveys conducted in 1999 and 2001 indicated increased satisfaction with library resources and services with the exception of access to computer technology. Faculty surveys conducted in 1999 and 2002 also indicated growing satisfaction with many aspects of the library. In 1999, 49% of responding faculty were dissatisfied with the quantity of the library's collections and about 60% indicated that improving the collection in both quantity and quality should be very important goals in subsequent years.

2002 data indicated that almost 63% of responding faculty now believe that the library has an adequate quantity and quality of materials to support their classes. These data indicate substantial improvement in the area of collections and provide evidence of compliance in the areas of resources and services (5.B.4). Exhibit 5.8 contains the results of these student and faculty surveys.

**Strengths:**

- The College has significantly increased the library materials budget each year since 1998.
- In the last five years, the library collection has significantly improved in terms of size and currency.
- The library has developed detailed, current policies and procedures to cover all aspects of library operations.

**Challenge:**

- The College must maintain its financial commitment to build the library collection over time.

**Improvement Plan:**

- The library dean will continue to work with the administration to ensure that the development of the library collection remains a college-wide priority.

#### 4.0 Facilities and Access

The Holman Library opened in 1997. The square footage is above average compared to peer institutions, and study seating is triple that of the old library. With this facility, the library added a library instruction classroom, increased shelving capacity, increased study space for individuals and groups, and added electronic resources. The location of the library near a main parking lot and bus stop provides easy access, particularly for evening and weekend users. Patrons can easily locate the circulation and reference desks. The building not only complies with the Americans with Disabilities Act, but the Information Commons supports three dedicated computers that provide a variety of text-reading, voice recognition, and other accessibility software (5.C.1).

Media Services is located at one end of the first floor staff area and is easily accessible to faculty. Video and telecourse collection shifts have also created needed storage space for the media equipment pool.

#### 4.1 Analysis and Appraisal

Student and faculty surveys have both indicated overwhelming satisfaction with the facility. Summer patron counts remain consistent at between 2,000 to 2,300 patrons per week. The average weekly patron count during fall 2000 was 8,300 while the average weekly patron count during fall 2001 rose to 9,800, an increase of 1,500 patrons per week. Similarly, the average weekly count during winter 2001 was 8,400, rising to 9,400 in winter 2002. These increases demonstrate that the library is increasingly becoming a central resource for the College (5.C.1). Exhibit 5.9 contains further information on library facilities and gate counts.

As previously described, library staff migrated to the Endeavor Voyager Library System. A reciprocal borrowing agreement with other community college libraries provides students with library use and borrowing privileges at participating institutions. The goal to provide off-campus access to online databases was met in 2002 (5.C.2). See Exhibit 5.10 for the Library Media Director's Council reciprocal borrowing agreement.

#### Strength:

- Because the Holman Library is attractive and comfortable, and because it provides resources that students need, it has become a magnet for students and is extensively used.

#### Challenges:

- Students and staff have expressed a need for additional quiet study space.
- During fall 2002, use of the library increased to the extent that it was often filled to near capacity.

#### Improvement Plans:

- The library staff and dean have tried several methods of reducing noise and increasing quiet study space and are currently looking at additional options.
- Completion of the new Technology Center will reduce overcrowding in the Information Commons.

#### 5.0 Personnel and Management

Current library and Media Services staff includes three full-time faculty librarians, one full-time exempt

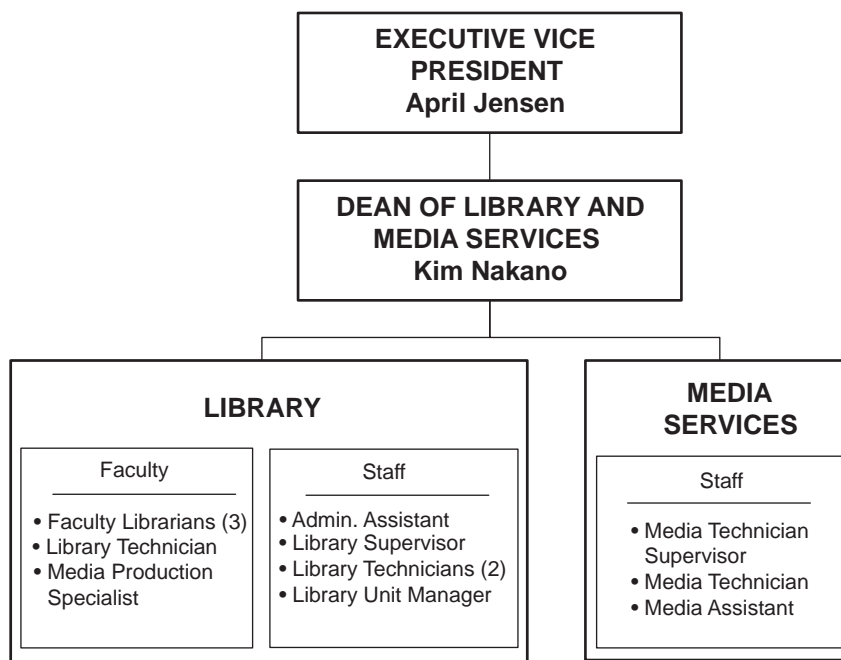


Figure 5.1 Library and Media Services Organizational Structure

librarian, four part-time (1.6 FTE) librarians, one full-time media faculty, six full-time classified staff, three part-time (1.2 FTE) classified staff, and one administrative staff. Figure 5.1 shows the current organizational structure.

Staff and faculty must work as a team and fill a variety of roles to provide the necessary coverage. To focus the department and substantially improve service, staff write and review annual goals to support the library and college mission statements (5.D.4).

### 5.1 Analysis and Appraisal

The College hired a new director, now a dean, in summer 2000 and two faculty librarians in fall 2001. These staff changes prompted reassessment of how the Holman Library and Media Services have responded to college needs and how individual responsibilities might be reallocated to provide more effective service. During AY 01-02, the faculty librarian group held weekly meetings to determine the best ways to address needs in instruction, reference, collection development, technical services, and systems functional areas (5.D.2).

The library is extremely fortunate to have highly qualified, outstanding faculty and staff, which allows the library to function with below-adequate staffing levels. In particular, the classified and exempt staff have been very open to cross-training and substituting in areas outside their own. The dean's confidence in the staff allows a team-based leadership style that puts planning and decision-making at the levels closest to the work. See the portfolio for a summary of all library and Media Services staff including assignments, job descriptions, vitae, and organizational chart.

Overall, budget constraints continue to limit the level of resources and services the library is able to offer. Historically, operating funds have been low compared to other Washington community colleges providing comparable services. The general fund allocation of FY 01-02 was the first in many years to include a permanent increase for staffing, collections, and media equipment purchases, although temporary monies have been allocated for the last several years to a steadily increasing collection budget. Student technology fees fund a significant percentage of equipment, personnel, and database needs, and new endowment monies provided by the Green River Community College

Foundation also support collection development. See Exhibit 5.11 for further details regarding student technology fees and Foundation support. The library dean hopes to obtain additional support by applying for grants and other outside funds.

The College added temporary dollars to the library budget in FY 98-99 and FY 99-00. In FY 01-02, staff successfully presented their budget proposals to the Cabinet and succeeded in obtaining \$43,000 new permanent dollars for staff, collection, and equipment budgets (5.D.6). Exhibit 5.12 contains budget summaries for the Holman Library and Media Services.

Although a permanent budget allocation in FY 01-02 allowed the library to extend two nine-month employee contracts to 11 months, staffing levels continue to be low compared to peers and to the National Association for College and Research Libraries standards. This sometimes makes it difficult to provide full coverage for the circulation, reference, and media services desks and to meet the goals of improving library collections, transforming the library instructional program, and pursuing professional growth opportunities. Library staff conducted a study of open hours among peer institutions that revealed that the Holman Library was open more hours with fewer staff, a finding that resulted in decreasing library hours based on patron counts beginning fall quarter 2002 (5.D.1, 5.D.3, 5.D.6).

#### Strengths:

- The library staff value service and are committed to providing the best possible service to patrons.
- Library faculty and staff are highly qualified.
- Staff roles are clearly defined and current.
- Media Services provides a greater variety of services with fewer staff than any other community college in the state.

#### Challenges:

- It is increasingly difficult to sustain quality service with the current staffing levels, which are low compared to peer colleges.
- With the dean's additional responsibilities (as dean of the L.A.W. Division), she has less time to attend to library business.

**Improvement Plan:**

- The dean will continue to lobby for increased funds for staffing. The College needs to continue to review staffing levels and increase staffing as appropriate.

**6.0 Planning and Evaluation**

The 1993 self-study indicated that staff were not involved in the budget development process. Since 1998, staff have been involved with increasing success in the annual budget development processes as described in Standards One and Seven.

During the AY 00-01, the library director met with faculty and staff to gain an understanding of the history of library support and to address immediate concerns about space, professional development needs, marketing services, and the formation of the Library Advisory Committee as previously described. The library director was also active in college-wide strategic planning and in numerous other activities that increased the visibility of library services.

Staff reviewed and revised all job descriptions as part of the FY 01-02 budget development process. Revised job descriptions included an emphasis on documentation and data collection so that services can be more effectively evaluated. This work has also assisted the department in assessing what it does and in quantifying the amount of time spent on major functions.

**6.1 Analysis & Appraisal**

Staff made a concerted effort to gather input from both students and faculty to guide planning and evaluation efforts. As previously discussed, staff have conducted numerous library-specific surveys and have used the results of these and the Returning Student Survey to evaluate services. The Library Advisory Committee is a valuable mechanism to involve faculty. In fact, the committee was instrumental in supporting this evaluation work during faculty division meetings. Likewise, library faculty and staff who participate in college-wide committees provided opportunities to raise visibility and promote the centrality of the library in instruction. Finally, library staff work collaboratively with Information Technology to ensure that the technology needs of the library are met and that the Information Commons functions at optimum levels. Anecdotal and survey data both indicate improvements.

**Strengths:**

- Staff are fully engaged in numerous, ongoing library planning and evaluation processes.
- Staff participate extensively in other college planning and evaluation processes.

**Challenge:**

- The library needs to define ways to more accurately measure the effectiveness of its operations.

**Improvement Plan:**

- Staff have identified a range of additional data that may assist in evaluating its operations and will study these data to determine which may be of greatest use.

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**List of Exhibits**

- 5.1 Library Collection Inventory (IPEDS)
- 5.2 Reference and Instruction Statistics
- 5.3 Circulation Statistics
- 5.4 Electronic Resource Statistics
- 5.5 Media Services Statistics
- 5.6 Library Accreditation Project Team Materials
- 5.7 Collection Development Policy
- 5.8 Student and Faculty Survey Results
- 5.9 Facilities and Gate Count Statistics
- 5.10 LMDC Reciprocal Borrowing Agreement
- 5.11 Student Technology Fee and Foundation Support
- 5.12 Library and Media Services Budget Summaries

**Standard Five Participation**

Leadership:

Kim Nakano, Dean of Instruction for Library, Media Services, and L.A.W. Division

Participation:

Katherine Campbell, Library Supervisor

Steve Carkeek, Faculty, Media Production Specialist

Jennifer Dysart, Library Unit Manager, Systems Librarian

Michele Gallion, Administrative Assistant

Oleg Kanonik, Media Technician

Ann Lovell, Library Technician

Marjorie MacKenzie, Faculty, Instruction Librarian

Brenda Philip, Faculty, Collection Development  
Librarian

Dave Prenovost, Media Technician Supervisor

Catherine Rabold, Library Technician

Lee Semsen, Faculty, Technical Processes Librarian

## Part 2: Information Technology

### 1.0 Introduction

The Information Technology (IT) department is a service organization that supports the mission of Green River by providing access to and support for technology. In addition, IT supports student outcomes by providing students access to computing resources. The department supports approximately 1,000 instructional computers in 57 separate labs and classrooms and 500 administrative computers for employees. With this breadth of computer equipment, the College's information resources are sufficient to accomplish the College's mission and goals (5.A.1).

### 2.0 Purpose and Scope

In support of the College mission, goals, and priority initiatives, Information Technology provides comprehensive technology expertise and services to students, faculty, and staff.

The role of IT is to provide appropriate technology and support to all areas of the College, including remote locations (5.A.3, 5.B.5). While the scope of IT is broad, all services support the College's end product, the student. From setting up classrooms to training faculty on how to use new technology, information resources and services are determined by the nature of the educational programs and the locations where these programs are offered (5.A.2, 5.A.3).

### 3.0 Resources and Services

#### 3.1 Computing Resources for Students

The College supports student computers in various computer labs and classrooms in nearly all buildings on campus, as well as off-campus locations including the Center at Enumclaw and Skillstream. All computers are, at a minimum, Pentium quality. In addition to general-purpose productivity software, each instructional lab has specialized software for the purpose of instruction that is selected by the faculty and reviewed by IT for system requirements. As previously discussed, the library has additional student computing resources in the Information Commons. These computers are also outfitted with equipment for students with special needs (5.B.1, 5.B.2). The complete list of computing

inventory available to students is contained in Exhibit 5.13.

#### 3.2 Computing Resources and System Support for Faculty and Staff

The College provides access to a PC, e-mail, voice mail, and printing services for each full and part-time employee. Currently, the minimum standard computing platform is Windows 95 with the majority of the computers already upgraded to Windows 2000. In the past three years, new computer purchases have allowed for staff computer replacements, attempting to match computing performance to job duties. The complete list of computing inventory available to faculty and staff is also contained in Exhibit 5.13.

IT assists employees with hardware and software selections and with preparation of documents for purchasing (5.B.4). All computing purchases must be made through IT to ensure accurate inventory and licensing controls. This policy also ensures elimination of purchase duplication and that products meet minimum system requirements and all state requirements. IT also installs, configures, troubleshoots, and repairs technology (5.B.3).

IT is responsible for system administration support for all of the College's technology applications. Supported systems include file and print servers, e-mail, Web, database, and administrative application servers. The department administers 32 servers, employing a variety of operating systems such as the Microsoft Server Platform, Novell Netware, MPE, and Sun Solaris UNIX.

IT also provides support for the campus network infrastructure, specifically with data communications and cabling and associated equipment. IT staff perform all phases of any infrastructure upgrade project, from planning, design, and equipment specification to installation or hard wiring, configuration, and maintenance.

The College has increased its Web presence in the past two years. In addition to the Internet, IT develops and maintains separate Intranet and instructional Web sites. The resources and tools delivered to students via the Internet have increasingly become stronger. This added



functionality includes class registration, credit card payment, and an online employee directory. These online services are available from any Internet connection and computers located throughout the College (Exhibit 5.14).

IT staff provides technology training (in tandem with Human Resources) as part of a three-day comprehensive orientation for new employees. In addition, ongoing technology training on productivity software is provided, as well as advice on how to incorporate technology into faculty curriculum. In AY 00-01, 532 employees took advantage of these workshops (5.B.2).

### 3.3 Additional Services

The College provides an information technology help desk, accessible through a single phone extension or e-mail. Employees can call the Help Desk with a variety of requests, ranging from network log-on questions to software/hardware support and printing questions. All requests are logged in an online task tracking software application from where the tasks are subsequently assigned to individuals within the department (Exhibit 5.15). In 2002, the Help Desk began utilizing a remote diagnostic software program to identify and resolve computing questions without dispatching a technician to the site of the call. This has resulted in quicker response times from IT in addressing many technology problems and questions.

The College's voice communication system utilizes current technology and provides enhanced functionality to address a wide range of needs, including keeping all offsite locations phones linked to the main campus. This Avaya Conversant system is versatile and will support both expansion and new technologies as the need arises. The copper cable platform for the phone system is reliable and adequately meets current needs.

### 3.4 Analysis and Appraisal

Technology is selected, acquired, organized, and maintained to support the College's educational programs (5.B.1). Various committees assist IT in these efforts, including the student-led Technology Fee Committee, the Instructional Technology Committee (INTEC), and the Administrative Systems Committee. External resources such as the Center for Information Services (CIS), a computing consortium of community

and technical colleges statewide and vendors, also plays an important role in this process. In addition, these committees serve as the primary mechanism to involve faculty, staff, and students in the planning and development of information resources (5.B.4, 5.E.1). Section 6.0 contains further information on these committees. Policies, regulations, and procedures such as the IT technology purchasing policy are documented and maintained, and made available via the College's Intranet site or hard copy by request (5.B.3) (Exhibit 5.16). Faculty and staff consistently increase their ability to use technology resources independently and effectively when they take advantage of the technology training offerings (5.B.2).

#### Strengths:

- The College has adequate and growing technology resources to meet its mission.
- Faculty are involved in selecting and implementing software.
- Standards for office software minimize the quantity of software that must be supported and allow for increased file sharing.

#### Challenges:

- The rapid pace of change and the incredible costs associated with the adoption of new technologies make it difficult for the College to stay current.
- The age of the administrative applications (HP3000) makes it difficult to be flexible to the changing needs for reporting and planning.

#### Improvement Plans:

- IT staff will continue to evaluate administrative systems to meet the future needs of the College.
- IT staff will research and acquire network analysis tools to improve management of the network infrastructure.
- IT staff will increase the ability to roll out software, updates, security patches, and new applications, across the network, in a timely manner.

## 4.0 Facilities and Access

The LAN infrastructure has a fiber optic backbone that connects all major buildings and supports voice, video, and data transmission. Wide area connectivity is accomplished through the use of high-speed lines

(T1's). The WAN connects the main campus and the College's remote sites with Washington's K20 data and video network to provide Internet services.

Most classrooms equipped with instructor computing stations are wired to the LAN and hence have Internet access. With the help of INTEC, the College has increased both the quantity and the quality of instructional computing. Increased technology access is now integrated into all remodeling plans with a look at future technology needs, not just current ones.

The College is moving forward quickly with distance education courses. In addition to Washington Online, the College offers a series of internally developed classes via the Instructional Server (IvyGreen) and a third party distance learning platform (formerly e-Education, now Blackboard).

The College's administrative applications are currently hosted on a Hewlett Packard (HP3000) processor. The software and hardware are supported in cooperation with CIS. This legacy system will be replaced by a statewide "rehosting" effort to move to a modern and scalable system.

IT undertakes an active role in the planning of facilities which will need computer access. In addition to participating on the Project Coordination Team (PCT), staff participate in all capital improvement projects and remodels. The remodel of the Lindbloom Student Center in 2002 is one example of the successful collaboration between IT and Facilities.

#### 4.1 Analysis and Appraisal

Information resources are readily accessible to all students, faculty and staff, including those at offsite locations (5.C.1). Minimum system requirements and the integration of IT maintenance and upgrade procedures have helped ensure quality systems. With the utilization of the Intranet, Internet and the College's instructional server (IvyGreen), information resources have become increasingly accessible. Even if faculty are not on campus, they can review or update their curriculum via the Web (5.C.1).

In cases of cooperative arrangements, the majority of agreements are informal. For example, the Web development team is utilizing peer institutions to share knowledge and complement existing online services (5.C.2).

#### Strengths:

- The current fiber backbone from building to building is sufficient to meet the needs of the College for the foreseeable future.
- The utilization of state approved hardware vendors has resulted in better planning and purchasing delivery times.

#### Challenges:

- It is difficult to maintain and make effective use of all instructional computing assets due to the number and types of labs used in instruction.
- Updating computing labs is done on a division-by-division basis, which leads to inequitable distribution of computing resources. For example, some divisions move forward with current technology, while others use resources that are obsolete and difficult to maintain.
- There is no mechanism in place to fund and implement a technology replacement plan.
- The main backbone is lacking redundant capabilities.

#### Improvement Plans:

- The College will upgrade its cable plant in selected buildings and backbone infrastructure electronic equipment.
- IT will work with instruction to develop a plan to reduce the total cost of ownership for the student computing labs.
- The College will develop a four-year computer life cycle maintenance and replacement plan.
- IT staff will develop an institutional funding model for information technology.

#### 5.0 Personnel and Management

IT was restructured and renamed in 2002 due to the increasing complexity and volume of information technology requests. The College added more resources in the technical services area with an emphasis on security and growth. The department currently has a staff of 19 full-time employees and receives additional support through four part-time staff positions and approximately 10 part-time student workers per quarter (5.D.4). Figure 5.2 shows the current organizational structure.

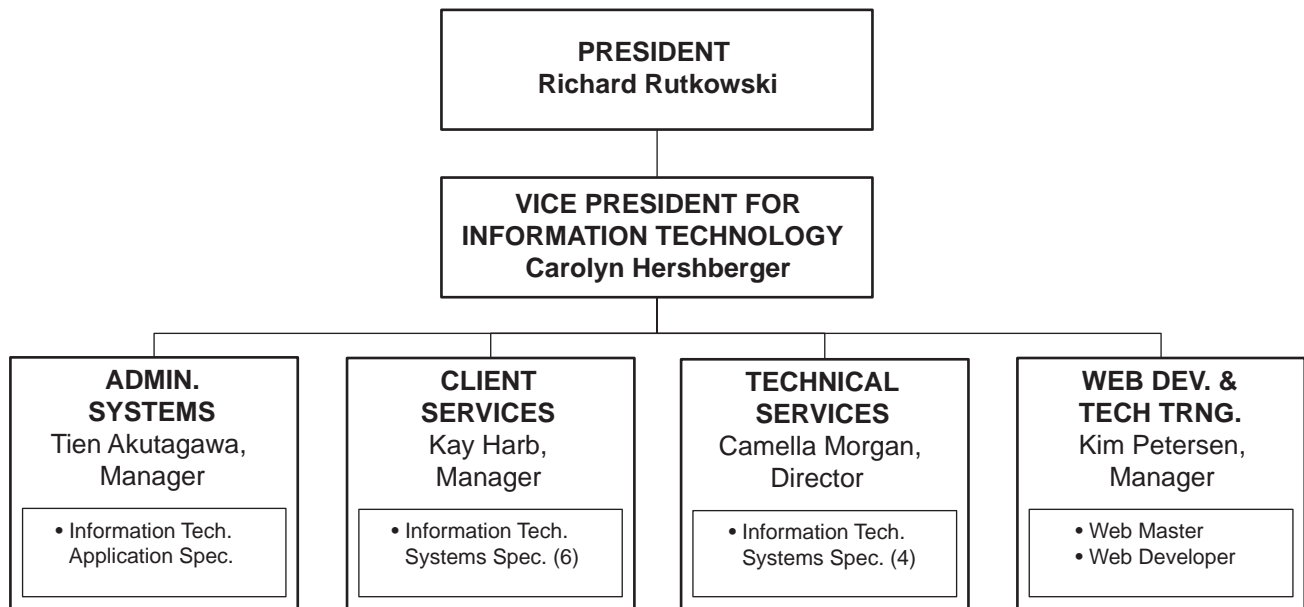


Figure 5.2 Information Technology Organizational Structure

Job responsibilities are clearly defined in IT classification descriptions from the Department of Personnel. All candidates are carefully screened during the application and interview process and are given a technical analysis test to gauge their ability in relation to the needs of the College (5.D.2). The IT portfolio contains job descriptions, resumes, as well as a more detailed organizational chart.

The cost of training information technology professionals is high. The department’s annual budget for professional development and travel is \$7,600. Some college-wide administrative and staff development funds are also available to supplement the budget. Experienced staff conduct training internally in order to educate the more inexperienced members of the team. The department also takes advantage of classes offered through SkillStream and on-campus faculty and staff technology training workshops (5.D.3).

### 5.1 Analysis and Appraisal

The College has made a marked effort in the past several years to increase the number of IT personnel. While the number of personnel is adequate at this time (but tight due to a recent resignation), new technology and wider acceptance of technology, especially in the education industry, makes “keeping up” an uphill battle (5.D.1, 5.D.6). Upcoming capital improvement projects

that include the need for infrastructure and equipment will increase the number of personnel needed to maintain the same level of customer support. The College has been fortunate in the past two years to benefit from the high technology slowdown in the Pacific Northwest. The College is now able to hire and retain skilled personnel who continue to grow their skill base (5.D.2). With technology changing at the pace it has, combined with the expense of technology workshops, it is difficult to provide professional growth opportunities to the entire IT staff. Using alternative methods, such as train-the-trainer, has helped distribute the wealth of knowledge, but an increase in staff development funds would be beneficial (5.D.3).

The reorganization of IT allows for better support of the College mission and goals. In addition, the IT management team and staff have recognized and acted on the need for alliances with other resource bases (5.D.4). For example, a group of faculty and staff is evaluating the new technology of streaming video.

As previously mentioned, the College looks to IT as a consultant when evaluating and purchasing technology. In addition, faculty use IT services to grow their technology skills and incorporate technology into the curriculum through the technology training offerings (5.D.5).

**Strengths:**

- All information technology needs are managed under one department.
- The College has been able to find qualified personnel for its technology support needs.
- The reorganization of IT puts additional emphasis on customer needs/requests from campus and offsite locations, as well as creating additional resources to focus on security and network reliability (5.D.1).
- In past years, the College's pay scale made it difficult to attract and retain qualified IT personnel. Fortunately, the state adjusted classified staff pay scales in 2002 and it has now become a strength.

**Challenge:**

- The IT "education" budget is not adequate to train staff.

**Improvement Plan:**

- IT staff will continue to explore and implement unique vehicles for training.

## 6.0 Planning and Evaluation

The Instructional Technology Committee (INTEC) and Administrative System Committees (ASC) were created in 1999 as advisory councils to help identify and prioritize the growing list of information technology projects. INTEC is made up of faculty, instructional staff, and IT managers. It is co-chaired by the vice president of information technology and a faculty member. Its purpose is to provide advice to the Instructional Council and the EVP regarding technology issues. ASC is comprised of administrators, exempt staff, and IT managers who are high-end users of the HP3000, Internet, Intranet, and college networks.

The Technology Fee Committee was created in 1996 to manage the student imposed technology fee of \$2 per credit up to max of \$20. The Dean of Instruction for the Library, Media Services, and L.A.W. Division leads the committee and students play a key role in determining how this money will be spent.

Assessment is ongoing within IT. Employees are asked to indicate their levels of satisfaction with IT on all service request forms. Evaluations of technology training offerings and Web functionalities indicate a high level of satisfaction since 1999. In March 2002,

staff developed an online survey, which revealed high satisfaction with overall IT support for both instructional and administrative areas. See Exhibit 5.17 for IT survey results.

### 6.1 Analysis and Appraisal

The technology advisory committees have become critical components in the IT strategic planning process. Committee members operate as a conduit to other faculty and staff regarding all technology issues, from recommending policies to prioritizing projects (5.E.1).

The College recognizes the importance of management and technical linkages among information resource bases. Much work has been done to integrate resource bases in an effort to serve more users and reduce the duplication of work in a decentralized system (5.E.2). An excellent example of this is the development of the Teaching and Learning Center. This effort combines talents and interests from IT, the library, instruction and Human Resources.

Evaluations are conducted to review quality, adequacy, and utilization of information resources. In addition to the "We Were Here" feedback forms, evaluation forms are distributed after each training session. A formal online survey in March 2002 established a baseline of service and areas needing improvement, which were then integrated into next years focus efforts (5.E.3).

**Strengths:**

- Instructional and administrative committees are involved in IT projects, planning, and priority setting.
- IT goals are set in alignment with the College mission and goals.

**Challenges:**

- Green River lacks a college-wide technology plan.
- In past years, conflicting priorities have emerged between instruction and administrative projects. This challenge has been minimized from year-to-year.

**Improvement Plans:**

- The College will develop a comprehensive technology plan.
- IT staff will continue their planning efforts to ensure a reliable, secure technology platform for instruction.

**List of Exhibits**

- 5.13 Computing Resource Inventory
- 5.14 Online Services
- 5.15 Help Desk Task Tracking
- 5.16 Information Technology Policies and Procedures
- 5.17 Information Technology Survey Results

Jessica Tichy, Administrative Assistant

Anthony White, Web Developer

Andy Williams, Information Technology Systems Specialist

**Standard Five Participants**

Leadership:

Carolyn Hershberger, Vice President for Information Technology

Kim Petersen, Web Development and Technology Training Manager

Participation:

Tien Akutagawa, Administrative Systems Manager

Dale Detton, Information Technology Systems Specialist

Mark Evenson, Information Technology Systems Specialist

Ben Gran, Information Technology Systems Specialist

Tom Hallwirth, Information Technology Systems Specialist

Kay Harb, Client Services Manager

Todd Henderson, Information Technology Systems Specialist

Mike Low, Web Master

Nancy McPhee, Information Technology Systems Specialist

Dave Miller, Information Technology Systems Specialist

Camella Morgan, Technical Services Director

Lynn Nguyen, Information Technology Application Specialist

Jared Pipgras, Information Technology Systems Specialist



Standard Six

# Governance and Administration



## Standard Six Governance and Administration

### 1.0 Introduction

Green River is part of the Washington state system of community and technical colleges. Because of the large number of state agencies, statutes, and boards in existence, the College is governed by rules, regulations, and policies from a number of these entities. These entities are described in Table 6.1.

As a public institution, the authority flows from the people of the state of Washington to their elected legislative representatives. The legislative statutes

dealing with community colleges are found in the Revised Code of Washington (RCW) section 28B.50 (Exhibit 6.1).

### 2.0 Governance System

The primary state agency with oversight of the system of 34 community and technical colleges in Washington is the State Board for Community and Technical Colleges (SBCTC). The Community and Technical College Act of 1991 (Revised) states that the SBCTC

Table 6.1 State Boards and Agencies

State Agency/Board	Description
State Board for Community and Technical Colleges	Nine-member board of citizens appointed by the governor. Provides general supervision and control of finance and educational programs for all state community and technical colleges.
Higher Education Coordinating Board	Nine-member board of citizens appointed by the governor. Represents the broad public interest in the development of higher education policy.
State Board of Education and Office of the Superintendent of Public Instruction	Oversees the activities of the K-12 system, including Running Start and high school completion programs offered by community colleges.
Office of the Attorney General	Oversees legal requirements for all state organizations.
Office of Financial Management	Provides detailed financial reporting regulations.
Department of General Administration	Oversees general state regulations governing official records, procurement, facilities, and capital construction.
Department of Information Services	Regulates telecommunications and technology.
Department of Personnel	Maintains policies on employment and classified job classifications.
Department of Retirement Systems	Administers several public employee retirement systems, deferred compensation, and dependent care assistance programs for public employees.
Executive Ethics Board	Provides education, training, and advisory opinions about conduct or actions that might violate Washington ethics law.
Office of the State Auditor	Conducts system and college financial and special audits.
Office of the State Treasurer	Regulates additional financial policies/audits.
Public Disclosure Commission	Provides public access to information about the financing of political campaigns and ensures compliance with disclosure provisions for campaign finance laws.
Workforce Training and Education Coordinating Board	Provides oversight of special legislative programs for unemployed/displaced workers.



“is to provide for the dramatically increasing numbers of students requiring high standards of education either as part of the continuing higher education program or for occupational education and training, or for adult basic skills or literacy education.” Specific duties and a description of the SBCTC are outlined on the SBCTC Web site (Exhibit 6.2). The secondary boards, agencies, and state offices described in Table 6.1 have clearly defined policies and procedures and well-established channels of communication with college employees (6.A.4).

The system of governance and the accompanying relationships among and between the governing board, administrators, faculty, staff, and students at Green River are described in various official documents (6.A.1), and as a result, these groups understand and fulfill their respective roles as defined (6.A.2). Green River’s bylaws describe the delegation of responsibility to the president. The president is held responsible for the translation of board policy into administrative action and for the administration of the College in general. The Board of Trustee’s policy statement, embodied in the delegations of authority to the president, further defines the authority of the president, as well as those authorities that the Board has reserved unto itself. The president subsequently administers the College in concert with adopted board policies, administrative policy statements, the faculty-negotiated agreement, the classified-negotiated agreement, the student constitution, and a full range of state rules and regulations (Exhibit 6.1) (Exhibit 6.3 as follows: College Bylaws, Order Delegating Authority, RCW 28B.50.140, RCW 28B.10.528, WAC 132J-276-040, State Board for Community and Technical Colleges Policy, The Community College Act of 1967).

There are many avenues for faculty, staff, and students to become involved in decision-making processes, particularly in the areas where they have a direct and appropriate interest (6.A.3). At the college-wide level of governance, the main vehicles are through the Cabinet or various college committees. In addition, there are other means specific to faculty, classified staff, and students.

## 2.1 President’s Cabinet

The Cabinet functions as the president’s executive advisory committee on institutional matters. The

Cabinet meets weekly to share information, identify key issues, review and discuss options, and make recommendations to the president. Various constituencies are invited to meetings from time to time to share their perspectives on issues. This enables Cabinet members to better understand those issues and diverse viewpoints. The membership of the Cabinet was expanded three years ago to include three key administrative staff from instruction and student services so that a broader range of views on issues could be articulated. Currently, the Cabinet includes the following administrators:

- President
- Executive Vice President
- Vice President for Business Affairs
- Vice President for Human Development
- Vice President of Information Technology
- Vice President of Resource Development
- Executive Dean of Instruction (transfer)
- Executive Dean of Instruction (professional/technical education, workforce development)
- Executive Dean of Student Services
- Executive Director of International Programs
- Director of Public Information

## 2.2 Committees and College-Wide Meetings

Table 6.2 lists the various standing committees at Green River. These committees are comprised of administrators, faculty, staff, and students and serve a variety of functions and goals, all soliciting input, making decisions and/or recommendations, or implementing directives. See Exhibit 6.4 for a complete list of the purposes/functions, missions, and memberships of these committees. In addition to these committees, the College establishes a variety of ad hoc committees to address specific issues or concerns as needed. Examples of ad hoc committees include the various capital project committees (library, technology center, and science building) that were formed to seek construction plan input from constituencies during all project phases.

In recent years, the administration has made deliberate efforts to involve faculty, staff, and students in key issues and processes that cut across the institution.

Table 6.2 Standing Committees

<p><b>Instruction-Related Committees</b>                  Deans' Council                  Degree Exception Committee                  Distance Learning Committee                  Faculty Curriculum Review Committee                  Faculty Excellence Committee                  Instructional Council                  Instructional Technology Committee                  Learning Outcomes Committee</p> <p><b>College-wide Committees</b>                  ADA Committee                  Administrative Systems Computing Committee                  Ethics Committee                  Emergency Operations Committee                  Enrollment Management Committee                  Institutional Effectiveness Committee                  Legislative Committee                  Multicultural &amp; Equity Council                  Project Coordination Team                  Safety Committee                  Technology Fee Committee                  Transportation Committee</p> <p><b>Training-Related Committees</b>                  Administrative/Exempt Professional Development Committee                  Classified Staff Training &amp; Development Committee                  Faculty In-Service Committee                  In-Service Day Committee</p>
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Instead of forming additional committees, the College has attempted to solicit input and increase communication by opening up processes to any faculty or staff who are interested. Examples of these efforts include strategic planning and the annual budget process. Leaders for strategic planning held open forums and invited input in updating the College's vision, mission, and goals. During the most recent revision of the strategic plan (Appendix 1.1), leaders for strategic planning hosted discussion groups with faculty, staff, students, and community members as previously described in Standard One. All employees had an opportunity to offer feedback and influence the direction of the College's strategic planning effort. With regard to the annual budget process, each department and division is required to present to the Cabinet its mission, goals, goal achievement measures, and fiscal needs. These presentations and discussions form the basis for deciding the upcoming year's budget. These are open to the entire college community and are advertised as such (Exhibit 1.1).

In addition to planning and budgeting efforts, faculty and staff are also consulted on numerous issues through surveys, focus groups, and interviews conducted by various departments. For example, in 2001, Green River conducted an employee survey to solicit feedback regarding various governance, planning, and ethics issues. Other examples include a faculty satisfaction survey, library satisfaction survey, focus groups about college publications, and individual interviews concerning ethics (6.A.2, 6.A.3, 6.D, 6.E). The Employee Survey and the Faculty Satisfaction Survey are discussed in this standard in more detail and complete survey results can be found in Exhibits 1.6 and 4.1, respectively.

### 2.3 Faculty Role in Governance

Faculty are involved in College governance (6.D). Both the United Faculty Coalition (UF) and the faculty-run Instructional Council (IC) have significant influence on decisions related to faculty salary or working conditions or curriculum (6.A.2, 6.A.3, 6.D). The UF, as the sole bargaining agent of the faculty, represents the faculty in its entirety to the Board and administration on matters concerning faculty welfare and contract negotiations. The faculty and administrative Labor/Management Committee meets monthly to discuss and resolve issues before moving to collective bargaining. The college president and the UF president meet several times each quarter to informally discuss issues and directions. Some faculty have expressed concern regarding the lack of meetings between the UF and the president during negotiations. While such meetings are always a delicate matter in the context of negotiations, the suggestion for more communication is acknowledged. The UF president also has a standing report item on each month's Board of Trustee meeting agenda. While generally brief, this opportunity gives the faculty union a direct voice to the Board and the report often covers substantive issues or concerns.

Green River's faculty has a unique governance structure in the Instructional Council (IC), the curriculum oversight body charged with approving courses, programs, and setting instructional direction. Unlike most other colleges, only faculty division chairs have a vote on action items, with recommendations being made to the EVP. Key instructional and student services administrators are active participants in IC and are free to suggest ideas and express their views, but, by

contract, faculty have sole voting rights and, thereby, significant influence and responsibility in this realm. An IC subcommittee, the Faculty Curriculum Review Committee (FCRC), discusses and votes on whether to recommend additions, deletions, and modifications to courses and programs. IC and FCRC bylaws and minutes can be found in Exhibits 4.4 and 4.5.

Division chairs hold tenured faculty status, and their job description is included in the Negotiated Agreement. They typically teach a 5/9 load during the academic year (receiving 4/9 released time or the equivalent in stipend) and handle administrative duties such as coordinating teaching schedules, developing division budgets, and assisting faculty with instructional methodology. They work closely with the dean on division matters and with the EVP on college-wide instructional issues. Division chairs also lead meetings with their divisions to discuss important issues. The IC chair meets biweekly with the EVP to discuss instructional issues of concern to the divisions and to set the IC meeting agenda. In addition, the EVP holds at least two workdays per year at which the deans and division chairs gather to address key instructional issues.

The division chair role is a complex one, as it combines both faculty and administrative responsibilities while remaining a faculty position. In the early 1990s, in response to a governance task force recommendation for structural change, the president examined the pros and cons of converting the existing faculty division chair role to an administrative position. This organizational change would allow more decision-making authority deeper within the organization, closer to faculty and staff, and yet preserve accountability to upper administrative levels. After an extensive interview process with all division chairs and instructional administrators, the president concluded that faculty overwhelmingly preferred the existing system of faculty division chairs. He observed it would be best for the College to retain the existing structure, so no further action was taken.

The full-time faculty at Green River play a key role in decision-making concerning full and part-time faculty hiring, continuation, and rehiring. The College has an extensive hiring procedure that actively involves faculty in decision-making as they recommend candidates for various positions. In addition, faculty are involved in the tenure and post-tenure review processes for full-

time faculty and in the selection and evaluation of all part-time faculty.

Faculty also serve on the College's Legislative Committee, where they can influence the College's legislative agenda by providing a faculty perspective on local and statewide higher education issues.

## 2.4 Staff Role in Governance

Green River's classified staff are represented by the Washington Federation of State Employees (WFSE), which is affiliated with the AFL-CIO. Membership in this union is voluntary. The president meets occasionally with classified staff leadership (a WFSE representative) for communication purposes and to discuss key issues. No union represents exempt or administrative staff at the College.

The Classified Staff Training and Development Committee, whose members are elected by their peers, plays a vital role in promoting staff development. In addition to sponsoring an annual in-service day, the committee recommends to the vice president for human development, on a quarterly basis, the award of classified staff professional development funds. Staff also serve on a variety of college committees as previously described.

## 2.5 Student Role in Governance

Students play an important role in the governance of the College (6.E). One of the primary avenues of student involvement is through the Associated Students of Green River Community College (ASGRCC). Student leaders have responsibility for developing and recommending the service and activities fees budget. Also, students play a key role on tenure and technology fee committees. The ASGRCC appoints students to these committees, where they work closely with faculty and administration. The Board places particular emphasis on the student role in the tenure process, since the student perspective is a critical element of the process. The Technology Fee Committee oversees the use of student-approved fees earmarked for computing and other technological support. Students, who make up the majority of this committee, determine funding levels for technology equipment and staff support.

All students are encouraged to voice their opinions or concerns and offer suggestions on college processes and

matters. This happens at all levels of the College. One of the formal opportunities for this type of exchange is the executive dean of students' weekly drop-in hours for students every Friday from 11:00 a.m.–1:00 p.m.. Each monthly Board of Trustees meeting includes a student report from the ASGRCC president, which covers recent student initiatives and activities. Trustees particularly appreciate the invitations they receive to participate in a variety of student events. Finally, the ASGRCC president or designee is a member of the Legislative Committee and actively participates in meetings with college staff and members of the legislature about issues affecting Green River.

## 2.6 Analysis and Appraisal

In the 2001 Employee Survey (Exhibit 1.6), 50% of respondents agreed that Green River's governance system makes provisions for input from faculty and staff views. Approximately 18% disagreed while the remaining 32% were neutral. Of administrator, faculty, and staff groupings, faculty tended to disagree the most. These results were confirmed in a further survey, the Faculty Satisfaction Survey (Exhibit 4.1), which indicated that only 40% of faculty were satisfied with faculty involvement in governance while 60% were dissatisfied.

Few individuals attend the open budget hearings held by the Cabinet, and committee attendance varies depending on issues. Attendance at strategic planning open forums was better than expected, but could be improved in the future. There are a variety of possible reasons for this lack of attendance. Increasing workloads often contribute to the inability of individual faculty and staff to participate. In addition, some faculty and staff believe that their involvement does not ultimately affect outcomes or decisions.

At various times, faculty have proposed opening the Cabinet to other constituents, particularly faculty. The president has considered the merit of these suggestions and has concluded that the function of the Cabinet is an administrative one. The attendance of individuals who are in the direct line of authority to the president allows full and candid discussion of all matters. Attendance by individuals for the purpose of increased communication would hamper deliberation and discussion in the Cabinet setting. The president, however, is interested in obtaining more input prior to decision-making.

During the self-study, the president considered the formation of a president's advisory council to be comprised of faculty, staff, and students. Such an advisory council could give additional feedback to the president on important issues affecting these constituency groups. However, as noted by faculty present at a discussion about the issue, this council would have to be well structured with a clearly defined purpose and membership in order to be effective, rather than adding a layer to the existing administrative structure. The president and the Cabinet also discussed alternate ideas that would be less formal in structure. The president decided to begin hosting a series of informal discussion groups with faculty, staff, and students to talk about current issues of interest.

In 2002, the president and Board of Trustees began discussions about adopting a more formal policy governance model at the College, which is discussed further in Section 3.0 of this standard. While not yet fully developed, a policy governance model could help address concerns about lack of involvement in the governance system. Specifically, key policy issues would be elevated to a new level of importance by the president and the Board. A committee structure established around these key policy issues will provide for more meaningful and focused committee participation. To fully implement such a change, the College projects a three to five-year implementation cycle.

Due to the short length of stay for students at community colleges, it is difficult to keep students active on tenure and budgeting committees, particularly over time. Recently, student government has made special efforts to appoint students who can commit to fulfilling these responsibilities. Recent changes in the ASGRCC constitution and bylaws have improved overall student participation, as the 16 student senators are selected through an application and interview process rather than through student elections.

### Strengths:

- The faculty have a wide measure of independence in speaking their opinions and directing their programs.
- There are many college-wide committees that include faculty and staff from across the institution.
- Administrators are open to hearing from individual faculty and staff about topics of interest or concern.

**Challenges:**

- Division chairs view themselves as full-time faculty with part-time administrative responsibilities as opposed to administrators. As a result, the roles and responsibilities of a division chair versus a dean are sometimes unclear, inconsistent, or in conflict.
- Regardless of the progress in allowing for participation in governance, some faculty and staff believe they are left out of key decision-making processes.

**Improvement Plans:**

- The president will host a series of discussion groups with interested faculty, staff, and students as a pilot project to include more perspectives around key issues.
- The president will continue working with the Board of Trustees to determine the viability of implementing a more deliberate policy governance structure.
- The College will conduct a workshop in 2003 with administrators and division chairs regarding the implications of policy governance on college operations.

**3.0 Governing Board**

**3.1 Board of Trustees**

The Board of Trustees is composed of five residents of the community college district. The Revised Code of Washington (RCW 28B.50.100) outlines the general procedure for selecting board members (Exhibit 6.1). The governor appoints each member of the Board for a five-year term of office. Trustees may be appointed for a second five-year term. Typically, the governor does not appoint trustees for a third five-year term in order to ensure a change in board membership. The five trustees' terms of office are staggered so that there is continuity on the Board. The recommendation made in 1993 about making appointments for all board vacancies has been fully addressed (Recommendation 12). Since the mid 1990s, no open position has been vacant. Table 6.3 provides a description of current board membership. The governor uses the following criteria in selecting trustees: geographical distribution so that various communities are represented, ethnic and cultural diversity, and the representation of business and labor

Table 6.3 Board of Trustees

Name	Residence	Original Appointment	Term Expiration
Larry Brown	Auburn	1998	2006
Lawton Case	Enumclaw	2000	2005
Arlista Holman	Auburn	2000	2004
Jim Rottle	Auburn	1999	2003
Linda Sprenger	Auburn	1993	2002

interests. Members of the community are invited by the governor to submit their interest in board member appointment and the governor seeks advice from area legislators in his final selection. No college employees are members of the Board. The president is secretary to the Board, but does not vote (6.B.1).

The Board fully understands its governing role with respect to the College. It understands that no member of the Board acts or speaks unilaterally for the Board. Each new trustee, upon being appointed, attends trusteeship training covering these points and other significant matters concerning the role of the trustee. The Board always acts as a unit and does not have subcommittees, consistent with that philosophy. All trustees receive the same information on all issues (6.B.2).

The Board operates with an adopted set of bylaws (Exhibit 6.3). The authorities under which the board operates are expressed in the Washington Administrative Code. The Board has delegated certain of these authorities to the president and has reserved others unto itself. This delegation of authority is understood by the top administration of the College. The Board has passed an ethics policy, which pertains not only to all employees but also to the trustees. In addition, the Board is required by virtue of the rules of the Public Disclosure Commission to file a public disclosure statement or update each year. This statement is intended to identify any possible conflicts of interest that the trustees may have in regard to college business (6.B.3).

The Board selects, appoints, and regularly evaluates the chief executive officer (president). The Board conducts a performance evaluation of the president each year. The president participates in this process by preparing a self-evaluation and a list of challenges and opportunities (6.B.4). The Board also evaluates its own performance

on an annual basis. A discussion is held at the Board's annual planning retreat during which members consider self-evaluation and operations as a whole. Policies are modified as necessary so that the College is able to function efficiently and effectively. For example, the delegations of authority have been modified on occasion to give additional decision-making authority to the president (6.B.6).

The Board regularly reviews the College mission and goals. The last major revision was completed and approved in February 2002. At its annual retreat each year, and at various monthly meetings, the Board discusses the mission and goals in relation to the College's strategic planning and institutional effectiveness process as previously described in Standard One. The Board also has authority to approve all college degrees. The most recent example is the Associate of Science degree that was approved by the Board in 2001 (6.B.5).

The Board reviews the organization and compensation plan of the administrative structure at its annual planning retreat. The academic structure is defined in the Negotiated Agreement with the UF. Included are the roles of division chair, the IC, and faculty. The president, in consultation with the Board, defines the administrative structure. In 1997, the College changed from a structure with separate student services and instructional organizations to one headed by an executive vice president responsible for both areas. The president handles less substantial organizational changes without board involvement (6.B.7).

The Board of Trustees participates in an annual budget briefing incorporating a financial plan and subsequently approves the annual budget. Capital budgets are also approved by the Board, as are significant budget changes and grants and contracts. The student budget is likewise brought to the Board for action. The Board makes periodic fiscal reviews of significant elements of the College. Over the past several years, the Board has focused its attention on the financial performance of Skillstream. In addition, the Board receives the College's annual audit report, which is conducted by the Office of the State Auditor. Each year a representative of the auditor's office is present at a board meeting and is available to answer any questions (6.B.8).

The Board is fully involved in the accreditation process. Individual members participate in discussions at the

annual planning retreat, receive periodic reports about the process at their monthly meetings, and attend accreditation exit conferences (6.B.9).

Further information about board members and business can be found in Exhibit 6.5. Included in the exhibit are the background statements of each member, as well as agendas and minutes for the past three years.

### 3.2 Analysis and Appraisal

Board members are committed to the College and give willingly of their time. Board members actively participate in a variety of college functions that allow a continuous flow of information between them and the college community. The president continues to have a very positive working relationship with the Board.

The Board currently operates at a policy level, leaving operational decisions to the president. While this operational philosophy has worked well for a long time, board members appreciate the benefits of adopting a more formal policy governance model for the College. Benefits would include a clearer process by which to establish broad policy directions, including identified policy outcomes. In addition, a well-articulated process would make it easier to familiarize new board members with the role of the Board and to provide continuity over time as membership changes. Discussions between the Board and the president began during summer 2002 and have continued since then. Specific steps to institute such a change are being deliberated at the time of this writing. As previously mentioned, such a change would take the College three to five years to fully implement.

#### Strengths:

- There is a clear delegation of authority defining the responsibilities of the president vis-a-vis the Board of Trustees.
- The College has a strong and committed board that works closely with the president.

#### Challenges:

- There is a need to diversify the regional representation of board members. Currently, there is a heavy concentration of membership from Auburn.
- It is not easy to determine how current strategic planning and institutional effectiveness processes would fit into a more formal policy governance system. While it is too early to know for certain,

some college processes may need to be modified in the future.

**Improvement Plans:**

- Board members and the president will work with the governor to identify and recommend a member from Kent to fill the next board vacancy.
- The president and board will continue to discuss the adoption of a more formal policy governance model. Immediate steps include the presentation of institutional effectiveness monitoring reports to the Board, coupled with discussion about how current institutional effectiveness efforts fit with policy governance.

## 4.0 Leadership and Management

### 4.1 College Administration

The president works full-time and exclusively for Green River (6.C.1). In addition to the president, there are seven direct reports to the president (five vice presidents and two directors) that assist in leading the College. Figure 6.1 describes the College's overall organization. Detailed college organizational charts for all departments and divisions can be found in Exhibit 6.6 and also in individual portfolios. In total, Green River has 24 well-qualified administrators who provide educational leadership and management. Each administrative position has a clearly defined scope of responsibility and specific criteria for qualification. Each administrator has a specific written job description that describes his/her duties and responsibilities (6.C.2). See Exhibit 6.7 for complete job descriptions and qualifications of all Green River administrators (6.C.3). Human Resources publishes policies that cover staff hiring, evaluation, retention, and termination. These policies are being updated and can be found on the College's policies and procedures Web page (6.C.8) (Exhibit 6.8). At the time of this writing, Human Resources is in the process of creating an administrative handbook that will contain all updated policies, professional guidelines, expectations, and best practices. Exhibit 6.9 contains the most recent draft of the handbook. Green River is known to have very competitive salaries (6.C.9). See Appendix 4.2 for further information about faculty salaries and Exhibit 6.10 for salary details of staff.

Over the past decade, the evaluation of administrators has been left to each unit. Many instruction and Student Services administrators have been evaluated, with goals established and progress toward those goals monitored. Evaluation of other administrators in the past was more informal consisting of annual conversations about goals and achievements. Recently, the president instituted an annual formal evaluation of all administrative and exempt staff performance by the supervisor. In some departments, peers and constituents are also asked to provide input to the evaluation process. The process is called the Employee Development and Performance Plan (EDPP) and follows the model of evaluation of classified employees. The College is in its first cycle using the new system, and every exempt staff will be evaluated annually (6.C.3). Exhibit 6.11 contains an overview of the EDPP and includes a copy of the evaluation tool.

The College's ethics policy is published and dictates the behavior of all employees including administrators (Exhibit 9.1). Administrators, supervisors, and division chairs have received training from the state Executive Ethics Board. Ethics Committee members are available to all employees to answer questions and help resolve issues (6.C.2).

### 4.2 Institutional Decision-Making

Decision-making is timely in the majority of instances (6.C.5). The strategic planning and budget balancing processes are two examples of timely decision-making. The capital budget decision process is likewise handled with strict timelines. Examples of cases where decisions took far longer than might reasonably be expected include the development of the ethics policy and the distribution of the 2001 salary increase to faculty. The ethics policy took longer than expected to adopt because faculty did not participate on the Ethics Committee during a faculty work slow-down in spring 2000. Subsequently, ethical, legal, and policy issues had to be processed again with faculty involvement. In the case of the salary increase, agreement by both the UF and administration/Board of Trustees is required prior to implementation per Public Employee Relations Board and National Labor Relations Board rules. Opinions vary as to the cause of the protracted negotiations, but most individuals would agree that they took too long. Parties have pledged to work harder to reach

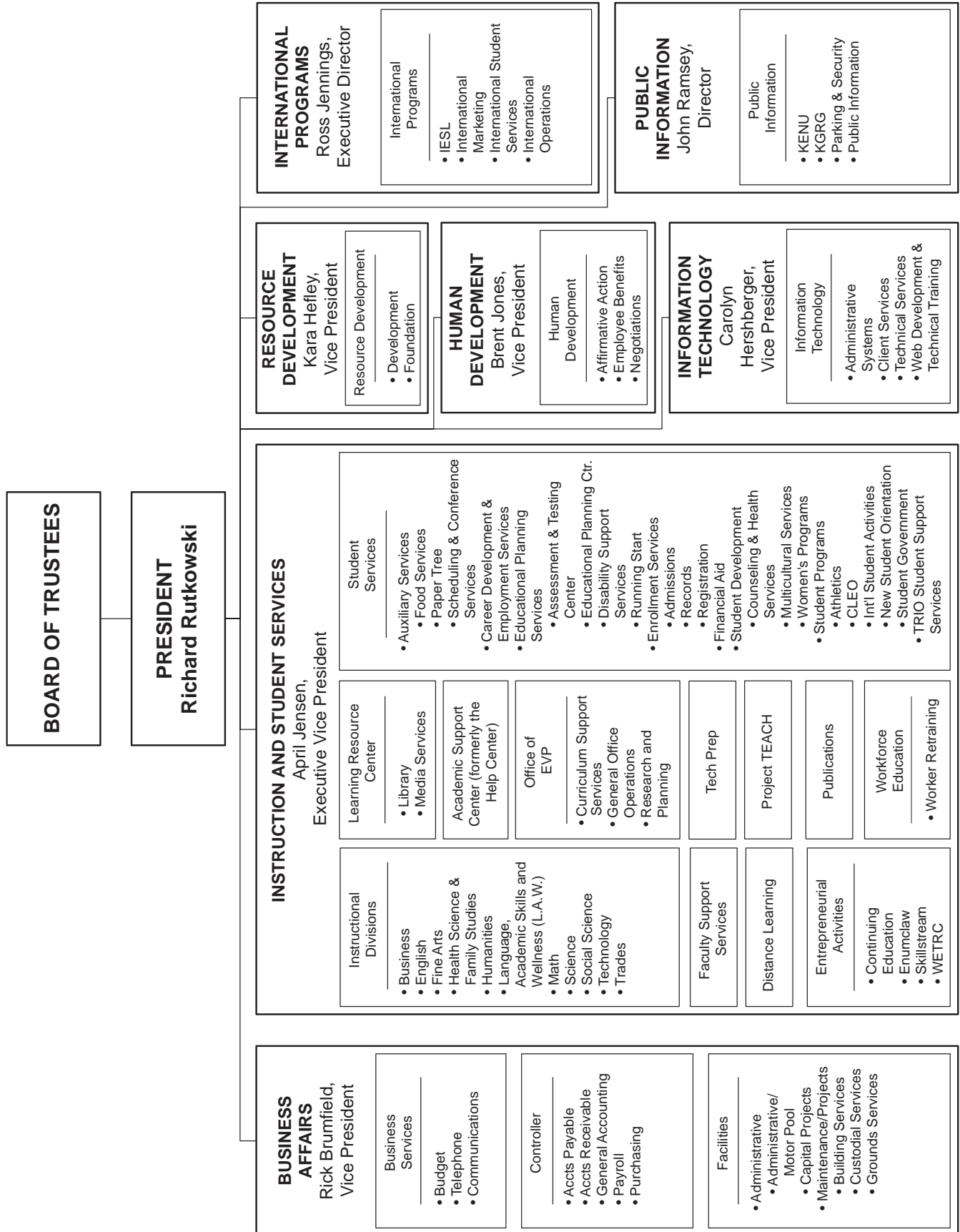


Figure 6.1 Green River Community College Organizational Structure



timely agreement. The 2002 salary increase implementation was completed in a timely manner.

Administrators are charged with facilitating cooperative working relationships and promoting coordination within the organization (6.C.6). One method of coordination is through the various college committees as discussed in section 2.2. Cross-functional teams of faculty, staff, and students are brought together to address issues from a variety of perspectives and to achieve resolution. Again, the entire list of college committees is in Exhibit 6.4.

With regard to instruction, the IC forms various subcommittees to address issues as needed. Examples include the Faculty Curriculum Review Committee and the Learning Outcomes Committee. The deans attend IC and faculty division meetings, as well as serve on IC subcommittees. The deans also play an integral role in the faculty tenure and hiring processes. Deans are active members on all faculty tenure committees and make the final decision on part-time faculty hiring.

The College has taken other steps to promote coordination and cooperation between administration and faculty. The first method is to share chair responsibilities between administration and faculty on committees of particular interest to faculty. Examples where both an administrator and a faculty member successfully co-chair a committee include the International Programs Advisory Committee and the Instructional Technology Committee. The second method is through the reorganization of key instructional areas by the executive vice president. One example is the reconfiguration of the distance learning operation. A faculty leader possessing strong online course development skills was teamed with an administrator who responds to college and state requirements and handles delivery logistics.

The executive vice president visits informally with faculty and Student Services staff throughout the year and holds quarterly open meetings. The president speaks at an opening day celebration and gives his State of the College address at year-end. All administrators, including the president, attend numerous college functions and activities making themselves available for informal contact with faculty and staff. Many administrators communicate regularly with staff through e-mail and weekly or monthly meetings.

### 4.3 Institutional Research

Green River assesses its overall effectiveness through its institutional research efforts. Research and Planning (previously described in Standard One and Standard Two, Section 3.0) is the office that leads and organizes these efforts. The office consists of two full-time staff—the director of institutional effectiveness (administrator) and the research specialist (exempt). They create, administer, record, and analyze surveys and assessments that primarily focus on students. Specifically, they gather data on student and alumni satisfaction, graduation rates, transfer rates, student profiles, retention rates, and employment after graduation. See Appendix 1.2 and Exhibits 1.2–1.6. Results of findings are widely distributed by a variety of means including e-mail, the Web, the *Report Card* series, and the *Report to the Community* as previously described in Standard One. The Institutional Effectiveness Committee, a college-wide committee charged with evaluating and reviewing the College's institutional research, planning, and evaluation processes, reviews and assesses the data. Research and Planning staff also work with various departments and divisions to interpret the results of various studies, to conduct follow-up research as requested, and to use data for planning and decision-making (6.C.7).

### 4.4 Institutional Advancement

The Green River Community College Foundation has continued to flourish over the past decade. The Foundation's mission (revised in 1998) is to enhance the mission and goals of Green River through developing positive community relations and private funding to enhance educational opportunities in the community.

The Foundation Board of Directors provides visionary leadership and support. The Board operates with clear and explicit bylaws that ensure the direct relationship of all fundraising activities to the College mission and goals. The Board holds a retreat every other year to examine goals and review the strategic direction of the Foundation. This retreat includes a comprehensive review of the College strategic plan, since the Board actively promotes Foundation plans which support the College mission. In 2001, the Board developed a five-year vision for the Foundation and approved four

guiding principles: bring the community closer to the College, take strategic action, manage resources wisely, and enhance student success in partnership with the College. The College also employs the Foundation's executive director, who reports directly to the college president, further ensuring this connection (6.C.4).

#### 4.5 Analysis and Appraisal

Results of the 2001 Employee Survey (Exhibit 1.6) indicated that 37% of employees agree that college decision-making processes are timely while 24% disagreed and 39% were neutral. Some staff have expressed the opinion that administrative follow-up to decision-making or input is not complete. The Faculty Satisfaction Survey indicated that faculty feel less positive than other employees about the timeliness of decision-making. Nearly 61% disagree that decision-making is timely. These surveys, however, do not give specific insights as to which decision-making processes are not timely. Further investigation is needed for clarification.

Expansion of communication is an important issue. Approximately 53% of all employees agreed that the administration encourages open communication while only 33% of faculty agreed. Although these results are low, the College has undertaken many efforts to improve communication in recent years.

Among the positives was Leading Edge, a communication-focused leadership program for administrators and staff, in which over 70 staff have participated. The College is currently redesigning the program so that it takes less staff time away from work. Most news of interest is posted on the Intranet, with e-mails alerting faculty and staff to look for stories. E-mail and the Intranet have been used by administrators to update faculty and staff on a variety of policy issues and major initiatives such as student housing, critical board decisions, and major capital projects. Information about college processes and official forms are also on the Intranet. However, feedback from faculty indicates that the amount of e-mail is overwhelming and as a result, many do not read this information.

#### Strengths:

- The president gets direct and frequent input for decision-making from key administrators.

- The College and the Green River Community College Foundation have a close working relationship that has resulted in many benefits for students, the College, and the community.
- More data are available for decision-making due to the College's deliberate efforts to increase its planning and evaluation efforts over the past six years. Examples include student-faculty ratios, part-time faculty budgets, an enrollment management database, student surveys, etc.

#### Challenges:

- College administrators must continue to find more ways to involve faculty and staff in idea generation and problem-solving, and actively include them in decision-making and implementation feedback loops.
- Information is readily available to faculty and staff, but often not accessed. As a result, they are often not informed on key issues.
- Some processes may need to be refined so that decisions can be made more expeditiously.

#### Improvement Plans:

- The College will identify instances where communication has been effective and implement the most effective modes on a larger scale.
- The College will identify key decision-making processes perceived as not being timely and will review each to determine how to improve the timeliness.
- As the College moves toward a model of policy governance, faculty and staff will be more engaged in decision-making processes.
- Research and Planning staff will work with the college community to review and revise core indicators of effectiveness and other key institutional indicators.

#### 5.0 Affirmative Action and Nondiscrimination

Green River is an equal opportunity employer. Selection and promotion standards and procedures are clearly defined, reviewed annually, and are based on principles which consider qualifications and aptitudes as they pertain to the requirements of the position. The College maintains data and statistics on race, age, veteran status, and disabled employees in order to develop an annual

affirmative action plan. This plan is submitted to the president for approval. Subsequently, Green River is evaluated by the Department of Personnel to determine progress in meeting goals prescribed by the state. To date, the College affirmative action plan has been approved every year. Notwithstanding, the College acknowledges that more can be done in the area of diversity. In 2002, as part of the annual planning process, the College committed to creating and implementing a comprehensive employee recruitment and retention plan that assists the College in attracting, developing, and maintaining a diverse workforce. The aim of this plan is to move the College beyond meeting the minimum standards to embracing diversity and valuing difference (Policy 6.1).

## 6.0 Collective Bargaining

Green River faculty belong to two faculty unions: the Washington Federation of Teachers (WFT), which is associated with the American Federation of Teachers and the AFL-CIO, and the Washington Education Association (WEA), which is affiliated with the National Education Association (NEA). Both unions have formed a coalition called the United Faculty Coalition (UF) and this entity is recognized as the exclusive negotiating representative for all Green River faculty. The College is an agency shop for full-time faculty while part-time faculty membership is voluntary.

Administrators and union representatives have negotiated conditions designed and found to be compatible with the Commission's accreditation standards. The current Negotiated Agreement includes implementing the Program Assessment and Improvement (PA&I) process (as described in Standard Two, Section 3.2) and has clarified faculty evaluation procedures to bring these areas into compliance with accreditation standards. The Labor-Management Committee meets as needed to review matters in the agreement and to find solutions to problems or concerns.

The classified staff are represented by the Washington Federation of State Employees (WFSE), which is

affiliated with the AFL-CIO. Membership in this union is voluntary. The state legislature recently enacted the Personnel System Reform Act of 2002 that provides for collective bargaining on salary for classified staff through the governor's office. Green River will have the choice to negotiate a master agreement locally or to participate collectively in the state negotiations.

Climate conditions and negotiation processes have not negatively affected Green River operations or its ability to comply with accreditation standards, though there have been protracted negotiations and work slowdowns in recent years. Faculty and administration agreed to extend the current Negotiated Agreement until March 2006 (originally scheduled to expire in March 2003), thereby ensuring a generally stable work environment during the self-study (Policy 6.2). The classified staff contract was negotiated in 1995 and is in effect until renegotiated. The UF and the WFSE agreements are presented in Appendix 4.1 and Exhibit 6.12.

Green River recognizes that the collective bargaining process has multiple impacts on the College and its effectiveness. Most impacts are positive. Faculty salary levels make the College competitive in recruiting and retaining faculty. Faculty are also financially rewarded for engaging in professional development activities that result in currency in their fields and in teaching methodologies. Classified staff have clarity on promotion and job transfer. However, some impacts are negative. Faculty and administration sometimes misjudge each other's motives and actions, causing a contentious work environment. In addition, classified staff do not feel their negotiations carry the same significance as those of faculty.

The College, for the most part, is clear on the distinction between the faculty bargaining agent, the UF, which deals with issues of salary and working conditions, and the faculty-led IC that deals with instructional and curriculum matters. There is occasional overlap of issues that causes some confusion at the College. To create a connection, the UF now sends a representative to all IC meetings.

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**List of Exhibits**

- 6.1 Revised Code of Washington (RCW)  
Section 28B.50
- 6.2 State Board for Community and Technical  
Colleges Description and Duties
- 6.3 College Bylaws, Order Delegating Authority,  
RCW 28B.10.528, WAC 132J-276-040, The  
Community College Act of 1967
- 6.4 List of College Committees – Including Purpose/  
Function, Mission, and Membership
- 6.5 Board Member Background Statements & Board  
Agendas/Minutes
- 6.6 College Organizational Charts
- 6.7 Administrative Job Descriptions and Qualifications
- 6.8 Policies and Procedures Database
- 6.9 Administrative Handbook
- 6.10 Administrative and Staff Salaries
- 6.11 Employee Development and Performance Plan
- 6.12 Washington Federation of State Employees  
Agreement

**Standard Six Participation**

Leadership:

Bruce Haulman, Social Science Faculty and  
Instructional Council Chair (former)

April Jensen, Executive Vice President

Brent Jones, Vice President for Human Development

Kim Nakano, Dean of Instruction for Library, Media  
Services, and L.A.W. Division

Participation:

John Avery, Instructional Council Chair

Edith Capen, Executive Dean of Instruction for Math,  
Social Science, and Fine Arts

Erika Prager, Director of Institutional Effectiveness

Kat Warner, Social Science Division Chair

President's Cabinet

College Administrators

Board of Trustees



Standard Seven

# Finance



## Standard Seven

### Finance

#### 1.0 Introduction

In all financial matters, Green River follows federal rules and regulations, generally accepted accounting principles, and state laws, rules, regulations, and policies as established by the Washington state legislature, the Office of Financial Management (OFM), the Higher Education Coordinating Board (HECB), and the State Board for Community and Technical Colleges (SBCTC).

#### 2.0 Financial Planning

Green River has been granted autonomy in financial and budgeting matters within overall mandates and priorities (7.A.1). Those state agencies with oversight of college financial matters include OFM and SBCTC, which grant the Board of Trustees discretionary authority over budgetary matters. As previously discussed in Standard Six, the Board delegates to the president and his designees general supervision of all operations and programs of the institution while at the same time reserving a handful of specific authorities. One of these is the authority to approve the operating budget and capital budget request for the College.

The strategic planning process guides financial and budgetary planning at the College. The College mission and goals give direction to all activities and play an integral part in the annual budget development process. As a result, strategic planning and annual operational planning, including the budget development process, are closely linked (7.A.2) (Figure 1.3). The budget development process begins in January of each year when the Cabinet meets to review the current process and to set forth the annual priority initiatives. The Business Office, in conjunction with the Office of Research and Planning, publishes and disseminates all directions, guidelines, and materials to college administrators and department leads (Exhibit 7.1). Administrative staff hold a budget development process “kick-off” meeting to explain the process, discuss budget issues, and answer questions.

As previously described in Standard One, all divisions and departments review their major functions and mission, determine unit goals, report on achievement of goals from the previous year, and put forth new proposals. This process culminates in divisions and departments making a presentation to the Cabinet at the spring open budget hearings. The Cabinet then deliberates for a three-day period to determine the operating budgets for the upcoming year, taking into account the identified college goals and annual priority initiatives. The president then shares the proposed budgets with the college community at his annual state-of-the-college address. The Business Office publishes the annual operating budgets on the LAN and in summary on the Intranet site (7.A.3).

Business Office staff meet with each trustee in study sessions to review the final proposed operating budgets. The budget is reviewed in summary at the June board meeting where the Board takes action to approve the budgets. Budget changes are specifically tracked in the Business Office and posted to the shared drive so all can view them (7.A.3).

Capital planning occurs regularly and is closely linked to the strategic plan. In the instructions for the FY 03-13 capital request, the SBCTC requires the planning process to involve “clear coordination of educational strategic planning as well as facility master planning.” This process will be ongoing, as the facilities master plan (Exhibit 8.7) is intended to be a working document, outlining the facilities objectives of the College and projects to meet these objectives over the next ten years. Green River will benefit from this more systematic capital process, which has ten-year rolling projections based on clearly identified college priorities (7.A.2). The capital planning process is discussed more fully in Standard Eight.

The use of debt by community colleges within Washington is very closely controlled. The Office of the State Treasurer operates a Certificate of Participation (COP) program with which the College is able to obtain very reasonable interest rates when financing is used. The assumption of debt by Green River is minimal.

When any significant debt has been assumed, Board approval was obtained through the capital request process. Recent examples of COP financing include two remodels of the Lindbloom Student Center, once in 1990, and again in 2001. To ensure fiscal soundness, specific sources for repayment are identified at the time of approval. Occasionally the COP process will be used for acquisitions of equipment, but these occasions are not a significant portion of the College debt (7.A.4). See Table 7.10 and Appendix 7.1 for more detail.

## 2.1 Analysis and Appraisal

Since 1998, the College has made several improvements to its budget development process. Budget development is part of a larger operational planning process and there is a greater effort to match resources to efforts and activities that support the College mission and goals. As a result, the College has successfully addressed all NASCU concerns outlined in Recommendation 4 of the 1993 self-study and subsequent focused interim reports and visits.

The additional efforts to publish budget information via the LAN and Intranet site have increased access to the budget development and annual planning efforts. The open budget hearings also provide an additional opportunity to hear about other divisions, departments, and the College as a whole. The Unit/Area Assessment & Goal Setting form, along with the New Budget Request form, helped to organize and standardize the materials submitted by the various departments (Exhibit 7.1). The completion of these forms encourages participation by department staff that otherwise would not have been involved in budget development.

The development of the new facilities master plan and accompanying planning process is helping to ensure that all college plans are coordinated. The master plan is closely linked to and supports the College strategic plan. Further coordination with instruction is expected within the next year as the deans and division chairs work closely to develop a long-range instructional plan that outlines the future direction of the College's academic programs and student services. This effort will further solidify the continued support of the physical facilities and equipment for the educational needs of students.

### Strengths:

- The College has a process in place that significantly strengthens the link between strategic planning and budget development. The Business Office and the Office of Research and Planning work closely together to develop and improve this process each year.
- Budget data and information are published and readily available to all faculty and staff, who are also encouraged to get involved in the annual planning and budget development processes.

### Challenge:

- The financial management system (HP3000) that the College uses, while feature-rich, is antiquated and difficult to use.

### Improvement Plans:

- The College will continue to work with the Center for Information Services (CIS) on systemwide projects to strengthen financial systems including rehosting, reengineering of the procurement system, and electronic forms routing.
- The College will continue to review and adjust the budget development process to ensure that the link between budgeting and strategic planning remains strong.

## 3.0 Adequacy of Financial Resources

The most significant revenue source remains the state allocation and related tuition. The College goes beyond what is provided by the state by seeking and utilizing additional sources of revenue. The College's International and Running Start programs generate the most significant supplementary revenue. Over \$2 million generated from these programs is returned to the general fund annually to support programs and services (approximately 8% of general fund budget). The revenue from these programs has bolstered the College's ability to maintain adequate financial reserves and to address fluctuations in revenues and expenditures (7.B.7). The Green River Community College Foundation plays a significant role in providing resources and financial flexibility to the College. Over the past five years, the Foundation has raised \$2,692,830 in private support for the College (7.B.1).



Adequate resources are available to meet all debt service requirements. As previously noted, debt is not a significant element in the College's financial picture. Resources for the repayment of debt are identified at the time the debt is established (7.B.2). See the debt service schedule provided in Table 7.10 and Appendix 7.1.

Green River has a history of financial stability and has no accumulated deficits. The College works hard to maintain a healthy fund balance/reserve to meet fluctuations in operating revenue and expenses. Budget decisions are made with regard for fund balances (7.B.7). Business Office staff share this information with Board members during their annual budget briefing sessions just prior to budget approval (7.A.3). Transfers among major budgets are also identified during budget development and are, in turn, approved by the Board during the annual budget approval process (7.B.4).

General fund resources have always been stretched at the College. For FY 02-03, a generalized economic recession in Washington resulted in a mandated 3% budget reduction from the legislature. By reorganizing as staff positions were vacated, delaying the hiring of some faculty and staff positions, and decreasing the amount of equipment purchased, the College was able to absorb the 3% reduction. In addition to Running Start, International Programs, and the Green River Community College Foundation, the College has been aggressive in seeking grants and other earmarked money. This includes federal vocational funds, state Worker Retraining funds, and Tech Prep grants for the professional/technical programs. The traditional academic program areas also see their share of additional support through pursuit of grants through the National Science Foundation and the Fund for the Improvement of Post-Secondary Education (7.B.5). See Exhibit 7.2 for a complete list of all government grants and contracts.

All college financial aid resources are provided through federal and state allocations with the exception of community and Foundation scholarships. The College has little control over federal and state funding levels. Historically, funding has gradually increased over time. The College anticipates that funds will increase from 3% to 4% annually as reflected in Table 7.4. In the past several years, other programs have been augmented to provide further student funding. Recognizing the need to retrain displaced workers, the state funded a Worker

Retraining program for students enrolling in professional/technical programs. Also, as a result of welfare reform, both state and federal resources have been provided to fund WorkFirst. During FY 01-02, these two programs assisted 403 students by providing \$510,305. While these increases have not and will not keep up with the rate of inflation or the overall need of students, additional resources are always appreciated. Through a variety of tuition waiver programs as defined by the legislature, the College also waived tuition revenue of \$582,464 in FY 99-00, \$854,969 in FY 00-01, and \$1,060,127 in FY 01-02. See Exhibit 7.3 for details regarding waiver activity. Acknowledging the increasing need for scholarship assistance, the Foundation focused its fundraising activities on scholarships which substantially increased available resources. As a result, the Foundation increased its scholarships from \$53,788 for 105 students in FY 93-94 to \$135,221 for 181 students in FY 01-02 (7.B.6).

The distribution of all financial aid has been consolidated within the Financial Aid Office. By combining the services of the veterans, agency-funded programs, student payroll, Worker Retraining, work-based learning and financial aid programs, the College can equitably and efficiently distribute aid. Each year prior to awarding financial aid, financial resources are evaluated, as are economic and demographic data affecting the applicant pool, and a written award policy is developed to maximize funding sources. The latest default rate available for Green River students (2000) was 8.9%. See Table 3.3 for more details about the default rate.

The College has a reasonable balance between auxiliary enterprises and their respective contributions to the overall operations of the institution. All auxiliary enterprises are expected to be self-sustaining or contribute back to the general operations of the College. For example, the net generated by the Paper Tree has helped twice, along with contributions from the services and activities fees budget, with significant capital improvements to the Lindbloom Student Center. Copy, telephone, and computer working funds maintain positive fund balances. The Student Union Enterprises continues to remain within budget and provide a significant service to the community (7.B.8). See Exhibit 7.4 for all auxiliary enterprise operating budgets.

### 3.1 Analysis and Appraisal

Since the 1993 self-study, the College has placed an increasing reliance on local sources, particularly the Running Start and International Programs budgets, to help balance the general fund budget. See Exhibit 7.5 for more detail regarding the College's operating budget. In a time when state resources continue to be limited, this reliance has allowed the College to remain financially strong. Specific outreach efforts have been implemented to protect, build, and ensure the health of these programs. These include the hiring of staff to develop and coordinate Running Start outreach efforts, as well as the hiring of a variety of International Program staff to market, recruit, enroll, and serve international students. More recent international efforts include the development of student housing on campus, opening in 2004, and the formation of partnerships with colleges and universities in Australia to facilitate student exchange.

Skillstream has experienced financial and operational problems that began in late 2000 with the downturn in the local economy. By the end of FY 01-02, Skillstream had a negative fund balance of \$139,266. In addition, the executive director resigned and an external consultant was hired to pinpoint major organizational weaknesses. In spring 2002, the College appointed a retired administrator to head a project team that conducted a full review of the Skillstream operation. The team completed its review in August 2002 and the EVP and president are currently reviewing an action plan to implement the recommendations. Further information about Skillstream can be found in Standard Two, Section 6.3. Exhibit 2.16 contains budget details for Skillstream and Exhibit 2.17 contains the Skillstream assessment report.

#### Strengths:

- The College has a fairly healthy fund balance and several sources of local revenues to offset the continued pressure from limited state resources.
- The administration supports and encourages entrepreneurial efforts, allowing faculty and staff to pursue a variety of means to generate supplementary revenue and provide additional services to students.

#### Challenges:

- The College will maintain the strength of its Running Start and International Programs. This is especially important given the current global climate since September 11, 2001 and the U.S. recession.
- The Skillstream operation must become economically viable.

#### Improvement Plan:

- The College will hire a new executive director to lead Skillstream and implement the recommendations outlined in the Skillstream project team summary report.

### 4.0 Financial Management

The president reports regularly to the Board of Trustees about the adequacy and stability of college resources on an ongoing basis and through the annual budget briefings and annual audit reports. This includes a specific review of significant fund balances done in coordination with trustee briefing sessions prior to board approval of the budget. The financial status of Skillstream is presented to the Board on a quarterly basis (7.C.1). Figure 7.1 provides a list of all financial reports regularly provided to the Board and Exhibit 7.6 contains the actual reports.

All college expenditures and income regardless of the source, including financial aid and student employment, are fully controlled by the College (7.C.3). As previously discussed, most scholarship activity is Foundation based. The Financial Aid Office and the Development Office work together to ensure effective processing of all related transactions.

The College follows generally accepted accounting principles (GAAP) and has an annual audit to review compliance with GAAP (7.C.5). As a public institution, the Office of the State Auditor conducts a comprehensive annual audit of all college funds (7.C.9, 7.C.10). Recent audit reports can be found in Exhibit 7.7 (7.C.13). The College also has a well-organized, active internal control review and audit follow-up process (7.C.11). Items noted by the audit, whether management letter items, exit conference items, or formal audit findings, are specifically addressed by the College and reviewed with the auditor at the audit entrance conference the following year (7.C.12). All audit reports are shared with the Board when complete

Financial and Management Reports Regularly Provided to the Board (All reports are provided in Exhibit 7.6)	
Item	Report Title/Description
A	2002-03 Expenditure Budget Comparison
B	General Fund 2002-03 - Budget Summary
C	General Fund 2002-03 - Resource Comparison
D	General Fund 2002-03 - Summary of Expenditure Changes
E	Bookstore Budget Proposal 2002-03
F	Continuing Education Budget Proposal 2002-03
G	Grants and Contracts Budget Proposal 2002-03
H	Information Technology Budget Proposal 2002-03
I	International Programs Budget Proposal 2002-03
J	International Programs Budget Proposal for Australian Initiatives Supplement Detail 2002-03
K	Parking Fund Budget Proposal 2002-03
L	Running Start Budget Proposal 2002-03
M	Skillstream Budget Proposal 2002-03
N	Student Union Enterprises Budget Proposal 2002-03
O	Worker Retraining Budget Proposal 2002-03
P	Proposed Fees and Waivers 2002-03
Q	History of Temporary Funding for Permanent Items
R	Budgeted General Funds Support from Local Sources (Graph)
S	Budgeted General Funds Support from Local Sources (Table)
T	FTE History – Budgeted FTEs in State Supported Classes
U	FTEs 01-02 to 02-03 Comparisons
V	S/F Ratio History
W	History of Part-time to Full-time Faculty Conversions
X	International FTEs (Graph)
Y	Aussie History and Projections
Z	Running Start FTEs - Budgeted versus Actuals (Graph)
AA	Skillstream Fund Balance and Income History (Graph)
BB	Reserves

and a staff member from the auditor’s office is available at the formal board meeting to answer questions. Audit reports are also available to the public on the Office of the State Auditor’s Web site.

The Office of Financial Management, in Chapter 85 of the State Administrative and Accounting Manual, specifies policies and procedures regarding cash management and investments (Exhibit 7.8). In addition, the College must conduct an annual risk assessment (Exhibit 7.9). Each department that handles cash or has substantial assets participates in this assessment, which includes a review of internal controls, department policies and procedures, and the ethics policy. Cash management and investment activity are also subject to the annual audit. Under direction from the vice president for business affairs (VPB), the controller is responsible for all cash management and investment activities, and rigorously follows these policies and requirements. The VPB also reviews a quarterly summary of the investments (7.C.4).

#### 4.1 Analysis and Appraisal

The College continues to follow all rules and regulations related to successful financial management. As a result, the administration continues to ensure the integrity of college finances, providing for sound fiscal decision-making.

##### Strengths:

- The audit for FY 00-01 showed no findings and indicated that there have been no findings in the last five audit reports.
- The College is proactive in following up on audit management and exit items before they become serious problems.

##### Challenge:

- Business Office staff must stay abreast of all frequently changing rules, regulations, and policies and communicate them to others on a regular basis.

##### Improvement Plan:

- The Business Office will continue its efforts to communicate with the college community regarding key financial management issues.

Figure 7.1 Financial Reports Presented to the Board

## 5.0 Fundraising and Development

All college fundraising activities are coordinated through the Development Office, which also serves as home for the Green River Community College Foundation. The agreement between the College and the Foundation spells out the relationship between the two parties (7.D.1 & D.3) (Exhibit 7.10). This agreement calls for an annual post closing study to ensure that the parties have been in compliance with the terms of the agreement. This study is reviewed and approved each year by the College president and the Foundation president. The Business Office keeps the Foundation books, which are audited annually by an independent auditor. See Exhibit 7.11 for the latest Foundation audit.

The Foundation operates under a Donor's Bill of Rights that advocates for ethical use of funds and donor centered practices. The vice president of resource development has completed the Certified Fund Raising Executive credential that requires continuing education in professional and ethical practices. Development Office staff review ethical practices upon hiring, and this is also a topic of discussion with Foundation board members. Staff also discuss ethics at various professional development trainings throughout the year. Without strict professional conduct and ethical practice, the Foundation would not attract significant supporters (7.D.1).

The Foundation has 30 positions on its Board of Directors, of which 25 are currently filled. Most of these are community members; none are college Board of Trustee members. Connection and coordination with the College is maintained by having several senior college administrators serve on the Foundation Board. The College president serves as 2<sup>nd</sup> vice president and Foundation director. The VPB serves as treasurer and Foundation director. The EVP and vice president for human development also serve as Foundation directors and the vice president of resource development serves as executive director.

All endowment funds are maintained on the Foundation books consistent with the agreement between the College and the Foundation. The majority of the Foundation's liquid assets are managed under contract with an external investment advisor. The investment advisor reports results at quarterly Finance Committee meetings (7.D.2).

## 5.1 Analysis and Appraisal

In 1999, the College purchased and installed new software to handle the increasing complexity of Foundation operations and to make operations more efficient. New projects on the horizon, including on-campus student housing and the development of a new location in Kent, have yielded additional responsibilities for Development Office and Business Office staff. College staff are working collaboratively with the Foundation's auditor, attorney, and financial counselors on these projects.

### Strengths:

- The College has a very strong Foundation resulting from 27 years of cultivation.
- Because of a strong college-foundation relationship, the College has started or completed key projects such as the development of the Center at Enumclaw and student housing that would not have been possible otherwise.

### Challenge:

- The College needs to make certain that the Business Office and the Development Office are adequately staffed to assume the additional responsibilities that come from the projects described above.

### Improvement Plans:

- The College will examine staffing levels to ensure that there are adequate personnel to cover all assumed responsibilities.
- Development Office staff will continue to build up relationships with those donors and community members that make the Foundation so strong.

## 6.0 College Financial Organization

The mission of the Business Office is to be a resource and service provider to the college community and to help those they serve to process transactions as efficiently and effectively as possible.

The VPB heads the College's financial organization and reports directly to the president (7.C.2). Two administrators in the Business Office report directly to the VPB: the controller and the director for business services. These three administrators bring over 50 years of combined experience and expertise to the College.

The director of facilities also reports to the VPB. These facility functions are described further in Standard Eight. Figure 7.2 describes the current organizational structure under the VPB and summarizes the various organizational areas within the Business Office.

### 6.1 Analysis and Appraisal

The Business Office continues to look for ways to improve the efficiency of operations to better serve college staff. In the late 1990s, the Business Office worked with Information Technology and CIS to design the Financial Management System/Data Warehouse. This allowed the College to eliminate paper reports and replace them with near real-time electronic reports from the desktop. The College shared this process and software coding with other Washington community and technical colleges, many of whom are now using this system. Other recent improvements include the addition of a Web credit card payment option, eliminating the need for students to stand in long cashiering lines. Another exciting project includes participating in the systemwide effort to develop a procurement system so that all purchasing requisitions can be completed online.

#### Strengths:

- The Business Office has relatively little staff turnover.
- Staff are well trained and motivated to assist “customers” whether they are students, staff, or outside parties needing to transact business with the College.

#### Challenge:

- The Business Office needs to obtain the most current tools to enable staff to be as efficient and as effective as possible.

#### Improvement Plans:

- Staff will follow through on the procurement system.
- Information Technology will install Office XP on all Business Office computers, and staff will be trained on the new features.

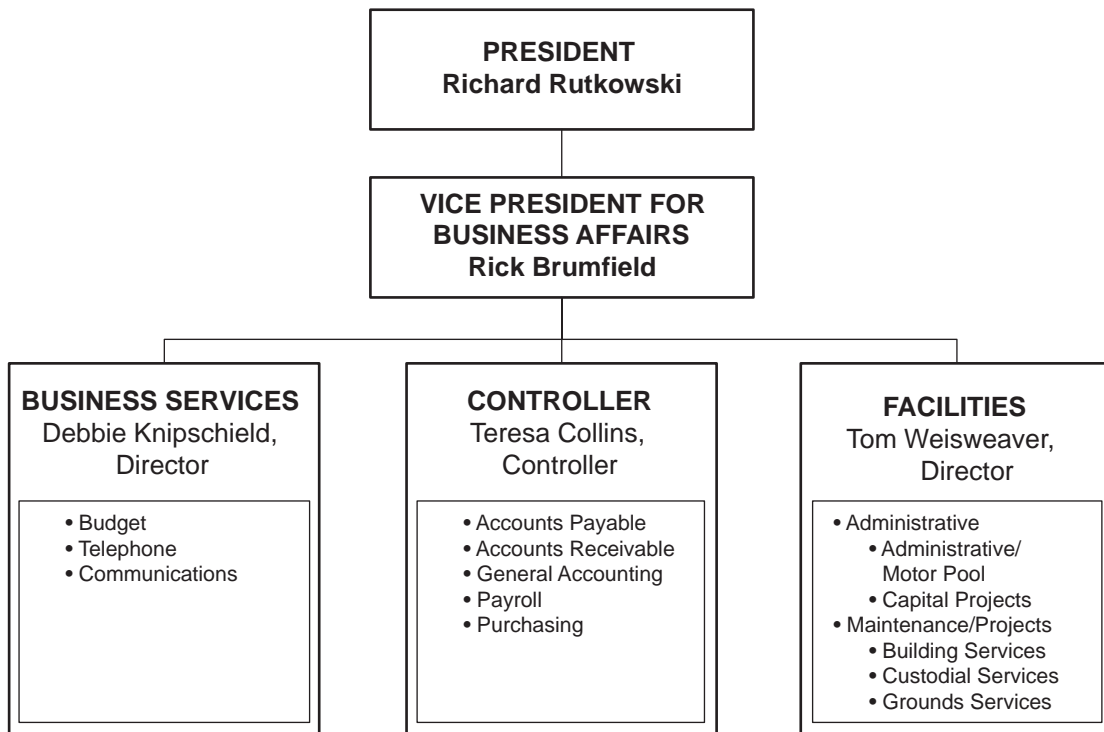


Figure 7.2 Business Office Organizational Structure

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- 7.2 Year End Accruals

**List of Exhibits**

- 7.1 Budget Development Process Materials and Directions
- 7.2 Government Grants and Contracts
- 7.3 Tuition Waiver Programs
- 7.4 Current Operating Budgets for Auxiliary Organizations
- 7.5 Detailed College Operating Budget
- 7.6 Financial and Management Reports Presented to the Board
- 7.7 Audit Management Report & Letter
- 7.8 State Administrative and Accounting Manual
- 7.9 Risk Assessment
- 7.10 College-Foundation Agreement
- 7.11 Green River Community College Foundation Audit
- 7.12 2000-2002 IPEDS Reports

**Standard Seven Participation**

Leadership:

Rick Brumfield, Vice President for Business Affairs

Participation:

Teresa Collins, Controller

Doug Dusick, Budget Analyst

Mary Edington, Director of Financial Aid

Kara Hefley, Vice President of Resource Development

Debbie Knipschild, Director of Business Services

Lisa Michalec, Financial Analyst

Table 7.1 Current Funds Revenues

Source (IPEDS Report)	ACTUAL						PROJECTED					
	1999-00		2000-01		2001-02		2002-03		2003-04		2004-05	
	Amount	%	Amount	%	Amount	%	Amount	%	Amount	%	Amount	%
Tuition and Fees	\$11,436,592	27.7%	\$11,651,009	25.8%	\$13,452,974	29.0%	\$14,381,229	29.8%	\$15,330,390	30.1%	\$16,342,196	30.5%
Government Appropriations												
Federal												
State	17,806,598	43.2%	19,659,891	43.6%	19,683,213	42.4%	19,700,000	40.8%	20,450,000	40.2%	21,200,000	39.5%
Local												
Government Grants & Contracts												
<u>Unrestricted</u>												
Restricted	2,367,480	5.7%	2,541,232	5.6%	3,065,199	6.6%	3,276,698	6.8%	3,492,960	6.9%	3,723,495	6.9%
<u>Unrestricted</u>												
Restricted	1,574,610	3.8%	2,884,554	6.4%	2,351,874	5.1%	2,514,153	5.2%	2,680,087	5.3%	2,856,973	5.3%
<u>Unrestricted</u>												
Restricted	1,678,352	4.1%	1,805,697	4.0%	2,000,821	4.3%	2,138,878	4.4%	2,280,044	4.5%	2,430,527	4.5%
Private Gifts,												
<u>Unrestricted</u>												
Restricted	2,108,093	5.1%	1,806,522	4.0%	978,425	2.1%	1,045,936	2.2%	1,114,968	2.2%	1,188,556	2.2%
Endowment Income												
<u>Unrestricted</u>												
Restricted												
Sales and Services of												
Educational Activities	609,096	1.5%	623,969	1.4%	668,622	1.4%	714,757	1.5%	761,931	1.5%	812,218	1.5%
Auxiliary Enterprises	3,208,110	7.8%	3,270,626	7.3%	3,609,091	7.8%	3,858,118	8.0%	4,112,754	8.1%	4,384,196	8.2%
Hospitals												
Other Sources	467,610	1.1%	829,308	1.8%	576,097	1.2%	615,848	1.3%	656,494	1.3%	699,823	1.3%
Independent Operations												
<b>Total Current Funds Revenues</b>	<b>\$41,256,541</b>	<b>100%</b>	<b>\$45,072,808</b>	<b>100%</b>	<b>\$46,386,316</b>	<b>100%</b>	<b>\$48,245,617</b>	<b>100%</b>	<b>\$50,879,628</b>	<b>100%</b>	<b>\$53,637,984</b>	<b>100%</b>

Table 7.2 Current Funds Expenditures and Mandatory Transfers

	ACTUAL						PROJECTED					
	1999-00		2000-01		2001-02		2002-03		2003-04		2004-05	
	Amount	%	Amount	%	Amount	%	Amount	%	Amount	%	Amount	%
Functions (IPEDS Report)												
<b>Education and General Expenditures</b>												
Instruction	\$19,540,390	50.2%	\$21,351,551	48.6%	\$18,598,866	41.6%	\$19,863,184	42.3%	\$20,937,563	42.5%	\$21,804,705	42.1%
Research												
Public Service												
Academic Support (Excl. Libraries)	1,706,970	4.4%	2,519,922	5.7%	2,735,465	6.1%	2,870,360	6.1%	3,001,984	6.1%	3,161,099	6.1%
Library Expenditures	1,033,341	2.7%	1,064,904	2.4%	1,056,286	2.4%	1,164,699	2.5%	1,194,245	2.4%	1,253,607	2.4%
Student Services	3,206,767	8.2%	3,890,511	8.9%	4,537,259	10.1%	4,733,322	10.1%	4,976,833	10.1%	5,232,202	10.1%
Institutional Support	4,634,490	11.9%	5,840,514	13.3%	7,491,620	16.8%	7,881,303	16.8%	8,288,238	16.8%	8,688,091	16.8%
Plant Operations & Maintenance	2,418,493	6.2%	2,536,210	5.8%	2,739,980	6.1%	2,835,278	6.0%	2,948,168	6.0%	3,131,113	6.0%
Scholarships and Fellowships												
Awards from Unrestricted Funds												
Awards from Restricted Funds	2,729,107	7.0%	3,061,084	7.0%	3,636,902	8.1%	3,461,135	7.4%	3,693,209	7.5%	3,967,980	7.7%
Educational and General Mandatory Transfer												
Total Educational and General Expenditures/Mandatory Transfers	35,269,558	90.6%	40,264,696	91.7%	40,796,378	91.3%	42,809,280	91.2%	45,040,239	91.4%	47,238,797	91.3%
Auxiliary Enterprises (Including Transfers)	3,640,994	9.4%	3,650,742	8.3%	3,911,601	8.7%	4,134,097	8.8%	4,250,308	8.6%	4,516,278	8.7%
Hospitals (Including Transfers)												
Independent Operations (Including Transfers)												
<b>Total Current Funds Expenditures &amp; Mandatory Transfers</b>	<b>\$38,910,552</b>	<b>100%</b>	<b>\$43,915,438</b>	<b>100%</b>	<b>\$44,707,979</b>	<b>100%</b>	<b>\$46,943,378</b>	<b>100%</b>	<b>\$49,290,547</b>	<b>100%</b>	<b>\$51,755,074</b>	<b>100%</b>



Table 7.3. Summary Report of Revenues and Expenditures

	ACTUAL					PROJECTED				
	1999-00	2000-01	2001-02	2002-03	2003-04	2004-05				
	Amount	Amount	Amount	Amount	Amount	Amount				
<u>Education and General</u>										
Revenues	\$38,048,431	\$41,802,182	\$42,777,225	\$44,387,499	\$46,766,874	\$49,253,788				
Expenditures	35,269,558	40,264,696	40,796,378	42,809,281	45,040,240	47,238,797				
Transfers - Mandatory										
Transfers - Non Mandatory										
Net Excess (Deficit)	2,778,873	1,537,486	1,980,847	1,578,218	1,726,634	2,014,991				
<u>Auxiliary Enterprises</u>										
Revenues	3,208,110	3,270,626	3,609,091	3,858,118	4,112,754	4,384,196				
Expenditures	3,640,994	3,650,742	3,911,601	4,134,097	4,250,308	4,516,278				
Transfers - Mandatory										
Transfers - Non Mandatory										
Net Excess (Deficit)	(432,884)	(380,116)	(302,510)	(275,979)	(137,554)	(132,082)				
<b>Net Operational Excess (Deficit)</b>	<b>\$2,345,989</b>	<b>\$1,157,370</b>	<b>\$1,678,337</b>	<b>\$1,302,239</b>	<b>\$1,589,080</b>	<b>\$1,882,909</b>				

Table 7.4 Sources of Financial Aid

	ACTUAL						PROJECTED					
	Year 1 (99-00)		Year 2 (00-01)		Year 3 (01-02)		Year 4 (02-03)		Year 5 (03-04)		Year 6 (04-05)	
	Amount	%	Amount	%	Amount	%	Amount	%	Amount	%	Amount	%
Annual Private Contributions (Scholarships, Foundation & Off-Campus)	\$407,238	6.4	\$469,469	6.7	539,289	7.1	555,500	7	572,000	7	589,000	7
Governmental State Aid (WSNG, WorkFirst, Worker Retraining)	1,751,231	27.5	1,919,728	27.4	1,755,066	23	1,807,000	23	1,862,000	23	1,918,000	23
Federal Aid (Pell, SEOG, FWS)	1,773,980	27.8	2,022,544	28.9	2,507,647	32.9	2,583,000	33	2,660,500	33	2,741,000	33
Endowment Earnings (NonFoundation)	0	0	0	0	0	0	0	0	0	0	0	0
Institutional Unfunded Aid (All discretionary waivers)	572,464	9	854,969	12.2	1,060,127	13.9	1,092,000	13.9	1,125,000	13.9	1,159,000	13.9
Federal Student Loans (Stafford)	1,679,915	26.3	1,470,170	21	1,475,437	19.4	1,520,000	19.4	1,565,600	19.4	1,613,000	19.4
Non-federal Work Study Aid (WSWS, Work Grants, WorkFirst)	192,874	3	265,258	3.8	282,322	3.7	291,000	3.7	299,700	3.7	309,000	3.7
<b>Total Financial Aid</b>	<b>\$6,377,702</b>	<b>100</b>	<b>\$7,002,138</b>	<b>100</b>	<b>\$7,619,888</b>	<b>100</b>	<b>\$7,848,500</b>	<b>100</b>	<b>\$8,084,800</b>	<b>100</b>	<b>\$8,329,000</b>	<b>100</b>

Table 7.9 Operating Gifts and Endowments

	ACTUAL			PROJECTED		
	1999-00	2000-01	2001-02	2002-03	2003-04	
	Amount	Amount	Amount	Amount	Amount	Amount
Annual Gifts						
Operations Restricted						
Operations Unrestricted						
Endowments Exclusive of Foundation Gifts						
Foundation Gifts	\$438,470	\$439,029	\$212,649	\$181,529	\$783,529	
Plant						
<b>Total</b>	<b>438,470</b>	<b>439,029</b>	<b>212,649</b>	<b>181,529</b>	<b>783,529</b>	
Ratio of Annual Gifts to E & G	1:80	1:91	1:191	1:248	1:60	
<u>Endowment Fund Balance</u>						
Permanent						
Term						
Quasi						
<b>Total</b>						

Table 7.10 Capital Investments

	ACTUAL						PROJECTED							
	1999-00	2000-01	2001-02	2002-03	2003-04	2004-05								
	Amount	Amount	Amount	Amount	Amount	Amount								
Do Not Include														
Depreciation Expense														
Land														
Beginning Cost	\$1,032,427	\$1,038,679	\$1,038,679	\$1,038,679	\$1,038,679	\$1,038,679	\$1,038,679	\$1,038,679	\$1,038,679	\$1,038,679	\$1,038,679	\$1,038,679	\$1,038,679	\$1,038,679
Additions	6,252	0	0	0	0	0	0	0	0	0	0	0	0	0
Deductions	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Ending Cost	1,038,679	1,038,679	1,038,679	1,038,679	1,038,679	1,038,679	1,038,679	1,038,679	1,038,679	1,038,679	1,038,679	1,038,679	1,038,679	1,038,679
Buildings														
Beginning Cost	27,127,639	29,211,100	33,085,188	33,085,188	33,085,188	33,085,188	33,085,188	33,085,188	33,085,188	33,085,188	33,085,188	33,085,188	33,085,188	33,085,188
Additions	2,083,461	3,874,088	0	1,357,290	1,496,947	1,496,947	1,496,947	1,496,947	1,496,947	1,496,947	1,496,947	1,496,947	1,496,947	1,496,947
Deductions	0	0	0	0	(452,688)	(452,688)	(452,688)	(452,688)	(452,688)	(452,688)	(452,688)	(452,688)	(452,688)	(452,688)
Ending Cost	29,211,100	33,085,188	33,085,188	34,442,478	35,486,737	35,486,737	35,486,737	35,486,737	35,486,737	35,486,737	35,486,737	35,486,737	35,486,737	35,486,737
Furniture and Equipment														
Beginning Cost	4,369,634	4,766,432	4,699,920	4,418,895	4,383,895	4,383,895	4,383,895	4,383,895	4,383,895	4,383,895	4,383,895	4,383,895	4,383,895	4,383,895
Additions	509,362	142,362	153,424	205,000	370,000	370,000	370,000	370,000	370,000	370,000	370,000	370,000	370,000	370,000
Deductions	(112,564)	(208,874)	(434,449)	(240,000)	(260,000)	(260,000)	(260,000)	(260,000)	(260,000)	(260,000)	(260,000)	(260,000)	(260,000)	(260,000)
Ending Cost	4,766,432	4,699,920	4,418,895	4,383,895	4,493,895	4,493,895	4,493,895	4,493,895	4,493,895	4,493,895	4,493,895	4,493,895	4,493,895	4,493,895
Construction in Progress														
Beginning Cost	5,052,825	3,957,723	2,079,321	4,253,602	7,715,483	7,715,483	7,715,483	7,715,483	7,715,483	7,715,483	7,715,483	7,715,483	7,715,483	7,715,483
Additions	218,165	0	2,174,281	3,461,881	8,105,095	8,105,095	8,105,095	8,105,095	8,105,095	8,105,095	8,105,095	8,105,095	8,105,095	8,105,095
Deductions	(1,313,268)	(1,878,402)	0	0	(1,496,947)	(1,496,947)	(1,496,947)	(1,496,947)	(1,496,947)	(1,496,947)	(1,496,947)	(1,496,947)	(1,496,947)	(1,496,947)
Ending Cost	3,957,722	2,079,321	4,253,602	7,715,483	14,323,631	14,323,631	14,323,631	14,323,631	14,323,631	14,323,631	14,323,631	14,323,631	14,323,631	14,323,631
Debt Service														
Principal	287,084	146,703	250,360	279,378	280,156	280,156	280,156	280,156	280,156	280,156	280,156	280,156	280,156	280,156
Interest	34,765	54,834	92,647	84,029	76,168	76,168	76,168	76,168	76,168	76,168	76,168	76,168	76,168	76,168

Standard Eight

# Physical Resources



# Standard Eight

## Physical Resources

### 1.0 Introduction

Green River provides sufficient physical resources, particularly institutional facilities on and off-campus, to achieve the College mission and goals. The College designs, maintains, and manages these facilities in a functional manner for faculty, staff, administrators, and students.

The 1993 self-study highlighted the need to address deficiencies in instructional equipment and to examine class location and time scheduling processes to increase efficiency. The College has made major strides in these areas and will demonstrate substantial improvement of the physical resources and continued compliance with Standard Eight.

### 2.0 Personnel and Management of Physical Resources

The Vice President for Business Affairs (VPB) oversees Facilities. Facilities works with Curriculum Support Services (CSS), as well as Parking and Security, to manage the campus physical resources. Facilities conducts the majority of the physical plant operations

such as general maintenance, capital development, and facility operations while CSS coordinates the purchase and installation of equipment and furniture. CSS reports to the director of educational support services, who oversees all classroom design and reports to the EVP. The director of security manages campus parking and security and reports to the director of public information. Local improvement projects are coordinated through the Project Coordination Team (PCT), which is a cross-functional institutional committee comprised of representatives from Instruction, Student Services, Curriculum Support Services, Capital Projects, Facilities, Information Technology, Purchasing, and the Business Office. Figure 8.1 contains an overview of the organizational structure.

Since the last self-study, the College has restructured Facilities in order to provide better physical resource management and services to the College. The capital projects officer, a new position, now coordinates all new building and remodel projects and works with state and local entities for permitting and code needs. In addition, the manager is the key contact with

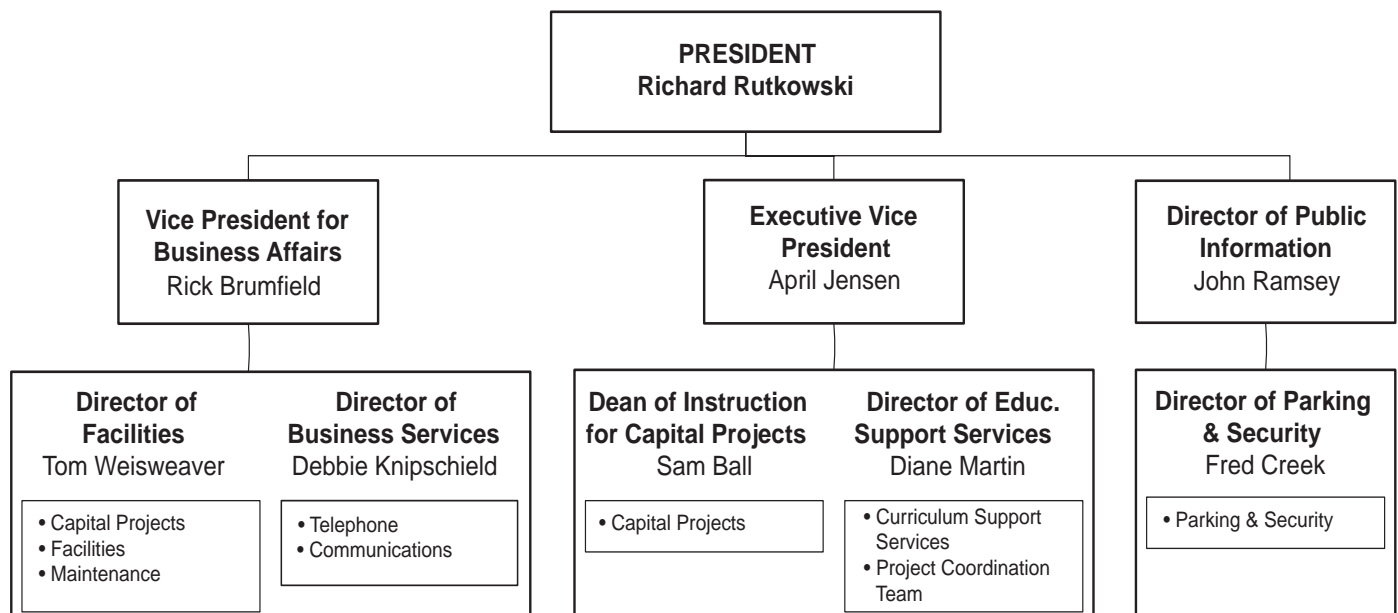


Figure 8.1 Physical Resource Management Organizational Structure

architectural, construction, and design personnel for major projects. The director of facilities supervises buildings, custodial services, facilities, grounds, and the motor pool. Individual supervisors report to the director and facilitate the work of their individual teams. The capital projects manager and individual supervisors work together and all support the director of facilities.

### 3.0 Instructional and Support Facilities

Green River provides sufficient physical resources to achieve the College mission and goals (8.A.1). The main campus consists of 38 state-owned facilities, which range in size from 400 square feet to 64,300 square feet for a total of 435,658 square feet. The buildings range from new to over 35 years in age, with the majority having been built between 1965 and 1977. The College also supports 17,458 square feet at two satellite locations in Enumclaw and Kent. The College is proactive in requesting and obtaining state approval for capital projects. Concerned about aging facilities, the College has identified those that are in need of major repair or replacement. Table 8.1 details capital projects that are currently underway at Green River.

Instructional facilities are generally adequate for the effective operation of college programs (8.A.2). The College has corrected several deficiencies on campus over the past decade. This has resulted in three new buildings (HL, IVA, IVC), one fully remodeled building (RLC), two buildings under construction (PA, IVD), and two buildings approved for either architectural design or pre-design (Technology Center and Science Building). The creation of new buildings, and the moving of certain programs, has created space that the

College can retrofit to meet other identified needs.

Facilities staff have been instrumental in the remodeling of existing spaces, while CSS staff have provided the needed design and facilitation with faculty, staff, and administration. Once staff identify a new classroom space, a room priority designation is assigned. The state capital request process typically drives room priorities for capital projects and identifies square footage shortfalls. The IC governs classroom priorities, which CSS implements. Exhibit 8.1 contains an overview of the classroom priority process.

Facilities are furnished specifically to support the work, study, and research of students, faculty, and staff (8.A.3). The College has set standards for instructional furnishings. Faculty, as well as Facilities and CSS staff, determine these standards. Classrooms are now designed with more collaborative spaces and movable furniture to accommodate a variety of teaching styles. Also, staff have selected furniture that allows for more efficient use of classroom space. Through bulk furniture orders, the College has been able to stretch its resources.

The College has upgraded some faculty offices for size, efficiency, and quantity. Green River has increased the number of faculty offices by remodeling and including offices in new building designs. Staff have directed efforts toward office furniture “built-ins” in an attempt to create spaces that are more efficient and to adapt to the technology needs of faculty. While space constraints do not allow the College to provide individual or private office space for part-time faculty, it has begun to create part-time shared office space to meet multiple faculty needs.

Table 8.1 Planned Construction Capital Projects

Building	Pre-Design	Design	Construction	Occupancy	Gross Sq Ft
Performing Arts Center	N/A	2001	2002	2003	15,564
IVD - Offices	2001	2002	2003	2003	4,400
Technology Center	2001	2002	2003	2004	31,250
Student Housing	N/A	2003	2004	2004	TBD
Science Building	2002	2003/2004	2005/2007	2007	68,239

The management, maintenance, and operation of the College's instructional facilities are adequate to ensure the quality and safety necessary to support programs and services (8.A.4). The College has made a strong effort to bring an instructional component into the remodel and refurbishing process. With guidance from the director of educational support services, the PCT assists with communication and coordination by assessing and implementing all aspects of the various facilities projects, keeping a close watch on instructional needs. The PCT mission is to accommodate the needs of the College while dealing with the changing environment relative to the construction, re-construction, and relocation impacts on the College and to implement approved plans that will reduce the interruption of services.

Green River facilities are constructed and maintained with due regard for health and safety and for access by the physically disabled (8.A.5). The College has made significant improvements in these areas over the past ten years. The two committees that address safety issues are the Safety Committee and the Emergency Operations Center (EOC). The Safety Committee meets regularly to review any safety violations or claims against the College, and to assess prevention techniques and college liabilities. It also reviews and updates emergency procedure information which is well documented and is available on the Intranet and in every building. The EOC was established to protect students and employees and to minimize property damage. The EOC is led by the director of public information and members include the president and the vice presidents. It is the official body designed to deal with emergencies or disasters. When a crisis occurs, the EOC is activated and information is gathered. Decisions are then made and communicated. Recent events in which the EOC was activated included a severe windstorm, a bomb threat, and an earthquake.

All new construction and remodels must comply with the Americans with Disabilities Act (ADA). The College has completed a variety of remodels and retrofits over the past decade to address ADA compliance issues. Examples include the installation of handicap bathroom stalls and push button doors and ramps for building entrance, as well as the addition of handicap parking spaces. College physical access concerns are regularly addressed through the ADA Committee.

Facilities at the Center at Enumclaw and Skillstream are appropriate to the programs offered (8.A.6). The facility in Enumclaw is owned by the Foundation and leased by the College. The College also leases space from Kent Business Campus Investments to support the Skillstream operation. An administrator is assigned the responsibility of site management for each location. The administrator, with assistance of program faculty and staff, assesses the site for program readiness. At the Center at Enumclaw, maintenance and facility management is the responsibility of Facilities, while center staff perform general custodial services. The Skillstream facility is supported by contracted maintenance and custodial services through the lease agreement. Special capital improvements and remodels at satellite locations often involve coordination and participation of Facilities, Information Technology, and the Business Office.

The College also uses schools, community centers, and clinics throughout the local community to deliver parts of its educational program. Examples of the types of activities at these facilities include parent-child education, health occupations fieldwork and clinic experience, and various Continuing Education courses. These sites are appropriate for educational purposes and the facilities meet college standards (8.A.7). Affiliation agreements for clinical and childcare sites are submitted to the appropriate dean and are kept on file in the Business Office. Exhibit 8.2 contains a list of the current affiliation agreements.

### 3.1 Analysis and Appraisal

NASCU noted efficient classroom scheduling as a deficiency in the 1993 self-study. The College addressed this deficiency in several creative ways including: scheduling the instructional day to begin at 7 a.m. rather than 8 a.m.; scheduling classes during the noon hour, which was previously restricted; implementing distance education options; piloting a four day class week in the Business Division; revamping evening class selections and times; examining a weekend format; creating additional classroom spaces; and offering block scheduled classes during afternoon hours.

The College has also been proactive in reviewing its classroom scheduling practices with room utilization being a primary concern. Faculty make requests for the



location at which they would like to conduct their classes. Their colleagues, division chair, and dean then review these requests and forward a final recommendation to CSS. Based on the established IC scheduling criteria, room priority listings, and classroom availability, CSS staff determine if time conflicts exist and recommends corrective action. The IC recently determined that its scheduling time criteria was outdated and assigned a faculty subcommittee the task of reviewing scheduling options. Exhibit 8.3 contains the IC scheduling time criteria and room usage report.

Table 8.2 shows the number of class sections held on campus by hour and day. Due to additional classrooms, as well as better classroom scheduling practices, the College has been able to increase the number of sections offered.

Due to the age and low-cost construction of many of the buildings, several have reached their life cycle and are candidates for renovation and/or replacement. There is an urgent need to address the deteriorating condition of the original Science and Technology complex, constructed in 1966. The classroom complex is experiencing severe mechanical, electrical, and HVAC failures. These facilities are no longer adequate to support the technology that is required for new and revised program curriculum. As previously discussed, the College is working on the development of two new facilities to address this issue. Although both buildings are in the state capital pipeline, the College must

continue to work with the SBCTC and state legislature to ensure future funding for construction.

Over the past few years, there has been an increase in the number of requests for refurbishments, which has been especially difficult to meet, given the ongoing construction planning. As a result, there is a greater demand on staff time and funding which makes it difficult to meet needs and to communicate with all the stakeholders about particular projects. In addition, with the rapid growth in square footage, it has been difficult to keep pace with maintenance staffing needs.

**Strengths:**

- The PCT has facilitated greater communication among project stakeholders, as well as ensured an orderly process for meeting as many student, faculty, and staff needs as possible.
- The College has been proactive in searching out necessary monies to fund capital projects.

**Challenges:**

- While improvements have been made, there continues to be a shortage of space for classrooms, faculty offices, and storage due to steady increases in student enrollment.
- The extensive use of current facilities reduces the amount of time facilities are vacant, which causes problems when staff need to perform necessary maintenance services.

Table 8.2 Room Utilization (Fall 2002)

	7-8 a.m.	8-9 a.m.	9-10 a.m.	10-11 a.m.	11 a.m.- 12 p.m.	12-1 p.m.	1-2 p.m.	2-5 p.m.	5-10 p.m.	Total
Monday	25	85	96	91	93	53	72	70	69	654
Tuesday	23	78	88	89	92	52	65	58	63	608
Wednesday	25	85	92	90	92	44	66	57	61	612
Thursday	23	80	88	89	90	53	68	60	62	613
Friday	21	73	81	78	73	36	49	31	1	443
Weekend	0	3	5	5	5	3	3	3	0	27
Total	117	404	450	442	445	241	323	279	256	

**Improvement Plans:**

- The College will continue to include faculty offices in new facility designs and enlarge smaller faculty offices to provide more square footage.
- The College will continue to seek space for shared part-time faculty offices.
- Staff will develop a plan to relocate classes for a one or two day period during extensive maintenance times.
- The College will further assess the staffing levels for maintenance services and determine alternate ways to meet maintenance needs.

**4.0 Equipment and Materials**

Faculty and staff regularly assess their equipment and materials needs. Any general needs are included in department or division general budget allocations and additional needs are requested through the annual budget development process. The total amount of dollars spent annually on equipment during the past five years, as seen in Table 8.3, has fluctuated depending on the College’s financial situation. While the amount permanently allocated in the operating budget is low, the College has spent considerably more on equipment by using staff turnover savings and capital project funds. The College also has an annual budget of \$51,000 for instructional equipment repair. This money covers the cost of unanticipated repair of instructional items and allows the College to respond quickly to emergency needs.

The College provides suitable equipment that is readily accessible to meet educational needs (8.B.1). Instructional equipment requests are an integral part of the budget and planning processes discussed in Standards One and Seven. Faculty determine equipment needs and submit them to their divisions for review. Each division prioritizes the requests and sends a ranked list to the IC. Once the IC processes all division priorities, it sends a further prioritized list of recommendations to the EVP. Once the College budget has been finalized, EVP staff facilitate the purchase of the designated items.

Equipment is maintained and is inventoried, controlled, and replaced or upgraded as needed (8.B.2). Green River regularly conducts inventories and maintains a database in the Business Office of all institutional equipment (Exhibit 8.4). The inventory is verified on an annual basis and the mail room (shipping and receiving) provides information on newly obtained articles and tags them appropriately.

CSS performs an annual inventory of classrooms including equipment, furniture, and classroom design. As part of this inventory, staff check for classroom flaws and forward a “fix” list to the PCT. Staff also maintain an online inventory system that contains an itemized list of the contents of the room, room photo, room capacity, room scheduling priority, room type, etc. (Exhibit 8.5). This searchable database provides faculty, division chairs, and deans with information to assist them in the selection of a classroom for instructional scheduling purposes as well as for short and long-range planning.

Table 8.3 General Fund Equipment Expenditures

<b>Fiscal Year</b>	<b>Permanent Budget (All sources – operating and capital)</b>	<b>Total Budget (Temporary &amp; permanent - all sources)</b>	<b>Expenditures</b>
97-98	\$ 438,665	\$ 647,311	\$3,345,629
98-99	361,085	1,071,006	2,640,989
99-00	1,912,910	2,375,673	2,836,419
00-01	3,976,178	4,443,793	2,667,621
01-02	339,332	524,676	3,429,480

The Instructional Technology Committee, previously discussed in Standard Five, Part 2, Section 6.0, was founded to ensure that faculty play a role in the decision-making process regarding classroom equipment. Although the focus is often on computer equipment needs, the overall scope involves all classroom technology such as projection systems, overhead projectors, audio and visual needs, and specialized equipment. The committee will create and recommend an up-to-date, sustainable instructional technology plan to IT, which will enable the College to enhance current and future instructional programs. IT staff routinely evaluate instructional computer labs and prioritizes them for replacement. The Instructional Technology Committee reviews IT staff assessments of computer needs and makes recommendations for replacement to the IC.

The College follows all state procedures regarding the use, storage, and disposal of hazardous materials (8.B.3). Hazardous materials management and personal protection training are part of the educational programs where applicable. Each department follows college guidelines established by the director of security. The director also inspects all departments that handle hazardous materials. Over the past ten years, the College has reduced its inventory of hazardous materials and has strengthened guidelines governing disposal. A state mandate requires the College to file a dangerous waste annual report verification form classifying all hazardous materials usage and disposal quantities. Exhibit 8.6 contains the current hazardous waste inspection guidelines and the most recent dangerous waste verification form.

#### 4.1 Analysis and Appraisal

The College general fund budget does not cover all equipment needs, which means the College has had to identify creative ways to supplement the budget. The College has placed emphasis on standardizing equipment specifications and using lease or group purchasing for equipment acquisition. This has significantly benefited the College as these savings have allowed the purchase of additional equipment. The College continuously seeks supplemental equipment funds. Table 8.4 provides an overview of some of the alternate funding practices employed by the College.

The process of tagging and moving equipment has been tightened over the past two years and the purchasing

manager continues to evaluate the process for effectiveness. In fall 2001, the College purchased a barcode inventory system with the intent to merge the two inventory processes into one database to provide a faster method of inventory control. The initial programming of the system has been time consuming, but was completed in 2002. Staff from the Business Office, CSS, IT, and the mail room worked together to implement this new system.

#### Strengths:

- The Green River Community College Foundation has been very helpful in assisting the College with its unmet equipment needs.
- The College is proactive in seeking additional funding sources for equipment.

#### Challenges:

- It has been difficult to upgrade equipment specifications to keep up with current technology.
- Equipment funding continues to be a concern especially in light of the current state budget outlook.

#### Improvement Plan:

- The College will examine the general fund budget as well as outside funding options to acquire additional resources for equipment.

### 5.0 Physical Resource Planning

The College bases physical resource planning on its mission and goals. The facilities master plan is consistent with the mission and it is updated on an on-going basis (8.C.1). The SBCTC require a Capital Analysis Model (CAM) and Facilities and Equipment (FAE) analysis each year (Exhibit 8.7). It includes a formal “walk-through” with SBCTC staff to assess the facilities for age of buildings, appropriate use of space, and useful life of the building.

In addition to the CAM and FAE analyses, the College has been in the process of creating a more comprehensive facilities master plan. The director of facilities and the dean of instruction for capital projects are heading this project. The master plan is a living document that contains the most comprehensive collection of data regarding Green River facilities. It also establishes the future direction of the College regarding facilities development and renovation based on identified instructional and other college needs.

Table 8.4 Alternative Funding Practices to Acquire Equipment

Method	Description
Fundraising	The Green River Community College Foundation provides an ongoing fundraising campaign for instructional equipment that includes a payroll deduction option for staff and faculty. The Foundation also solicits donations from community members and local businesses to fund remaining equipment needs.
Technology and Equipment Endowment	The Foundation facilitated the creation of a long-term financial security, technology and equipment endowment—a \$200,000 annuity that comes due in 2009. It will provide about \$20,000 per year.
Remodel and New Structure Planning	Remodels or new structures are planned to include as much furniture and equipment as possible within the capital budget request and allocation.
Technology Fee	The College collects a student-imposed technology fee to ensure that updated technology and resources are available in the Holman Library Information Commons.
NSF Grant Project Teach Lab	Recent National Science Foundation grant funding included a computer lab for the Science Division.
Boeing Donations	Computer donations from Boeing have allowed the College to add computer labs or update equipment in existing labs.
Microsoft Donations	Microsoft has donated needed software for computer labs, staff computers, and student usage.
Co-op Fees	Additional course fees are assessed on equipment intensive courses to help cover costs.
Lease Purchases	State lease programs allow for purchase of large equipment pieces with payment-over-time options.

Exhibit 8.8 contains the facilities master plan. The Facilities Master Plan Ad Hoc Committee will review this information and use it for college facilities decision-making purposes.

The College facilities planning processes include plans for the acquisition and allocation of capital and operating funds (8.C.2). Capital requests are submitted to the SBCTC who prioritizes all Washington requests and makes a formal budget request to the state legislature on behalf of the community college system. Each major capital project goes through a pre-design, design, and construction funding cycle that typically takes six to ten years from start to completion.

The Board of Trustees and various constituent groups are involved in facilities planning processes (8.C.4). The pre-design phase of instructional facilities involves faculty and instructional administrators who, working with Facilities, communicate the needs of the College to the architects. The College currently has two groups operating to design the Technology Center and the

Science Building. Staff are working to ensure that the two buildings will meet current needs and accommodate program expansion over the next five years. The president and staff also regularly communicate with the Board regarding capital projects, from pre-design through construction, and the Board approves all capital project budget requests.

In addition to the groups previously described, the instructional deans meet with their divisions to determine facility needs each year. The deans prioritize capital project requests and forward them to the IC for further discussion. The list of capital needs is then recommended to the EVP who presents these ideas to the Cabinet. This information is also submitted to the Facilities Master Plan Ad Hoc Committee. To facilitate a more comprehensive and long-term direction for instruction, the EVP is leading a process to develop an instructional plan. The development of this plan started in AY 01-02 with completion expected by AY 03-04. This plan will help to ensure that instruction has a

strong voice in identifying current and future facilities needs.

College physical resource planning also addresses access issues and provides for appropriate security (8.C.3). The College has recently strengthened its ADA Committee. The committee identifies obstacles that limit the accessibility of college programs, services, or activities for people with disabilities. It strives to prioritize and schedule appropriate access modifications and acts as advisory support to Disability Support Services. ADA standards are priorities during remodel and new construction design. CSS adheres to reasonable accommodation standards and publishes these guidelines on the PCT Web site. In addition, Facilities staff regularly check for access issues and provides a cross check on design problems.

The College provides for appropriate security arrangements (8.C.3) as described more fully in Standard Three, Section 3.0. Security personnel are available 24 hours a day, seven days per week. Security officers are given 16 hours of initial training and are required to attend eight hours of training as specified by the contract provider. Officers are also required to have CPR/first aid and flagger training. Various WAC rules and regulations govern access to campus, safety, and security and are outlined in the student handbook (Appendix 3.3).

### 5.1 Analysis and Appraisal

Green River has been strategic in posturing itself (through planning, documentation of need, and resourcefulness) to acquire state funding for several capital projects over the past decade. In addition, funds raised through International Programs and the Foundation have assisted the College with additional capital needs. As a result, the College has been able to construct new or acquire existing facilities outside the state capital request process. Exhibit 8.9 contains a description of all capital projects since the last self-study along with the funding source for each.

Over the past decade, the College has been successful in planning and acquiring state funding for capital projects. When unsuccessful, the Foundation has

stepped forward to develop and implement creative financing models. This, along with an effective president who is very active in legislative interaction, has enabled the College to obtain additional instructional facilities as well as updated facilities.

The development of the facilities master plan and the instructional plan will continue to be beneficial to the College. These processes allow for more awareness of capital planning and for increased participation in the capital decision-making processes. Finally, more needs will be met by closely linking the strategic, instructional, and master plans.

Several thefts of classroom equipment have led to discussions about classroom security. Through a security review, the College determined that its method for issuing and tracking key authorizations was antiquated. Currently, there are 100 master keys issued and it becomes difficult to maintain a secure campus with unlimited access by a high number of individuals. The current paper tracking system does not allow for easy retrieval of data or reports to assist with an internal auditing process. Ongoing discussions and software product searches are underway to remedy this problem.

#### **Strength:**

- The College is aggressive in pursuing capital funding.

#### **Challenges:**

- The ADA Committee receives feedback from state and local assessments that are not routinely shared with the PCT.
- The current key authorization system is antiquated and needs to be automated for security purposes.

#### **Improvement Plans:**

- LSC and Facilities staff will participate on the ADA Committee in an effort to improve communication.
- The College will transition the key checkout process from Facilities to Parking and Security who will automate and oversee the new system.

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**List of Exhibits**

- 8.1 Classroom Priority Process
- 8.2 Current Affiliation Agreements
- 8.3 IC Scheduling Time Criteria and Room Usage Report
- 8.4 Equipment Inventory
- 8.5 Classroom Inventory
- 8.6 Hazardous Waste Inspection Guidelines and Dangerous Waste Annual Report Verification Form
- 8.7 Capital Analysis Model and Facilities and Equipment Analysis
- 8.8 Facilities Master Plan
- 8.9 Capital Projects Summary (1993-2005)

**Standard Eight Participation**

Leadership:

Diane Martin, Director of Educational Support Services

Tom Weisweaver, Director of Facilities

Participation:

Karen Bakken, Office Assistant

Sam Ball, Dean of Instruction for Capital Projects

Stefanie Chapman, Program Coordinator

Fred Creek, Director of Security

Joanne Martin, Disability Support Services Coordinator

Jim Prigger, Maintenance Construction Coordinator

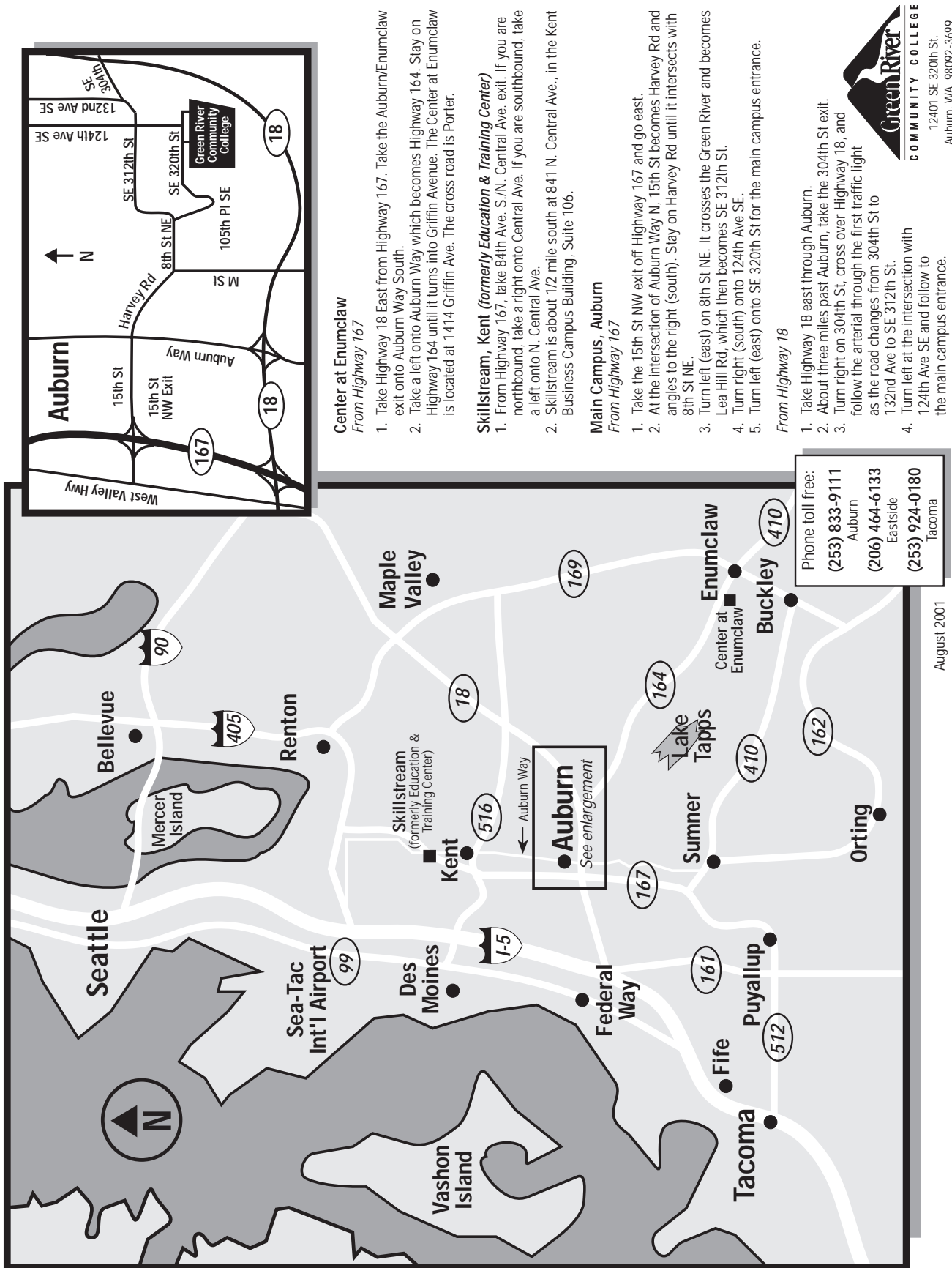
John Ramsey, Director of Public Information

Darla Schutten, Fiscal Support Specialist

Socorro Trapp, Program Support Supervisor

Project Coordination Team





**Center at Enumclaw**

From Highway 167

1. Take Highway 18 East from Highway 167. Take the Auburn/Enumclaw exit onto Auburn Way South.
2. Take a left onto Auburn Way which becomes Highway 164. Stay on Highway 164 until it turns into Griffin Avenue. The center at Enumclaw is located at 1414 Griffin Ave. The cross road is Porter.

**Skillstream, Kent (formerly Education & Training Center)**

1. From Highway 167, take 84th Ave. S./N. Central Ave. exit. If you are northbound, take a right onto Central Ave. if you are southbound, take a left onto N. Central Ave.
2. Skillstream is about 1/2 mile south at 841 N. Central Ave., in the Kent Business Campus Building, Suite 106.

**Main Campus, Auburn**

From Highway 167

1. Take the 15th St NW exit off Highway 167 and go east.
2. At the intersection of Auburn Way N, 15th St becomes Harvey Rd and angles to the right (south). Stay on Harvey Rd until it intersects with 8th St NE.
3. Turn left (east) on 8th St NE. It crosses the Green River and becomes Lea Hill Rd, which then becomes SE 312th St.
4. Turn right (south) onto 124th Ave SE.
5. Turn left (east) onto SE 320th St for the main campus entrance.

From Highway 18

1. Take Highway 18 east through Auburn.
2. About three miles past Auburn, take the 304th St exit.
3. Turn right on 304th St, cross over Highway 18, and follow the arterial through the first traffic light as the road changes from 304th St to 132nd Ave to SE 312th St.
4. Turn left at the intersection with 124th Ave SE and follow to the main campus entrance.



August 2001

Figure 8.3 Regional Map





Standard Nine

# Institutional Integrity



## Standard Nine

### Institutional Integrity

#### 1.0 Introduction

Green River is committed to integrity and high ethical standards in its representation to constituencies and the public, and adheres to state and federal laws that regulate such issues. As stated by President Richard Rutkowski in a letter accompanying the publication of the Green River Ethics Policy, “As state employees, we hold the public’s trust to fulfill our responsibilities at work with honesty and integrity.” In addition, the College’s institutional policies and procedures provide specific guidance and authority in these areas.

Green River recognizes its responsibility to strive toward adhering to “the highest ethical standards in its representation to its constituencies and the public; in its teaching, scholarship, and service; in its treatment of its students, faculty and staff; and in its relationship with regulatory and accrediting agencies.” The College constantly works toward fulfilling its duty as a public educational institution to provide a safe climate in which all its constituents may examine ideas, work toward individual growth and development, and communicate with others. The College holds as core principles the notions of accountability, support of innovation, and respecting the worth and dignity of the individual, and regularly evaluates and revises its policies, publications, and procedures to ensure integrity in every aspect of the institution. In accordance with state guidelines, the College’s ethics policy defines and prohibits conflict of interest on the part of all college community members including the Board of Trustees, administrators, faculty, and staff. In addition, the Negotiated Agreement between the United Faculty and the College outlines a clear commitment to the free pursuit of knowledge (Policy 9.1).

#### 2.0 Institutional Integrity

##### 2.1 Adherence to High Ethical Standards

Green River adheres to high ethical standards (9.A.1). The College is in compliance with the Whistleblowers Act, Washington Administrative Code, Revised Code of Washington, Family Educational Rights and Privacy

Act, and the Office of the State Auditor rules and regulations. The College, in its entirety, advocates high ethical standards as exemplified through its mission statement, published values and goals, employee contracts, and publications (Appendices 1.1, 2.1, 3.3, 4.1, Exhibit 6.9).

In summer 2001, the College adapted the Washington Ethics Law and created a college-specific ethics policy, outlining the ethical expectations for all faculty, staff, and administrators (Exhibit 9.1). In addition to being invited to attend an information session, all employees received a printed copy of the policy. The College also held a follow-up training session in consultation with Washington Executive Ethics Board staff to answer employee questions and concerns.

Under directive from the Office of Financial Management, the College must conduct a risk assessment annually (Exhibit 7.9). Each department that handles cash or has substantial assets participates in this assessment, which includes a review of internal controls, department policies and procedures, and the ethics policy.

##### 2.2 Policies and Procedures

The College regularly evaluates and revises its publications and policies in order to ensure integrity (9.A.2). After much deliberation and research, the College created an Intranet, a restricted access Web for faculty and staff, which facilitated a great expansion of communication between all members of the college community. The construction of this site permitted each department and division to post relevant policies, procedures, standards, and general information. It is through this vehicle that the College at large has immediate access to a list of meetings, and minutes of those meetings, held by the Board of Trustees.

In spring 2001, the College began a process to review and revise the Washington Administrative Code (WAC), section 132J. The president appointed a rules coordinator to oversee the review and revision process, act as the College resource person, and serve as a

liaison with the state Code Reviser and Attorney General's office. Chapters 132J-116 traffic and parking rules and regulations; 132J-125 rules of student conduct; 132J-141 prohibited activities; 132J-160 refund of tuition and special course/program connected fees; 132J-164 Buckley Family Educational Rights and Privacy Act policy; and 132J-276 public records are being revised with a scheduled completion date for fall 2003. The process for revising the WAC is regulated by the state legislature.

During fall 2001, the College began the development of a policies and procedures database to facilitate better coordination and to make all policies and procedures more readily available to employees. Many policies are now housed electronically, negating the need to visit each department or division site to view particular policies (Exhibit 6.8).

Because of what is referred to as the "criminal justice lawsuit," settled in fall 2000, in which seven students claimed that they had been misinformed with regard to the Law Enforcement program, the College created a new publications procedure in summer 2001 (Exhibit 9.2). This situation raised awareness both here and at other community and technical colleges that a more stringent review process needed to be applied to both publications and verbal advising. The new procedure outlines the steps that are now taken at all levels of publication production, from initiation through printing, to ensure that students and the community are made aware of the facts of the programs and services offered by Green River. To ensure accuracy and consistency, the appropriate dean or director must approve all publications of an informational, promotional, or curricular nature.

### 2.3 Accurate Representation

The traditional modes of communication with the public, including the catalog, brochures, newsletters, the *Report to the Community*, and other publications are produced under the careful supervision of the publications manager. These products used to be produced under the director of public information who is now responsible for outside media, including public statements to the press, advertising, and the Web. The Publications Office now handles all print publications, excluding student written and graphic publications. All publications are professionally crafted to reflect both

the College mission and goals and those of the various departments and divisions. The catalog and the viewbook are revised every other year, and the program information guides, yearly. Other institutional publications include quarterly class schedules and the student handbook (Appendices 2.1, 3.3).

The College also uses electronic publishing to communicate with the public. The main Web site, [www.greenriver.edu](http://www.greenriver.edu), serves as a marketing tool and information source to keep potential and current students, staff, and community members informed of changes to programs and services (9.A.3).

The Public Information Office is the contact point for media requests and public records requests. The director of public information is the official college spokesperson. All requests are handled in a timely manner and involve collaboration with appropriate administrators and faculty to ensure that official statements are accurate. The College has a procedure regarding requests for public records (WAC 132J-276) and strictly follows the Open Public Records Act (RCW 42.17) to provide requested information in an accurate and timely manner (Exhibit 9.3). As a state agency, Green River supports the philosophy of public accountability and is likewise supportive of efforts to be accessible to the media.

### 2.4 Conflict of Interest

The College defines and prohibits conflict of interest by the Board of Trustees, administrators, faculty and staff (9.A.4). These restrictions can be found in several publications including the Negotiated Agreement, classified staff contract, WAC rules, ethics policy, and the Public Disclosure Law (Appendix 4.1, Exhibits 6.8, 6.9, 9.1).

### 2.5 Academic Freedom

Green River is strongly committed to the free pursuit and dissemination of knowledge. As is stated in the Negotiated Agreement (Appendix 4.1), "This institution is based on the illimitable freedom of the human mind. Here, we are not afraid to follow truth wherever it may lead, nor to tolerate error so long as reason is left free to combat it." This same contract spells out all areas of academic freedom, including classroom freedom, the ban of censorship of the library collection, and freedom of association. The faculty contract at Green River is

unique to the extent to which it specifies academic freedom (9.A.5, Policy 9.1).

### 3.0 Analysis and Appraisal

Approximately 67% of employees responding to the 2001 Employee Survey (Exhibit 1.6) agreed that the College as a whole subscribes to high ethical standards. Participants, during follow-up interviews with faculty and staff (Exhibit 9.4), said that if the administration could explain the rationale for important decisions at the outset, there would be less speculation about the administration’s motives and intentions. Also, whenever the administration makes decisions affecting employees, they should first ensure that these decisions comply with the College’s ethical standards, and then communicate the decisions openly to faculty and staff. Employees noted that when the administration communicates with employees regularly and delivers the same message to everyone in the same way, employees are satisfied.

Sixty-two percent of employees agreed that policies and procedures are readily accessible to employees. However, the percentage that said that employees understood these policies and procedures was only 27%. The College’s response to this apparent lack of understanding has been to continue to release information in three modes: Intranet, all college e-mail,

and print publications mailed to all staff, faculty, and administration. During follow-up interviews (Exhibit 9.4), some employees had a common understanding of the policies and procedures database, but were uncertain about what policies applied to them, the administration or both. There was also the perception that policies were not consistently enforced.

When questioned about academic freedom, responses differed depending on how long a faculty member had been employed at the College. While most faculty said they enjoyed academic freedom, some believed that those not tenured might be more careful giving opinions about controversial issues. The results of the Employee Survey (Table 9.1) showed a marked increase in the perception of freedoms in those faculty responding who had been here six years or more, compared to those who had been employed five years or fewer and presumably still undergoing the tenure process or are newly tenured.

Two student focus groups were held during winter 2002 with both academic and professional/technical students (Exhibit 9.4). The students were asked to respond to questions derived from the Employee Survey. The goal was to determine whether students thought the College accurately represents itself to students and the public. Students responded that while the College as a whole had high ethical standards, they perceived that some departments were not as straightforward in their

Table 9.1 Employee Survey Results—Free Pursuit and Dissemination of Knowledge (Faculty Responses)

Question	% Disagree	% Neutral	% Agree
Employees are free to discuss diverse opinions. Employed 5 years or fewer Employed 6 years or more	22% 7%	22% 18%	56% 75%
Employees are free to examine, test, and disseminate knowledge in their area/s of expertise. Employed 5 years or fewer Employed 6 years or more	7% 7%	18% 7%	75% 86%
Administration supports its employees when they act consistent with the stated academic freedom policy. Employed 5 years or fewer Employed 6 years or more	12% 4%	46% 46%	42% 50%

dealings with students. In particular, students reported they often received inaccurate advising information causing them to prolong their studies unnecessarily. The College believes this student concern is not an ethical one, but rather illustrates the need for constant communication between staff and students regarding program of study requirements. Further information regarding advising can be found in Standard Three, Section 5.2, and Standard Four, Section 3.0.

**Strengths:**

- The College adheres to state and federal laws and regulations.
- The College provides an atmosphere of academic freedom so that students, faculty, and all those who use the College are free to learn and explore ideas.
- The College has made multiple improvements in its modes of college-wide communication.
- The College has used past challenges to discover new and innovative methods for creating and disseminating policies and publications.

**Challenges:**

- Lack of information about action taken or not taken is sometimes perceived as a lack of ethics even when nothing unethical has occurred.
- Although there are various modes of college-wide communication, some faculty, staff, and students do not believe they have adequate information about key decisions.

**Improvement Plans:**

- The College will continue to strive for better communication, particularly between administrators and staff. When the administration takes action, employees will be informed. There will also be more open meetings where employees can ask questions.
- The College will continue to record and make public all policies and procedures.
- The College will offer more training sessions to ensure that policies and procedures are clearly understood.
- The College will continue to be proactive with problems to ensure that the College's constituencies—as a whole—feel that the College is making ethical decisions.

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**List of Exhibits**

- 9.1 College Ethics Policy
- 9.2 Publications Procedure
- 9.3 Requests for Public Records & Open Public Records Act
- 9.4 Follow-up Interviews & Focus Group Summary

**Standard Nine Participation**

Leadership:

Vivette Beuster, IESL Faculty

Darcie Langone, Information Specialist III

Participation:

April Jensen, Executive Vice President

Erika Prager, Director of Institutional Effectiveness

President's Cabinet

College Administrators

Board of Trustees

Green River Students

Full and Part-time Faculty (Various Divisions)

Staff (Various Departments)

# Appendices



Full-Time Faculty Teaching Assignments

<b>Name</b>	<b>Teaching Assignment</b>
<b>Fine Arts Division</b>	
Cindy Small	Art
Gary Oliveira	Art
Gary Taylor	Drama
John Knowlton	Journalism
Patrick Navin	Photography
Pat Thompson	Music
Ron Bayer	Music
Vacant Position	Art
<b>Mathematics Division</b>	
Christie Gilliland	Mathematics
David Nelson	Mathematics
Donnie Hallstone	Mathematics
Frank Wilson	Mathematics
Joyce Hammer	Mathematics
Keith Alford	Mathematics
Laura Moore-Mueller	Mathematics
Laura Rock	Mathematics
Pam Reising	Mathematics
Rochelle Mitchell	Mathematics
Steve Kinholt	Mathematics
Steven Black	Mathematics
<b>Social Science Division</b>	
Bruce Haulman	History
Carsh Wilturner	Psychology
Jerry Marshall	Psychology
John Bush	Behavioral Science
Kat Warner	Sociology
Lloyd Jansen	Political Science
Louise Hull	Sociology
Marianne Jacobs	Anthropology
Michelle Marshman	History
Rawhide Papritz	Geography
Rick Ferro	Anthropology
Bob Brehm	Behavioral Science
Steve Christiansen	Criminal Justice
Vacant Position	Economics
Vacant Position	History
<b>English Division</b>	
Andy Anderson	English
Brad Johnson	English
Carol Perdue	Reading/Study Skills
Eric Nelson	English
Harry Rosemond	Reading/Study Skills
Hank Galmish	English
Jim Wood	English
Jaeney Hoene	English



Full-Time Faculty Teaching Assignments

<b>Name</b>	<b>Teaching Assignment</b>
<b>Humanities Division</b>	
Brenda Philip	Library (Non-Teaching)
Jeff Clausen	Philosophy
Kate Katims	Speech Communication
Kathleen Loucks	Speech Communication
Lee Semsen	Library (Non-Teaching)
Marisela Fleites-Lear	Foreign Languages
Marji MacKenzie	Library (Non-Teaching)
Rainer Dirks	Foreign Languages
Sandy Johanson	Philosophy
Ted Broussard	Counseling/Guidance (Non-Teaching)
William Scott	Speech Communication
<b>Science Division</b>	
Ajay Narayanan	Physics
Dave Mullet	Anatomy & Physiology/Microbiology
Diane Pelletier	Anatomy & Physiology
Jay Mueller	Chemistry
Keith Clay	Physics
Ken Marr	Biology/Chemistry
Mary Jo Adams	Water/Wastewater Technology
Mary Whitfield	Chemistry
Michael McVay	Biology/Environmental Science
Bob Filson	Geology
Roger Knutsen	Chemistry
Vacant Position	Biology
Vacant Position	Geophysics
<b>Business Division</b>	
Bill Jackson	Business Management
Frank Primiani	Business Law
Jan Mardon	Accounting
Jenny Rockl	Cashier/Checker Training
Joyce Strain	Business Education
Judy Duthie	Business Education
Judy Nordyke	Business Education
Lori Rapozo	Computer Reporting Technologies
Mark Blaisdell	Business Administration/Economics
Bud Shafer	Business Education
Sidney Weldele-Wallace	Computer Reporting Technologies
Steve Sauers	Business Education
Susan Davis	Accounting
Vic Rafanelli	Business Management
<b>Health Science &amp; Family Studies Division</b>	
Barbara Brucker	Physical Therapist Assistant
Diana Holz	Early Childhood Education
Elke Palmer	Practical Nursing
Julia Short	Practical Nursing
Leslie Kessler	Parent Education/Early Childhood Ed.
Mickie Hucke	Physical Therapist Assistant
Noel Hepler	Occupational Therapy Assistant
Vacant Position	Occupational Therapy Assistant

Full-Time Faculty Teaching Assignments

Name	Teaching Assignment
<b>Technology Division</b>	
Felix Serna	Design Technology
George Comollo	Aviation
Gus Gomez	Computer Information Technology
Janet Hannan	Engineering
Jeff McCauley	Engineering
John Robin Dinnis	Aviation
Marc Gottshall	Computer Information Technology
Mel Gomez	Electronics
Mike Ferrell	Computer Information Technology
Dick Hopkins	Natural Resources
Rob Sjogren	Natural Resources
Terry Waagan	Design Technology
Vacant Position	Electronics
Vacant Position	Geographic Information Systems
<b>Trades Division</b>	
Jack Danielson	Welding
Charles Lenegar	Manufacturing Technology
Dan Sorensen	Automotive Technology
Glen Martin	Carpentry Technology
Karl Hoffman	Automotive Technology
Mark Millbauer	Auto Body Technology
Scott Schreiber	Welding
Tom Tagliente	Manufacturing Technology
<b>L.A.W. Division</b>	
Anita Behrbaum	Health & Physical Education
Carol Franklin	Adult Basic Education/GED
Catherine Cantrell	Adult Basic Education/GED
Catherine Duva	English as a Second Language
Jean Jewell	English as a Second Language
John Avery	English as a Second Language
Julie Barclay	English as a Second Language
Lotus	High School Completion
Mike Behrbaum	Health & Physical Education
<b>Intensive English as a Second Language Program</b>	
Gary Peitsch	Intensive English as a Second Language
Susan Batchelor	Intensive English as a Second Language
Vivette Beuster	Intensive English as a Second Language
Vacant	Intensive English as a Second Language
Vacant	Intensive English as a Second Language

Summary of Student Characteristics (as of Fall Quarter 2002)

Headcount	9,024	
FTEs <sup>1</sup>	5,435	
Full-time	5,537	61%
Part-time	3,487	39%
Male	3,773	42%
Female	5,235	58%
Median Age	24	
Multicultural Enrollment <sup>2</sup>	1,666	22%
International Student Enrollment	413	5%
Student Type <sup>3</sup>		
Academic	2,920	54%
Professional/Technical	1,039	19%
Basic Skills & Developmental	1,398	26%
Other	78	1%
Degrees Awarded <sup>4</sup>		
Associate in Arts	596	
Associate of Science	15	
Associate Pre-Professional	18	
Associate in Applied Arts	94	
Associate in Applied Science	72	
Certificates	825	
Graduation/Completion Rate <sup>5</sup>		26%
Transfer Rate		24%

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<sup>1</sup> FTE—equivalent to one student enrolled for 15 credits in a given quarter.

<sup>2</sup> Excludes international students and students not reporting race or ethnic background.

<sup>3</sup> Student Type is reported in FTEs.

<sup>4</sup> Number of degrees awarded for academic year 01-02.

<sup>5</sup> Graduation and transfer rates are based on the 1998 cohort of full-time, first-time, degree-seeking students who enrolled in Fall 1998.

Graduation Rate

1999 Graduation Rate Survey (GRS-2)

Section III

Full-time, First-time Degree/Certificate-Seeking Students

Unit ID 235343

Line	Description	Nonresident alien		Black, non-Hispanic		American Indian or Alaskan Native		Asian or Pacific Islander		Hispanic		White, non-Hispanic		Race/ethnicity unknown		TOTAL ALL STUDENTS	
		Men (1)	Women (2)	Men (3)	Women (4)	Men (5)	Women (6)	Men (7)	Women (8)	Men (9)	Women (10)	Men (11)	Women (12)	Men (13)	Women (14)	Men (15)	Women (16)
		5	1	9	5	2	4	22	10	12	15	250	240	10	8	310	283
Line 10	Initial Full-Time Cohort	310	283	593													593
Line 11	Completers with Exit_cd "3", "4"	0	0	0	0	0	0	0	0	1	2	2	0	0	2	3	5
Line 11A	Completed in 150% of normal time	0	0	0	0	0	0	0	0	1	2	2	0	0	2	3	5
Line 12	Completers with Exit_cd "1", "2", "5"	1	1	0	0	1	0	4	3	3	60	79	2	0	71	86	157
Line 12A	Completed in 150% of normal time	1	1	0	0	1	0	4	3	3	60	79	2	0	71	86	157
Line 13	Exit_YRQ < "9892"	1	1	0	0	1	0	2	2	1	29	44	1	0	35	49	84
Line 14	Exit_YRQ >="9892" and < "9902"	0	0	0	0	0	0	2	1	2	31	35	1	0	36	37	73
Line 22	Non-Completer - Still Enrolled "9902"	0	0	1	0	0	0	1	0	1	22	15	1	1	26	18	44
Line 23	Non-Completer - Not Enrolled	4	0	8	5	1	4	17	7	8	166	144	7	7	211	176	387
Line 30	Transfer-Out (non-completor)	0	0	6	4	0	1	7	1	1	4	58	2	3	74	63	137
Line 32	To a 2-year institution	0	0	6	4	0	0	5	1	0	3	39	2	2	52	47	99
Line 33	To a 4-year institution	0	0	0	0	0	1	2	0	1	19	13	0	1	22	16	38
Line 38	Transferred and Returned/Still Enrolled	0	0	1	0	0	0	0	0	0	4	3	1	1	6	5	11
	Transferred-Out and/or Completed with Exit 1-5	1	1	6	4	1	1	11	4	4	120	131	4	3	147	152	299
Line 10	Initial Cohort	Male 310	Female 283	Total 593													
Line 11A	Completers with Short-Term Certificate	2	3	5													
Line 12A	Completers with Long-Term Certificate/Degree, or Apprenticeship	71	86	157													
Line 30	Transfer-Out Students (non-completor)	74	63	137													
	Student Right To Know Completion or Graduation Rate																27.32%
	Student Right To Know Transfer-Out Rate																23.10%
	SBCCTC Completion and/or Transfer-Out Rate																50.42%

Initial Cohort:

SOURCE = "4" (Quarter = "1" or "2")

CREDIT\_TOTAL >= 12

INTENT = B, F, or G and PLAN\_ATTEND = 13, 14, or 15

or INTENT = A and PLAN\_ATTEND = 15

INSTIT\_CATEGORY\_IND Not Like "00001", "0201?", "0102?"

FUND\_SOURCE\_PRIORITY\_CATEGORY Is Null or <= 3

Data Checks:

Line 10 = Lines 11 + 12 + 22 + 23

Line 12 = Lines 13 + 14

Line 30 = Lines 31 + 32 + 33

OK

OK

OK

Graduation Rate

2000 Graduation Rate Survey (GRS-2)

Section III

Full-time, First-time Degree/Certificate-Seeking Students

Unit ID 235343

Line	Description	Nonresident alien		Black, non-Hispanic		American Indian or Alaskan Native		Asian or Pacific Islander		Hispanic		White, non-Hispanic		Race/ethnicity unknown		TOTAL ALL STUDENTS			
		Men (1)	Women (2)	Men (3)	Women (4)	Men (5)	Women (6)	Men (7)	Women (8)	Men (9)	Women (10)	Men (11)	Women (12)	Men (13)	Women (14)	Men (15)	Women (16)	All	
Line 10	100 GREEN RIVER Cohort Year: 1997 Initial Full-Time Cohort	6	2	8	7	9	8	29	26	19	18	335	306	14	9	420	376	796	
Line 11	Completers with Exit_cd "3", "4"	0	0	0	0	0	0	0	0	0	0	5	3	0	0	5	3	8	
Line 11A	Completed in 150% of normal time	0	0	0	0	0	0	0	0	0	0	5	3	0	0	5	3	8	
Line 12	Completers with Exit_cd "1", "2", "5"	1	1	1	2	0	3	8	11	5	5	71	100	2	0	88	122	210	
Line 12A	Completed in 150% of normal time	1	1	1	2	0	3	8	11	5	5	71	100	2	0	88	122	210	
Line 13	Exit_YRQ < "9902"	1	1	1	1	0	1	4	8	2	4	39	67	2	0	49	82	131	
Line 14	Exit_YRQ >="9902" and < "A012"	0	0	0	0	0	2	4	3	3	1	32	33	0	0	39	40	79	
Line 22	Non-Completer - Still Enrolled "A012"	0	0	0	0	0	1	0	2	1	4	33	23	3	3	43	30	73	
Line 23	Non-Completer - Not Enrolled	5	1	7	5	8	5	19	14	10	10	226	180	9	6	284	221	505	
Line 30	Transfer-Out (non-completor)	0	0	1	2	3	3	11	8	4	4	88	69	3	0	110	86	196	
Line 32	To a 2-year institution	0	0	0	2	1	3	9	6	3	4	59	47	2	0	74	62	136	
Line 33	To a 4-year institution	0	0	1	0	2	0	2	2	1	0	29	22	1	0	36	24	60	
Line 38	Transferred and Returned/Still Enrolled	0	0	0	0	0	0	1	1	0	1	4	4	0	0	5	6	11	
Transferred-Out and/or Completed with Exit 1-5		1	1	2	4	3	6	19	19	9	9	164	172	5	0	203	211	414	
		Male		Female		Total													
Line 10	Initial Cohort	420	376	796															
Line 11A	Completers with Short-Term Certificate	5	3	8															
		Student Right To Know Completion or Graduation Rate		27.39%															
		Student Right To Know Transfer-Out Rate		24.62%															
Line 12A	Completers with Long-Term Certificate/Degree, or Apprenticeship	88	122	210															
Line 30	Transfer-Out Students (non-completor)	110	86	196															
		SBCTC Completion and/or Transfer-Out Rate		52.01%															

Initial Cohort:

SOURCE = "4" (Quarter = "1" or "2")  
 CREDIT\_TOTAL >= 12  
 INTENT = B, F, or G and PLAN\_ATTEND = 13, 14, or 15  
 or INTENT = A and PLAN\_ATTEND = 15  
 INSTIT\_CATEGORY\_IND Not Like "00001", "07012", "010??"  
 FUND\_SOURCE\_PRIORITY\_CATEGORY Is Null or <> 3

Data Checks:

Line 10 = Lines 11 + 12 + 22 + 23  
 Line 12 = Lines 13 + 14  
 Line 30 = Lines 31 + 32 + 33

Student is new first-time either fall or summer quarter  
 Student enrolls fall quarter in 12 or more credits  
 Student is degree seeking and student plans to attend 1 year or longer  
 Student is not exclusively Student funded or Basic Skills  
 Student is not Student Funded/Community Service

OK  
 OK  
 OK

Graduation Rate

2001 Graduation Rate Survey (GRS-2)

Section III

Full-time, First-time Degree/Certificate-Seeking Students

Unit ID 235343

Line	Description	Nonresident alien		Black, non-Hispanic		American Indian or Alaskan Native		Asian or Pacific Islander		Hispanic		White, non-Hispanic		Race/ethnicity unknown		TOTAL ALL STUDENTS		
		Men	Women	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women	All
		(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)	(13)	(14)	(15)	(16)	
100 GREEN RIVER																		
Line 10	Revised Cohort	12	5	9	2	7	20	27	14	18	314	288	6	4	384	347	731	
Line 11	Completers with Exit_cd "3", "4"	0	0	0	0	0	0	0	0	0	8	7	0	0	8	11	19	
Line 11A	Completed in 150% of normal time	0	0	0	0	0	0	0	0	0	8	7	0	0	8	11	19	
Line 12	Completers with Exit_cd "1", "2", "5", "A", "B"	3	2	0	0	1	3	7	1	4	61	83	1	2	70	99	169	
Line 12A	Completed in 150% of normal time	3	2	0	0	1	3	7	1	4	61	83	1	2	70	99	169	
Line 13	Exit_YRQ < "A012"	3	2	0	0	1	3	5	1	4	39	63	1	1	48	76	124	
Line 14	Exit_YRQ >="A012" and < "A122"	0	0	0	0	0	0	0	0	0	22	20	0	1	22	23	45	
Line 22	Non-Completer - Still Enrolled "A122"	0	0	1	0	0	0	0	0	0	22	25	0	0	29	27	56	
Line 23	Non-Completer - Not Enrolled	9	3	8	2	4	14	15	14	9	223	173	5	2	277	210	487	
Line 30	Transfer-Out (non-completor)	0	0	2	1	0	1	6	10	4	3	79	66	1	0	92	81	173
Line 32	To a 2-year institution	0	0	0	1	0	1	5	8	3	56	41	1	0	65	54	119	
Line 33	To a 4-year institution	0	0	2	0	0	1	2	1	0	23	25	0	0	27	27	54	
Line 38	Transferred and Returned/Still Enrolled	0	0	0	0	0	1	0	1	0	5	10	0	0	7	10	17	
Transferred-Out and/or Completed with Exit 1-5		3	2	2	1	1	2	9	20	5	148	156	2	2	170	191	361	
Line 10	Revised Cohort	Male		Female		Total				Student Right To Know Completion or Graduation Rate		25.72%						
Line 11A	Completers with Short-Term Certificate Completers with Long-Term	384		347		731				Student Right To Know Transfer-Out Rate		23.67%						
Line 12A	Certificate/Degree, or Apprenticeship	70		99		169				SBCTC Completion and/or Transfer-Out Rate		49.38%						
Line 30	Transfer-Out Students (non-completor)	92		81		173												

Revised Cohort: SOURCE = "4" (Quarter = "1" or "2")  
 CREDIT\_TOTAL >= 12  
 INTENT = B, F, or G and PLAN\_ATTEND = 13, 14, or 15  
 or INTENT = A and PLAN\_ATTEND = 15  
 INSTT\_CATEGORY\_IND Not Like "00001", "0?01?", "0?10??"  
 FUND\_SOURCE\_PRIORITY\_CATEGORY Is Null or <> 3

Data Checks:  
 Line 10 = Lines 11 + 12 + 22 + 23  
 Line 12 = Lines 13 + 14  
 Line 30 = Lines 31 + 32 + 33

Student is new first-time either fall or summer quarter  
 Student enrolls fall quarter in 12 or more credits  
 Student is degree seeking and  
 student plans to attend 1 year or longer  
 Student is not exclusively Student funded or Basic Skills  
 Student is not Student Funded/Community Service

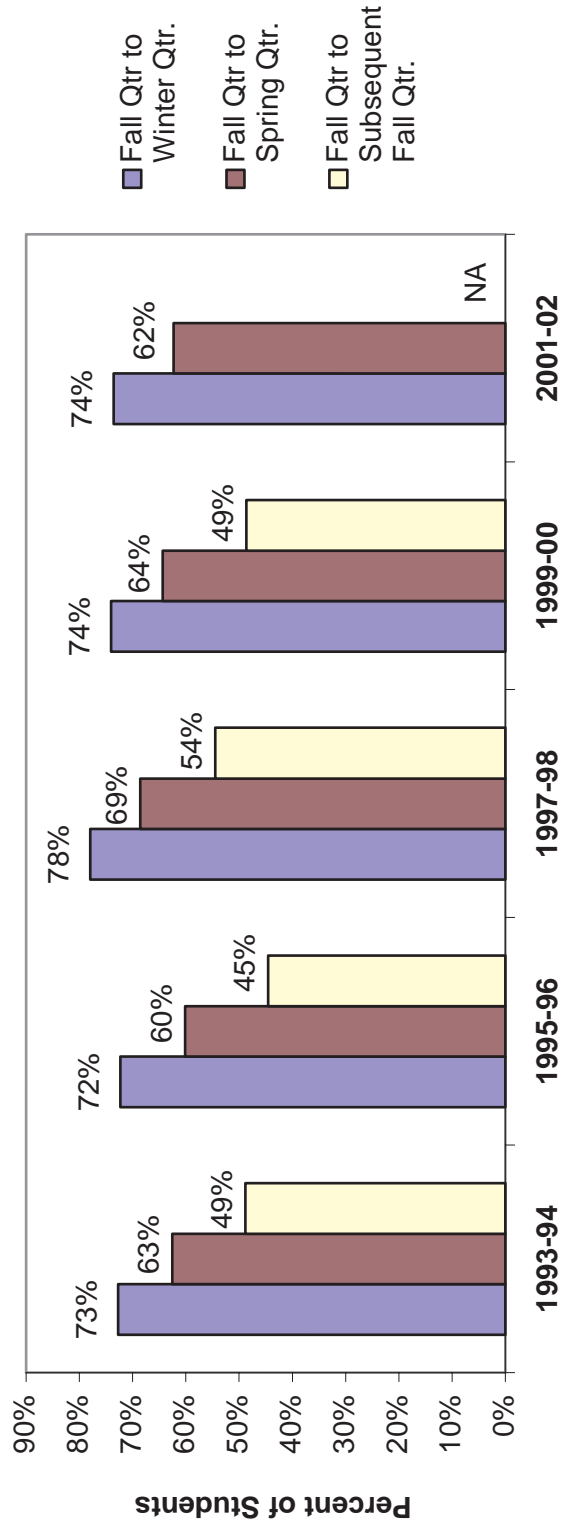
OK  
 OK  
 OK

Student Retention in Subsequent Quarters

Academic Year	Students Enrolled Fall Qtr of AY*		Students Enrolled in Subsequent Winter Qtr.		Students Enrolled in Subsequent Spring Qtr.		Students Enrolled in Subsequent Fall Qtr.		% Retention	
	Number	Number	Number	Number	Number	Number	Number	Number	Fall Qtr. to Spring Qtr.	Fall Qtr. to Fall Qtr.
1993-94	1125	818	704	549	73%	63%	49%			
1995-96	660	477	397	294	72%	60%	45%			
1997-98	894	697	613	487	78%	69%	54%			
1999-00	802	594	516	390	74%	64%	49%			
2001-02	700	515	436	322	74%	62%	46%			

\* First-time, fall degree-seeking students

Percent of first-time, fall degree-seeking students who enroll in subsequent quarters



Washington Community and Technical Colleges  
 FY 2001-02 Full-Time Faculty Average Salaries Comparison

District	Actual Average Salary	Average Starting Salary	Masters w/13 yrs Experience	Highest Salary	Lowest Salary
Shoreline	\$49,771	\$46,749	\$48,086	\$52,316	\$37,540
Tacoma	49,360	43,485	46,000	64,200	32,000
Yakima Valley	48,542	48,432	49,349	51,357	45,507
Bellingham	48,498	39,426	49,708	51,714	29,146
Green River	48,433	45,432	50,384	52,597	34,228
Bates	48,175	45,848	50,870	76,834	43,228
Highline	48,105	43,992	49,422	59,377	40,372
Edmonds	47,818	45,329	48,845	50,060	35,460
Bellevue	47,456	39,023	53,530	53,530	32,727
Lower Columbia	47,259	38,881	40,452	53,652	35,739
Olympic	47,179	47,201	41,414	54,177	32,596
Spokane District	46,919	38,506	47,307	54,912	38,506
Centralia	46,289	42,431	42,126	53,503	29,967
Renton	46,121	45,120	45,827	53,225	29,594
Lake Washington	46,047	40,631	51,192	51,703	37,321
Wenatchee Valley	46,033	43,355	51,447	51,447	32,951
Walla Walla	45,973	37,225	41,241	51,569	34,788
Seattle District	45,864	41,769	43,030	54,373	37,736
Clark	45,846	37,460	47,125	57,100	36,500
Cascadia	45,757	43,622	45,000	50,000	35,000
Skagit Valley	44,486	37,715	46,530	50,000	37,715
Columbia Basin	44,417	38,042	42,363	66,651	35,117
Big Bend	43,689	39,473	43,938	50,316	32,245
Everett	43,685	39,665	45,134	51,034	38,569
Grays Harbor	43,587	36,108	37,617	51,960	30,320
Peninsula	43,138	35,515	40,056	54,398	33,340
South Puget Sound	42,600	40,580	42,265	55,751	38,894
Pierce District	42,433	37,102	43,353	56,828	35,536
Whatcom	41,465	35,890	37,434	48,846	33,311
Clover Park	41,176	44,601	63,264	63,254	40,986

5-year History of Average Salaries
FY2001-02 46,247
FY2000-01 44,162
FY1999-00 42,371
FY1998-99 41,259
FY1997-98 40,518



## Creative Works of Faculty

Faculty Member	Description
Andy Anderson, English	Andy has published various poems and essays on a national and local scale. His works include: "Blemish", a poem for <i>The National Poetry Anthology</i> in 1975, the "Third Writer's Conference", a poem for <i>The National Poetry Anthology</i> in 1977, "The Pair", a poem for <i>Oregon English</i> in 1979, "Seaman's Home", a poem for <i>Oregon English</i> in 1980, "The End of Summer", an essay for <i>Oregon English</i> in 1983, "Gene Snyder, High Tech Story Teller", an article for <i>The Bridge</i> in 1992, and most recent, "Transformations", an article for <i>The Podium</i> in 1996.
John Avery, ESL	John has recently signed a contract to author a book for Houghton Mifflin. The work will be designed to prepare ESL students for entering into college work. The specific ESL audience will be what has been called generation 1.5 students. They are immigrant students who may have come to the U.S. as children and who probably have received some education in the American high school system. They may have even graduated, but their academic skills are not at the level that they would be successful in a typical transfer class. These students are often underserved and end up not attempting college because they do not see themselves as successful in this academic environment.
Bob Brehm, Behavioral Science	A few years ago, Bob conducted research that supported the origination of the College Experience course, which was designed to reduce attrition rates at the College. His course was one of the first in the country to address this problem. Now roughly 60% of colleges and universities have such a course in the curriculum.
Bob Filson, Geology	This past summer, in upstate New York, Bob was an organizer and presenter at a workshop funded by the National Science Foundation in cooperation with the National Association of Geoscience Teachers and the Digital Library for Earth Science Education. He facilitated various workshops on teaching methodologies in science courses and on teaching interdisciplinary science.
Bruce Haulman, History	Bruce has been working on a history of Vashon Island titled <i>Vashon: The Natural and Human History of an Island</i> as well as heading the Vashon History Project. This Vashon History Project received two grants from King County Heritage and Landmarks Commission—one in FY 01-02 to complete the research and one in FY 02-03 to complete the manuscript. In addition, the Vashon History Project has been responsible for the historical photographic exhibit "Vashon Visions: Habitats, History and Home" at the Blue Herron Gallery of Vashon Allied Arts and at the Vashon Heritage Museum; the introduction to a book of interviews on the agricultural history of the island, <i>Vashon Island's Agricultural Roots: Tales of the Tilt</i> ; a book review for <i>Vashon Island's Agricultural Roots: Tales of the Tilt</i> ; the lead article in "Destination Vashon" published by the Vashon-Maury Island Beachcomber; and a series of public lectures on Vashon's history sponsored by Vashon Park District, the Vashon-Maury Island Heritage Association, and the Vashon Island Northwest Coast Native Arts School.
Phil Ray Jack, English	During summer 2000, Phil, along with Dr. Gerald Brong, presented "Student Feedback: How to Make it Work for You" at the City University Conference on Education in Bellevue. The work addresses the issue of colleges adapting the "student as customer" attitude, which then makes student assessment of their classes an increasingly serious issue. Currently, Phil is conducting research regarding the issue of mainstreaming students who speak English as a second language. Phil is also a published poet and is currently seeking a publisher for a short collection of his work. Phil's poetry has been published in small presses in Colorado, New Mexico, California, and Washington.
Marianne Jacobs, Anthropology	Marianne's extracurricular work has largely centered on her own experiences as a nurse in the Vietnam war. Every year, she provides a lecture component for History of the Vietnam War at Pierce College at Ft. Lewis and for Green River history classes. She also lectures on sex and gender at Green River about women's roles/stereotypes in the military/war at Green River. She is a consulting editor for <i>VietNam War Generation Journal</i> . She was the Veterans' Day speaker at Harbor Ridge Middle School in Gig Harbor this year. Marianne and Michelle Marshman are planning an on-campus presentation during women's history month in March.

Creative Works of Faculty

Faculty Member	Description
Lloyd Jansen, Political Science	Lloyd has done extensive research on the ideology of Al Qaida, the U.S. policy responses to September 11, 2001, the U.S. plans for an invasion of Iraq, and the U.S. foreign policy that the Bush Administration is implementing. He has presented his research primarily via public lectures at Green River and at various sites in Seattle. His lectures at Green River in October 2001, October–November 2002, as well as his Green River sponsored lecture at Auburn Riverside High School have been well attended and have fostered significant discussion on campus. Instructors continue to use video footage of his 10/18/02 lecture in classrooms. He has also written two op-ed columns that have been published on the Internet.
John Knowlton, Journalism	John received an educator-in-residence appointment from the Washington Newspaper Publishers Association that placed him with the <i>South Whidbey Record</i> in Langley as a full-time reporter and editor for two weeks this past summer. He served as a member of the board of directors of the Western Washington Chapter of the Society of Professional Journalists. He also served as a member of the organizing committee for the national conference of the Society of Professional Journalists held in Seattle. Last year, John stressed the importance of real-world experience for his news writing students by having them each write a story for the <i>Enumclaw Courier-Herald</i> . The package of stories was run in a special section, and the entire effort was favorably noted by the Washington Newspaper Publishers Association.
Marji Mackenzie, Library	Marji edits a newsletter for the Instruction Section of the American Library Association that is read by 4,000 subscribers.
Gary Oliveira, Photography	In the last few years, Gary has worked at exhibiting and publishing his fine art photography. Some of his more recent exhibits have included a solo show at Blue Sky Gallery in Portland in July 2000. In April 2001, he had a solo show at the Northwest Photographic Center Gallery in Seattle. In October 2001, he was selected as a merit award winner for his work at the Society of Contemporary Photography in Kansas City. In the coming year, he is scheduled to show at the Colorado Photographic Art Center in Denver. His work has been shown in a number of journals including <i>The Green Mountains Review</i> , <i>Culture Front</i> , <i>The Sun</i> , and <i>Public Culture</i> .
Frank Primiani, Business and Law	Frank has done extensive research with regard to orthopedic testing. He is preparing his data and writings, which span some 200 pages, for future publishing. Frank has also authored a journal article called "Professional Liability in Health Care" in the early 1990s. He has taught as an adjunct faculty at the UW for many years on this topic.
Jill Siever, Psychology	Jill has conducted several studies, which she has presented at the annual meeting of the Western Psychological Association. In 2002, she presented work on hindsight bias concerning the presidential election. In 2001, she presented a paper showing that masculinity/femininity is unrelated to emotional intelligence. She showed that males infer greater sexual interest from female friendly behavior than females do, and that this outcome is due to the sex of the observer, not his or her socialized masculinity or femininity. In 1999, she presented a paper that found that students who were provided with photocopies of general outlines of lecture notes earn higher grades than students who create their own lecture notes.
Marcie Sims, English	In 2002, Marcie was in <i>Who's Who of American Teachers</i> (also <i>Who's Who of American Women</i> and <i>Who's Who In the World</i> ). She takes more pride in the fact that the first is a student nominated award. She had a photograph published in <i>Corridors</i> , a Seattle literary arts journal. She has written three formal book reviews for publication, including one on John Langan's <i>College Writing Skills with Readings</i> .

## Creative Works of Faculty

Faculty Member	Description
Cindy Small, Drawing	Cindy's exhibition record spans over 24 years with solo and group shows, competitive invitational, and private collections. Cindy continues to have annual exhibitions including more recently the following gallery spaces: Lucia Douglas Gallery, Bellingham; Atelier 31 Gallery, Kirkland; Art Center Gallery, Seattle Pacific University, Seattle; Washington State Convention and Trade Center, Seattle. Permanent collections include commissions with the Evergreen Hospital, Kirkland; and the University of Washington Medical Center, Seattle. Cindy was also involved in the Seattle public art project, Pigs on Parade, and supports regional art institutions by annually donating her artwork to the Henry Art Museum Bash and the Pratt Fine Arts Center Annual Art Auction. She has served as a judge for a competitive invitational at the Arts Council Gallery of Snohomish County.
Gary Taylor, Drama	Gary has a long association with theatre, film, and television. He is a member of Screen Actor's Guild, Actor's Equity Association, and the American Federation of Television and Radio Artists. He has had various principal roles with the Oregon Shakespeare Festival in Ashland, the Seattle Repertory Theater, the Village Theater, the Bathhouse Theater, and the Group Theater. He has had an interesting film and television career as well, appearing in well-known works such as the Fugitive, CBS TV; Episodes 11 & 18, <i>Smoke Signals</i> ; <i>Prefontaine</i> ; <i>Homeward Bound</i> ; <i>Mad Love</i> ; <i>Chips the War Dog</i> ; Frazier (100th Episode); and Northern Exposure with various roles on ten different episodes.
Pat Thompson, Music	In the past year, Pat performed professionally as a pianist, vocalist, and band leader playing at corporate events and a variety of private club functions that utilize commercial popular music for listening and dancing. He has written musical arrangements for Rendezvous, Green River's premiere vocal group. Pat performed as a pit orchestra drummer for Green River's production of "Crazy for You" (Gershwin musical). He performed as a mallet percussionist in Rainier Chorale's production of Orff's "Carmina Burana." Pat also performed as a bassist for Rainier Chorale's Spring Concert and became a singing member (baritone) for the Rainier Chorale. He recently formed a jazz quartet in which he serves as pianist and musical arranger.
Frank Wilson, Mathematics	As an advocate of real-life mathematical applications, Frank signed a two-textbook contract with Houghton Mifflin in June 2002. His texts, <i>Finite Mathematics</i> and <i>Finite Mathematics and Applied Calculus</i> , will be published in 2005. As part of the writing process, he created mathematical equations to model over 200 different data sets ranging from the price of tuition at Green River to the average wage of a lumber industry employee. Additionally, the books include "make it real" projects that motivate students to collect and analyze data relevant to their personal lives. Frank has created a library of educational games used across the Northwest. Over the past four years, thousands of students have played various versions of the game. Over 40 different faculty in five states have been given the PowerPoint-based game template to design games for their own classes. On the creative side, Frank's children's book, <i>Measure Up! At the Bug Olympics</i> , will be published by Innovative Kids in Spring 2003. This interactive book introduces children to the concept of measurement. Picture book publishers are also presently considering <i>One on the Run</i> , a counting book illustrated by Green River graduate Natalie St. Martin.

Highlights: A Tale of Two Divisions

**Mathematics Division**

The Math Division regularly offers students an opportunity to participate in the AMATYC Student Math League Contest. In AY 01-02, Green River had the most participants of any College in the nation. David Nelson is the state coordinator for the contest results.

For the past several years, Math faculty have been asked to give presentations at the National AMATYC Conferences. In 2002, at the conference in Phoenix, Pam Reising and Christie Gilliland gave a talk on Green River's Summer TEACH program, and Joyce Hammer and Christie participated in the National Science Foundation Poster Session with a display on Project TEACH. In 2001, at the conference in Toronto, Steve Kinholt and Christie gave a talk on Project TEACH. In 2000, at the conference in Chicago, Steve participated on a panel discussion on the involvement of community colleges in teacher preparation. In 1999, at the Pittsburgh conference, Steve and Christie gave a talk on Project TEACH. Steve was the first director of Project TEACH for Green River.

In addition to presenting, several division members have attended the national AMATYC conferences. In 2002, Steve served on the AMATYC grants committee and Christie was asked to submit her name as a candidate for

the Northwest regional vice president of AMATYC. She has agreed and the election will be held in the fall of 2003. Steve and Christie have also recently been selected as AMATYC traveling workshop facilitators for their teacher preparation workshops.

In summer 2002, Green River hosted an AMATYC Teacher Preparation Institute at the Center at Enumclaw. The host committee consisted of David Nelson, Christie, Steve, Leslie Heizer, and Marv Nelson. This committee worked with the Enumclaw staff to welcome and host 36 participants from 25 different states. The institute was a huge success.

Nearly all full-time math faculty attend the annual Washington State Community College Math Conference each year along with the Math Learning Center director and some part-time faculty. Many full-time faculty have given talks at this conference over the years. In 1997, Green River hosted the state math conference. In addition, Pam and Christie have served as coordinators for the Summer TEACH math camps.

Green River is also extremely proud that Frank Wilson has been contracted to write textbooks for finite mathematics and calculus for business and social science majors.

Highlights: A Tale of Two Divisions

**Technology Division**

In November 2002, Aviation instructors George Comollo and John Robin Dinnis provided the Board of Trustees with an overview of the new software in the air traffic control lab and the training that students receive. Only one other college in the country has software as sophisticated as Green River's. The result is improved training for Green River students. Comollo told the Board that the occupational outlook for students who complete the program is excellent as the majority of current air traffic controllers are expected to retire within the next ten years. He added that students have a very high placement rate within the Federal Aviation Administration.

Members of the American Society of Mechanical Engineers (ASME) student section at Green River, which is guided by the Engineering's Jeff McCauley and Janet Hannan, competed last year at Eastern Washington University at the Fifth Annual Human Powered Paper Vehicle Competition. The object of this event is to give the students an opportunity to practice design concepts and learn to work in teams designing a vehicle that is 90% paper by weight. The Green River team was awarded with "Most Innovative Design" and "Best Team Spirit," as well as second place in the presentation competition. Green River has competed in this event for the past two years, and has won "Most Innovative Design" and "Best Team" both years.

Perhaps most spectacular, ASME student section members presented their design at the Western Regional Design Competition at Oregon State University, and placed second against competition dominated by seniors at four-year universities. The design challenge was to invent a fishing pole that could be used by a quadriplegic. It should be noted that although first prize went to OSU, all members of the Green River team conceded that the OSU fishing pole looked better, but the OSU "quadriplegic" had to stand up to get the pole to work.

Natural Resources faculty created a tradition of providing walkabouts for the community. Instructors Dick Hopkins and Rob Sjogren walk the forest trails and view and discuss forest recreation, forest succession, fire, regeneration, disease, wildlife, and the outdoor classroom. These walkabouts are geared towards the neighbors surrounding the campus, but all are welcome.

In December of last year, the Forest Protection class gave a presentation to the state pathologist and local forest managers of the Department of Natural Resources. This state agency has proposed a formal research study of laminated root rot, *Phellinus wierii*, on campus. The research will be set up and conducted by students, including analysis of results and reporting of conclusions, under the guidance of Dick and Rob.

The department also helps to maintain and encourage use of the Pat Cummins Managed Forest (east of Enumclaw). Community members and students can view Katie's Swamp, find evidence of previous logging by the White River Lumber Company, stand in the log cabin built by students three decades ago, and study silviculture managed by today's students.

In conjunction with the Trades Division, Technology hosted local high school girls from all over south King County who came to Green River in March 2002 to "try a trade or technology." These girls got an introductory course in Aviation, Design Drafting, Electronics, Forest Resources, Carpentry, Auto Body, and Auto Repair. They learned practical, hands-on techniques such as how to build a birdhouse, paint a car, change a tire, and check an engine. They also learned that there are a lot of great opportunities for women in these fields.

Community Projects

**Project TEACH**

Green River has joined forces with Central Washington University (CWU) to offer an innovative, one-time teacher training pilot program at Green River. CWU full-time faculty, Green River faculty adjunct to CWU program, local K-12 teachers and administrators, and Green River staff have combined efforts to make this program a reality. This opportunity allows local students to pursue their career goals while still employed. Approximately 30 Green River AA degree graduates enrolled in the six-quarter program, beginning in fall 2002. The graduate will earn a B.A. degree in elementary education, a minor in science education and a K-8 teaching certificate from CWU in winter 2004.

According to Leslie Heizer, Project TEACH coordinator, "This pilot program is a great example of articulation and cooperation between a community college and a university. Green River will benefit with increased technology fees and growth in Project TEACH's enrollment."

Project TEACH officially began in 1998 when faculty from the Math and Science divisions applied for a grant from the National Science Foundation. Several faculty thought that community colleges were the "missing link" in the recruitment and preparation of future teachers. For the 40%–49% of future teachers who chose to begin their higher education at a community college, opportunities for these students to make connections to the teaching profession were non-existent or minimal. In fact, Green River teacher preparation activities had just been recognized for "exemplary activities" at a national NSF-sponsored conference entitled, "The Integral Role of the Two-Year College in the Science and Mathematics Preparation of Prospective Teachers." Green River was one of 11 community colleges in the nation that received this award.

**Faces of Green River**

Last year, Green River had a unique opportunity to build community through old photographs of the ancestors of Green River faculty, administration, and staff. The contest, which ran during the AY 01-02, generated over 200 photo entries. Each photo represented personal history and connection with the person who submitted it. A panel of judges awarded a grand prize winner as well as a first, second, third, and honorable mention in seven different categories: family, men, women, children, uniforms, occasion, and Green River significance.

Developed as a way for Green River faculty, staff and students to learn about each other, the exhibit is the result of a project called "Faces of America" sponsored by the National Endowment for the Humanities. Green River was one of 30 community colleges selected to participate in a national effort to bring history and the humanities alive. Hank Galmish from the English Division and Jeff Clausen from the Humanities Division directed the project.

In November 2002, the White River Valley Museum in Auburn hosted the winners of the "Faces of Green River" photo contest. The exhibit opened in October and was on display in the Key Bank Gallery through November. The intent was to not only enhance Green River's community, but to broaden its connections to the cities of Auburn and Kent as well.

## Debt Service Schedule

Actual Lease Payments for Fiscal Years 99-00, 00-01 and 01-02.  
 Lease Payment Obligations and Lease Projections for Fiscal Years 02-03, 03-04, 04-05, 05-06 and 06-07.

FY 99-00						
Description	Acct. Code	No.	Amount	Principal	Interest	Total
A. T. Control Simulator	148-011-1Y16	0005	76,209.43	12,578.56	484.06	13,062.62
Computers-Math	148-011-1JU0	0018	42,875.18	4,884.78	149.92	5,034.70
Energy Conservation Project	101-091-G101	0019	249,482.13	23,499.63	8,463.25	31,962.88
Fitness Center Equipment	148-011-1R02	0028	37,801.75	7,708.07	946.21	8,654.28
Phone System	101-084-1A11	0029	395,000.00	54,692.78	13,313.08	68,005.86
Computers-Business	148-011-1M05	0030	126,611.74	22,399.87	553.97	22,953.84
Computers	148-014-4350	0032	34,498.82	13,370.85	492.01	13,862.86
Computers	148-051-1H27	0033	259,661.48	90,574.39	3,332.93	93,907.32
Piretti Task Chairs	148-043-4204	0034	25,514.10	4,956.02	796.26	5,752.28
Computers	148-014-4350	0035	29,799.65	15,142.95	504.01	15,646.96
Computers	145-111-4E34	0036	14,812.49	9,835.73	489.97	10,325.70
Phone System Upgrade	148-043-4204	0037	65,000.00	11,939.76	2,656.59	14,596.35
Four-Wheel Alignment System	148-042-1Z01	0038	22,000.00	4,041.15	899.16	4,940.31
Fitness Center Equipment	148-011-1R02	0039	66,018.46	6,125.03	1,237.40	7,362.43
Phone System	101-084-1A11	0040	53,000.00	5,334.78	446.40	5,781.18
<b>FY 99-00 TOTALS</b>			<b>\$ 1,498,285.23</b>	<b>\$ 287,084.35</b>	<b>\$ 34,765.22</b>	<b>\$ 321,849.57</b>
FY 00-01						
Description	Acct. Code	No.	Amount	Principal	Interest	Total
Energy Conservation Project	101-091-G101	0019	249,482.13	24,685.39	7,277.50	31,962.89
Gym Equipment	148-011-1R02	0028	37,801.75	8,115.41	538.87	8,654.28
Phone System	101-084-1A11	0029	395,000.00	57,570.65	10,435.23	68,005.88
Piretti Task Chairs	148-043-4204	0034	25,514.10	5,188.61	563.67	5,752.28
Computers	145-111-4E34	0036	19,749.99	5,063.33	99.52	5,162.85
Phone System Upgrade	148-043-4204	0037	65,000.00	12,262.85	2,598.79	14,861.64
Four-Wheel Alignment System	148-042-1Z01	0038	22,000.00	4150.5	879.6	5,030.10
Fitness Center Equipment	148-011-1R02	0039	66,018.46	12,048.99	3,200.76	15,249.75
Phone System	101-084-1A11	0040	53,000.00	9,761.26	2,144.49	11,905.75
LSC Remodel	524-261-1501	0041	1,017,484.20	-	17,691.89	17,691.89
LSC Remodel	R10-912-C5N1	0041	508,665.80	-	8,713.91	8,713.91
26 Gateway Computers	148-011-1P16	0046	47,605.92	7,856.44	689.78	8,546.22
<b>FY 00-01 TOTALS</b>			<b>\$ 2,507,322.35</b>	<b>\$ 146,703.43</b>	<b>\$ 54,834.01</b>	<b>\$ 201,537.44</b>

Debt Service Schedule

<b>FY 01-02</b>						
Description	Acct. Code	No.	Amount	Principal	Interest	Total
Energy Conservation Project	101-091-1G01	0019	249,482.13	25,930.97	6,031.91	31,962.88
Gym Equipment	148-011-1R02	0028	37,801.75	4,217.14	110.00	4,327.14
Phone System	101-084-1A11	0029	395,000.00	60,599.93	7,405.93	68,005.86
Piretti Task Chairs	148-043-4204	0034	25,514.10	5,432.13	320.15	5,752.28
Phone System Upgrade	148-043-4204	0037	65,000.00	12,908.06	1,953.58	14,861.64
Four-Wheel Alignment System	148-042-1Z01	0038	22,000.00	4,368.88	661.22	5,030.10
Fitness Center Equipment	148-011-1R02	0039	66,018.46	12,736.02	2,513.73	15,249.75
Phone System	101-084-1A11	0040	53,000.00	10,200.58	1,705.18	11,905.76
LSC Remodel	147-912-1295	0041	1,017,484.20	50,000.00	45,258.34	95,258.34
LSC Remodel	147-912-1295	0041	508,665.80	25,000.00	22,629.16	47,629.16
Cisco Computer Equipment	148-014-4363	0045	24,077.69	11,811.69	845.99	12,657.68
26 Gateway Computers	148-011-1P16	0046	47,605.92	15,322.60	1,769.84	17,092.44
Miscellaneous Furniture	148-043-4204	0047	18,331.59	3,393.13	711.12	4,104.25
Air Conditioner	148-043-4204	0048	11,000.00	3,636.61	215.12	3,851.73
Interior & Exterior Signage	148-043-4204	0049	29,928.52	4,802.01	515.41	5,317.42
<b>FY 01-02 TOTALS</b>			<b>\$ 2,570,910.16</b>	<b>\$ 250,359.75</b>	<b>\$ 92,646.68</b>	<b>\$ 343,006.43</b>

<b>FY 02-03</b>						
Description	Acct. Code	No.	Amount	Principal	Interest	Total
Energy Conservation Project	101-091-1G01	0019	249,482.13	27,239.41	4,723.47	31,962.88
Phone System	101-084-1A11	0029	395,000.00	63,788.62	4,217.24	68,005.86
Piretti Task Chairs	148-043-4204	0034	25,514.10	2,810.93	65.21	2,876.14
Phone System Upgrade	148-043-4204	0037	65,000.00	13,587.22	1,274.42	14,861.64
Four-Wheel Alignment System	148-042-1Z01	0038	22,000.00	4,598.75	431.35	5,030.10
Fitness Equipment	148-011-1R02	0039	66,018.46	13,462.22	1,787.52	15,249.74
Phone System	101-084-1A11	0040	53,000.00	10,689.57	1,216.19	11,905.76
LSC Remodel	147-912-1295	0041	1,017,484.20	50,000.00	43,258.34	93,258.34
LSC Remodel	147-912-1295	0041	508,665.80	25,000.00	21,629.16	46,629.16
Cisco Computer Equipment	148-014-4363	0045	24,077.69	12,266.00	391.68	12,657.68
26 Gateway Computers	148-011-1P16	0046	47,605.92	16,085.89	1,006.55	17,092.44
Miscellaneous Furniture	148-043-4204	0047	18,331.59	3,500.16	604.10	4,104.26
Air Conditioner	148-043-4204	0048	11,000.00	3,614.91	236.83	3,851.74
Interior & Exterior Signage	148-043-4204	0049	29,928.52	9,765.81	869.03	10,634.84
TAB Mobile Storage System	101-061-1B05	0050	15,260.47	2,968.13	317.49	3,285.62
<b>FY 02-03 Leases</b>			<b>\$ 259,377.62</b>	<b>\$ 82,028.58</b>	<b>\$ 2,000.00</b>	<b>\$ 341,406.20</b>
<b>FY 02-03 Projection</b>			<b>\$ 20,000.00</b>	<b>\$ 2,000.00</b>	<b>\$ 2,000.00</b>	<b>\$ 22,000.00</b>
<b>FY 02-03 TOTALS</b>			<b>\$ 279,377.62</b>	<b>\$ 84,028.58</b>	<b>\$ 363,406.20</b>	



Debt Service Schedule

<b>FY 03-04</b>						
Description	Acct. Code	No.	Amount	Principal	Interest	Total
Energy Conservation Project	101-091-1G01	0019	249,482.13	28,613.86	3,349.02	31,962.88
Phone System	101-084-1A11	0029	395,000.00	33,142.16	860.77	34,002.93
Phone System Upgrade	148-043-4204	0037	65,000.00	14,302.11	559.53	14,861.64
Four-Wheel Alignment System	148-042-1Z01	0038	22,000.00	4,840.72	189.38	5,030.10
Fitness Equipment	148-011-1R02	0039	66,018.46	14,229.84	1,019.90	15,249.74
Phone System	101-084-1A11	0040	53,000.00	11,206.12	699.63	11,905.75
LSC Remodel	147-912-1295	0041	1,017,484.20	50,000.00	41,258.34	91,258.34
LSC Remodel	147-912-1295	0041	508,665.80	25,000.00	20,629.16	45,629.16
26 Gateway Computers	148-011-1P16	0046	47,605.92	8,340.99	205.23	8,546.22
Miscellaneous Furniture	148-043-4204	0047	18,331.59	3,652.02	452.24	4,104.26
Air Conditioner	148-043-4204	0048	11,000.00	3,748.48	103.26	3,851.74
Interior & Exterior Signage	148-043-4204	0049	29,928.52	10,143.12	491.72	10,634.84
TAB Mobile Storage System	101-061-1B05	0050	15,260.47	2,936.29	349.33	3,285.62
<b>FY 03-04 Leases</b>			<b>\$ 210,155.71</b>	<b>\$ 70,167.51</b>	<b>\$ 70,167.51</b>	<b>\$ 280,323.22</b>
<b>FY 03-04 Projection</b>			<b>\$ 70,000.00</b>	<b>\$ 6,000.00</b>	<b>\$ 6,000.00</b>	<b>\$ 76,000.00</b>
<b>FY 03-04 TOTALS</b>			<b>\$ 280,155.71</b>	<b>\$ 76,167.51</b>	<b>\$ 76,167.51</b>	<b>\$ 356,323.22</b>
<b>FY 04-05</b>						
Description	Acct. Code	No.	Amount	Principal	Interest	Total
Energy Conservation Project	101-091-1G01	0019	249,482.13	30,057.67	1,905.21	31,962.88
Fitness Equipment	148-011-1R02	0039	66,018.46	7,416.36	208.51	7,624.87
Phone System	101-084-1A11	0040	53,000.00	5,807.69	145.19	5,952.88
LSC Remodel	147-912-1295	0041	1,017,484.20	53,333.33	39,191.67	92,525.00
LSC Remodel	147-912-1295	0041	508,665.80	26,666.67	19,595.83	46,262.50
Miscellaneous Furniture	148-043-4204	0047	18,331.59	3,810.48	293.78	4,104.26
Interior & Exterior Signage	148-043-4204	0049	29,928.52	5,217.58	99.84	5,317.42
TAB Mobile Storage System	101-061-1B05	0050	15,260.47	3,025.66	259.96	3,285.62
<b>FY 04-05 Leases</b>			<b>\$ 135,335.44</b>	<b>\$ 61,699.99</b>	<b>\$ 61,699.99</b>	<b>\$ 197,035.43</b>
<b>FY 04-05 Projection</b>			<b>\$ 150,000.00</b>	<b>\$ 13,000.00</b>	<b>\$ 13,000.00</b>	<b>\$ 163,000.00</b>
<b>FY 04-05 TOTALS</b>			<b>\$ 285,335.44</b>	<b>\$ 74,699.99</b>	<b>\$ 74,699.99</b>	<b>\$ 360,035.43</b>

Debt Service Schedule

<b>FY 05-06</b>						
Description	Acct. Code	No.	Amount	Principal	Interest	Total
Energy Conservation Project	101-091-1G01	0019	249,482.13	15,592.89	388.55	15,981.44
LSC Remodel	147-912-1295	0041	1,017,484.20	53,333.33	37,058.33	90,391.66
LSC Remodel	147-912-1295	0041	508,665.80	26,666.67	18,529.17	45,195.84
Miscellaneous Furniture	148-043-4204	0047	18,331.59	3,975.80	128.45	4,104.25
TAB Mobile Storage System	101-061-1B05	0050	15,260.47	3,117.75	167.87	3,285.62
<b>FY 05-06 Leases</b>			<b>\$ 102,686.44</b>	<b>\$ 102,686.44</b>	<b>\$ 56,272.37</b>	<b>\$ 158,958.81</b>
<b>FY 05-06 Projection</b>			<b>\$ 190,000.00</b>	<b>\$ 190,000.00</b>	<b>\$ 16,000.00</b>	<b>\$ 206,000.00</b>
<b>FY 05-06 TOTALS</b>			<b>\$ 292,686.44</b>	<b>\$ 292,686.44</b>	<b>\$ 72,272.37</b>	<b>\$ 364,958.81</b>
<b>FY 06-07</b>						
Description	Acct. Code	No.	Amount	Principal	Interest	Total
LSC Remodel	147-912-1295	0041	1,017,484.20	56,666.67	34,858.33	91,525.00
LSC Remodel	147-912-1295	0041	508,665.80	28,333.33	17,429.17	45,762.50
TAB Mobile Storage System	101-061-1B05	0050	15,260.47	3,212.64	72.98	3,285.62
<b>FY 06-07 Leases</b>			<b>\$ 88,212.64</b>	<b>\$ 88,212.64</b>	<b>\$ 52,360.48</b>	<b>\$ 140,573.12</b>
<b>FY 06-07 Projection</b>			<b>\$ 210,000.00</b>	<b>\$ 210,000.00</b>	<b>\$ 19,000.00</b>	<b>\$ 229,000.00</b>
<b>FY 06-07 TOTALS</b>			<b>\$ 298,212.64</b>	<b>\$ 298,212.64</b>	<b>\$ 71,360.48</b>	<b>\$ 369,573.12</b>

Year End Accruals

Below is a schedule of all general ledger ending balances for the past three completed years. The college records year end accruals for accounts receivable, accounts payable, salaries payable, vacation & sick leave accruals, inventory counts, deferred revenue and prepaid expenses (among other less significant accruals). The major accrual general ledgers are identified with bold type.

FY 99-00			FY 00-01			FY 01-02		
GL	TITLE	AMOUNT	GL	TITLE	AMOUNT	GL	TITLE	AMOUNT
0120	ACTUAL FTE'S	6,801.46	0120	ACTUAL FTE'S	7,220.74	0120	ACTUAL FTE'S	7,276.04
0998	CONTRA FTE'S	(6,801.46)	0998	CONTRA FTE'S	(7,220.74)	0998	CONTRA FTE'S	(7,276.04)
1110	LOCAL CASH IN BANK	1,194,549.75	1110	LOCAL CASH IN BANK	1,244,983.47	1110	LOCAL CASH IN BANK	2,043,607.77
1120	UNDEPOSITED CASH	60,818.96	1120	UNDEPOSITED CASH	16,916.82	1120	UNDEPOSITED CASH	62,386.07
1130	PETTY CASH	16,975.00	1130	PETTY CASH	16,200.00	1130	PETTY CASH	11,715.50
1150	CASH SUMMARY	1,194,549.75	1150	CASH SUMMARY	1,244,983.47	1150	CASH SUMMARY	2,043,607.77
1151	CASH SUMMARY CONTRA	(1,194,549.75)	1151	CASH SUMMARY CONTRA	(1,244,983.47)	1151	CASH SUMMARY CONTRA	(2,043,607.77)
1205	POOLED CASH INVEST	7,687,294.43	1205	POOLED CASH INVEST	7,587,541.04	1205	POOLED CASH INVEST	8,358,648.84
1312	<b>CURRENT ACCTS REC</b>	<b>566,475.63</b>	1312	<b>CURRENT ACCTS REC</b>	<b>445,501.87</b>	1312	<b>CURRENT ACCTS REC</b>	<b>229,878.57</b>
1316	<b>CURRENT INT REC-INV</b>	<b>151,354.58</b>	1316	<b>CURRENT INT REC-INV</b>	<b>88,000.87</b>	1316	<b>CURRENT INT REC-INV</b>	<b>151,126.68</b>
1318	<b>UNBILLED REC</b>	<b>23,518.74</b>	1318	<b>UNBILLED REC</b>	<b>10,795.22</b>	1318	<b>UNBILLED REC</b>	<b>330,374.33</b>
1319	<b>CURRENT OTHR REC</b>	<b>3,057.51</b>	1319	<b>CURRENT OTHR REC</b>	<b>2,726.79</b>	1319	<b>CURRENT OTHR REC</b>	<b>4,128.61</b>
1342	<b>ALLOW ACCTS REC</b>	<b>(5,432.70)</b>	1342	<b>ALLOW ACCTS REC</b>	<b>(2,969.33)</b>	1342	<b>ALLOW ACCTS REC</b>	<b>(1,913.17)</b>
1349	<b>ALLOW OTHR REC</b>	<b>(30.57)</b>	1349	<b>ALLOW OTHR REC</b>	<b>(27.26)</b>	1349	<b>ALLOW OTHR REC</b>	<b>(41.29)</b>
1351	<b>DUE FR FED GOV</b>	<b>297,138.34</b>	1351	<b>DUE FR FED GOV</b>	<b>347,818.47</b>	1351	<b>DUE FR FED GOV</b>	<b>264,331.31</b>
1352	<b>DUE FR OTHR GOV</b>	<b>776,784.59</b>	1352	<b>DUE FR OTHR GOV</b>	<b>829,529.16</b>	1352	<b>DUE FR OTHR GOV</b>	<b>750,601.32</b>
1353	<b>DUE FR OTHR FNDS</b>	<b>187,389.98</b>	1353	<b>DUE FR OTHR FNDS</b>	<b>87,830.65</b>	1353	<b>DUE FR OTHR FNDS</b>	<b>80,427.85</b>
1354	<b>DUE FR OTHE AGENCY</b>	<b>590,113.58</b>	1354	<b>DUE FR OTHE AGENCY</b>	<b>1,024,185.53</b>	1354	<b>DUE FR OTHE AGENCY</b>	<b>672,991.07</b>
1355	<b>DUE FR OTHR FND-CASH</b>	<b>8,881,844.18</b>	1355	<b>DUE FR OTHR FND-CASH</b>	<b>8,832,524.51</b>	1355	<b>DUE FR OTHR FND-CASH</b>	<b>10,417,026.05</b>
1399	<b>TRAVEL/PYRL ADVANCES</b>	<b>3,290.16</b>	1399	<b>TRAVEL/PYRL ADVANCES</b>	<b>10,119.04</b>	1399	<b>TRAVEL/PYRL ADVANCES</b>	<b>1,439.68</b>
1410	<b>CONSUMABLE INV</b>	<b>51,655.98</b>	1410	<b>CONSUMABLE INV</b>	<b>49,857.79</b>	1410	<b>CONSUMABLE INV</b>	<b>41,788.02</b>
1420	<b>MERCHANDISE INV</b>	<b>457,467.53</b>	1420	<b>MERCHANDISE INV</b>	<b>405,090.77</b>	1420	<b>MERCHANDISE INV</b>	<b>361,361.71</b>
1510	<b>PREPAID EXPENSES</b>	<b>224,175.10</b>	1510	<b>PREPAID EXPENSES</b>	<b>141,729.46</b>	1510	<b>PREPAID EXPENSES</b>	<b>149,774.39</b>
1656	<b>DUE FR OTHR FNDS-VPA</b>	<b>490,423.12</b>	1656	<b>DUE FR OTHR FNDS-VPA</b>	<b>1,624,883.28</b>	1656	<b>DUE FR OTHR FNDS-VPA</b>	<b>1,808,551.08</b>
1820	RETIRE LONG-TERM OBL	3,512,689.25	1820	RETIRE LONG-TERM OBL	5,102,892.54	1820	RETIRE LONG-TERM OBL	4,995,749.55
2110	LAND	1,038,679.00	2110	LAND	1,038,679.00	2110	LAND	1,038,679.00
2210	BUILDINGS	29,211,099.67	2210	BUILDINGS	33,085,187.67	2210	BUILDINGS	33,085,187.67
2220	DEPR ALLOW - BLDGS	(7,895,884.00)	2220	DEPR ALLOW - BLDGS	(8,811,516.00)	2220	DEPR ALLOW - BLDGS	(9,530,816.00)
2310	OTHR THAN BLDGS	912,118.19	2310	OTHR THAN BLDGS	1,315,666.19	2310	OTHR THAN BLDGS	2,237,126.19
2320	DEPR ALLOW - OTHR	(613,437.00)	2320	DEPR ALLOW - OTHR	(660,805.00)	2320	DEPR ALLOW - OTHR	(729,508.00)
2330	LIB, RES, MUS & ART	945,887.38	2330	LIB, RES, MUS & ART	998,000.38	2330	LIB, RES, MUS & ART	1,064,450.38
2410	FURN & EQUIP	4,757,839.44	2410	FURN & EQUIP	4,684,272.71	2410	FURN & EQUIP	4,410,300.83
2420	DEPRALLOW-FURN&EQUIP	(3,109,462.19)	2420	DEPRALLOW-FURN&EQUIP	(3,455,550.00)	2420	DEPRALLOW-FURN&EQUIP	(3,514,408.00)
2510	CONST IN PROGRESS	3,957,723.32	2510	CONST IN PROGRESS	2,079,320.32	2510	CONST IN PROGRESS	4,253,601.32
3205	ACCRUED REV	(360,031.44)	3205	ACCRUED REV	174,757.39	3205	ACCRUED REV	28,589.79
3210	CASH REV	(25,108,161.24)	3210	CASH REV	(27,130,023.30)	3210	CASH REV	(849,366.00)
3215	IMMATERIAL ADJ-PRIOR	7,155.39	3215	GAIN/LOSS SALE OF FA	6,425.00	3215	CONST IN PROGRESS	4,253,601.32
3221	NON CASH OTHR SRC	(140,000.00)	3215	IMMATERIAL ADJ-PRIOR	(28,470.96)	3205	ACCRUED REV	28,589.79

Year End Accruals (continued)

FY 99-00			FY 00-01			FY 01-02		
GL	TITLE	AMOUNT	GL	TITLE	AMOUNT	GL	TITLE	AMOUNT
4310	CURR TREAS CASH	(19,644,933.27)	3221	NON CASH OTHR SRC	(1,622,483.78)	3210	CASH REV	(27,942,082.87)
5111	ACCTS PAYABLE	(1,024,321.32)	4310	CURR TREAS CASH	(19,096,978.02)	3215	IMMATERIAL ADJ-PRIOR	75,848.79
5124	ACCURED SALARIES PAY	(826,747.61)	5111	ACCTS PAYABLE	(1,697,638.88)	3221	NON CASH OTHR SRC	(40,928.52)
5125	ACCURED VAC LV PAY	(29,013.70)	5124	ACCURED SALARIES PAY	(683,409.24)	4310	CURR TREAS CASH	(23,526,590.20)
5127	ACCURUE SICK LEAVE	(7,577.33)	5125	ACCURED VAC LV PAY	(30,547.67)	5111	ACCTS PAYABLE	(989,159.05)
5153	DUE OTHR FNDS	(187,389.98)	5127	ACCURUE SICK LEAVE	(8,907.79)	5124	ACCURED SALARIES PAY	(727,735.41)
5154	DUE OTHR AGENCIES	(38,949.96)	5151	DUE FED GOV	(1,823.43)	5125	ACCURED VAC LV PAY	(37,735.95)
5155	DUE OTHER FNDS-CASH	(8,881,844.18)	5153	DUE OTHR FNDS	(87,830.65)	5127	ACCURUE SICK LEAVE	(10,299.93)
5158	SALES/USE TAX LIAB	(25,319.22)	5154	DUE OTHR AGENCIES	(56,603.47)	5150	DUE OTHER FUNDS-VPA	(1,808,551.08)
5191	CUSTOMER DEPOSITS	(85,021.85)	5155	DUE OTHER FNDS-CASH	(8,832,524.51)	5153	DUE OTHR FNDS	(80,427.85)
5192	DEFERRED REV	(1,370,367.17)	5158	SALES/USE TAX LIAB	(27,308.14)	5154	DUE OTHR AGENCIES	(56,208.77)
5225	LONG TERM LEAVE PAY	(844,203.04)	5173	CERT OF PARTICIPATN	(241,921.13)	5155	DUE OTHER FNDS-CASH	(10,417,026.05)
5227	LONG TERM SICK LEAVE	(822,418.25)	5191	CUSTOMER DEPOSITS	(87,555.77)	5158	SALES/USE TAX LIAB	(26,707.75)
5256	DUE OTHER FUNDS-VPA	(490,423.12)	5192	DEFERRED REV	(1,762,801.40)	5173	CERT OF PARTICIPATN	(256,409.49)
5272	LT PURCH AGREE PAY	(1,269,441.12)	5225	LONG TERM LEAVE PAY	(933,194.69)	5191	CUSTOMER DEPOSITS	(77,496.03)
5273	LT CERT OF PARTICPATE	(576,626.84)	5227	LONG TERM SICK LEAVE	(851,498.24)	5192	DEFERRED REV	(1,857,667.78)
6210	ALLOTMENTS	(42,779,344.06)	5256	DUE OTHER FUNDS-VPA	(1,624,883.28)	5225	LONG TERM LEAVE PAY	(993,053.72)
6505	ACCURED EXP/EXPENSES	2,009,717.64	5272	LT PURCH AGREE PAY	(1,238,261.00)	5227	LONG TERM SICK LEAVE	(924,159.42)
6510	CASH EXP/EXPENSES	39,814,563.67	5273	LT CERT OF PARTICPATE	(1,838,017.48)	5272	LT PURCH AGREE PAY	(1,208,029.00)
6511	DEPRECIATION EXP	117,769.00	6210	ALLOTMENTS	(37,226,023.43)	5273	LT CERT OF PARTICPATE	(1,614,097.92)
6514	FIXEDASSET-ACQ-PURCH	140,000.00	6505	ACCURED EXP/EXPENSES	1,926,076.19	6210	ALLOTMENTS	(48,654,308.07)
6515	BAD DEBT EXPENSE	3,028.81	6510	CASH EXP/EXPENSES	43,518,196.77	6410	ENC PD 25MO-APPR	(2,316.08)
6516	COST OF GOODS SOLD	1,777,729.21	6511	DEPRECIATION EXP	118,938.00	6505	ACCURED EXP/EXPENSES	2,737,768.87
9100	BUDGETARY FND BAL	42,779,344.06	6514	FIXEDASSET-ACQ-PURCH	1,290,830.52	6510	CASH EXP/EXPENSES	44,622,985.96
9210	RESIDUAL EQUITY TRNF	(0.00)	6515	BAD DEBT EXPENSE	1,479.11	6511	DEPRECIATION EXP	112,464.00
9400	RETAINED EARNINGS	(3,940,301.34)	6516	COST OF GOODS SOLD	1,781,134.54	6514	FIXEDASSET-ACQ-PURCH	259,389.41
9530	RESERVE ENDOWMENTS	(53,111.12)	9100	BUDGETARY FND BAL	37,226,023.43	6515	BAD DEBT EXPENSE	1,035.44
9540	RESERVE INVENTORIES	(33,025.98)	9400	RETAINED EARNINGS	(3,884,912.67)	6516	COST OF GOODS SOLD	1,913,889.21
9556	RESERVE PETTY CASH	(650.00)	9540	RESERVE INVENTORIES	(34,118.11)	9100	BUDGETARY FND BAL	48,654,308.07
9580	DES-OTHR FND BAL	407,408.95	9556	RESERVE PETTY CASH	(650.00)	9400	RETAINED EARNINGS	(3,483,666.68)
9590	UNRES/UNDES-FND BAL	(4,709,722.03)	9580	DES-OTHR FND BAL	183,487.12	9510	RESERVE FOR GL 6410	2,316.08
9810	FA INVEST-GEN FNDS	(22,650,173.61)	9590	UNRES/UNDES-FND BAL	(6,000,264.56)	9540	RESERVE INVENTORIES	(23,487.94)
9820	FA INVEST-REV FNDS	(827,593.00)	9810	FA INVEST-GEN FNDS	(21,405,134.53)	9556	RESERVE PETTY CASH	(650.00)
9830	FA INVEST-CP FNDS	(4,706,121.90)	9820	FA INVEST-REV FNDS	(827,593.00)	9580	DES-OTHR FND BAL	574,537.45
		0.00	9830	FA INVEST-CP FNDS	(7,105,354.90)	9590	UNRES/UNDES-FND BAL	(5,865,740.10)
					0.00	9810	FA INVEST-GEN FNDS	(20,326,795.28)
						9820	FA INVEST-REV FNDS	(44,677.00)
						9830	FA INVEST-CP FNDS	(10,201,095.90)
								0.00



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