Focused Interim Report

April 13, 2007

(Response to NWCCU 2005 Focused Interim Visit Report)

Green River Community College
12401 SE 320th

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INTRODUCTION

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

The evaluation found that the college had thoroughly addressed and resolved four of the concerns, but that the recommendation concerning student learning assessment had been only partially resolved; they made two recommendations for improvement in this area. In correspondence sent to Green River in July 2005, NWCCU reaffirmed Green River's accreditation on the basis of the interim evaluation. The Commission did request, however, that the College submit a focused interim report to document progress on the two recommendations and prepare for a focused interim evaluation in April 2007.

Green River began addressing deficiencies in summer 2005. The College believes that significant progress has been made, resulting in further improvements. This report contains the College's response to each recommendation. In addition to the report, Green River respectfully submits a set of appendices to support the actions taken on the two recommendations.

2005 NWCCU RECOMMENDATIONS

1. It is recommended that the College clearly define the educational assessment process as a whole, integrating tools and mechanisms that have been developed into a cohesive, systematic plan with regular timelines for completion. Collegewide planning processes should be considered in establishing these timelines to ensure integration of educational assessment findings in College decisions (Standard 2.B.1).

2. It is recommended that the College ensure that its educational assessment program is comprehensive and consistently applied to all degree programs or offering and leads to evidence-based improvement of teaching and learning (Standard 2.B.e, 2.B.3, Policy 2.2, Eligibility Requirement 12).

Implementation of the assessment plan is overseen by the Learning Outcomes Committee (LOC), a subcommittee of the Instructional Council (IC), the main faculty governance body. The LOC is charged with facilitating outcomes work on campus, and includes one faculty member from each of the 11 instructional divisions, one member from International English as a Second Language, and two instructional administrators. In addition to managing the plan, the LOC provides direction and assistance to the faculty assessment teams. The Office of Research and Planning provides research design, sampling, and statistical support to the assessment teams.

In order to compensate the faculty assessment teams for the time involved in doing this work, money has been allocated from state funds and the College's general fund. These two permanent funding sources ensure that Campus-wide Assessment has sufficient financial support.

Program Assessment Process

The Program Assessment and Improvement (PA&I) process was developed in 1998 to ensure that programs are current, well structured and excel in promoting student achievement. The process was revised in 2001 to place greater emphasis on program effectiveness and the assessment of student learning. Each instructional program goes through this comprehensive review process every 5 years. (Appendix 3)

Program faculty, along with the division chair and dean, complete the review over a five month period. Research and Planning compiles and inserts extensive academic data on the PA&I reporting form, including enrollments, course retention, grade distributions and employment outcomes. The review team then meets with the Executive Vice President, area Dean, and Research and Planning staff to discuss the strengths and challenges of the program and outline a plan for improvement.

The PA&I reporting form requires departments to address numerous questions about their program's goals/objectives, curriculum, student achievements, enrollments, personnel, facilities and institutional support. (Appendix 4) The document was designed to ascertain and ensure that programs have well aligned educat

	Quantitative and Symbolic Reasoning
	Human Relations*
	Oral Communication*
	Program Level (Write in):

Course-Level Assessment Process

Course-level assessment is systematically addres

RESPONSE TO RECOMMENDATION TWO

It is recommended that the College ensure that its educational assessment program is comprehensive and consistently applied to all degree programs or offering and leads to evidence-based improvement of teaching and learning (Standard 2.B.e, 2.B.3, Policy 2.2, Eligibility Requirement 12).

Introduction

As described above, the college's assessment plan encompasses teaching and learning at the campus-wide, program and course levels. The schedules for Campus-Wide Outcomes and PA&I ensure that assessment is consistently applied to all degree programs and offerings. The ongoing course-level assessment activities improve course outcomes and instruct faculty in assessment concepts and practices that strengthen assessments conducted at each level. In addition, the college supports assessment by providing permanent funding for the LOC, campus-wide assessment, and PA&I, as well as assistance from Research and Planning in research design, statistical analysis, and similar efforts.

The following describes how each of the three areas of assessment has led to evidence-based improvement of teaching and learning.

Campus-Wide Assessment Activities

Quantitative and Symbolic Reasoning
Soon after the faculty approved the campus-wide assessment process in fall 2005, the first faculty team was charged by the LOC to conduct an assessment of Quantitative and Symbolic Reasoning (QSR), and to issue its report in summer 2006. The assessment effort had two main components.

1. To identify and conduct a peer review of courses that claimed a "Level Three" designation in the Learning Outcomes Tracking System (LOTS) database.
2. To design and carry out an analysis of student learning of QSR.

The LOTS database was developed in 2003-2005 to enable faculty and administrators to identify which learning outcomes each of the college's 1,250+ courses support. Each instructional department was responsible for determining which learning outcome competencies their courses cover, and at which level.

- **Level One**: indicates that the outcome is practiced or taught in the course.
- **Level Two**: indicates that the outcome is assessed but not explicitly taught in the course.
- **Level Three**: indicates that the outcome is taught and assessed in the course.

Departments were well informed about how to designate their courses, and they diligently completed the project.

To ensure that these designations are accurate, the LOC decided that the assessment of each campus-wide outcome should include a peer review of the courses that claim a Level Three. The QSR assessment team found that 14 of the 158 courses claiming a Level Three lacked sufficient documentation to justify this designation. The courses were referred to the LOC Chair, who discussed the matter with the appropriate instructors. In nearly all cases, the course's LOTS designations were changed to Level Two or One.

In addition to verifying Level Three designations, this process provides valuable information as to how many courses and departments cover each of the competencies at the highest level. The assessment team found that four of the six QSR competencies were covered in numerous courses, whereas two of them, 3 and 6, were covered in very few courses at Level Three. This was an important finding. (The competencies are specified in Appendix 1.)

The QSR team then developed a research de,01 o courses, wncies werey 2 8pgnationsomnt

currently working on a report to the faculty that summarizes their review of this outcome in the LOTS Database, as well as their findings. In keeping with the three-year assessment cycle, this report is due by the end of spring 2007. The team will then formally report their findings and recommendation during Opening Week of fall 2007. The faculty will use the 2007-2008 academic year to revise the language that defines this outcome with a faculty vote to approve this revised language. In the third year of the assessment cycle, the faculty team will reconvene to study the effects of the revised language on the campus' ability to address this outcome across degrees and programs of study.

Program Assessment Activities

As previously described, Green River's PA&I process ensures that each instructional program goes through a thorough evaluation once every five years. An important component of PA&I is the assessment of student learning at the program level. The following are examples of these efforts.

- To improve teaching and learning, and to assess students' critical thinking skills, the Geology Program developed a mapping assignment and grading rubric. Students

Program faculty adopted the rubric and reported that it has resulted in more consistent and objective evaluations of students' work. Moreover, faculty members found that using the rubric as a teaching tool has improved student writing. Specifically, instructors have their students apply the rubric to writing samples as a way to recognize and evaluate good and poor writing, thereby enhancing their u

using it to improve the way I present and assess my students' work. *Part-time Instructor, English*

- I learned a few important things through the process of creating the rubric. First, I learned that I need to create better assignments. I also learned that it is important to create the assignment and the rubric simultaneously…Secondly, I learned that there is a vast pool of existing resources for rubrics…By utilizing the existing resources, I am able to follow patterns and standards that have already been developed by faculty. Thirdly, I learned that creating a rubric is much more difficult than I ever anticipated. Creating a new rubric that is concise, fair, and measurable takes more time and energy than I thought it would.

  I also learned a few important things from the process of assessing the student work using the rubric. First, I learned that the rubric needs some additional revision. I learned this on my own as I discovered that I was marking the border between assessment levels for several of the competencies. Secondly, I learned that my assessments of the student work were different from my partner's assessment of the same work; therefore, once again, I realized that the rubric language was not as precise as it should be.

  This week's activities will improve teaching and learning in my classes and/or program in many positive ways. First, I intend to make rubrics for every assignment in every class. As I prepare to create every new rubric, it will give me a good chance to redesign much of the content and methodology that I use. I plan to use the rubrics as the main "maps" for my classes and to have them better guide me and the students through the learning process. I hope that this will improve the consistency of my teaching and learning and that of the program. *Part-time Instructor, English*

- Sometimes the best laid plans don't always match to the assignment given. I learned that our rubric didn't quite measure up to the answers given on the test that [my co-instructor] and I devised to assess student preparedness for entry into Biology 100. While we were able to make it work more tweaking is necessary for a direct application.

  If the data can reveal where our students are at the beginning of the course compared to the end we can then assess teaching strategies to best meet student needs. Maybe we are expecting too much of our entry level students or not expecting enough. The data should reveal the trend and we can then adjust out teaching styles to fill the need. *Full-time Instructor, Biology*

Summer Assessment Institute 2006

- I gained a deeper understanding of the rubric, how to adapt the rubric to my content area, and how to design assignments so that they better reveal students' achievements. I plan to redesign several student assignments, and add discussion questions to topic areas that will encourage students to engage in critical thinking. *Full-time Instructor, Accounting*

- I learned that I am often too general in my explanations and expectations of assignments. These broad explanations allow for too much subjectivity in my grading. I plan to

reassess my assignments…in terms of what I learned this week. I hope to create rubrics for the major assignments before fall quarter begins so I can provide them to students throughout the quarter. I will specifically look at the details of the assignment to see, one, how they coincide with the campus-wide learning outcomes and, two, how I can be more explicit in my explanations and expectations for each assignment and the classes overall.

Again, I feel what I learned this week in regard to the outcomes and rubric development will help me to be more objective in my grading as well as be a better communicator of the expectations I have for my students. *Part-time Instructor, Communications*

- I learned a lot about the process of developing a rubric, and about adapting pre-existing rubrics to new assignments. I really learned to like rubrics for grading student work, for modifying assignments and for informing students about the grading process so that they can successfully complete the assignment. I was surprised to learn how effective the rubric I developed was at evaluating the quality of multiple choice exam items and determining whether the exam items required critical thinking or not.

  I think that the ability of my students to think critically and troubleshoot operating system and networking problems will increase significantly. I hope to teach them more critical thinking and fewer facts so that they are better able to adapt themselves to the continuously changing technology which they are tasked with managing. *Full-time Instructor, IT*

CONCLUSION

Green River believes we have fully addressed the two recommendations from the 2005 Focused Interim Evaluation Report. To summarize, the college has established a comprehensive assessment plan that faculty support and which demonstrates the full cycle of assessment at the course, program, and campus-wide levels. Furthermore, the college has begun the process of implementing its comprehensive assessment plan. The college is in year two of the three-year cycle for Quantitative and Symbolic Reasoning, and it is in year one of the three-year cycle for Written Communication. The faculty will assess the remaining two Outcomes, Critical Thinking and Student Responsibility, in the next few years as is outlined in the campus-wide assessment schedule. While there has not yet been time to achieve the full cycle of assessment for all outcomes, a plan is in place to do so, and the college can show concrete results from the work completed over the past two years.

The formal process to assess student learning at the program and course levels has had a longer history at the college and has completed the full assessment cycle. Program-level assessment has been an integral component of the college's Program Assessment and Improvement process since 2001, and faculty have conducted various studies of student learning, using the results to

By developing an integrated plan that addresses assessment at these three levels, Green River has achieved a system of assessment that allows this work to be completed regularly and in a meaningful manner across degrees and programs. We believe these actions address the recommendations made by the Northwest Commission on Colleges and Universities.

Appendix 1
Campus-Wide Outcomes

1. Written Communication

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

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

2. Critical Thinking

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

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

3. Responsibility

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

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

4. Quantitative and Symbolic Reasoning

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

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

Appendix 2
Campus-Wide Assessment Schedule

	2005-2006 Year	2006-2007 Year	2007-2008 Year
Fall Quarter	*Get Feed back on and hone		

	2005-2006 Year	2006-2007 Year	2007-2008 Year
Fall Quarter *(Continued)*	* Send out an all campus e-mail to make sure every discipline area who wants to be involved is included. (This is in case someone is missed via LOTS.) *Make sure there is faculty representation from all major areas that focus on QSR. (Full or part-time faculty can participate.)	*Recruit/invite faculty to participate in faculty assessment team for written communication out come. * Send out an all campus e-mail to make sure every discipline area who wants to be involved is included. (This is in case someone is missed via LOTS.)	*Faculty assessment team for QSR repeats first year's study to test conclusions and actions taken to address conclusions. Repeat same assessment tool and collect student work from same designated sample of courses.

*Faculty team meets and completes a peer297a05 Tw rna05 Tw rnas ou2 1 0.00 tea[(asj 0QSR.claimTc -0.0012 6w 0 12 -126ess conclu linel 3 rnas04 T)]TJ 0]TJ .00nc

	2005-2006 Year	2006-2007 Year	2007-2008 Year
Fall Quarter *(Continued)*	or adding information to the CAR to fit the designation in LOTS. The end goal is synthesis between the course content outcomes and the level designation in LOTS for the Campus-wide Outcome addressed by that course.	adjusting the LOTS to fit the course or adding information to the CAR to fit the designation in LOTS. The end goal is synthesis between the course content outcomes and the level designation in LOTS for the Campus-wide Outcome addressed by that course.	
Winter Quarter	*Faculty assessment team meets to determine an assessment tool they'll use. *One person from Institutional Research and LOC Chair will provide tips, guidelines, models, and consultation to help Assessment Team determine an assessment tool. * Institutional Research provides a list of course sections from which student work needs to be collected. This is to ensure a represen fenvsr a list of bsed by ecels,ri* [addg		

	2005-2006 Year	2006-2007 Year	2007-2008 Year
Spring Quarter	*Assessment Team meets to analyze student data and come to conclusions/make recommendations. *LOC to provide template for team to use so answers accreditation will want are provided. This template will also clarify that divisions/programs have ultimate control over curriculum changes; the faculty involved in this team do not have power to enact curriculum changes. *Faculty team prepares report for all faculty members for opening week of next year.	*Faculty assessment team: Writing = analyze student data. *LOC to provide template for team to use so answers accreditation will want are provided. This template will also clarify that divisions/programs have ultimate control over curriculum changes; the faculty involved in this team do not have power to enact curriculum changes. * Faculty assessment team: Writing = prepare report to give to all faculty during next fall's opening week.	*Faculty assessment team: QSR = analyze student data and prepare final report for all faculty regarding findings.

Appendix 3
PA&I Program List

Professional/Technical Programs	**Academic Transfer**	**Exempt Programs**
Accounting (Tech)	Anatomy-Physiology	Adult Basic Education/GED/
Aviation Technology	Anthropology	ESOL
Business Education	Art (includes Photography)	Natural Resources (every other time)
Business Management	Astronomy/Physics	Occupational Therapy Asst.
Carpentry Technology	Behavioral Science	Physical Therapist Asst.
Computer Information Technology	Biology/Env. Science/Natural Science	Practical Nursing
Criminal Justice	Business Admin. (incl. Acct. and Law)	
Early Childhood Education	Chemistry	
Engineering/Computer Science	Drama	
Fiber Optic Technologies	Economics	
Geographic Information Systems	Education	
Natural Resources (every other time)	English	
Manufacturing Technology		

PA&I Program Schedule

Division	
	21

Appendix 4
Instructional PA&I Reporting Form

PROGRAM ASSESSMENT AND IMPROVEMENT

FOR

<PLEASE ENTER PROGRAM NAME>

CONDUCTED BY: (Name of Faculty Members)

DATE

PROGRAM ASSESSMENT AND IMPROVEMENT
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SECTION A - DESCRIPTION OF THE PROGRAM

Table 1: Student Demographics

PROGRAM:	**2003-04**	**2004-05**	**2005-06**
TOTAL UNDUPLICATED HEADCOUNT			
GENDER[1]			
Male			
Female			
AVERAGE AGE			
ETHNICITY[2]			
% of color			
TARGETED PROGRAMS			
Running Start Students			
Worker Retraining			

Table 3: Summer Course Enrollment

SUMMER	2003-04		2004-05		2005-06	
Course#	State-funded Headcount	Total Headcount[1]	State-funded Headcount	Total Headcount[1]	State-funded Headcount	Total Headcount[1]

[1] Total headcount includes state, international and Running Start students.

Table 4: Fall Course Enrollment

FALL	2003-04		2004-05		2005-06	
Course#	State-funded Headcount	Total Headcount[1]	State-funded Headcount	Total Headcount[1]	State-funded Headcount	Total Headcount[1]

[1] Total headcount includes state, international and Running Start students.

Table 5: Winter Course Enrollment

WINTER	2003-04		2004-05		2005-06	
Course#	State-funded Headcount	Total Headcount[1]	State-funded Headcount	Total Headcount[1]	State-funded Headcount	Total Headcount[1]

[1] Total headcount includes state, international and Running Start students.

Table 6: Spring Course Enrollment

SPRING	2003-04		2004-05		2005-06	
Course#	State-funded Headcount	Total Headcount[1]	State-funded Headcount	Total Headcount[1]	State-funded Headcount	Total Headcount[1]

[1] Total headcount includes state, international and Running Start students.

Table 7: Summer Course Offerings/Cancellations

DAY	2003-04			2004-05			2005-06		
Course #	# Sections Scheduled	# Sections Cancelled	% Sections Cancelled	# Sections Scheduled	# Sections Cancelled	% Sections Cancelled	# Sections Scheduled	# Sections Cancelled	% Sections Cancelled

EVENING	2003-04			2004-05			2005-06	
Course #	# Sections Scheduled	# Sections Cancelled	% Sections Cancelled	# Sections Scheduled	# Sections Cancelled	% Sections Cancelled	# Sections Scheduled	# Sections Cancelled

Table 8: Fall Course Offerings/Cancellations

DAY	2003-04			2004-05			2005-06		
Course #	# Sections Scheduled	# Sections Cancelled	% Sections Cancelled	# Sections Scheduled	# Sections Cancelled	% Sections Cancelled	# Sections Scheduled	# Sections Cancelled	% Sections Cancelled

Table 9: Winter Course Offerings/Cancellations

DAY	2003-04			2004-05			2005-06		
Course #	# Sections Scheduled	# Sections Cancelled	% Sections Cancelled	# Sections Scheduled	# Sections Cancelled	% Sections Cancelled	# Sections Scheduled	# Sections Cancelled	% Sections Cancelled

EVENING	2003-04	2004-05	2005-06
Course #			

Table 10: Spring Course Offerings/Cancellations

DAY	2003-04	2004-05	2005-06

Table 11: Summer Course Completion

SUMMER	2003-04	2004-05	2005-06

Table 13: Winter Course Completion

WINTER	2003-04			2004-05			2005-06		
Course #	# Enrolled	# Completed	% Completed	# Enrolled	# Completed	% Completed	# Enrolled	# Completed	% Completed

Table 15: Employment and Wage Status[1]

STUDENT TYPE	Number	Median Wage[2]	% Employed
Early Leaver			
Completer			

[1] Data reported for all students exiting from 2001-02 to 2004-05 academic years.
[2] Median wage is reported in 2006$ (inflation adjusted).

Data Source: SBCTC Data Warehouse, Phase VI Data Linking for Outcomes Assessment file, which is based on the annual process of matching college records with the unemployment insurance data of Washington, Oregon, Idaho, Alaska, and Montana and federal government agencies.

SECTION B - PERSONNEL SUMMARY

RESPONSIBILITY:
Questions 1-2 completed by Research & Planning
Questions 3-7 completed by faculty
Table 16 completed by Research & Planning

OVERALL STAFFING SUMMARY

FACULTY STAFFING	
1. # F/T faculty	
2. # P/T faculty per quarter (2005-06 average)	
3. # F/T faculty in probationary status	

FULL-TIME VS. PART-TIME FACULTY	
4. # P/T faculty hired per quarter over the past year	Fall _____ Winter _____ Spring _____ Summer _____
5. Issues related to securing qualified P/T faculty	

SUPPORT STAFFING	
6. # Staff performing instruction related support services	
7. # Staff performing clerical duties	

SECTION C - PROGRAM CURRICULUM

RESPONSIBILITY:
Questions 1-12 completed by faculty
Tables 17 – 18 completed by Curriculum Support Services
Tables 19 – 20 completed by Research & Planning

CATEGORY	Within the past six months	Within the past year	Within the past two years	More than two years ago	NA
1. When was the curriculum last reviewed to ensure accuracy and relevance? (Select the time frame that *best* represents when the review was conducted.)					
Explanation (Optional unless you indicated "More than two years ago"):					

	Within the past six months	Within the past year	Within the past two years	More than two years ago	NA
2. When was the curriculum last evaluated with respect to current transfer and/or general education expectations? (Select the time frame that *best* represents when the review was conducted.)					
Explanation (Optional unless you indicated "More than two years ago"): i					

	Strongly Disagree	Disagree	Agree	Strongly Agree	NA
3. CARs are up-to-date, accurate, inclusive of					

	Strongly Disagree	Disagree	Agree	Strongly Agree	NA
4. PARs and PIGs are up-to-date and accurate.					

Refer to Table 18 in this section and Table 24 in Section E for relevant information
Explanation (Optional unless you indicated Disagree or Strongly Disagree):

	Strongly Disagree	Disagree	Agree	Strongly Agree	NA
5. Individual class syllabi up-to-date, accurate, and include the eleven campus syllabi requirements.					

Explanation (Optional unless you indicated Disagree or Strongly Disagree):

	0 – 2	3 – 5	6 – 8	9 – 11	12
6. During how many of the past 12 quarters were there inadequate numbers of sections offered to allow students complete their degrees or certificates in a timely manner?					

(Refer to Table 19 for relevant information.)
Explanation (Optional unless you indicated "6 – 8, 9 – 11, or 12"):

	Strongly Disagree	Disagree	Agree	Strongly Agree	NA
7. The materials available to students (e.g. catalog, program information guide, etc.) clearly describe the program's admission standards, skills levels, expected learning outcomes, and graduation requirements?					

Explanation (Optional unless you indicated Disagree or Strongly Disagree):

	Ineffective	Marginal	Effective	Highly Effective	NA

Table 17: Course Adoption Revision (CAR) Status

Course #	Course Title	Date of last CAR revision	Course linked to campus-wide learning outcomes

Percentage of CARs modified within the last 5 years: x%
Percentage of CARs linked to one or more campus-wide learning outcomes: x%

Table 18: Program Adoption Revision (PAR) Status

Degree or Certificate	Title	Date of last PAR revision	

Table 19: Course Availability

Course #	Course Title	Credits	# Summer Sections	# Fall Sections	# Winter Sections	# Spring Sections

Table 20: Course Prerequisites

Course #	Course Title	Prerequisites

SECTION D - PROGRAM SUPPORT: Instructional Resources

RESPONSIBILITY:
Questions 1- 9 answered by faculty

	Poor	Fair	Good	Excellent	NA
1. How would you rate the full-time faculty staffing level of the program?					
Table 16 and Section B contain relevant data. **Explanation (Optional unless you indicated "Poor" or "Fair"):**					
	Poor	**Fair**	**Good**	**Excellent**	**NA**
2. How would you rate the part-time faculty staffing level of the program?					
Table 16 and Section B contain relevant data. **Explanation (Optional unless you indicated "Poor" or "Fair"):**					
	Poor	**Fair**	**Good**	**Excellent**	**NA**
3. Support staff staffing levels should be adequate for the workload of the program and the continued development of the curriculum. How would you rate the support staff staffing level of the program?					
Section B contains relevant data. **Explanation (Optional unless you indicated "Poor" or "Fair"):**					
	Poor	**Fair**	**Good**	**Excellent**	**NA**
4. How would you rate the ability of tutorial support services (i.e. Math Learning Center, Help Center, Writing Center) to adequately support student needs?					
Explanation (Optional unless you indicated "Poor" or "Fair"):					

	Poor	Fair	Good	Excellent	NA
5. How would you rate the ability of library/information resources to adequately support instructional needs?					
Explanation (Optional unless you indicated "Poor" or "Fair"):					
	Poor	**Fair**	**Good**	**Excellent**	**NA**
6. How would you rate the audio-visual and multimedia resources provided to support instructional needs?					
Explanation (Optional unless you indicated "Poor" or "Fair"):					
	Poor	**Fair**	**Good**	**Excellent**	**NA**
7. How would you rate the adequacy of media staff services in supporting instructional needs?					
Explanation (Optional unless you indicated "Poor" or "Fair"):					
	Poor	**Fair**	**Good**	**Excellent**	**NA**
8. How would you rate the support services for assessment and other program testing requirements (i.e. Assessment and Testing Center, Office of Research and Planning, Learning Outcomes Committee)?					
Explanation (Optional unless you indicated "Poor" or "Fair"):					
	Poor	**Fair**	**Good**	**Excellent**	**NA**
9. How would you rate the adequacy of professional development funding available to faculty and staff?					
Explanation (Optional unless you indicated "Poor" or "Fair"):					

SECTION D - PROGRAM SUPPORT: Facilities, Equipment & Budget

RESPONSIBILITY:
Questions 10 - 20 completed by faculty
Tables 19 - 20 completed by EVP Office

	Poor	Fair	Good	Excellent	NA
10. How would you rate the number and quality of general use facilities (classrooms, offices, etc.) available to the program?					
Explanation (Optional unless you indicated "Poor" or "Fair"):					

	Poor	Fair	Good	Excellent	NA
11. How would you rate the adequacy of dedicated space (e.g. storage, specialized labs, display areas, practice facilities, etc.) provided to support program needs?					
Explanation (Optional unless you indicated "Poor" or "Fair"):					

12. What additional space, specialized facilities, or significant remodeling

	Poor	Fair	Good	Excellent	NA
14. How would you rate the safety of facilities and equipment used by staff and students in the program?					

Explanation (Optional unless you indicated "Poor" or "Fair"):

	Poor	Fair	Good	Excellent	NA
18. How would you rate the adequacy of supplementary sources of financial resources (e.g., lab fees, coop fees, donations, grants, etc.) which support the program?					

Tables 19 and 20 contain relevant data.

Explanation (Optional unless you indicated "Poor" or "Fair"):

	Poor	Fair	Good	Excellent	NA
19. How would you rate the adequacy of the expendable equipment and supplies budget used by the program?					

Tables 19 and 20 contain relevant data.

Explanation (Optional unless you indicated "Poor" or "Fair"):

20. Are non-recurring or one-time funding sources currently supporting any basic program needs? If so, explain plan to continue services when temporary funding ends.

Tables 19 and 20 contain relevant data.

Explanation (Optional unless non-recurring or one-time funding sources are currently supporting basic program needs):

Table 21: Program Budget and Expenditures

	2002-03			2003-04			2004-05		
	Budget	**Expend.**	**Diff.**	**Budget**	**Expend.**	**Diff.**	**Budget**	**Expend.**	**Diff.**

SECTION D - PROGRAM SUPPORT: Miscellaneous Support Services

RESPONSIBILITY:
Questions 21-26 completed by faculty

	Poor	Fair	Good	Excellent	NA

SECTION E - LEARNING OUTCOMES

RESPONSIBILITY:
Questions 1 – 5 completed by faculty
Table 23 completed by Curriculum Support Services

3. Identify changes that were made to address the areas identified in (2). What did you hope would be the result of the changes?

4. Describe the effects the changes identified in (3) had on teaching and learning within your program. Should the changes be permanently implemented or should they be eliminated?

5. What new questions, if any, arose as a result of this process improvement initiative?

Table 23: Learning Outcomes

PROFESSIONAL/TECHNICAL PROGRAMS ONLY

Table 24: Program Level Learning Outcomes

AAA X –
AAS X –

Competency #	Competency

SECTION F - ADVISORY COMMITTEE/INDUSTRY RELATIONS

RESPONSIBILITY:
Questions 1-12 completed by faculty
Questions 13 -14 completed by faculty (Professional/Technical Programs Only)

	Poor	Fair	Good	Excellent	NA
5. How would you rate the effectiveness of the advisory committee in reviewing and discussing instructional materials and equipment?					

	Poor	Fair	Good	Excellent	NA
11. How would you rate the responsiveness of the college to the recommendations and suggestions made by the advisory					

Table 25: Licensure or Standard Testing

1. What is the name of the state or national licensure or standard test required for students to graduate from your program? (If there is no such test, write "N/A".)	
If you did <u>not</u> answer "N/A" to the question above, continue with questions 2-4.	
2. Number of students taking test (last year):	
3. Number of students passing test (last year):	
4. Average test score (last year):	

Table 26: Employment Outlook

List potential occupational title(s) for graduates of this program:	**this program: dh.72 0.72 0.72 r3 rg 7**

SECTION G - OVERALL ASSESSMENT OF PROGRAM

Directions:
Questions 1- 4 completed by faculty

	Poor	Fair	Good	Excellent	NA
1. Description of Mission Statement					
Explanation (Optional unless you indicted "Poor" or "Fair"):					
	Poor	**Fair**	**Good**	**Excellent**	**NA**
2. Description of program objectives including program-level outcomes (as applicable)					
Explanation (Optional unless you indicted "Poor" or "Fair"):					
	Poor	**Fair**	**Good**	**Excellent**	**NA**
3. How would you rate the adequacy of mentoring/training available for part-time faculty?					
Explanation (Optional unless you indicted "Poor" or "Fair"):					
	Poor	**Fair**	**Good**	**Excellent**	**NA**
4. How would you rate the usage of student evaluations as a teaching improvement tool in the tenure and post-tenure review processes?					
Explanation (Optional unless you indicted "Poor" or "Fair"):					

SECTION H- PROGRAM ASSESSMENT SUMMARY

PROGRAM STRENGTHS, SIGNIFICANT AREAS OF CONCERN, AND RECOMMENDATIONS

RESPONSIBILITY:
Questions 1-9 completed by faculty

1. Describe the major strength of the program or instructional area.

2. Are there significant concerns related to the overall quality and effectiveness of the program? If so, identify them and indicate what actions need to be taken.

3. Are there significant concerns or needs regarding program staffing? If yes, explain. Identify actions to be taken. (*Refer to Section D: 1 – 4 for relevant information.*)

4. Are there significant concerns or needs regarding program support services? If yes, explain. (*Refer to Section D: 5 – 9, 22 – 26 for relevant information.*)

5. Are there significant concerns or needs regarding financial support? If yes, explain. (*Refer to Section D: 16 – 20 for relevant information.*)

6. Are there significant concerns or needs regarding facilities? If yes, explain. (*Refer to Section D: 10 – 12, 14, 21 for relevant information.*)

SECTION I - SUMMARY OF MEETING WITH ADMINISTRATORS

Date of Meeting:

Those Attending:

Record of Major Areas of Discussion:

Actions to be Taken:

Action	Person/agency responsible	Anticipated

SECTION J - ACTIONS COMPLETED IN RESPONSE TO RECOMMENDATIONS

Major Area of Concern	Recommended Action	Action Time and Date

Appendix 5
Quantitative and Symbolic Reasoning Rubric

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

COMPETENCY		NO COMPETENCY	EMERGING	COMPETENT	MASTERING
4.1 Evaluate and interpret quantitative and symbolic reasoning information/data.		• Is unable to extract data presented in a direct form • Is unable to extract implied data in most contexts • Is unable to access resources to find unknown data • Is unable to discriminate between relevant and irrelevant data	• Needs assistance to extract data presented in a direct form • Needs assistance to extract implied data in most contexts • Needs assistance to access resources to find unknown data • Needs assistance to discriminate between relevant and irrelevant data	• Extracts data presented in a direct form • Extracts implied data in most contexts • Is able to access resources to find unknown data with limited guidance • Discriminates between relevant and irrelevant data	• Extracts data presented in a direct or indirect form • Extracts implied data in any context • Independently accesses resources to find unknown data • Independently discriminates between relevant and irrelevant data
4.2 Recognize which quantitative or symbolic reasoning methods are appropriate for solving a given problem, and correctly implement those methods.		**No Persistence** • Has no clear idea of what the problem is asking or what task is to be accomplished • Unable to brainstorm methods that might apply • Unable to apply different methods	**Low persistence** • Has a clear idea of what the problem is asking or what task is to be accomplished • Is able to brainstorm a limited number of methods that might apply • Is able to apply a	**Mostly persistent** • Has a clear idea of what the problem is asking or what task is to be accomplished • Is able to brainstorm methods that might apply • Is able to apply different methods	**Consistently persistent** • Can clearly state what the problem is asking or what task is to be accomplished • Is able to brainstorm methods that might apply

COMPETENCY		NO COMPETENCY	EMERGING	COMPETENT	MASTERING
		• Unable to assess if a method makes progress while solving a problem • Unable to completely solve the problem even with considerable assistance	limited number of methods • May not be able to assess if a method makes progress in solving a problem • May not completely solve the problem • May need considerable assistance	• Is able to assess if a method makes progress in solving a problem • Completely solves the problem with some guidance	• Is able to apply different methods • Is able to assess if a method makes progress in solving a problem • Completely solves the problem independently
4.3 Demonstrate the ability to estimate a solution to a presented problem.		Is unable, even with considerable assistance, to: • Use minimal but essential parts of a problem solving method along with approximate numbers to get a quick answer • Check the reasonableness of an answer	Needs Considerable Assistance to: • Use minimal but essential parts of a problem solving method along with approximate numbers to get a quick answer • Check the reasonableness of an answer	Needs Limited Guidance to: • Use minimal but essential parts of a problem solving method along with approximate numbers to get a quick answer • Check the reasonableness of an answer	Independently can: • Use minimal but essential parts of a problem solving method along with approximate numbers to get a quick, reasonable answer • Check the reasonableness of answer • Submit consistent and reasonable answers
4.4 Translate data into various formats such as symbolic language,		• Is unable to use mathematical operators or logic symbols to create an	• Can use mathematical operators or logic symbols to create an equation/formula or	• Can use mathematical operators or logic symbols to create an equation/formula or	• Can use mathematical operators or logic symbols to create an equation/formula or

COMPETENCY	NO COMPETENCY	EMERGING	COMPETENT	MASTERING
equations, graphs, and formulas.	equation/formula or statement with any necessary information • Cannot visually represent symbolic information with a graph or logic chart clearly or correctly • Cannot correctly read necessary information from a graph or logic chart	statement with some information relevant to given problem • Can visually represent symbolic information with a graph or logic chart somewhat clearly and correctly • Can correctly read some necessary information from a graph or logic chart	statement with most information relevant to given problem • Can visually represent symbolic information with a graph or logic chart mostly clearly and correctly • Can correctly read most necessary information from a graph or logic chart	

Appendix 6
Quantitative and Symbolic Reasoning Assessment

Campus Wide Assessment Project
Quantitative and Symbolic Reasoning
2005/2006

Assessment Team:
David Nelson, Faculty Lead, Math Division
Janet Ash, Technology Division
Brenda Bindschatel, Business Division
Keith Clay, Science Division
Sandy Johanson, Humanities Division

With assistance from:

Julie Moore, Learning Outcomes Committee Chair
David Hyllegard, Institutional Research
Fia Eliasson-Creek, Institutional Research

August, 1, 2006

Purpose

The Learning Outcomes Committee (LOC) gave the Campus Wide Assessment Team two tasks. First we were to provide a peer review of the courses in the Learning Outcome Tracking System (LOTS) database. The goal of the review was to determine whether there was agreement between the LOTS database and the specific class competencies listed on the official course syllabi (CARS). The second task was to perform a campus-wide assessment of the Quantitative and Symbolic Reasoning Outcome. The goal of the campus wide assessment is to improve student learning by identifying areas where we can collectively improve our teaching.

The following report describes

- the assessment method used for each task
- the results of each assessment
- this team's recommendations

Quantitative and Symbolic Reasoning in the LOTS database

The Learning Outcomes Tracking System links the campus wide outcomes to specific courses where the outcomes are taught. The LOTS database requests departments to rate the courses they offer according to each competency under the campus wide outcomes. The rating scale used by individual instructors or departments is:

Level 0: The competency is not taught, practiced, or assessed.
Level 1: The competency is taught or practiced but not assessed
Level 2: The competency is assessed, but is not taught as part of the course.
Level 3: The competency is taught and assessed in the course.

The faculty of Green River Community College have defined the Campus Wide outcome of Quantitative and Symbolic Reasoning as follows:

> *Quantitative Reasoning encompasses abilities necessary for a student to become literate in today's technological world. Quantitative reasoning begins with basic skills and extends to problem solving. This outcome includes abilities designed to help students*
>
> 1. *Evaluate and interpret quantitative and symbolic reasoning information/data.*
> 2. *Recognize which quantitative or symbolic reasoning methods are appropriate for solving a given problem, and correctly implement those methods.*
> 3. *Demonstrate the ability to estimate a solution to a presented problem.*
> 4. *Translate data into various formats such as symbolic language, equations, graphs, and formulas.*
> 5. *Implement calculator/computer technology to solve problems.*
> 6. *Demonstrate logical reasoning skills through formal and informal proofs.*

Assessment Method – LOTS database

Currently there is no formal peer review of the LOTS database. Because of this, the assessment team was directed to review the LOTS database in order to assess the validity of the information it contains.

The assessment team reviewed the documentation of all courses claiming level 3 for at least one of the QSR competencies as of December 2005. Initially the assessment team reviewed the Course Learning Outcomes listed on the official course syllabus (CAR). The team as a group reviewed a sample of courses to establish a rubric and to ensure that individual team members were uniformly applying the rubric, and then evaluated every course on the list. Team members rated the documentation in the CARS on the following scale:

2: Support of QSR competencies is explicit in the CAR
1: Support of QSR competencies is unclear, but could be inferred from what is present.
0: Support of QSR competencies is not evident in the CAR

The rankings of all 5 team members were averaged and any course with an average score of 0.6 or less was flagged for further review. At this point team members examined the course description and the campus wide outcomes sections on the CAR more carefully. Based on the information found, the team identified several additional courses with CARs that support the QSR competencies, even though the support was not obvious in the original documentation.

Results

Out of 158 courses claiming Level 3 for at least one of the competencies in the LOTS database, fourteen were flagged as having inadequate documentation of QSR support. These courses were referred to the LOC Chair. The remaining gross of courses formed the population from which we formulated our sample.

The LOC Chair and LOC representative from the divisions whose classes were flagged in the review contacted and met with a leading instructor for each of the fourteen courses with documentation that was deemed inadequate. To date, nearly all level 3s that were claimed in LOTS but not supported by evidence in the CAR have been changed to level 2s or 1s. The only exception is Behavior Science which never responded to e-mails asking that either the LOTS levels be adjusted or the CAR be revised to provide support for the level 3s currently claimed in LOTS for QSR. Since neither the LOC nor the review team has the authority to require instructors or departments to change their claims in LOTS, Behavioral Science may end up not making any changes at all. The lack of authority or process to ensure that the LOTS and CAR databases align in content is a potential problem that needs attention.

Recommendations – LOTS database

As mentioned in the Results section above, the issue of authority and control of assignment of competencies needs to be decided.

The QSR assessment team recommends that faculty establish a regular peer review of the LOTS database to insure that the content of the LOTS and CAR databases align. Future Campus Wide Assessment Teams could be assigned this role, although the review of QSR courses will take place only once every three or four years.

Campus Wide Assessment – QSR Outcome

In order to measure effective instruction of the QSR outcome across the campus, the QSR team collected assessments of student learning in courses with documented QSR competencies. The team examined competencies 1, 2, 4, and 5, since these were the most commonly listed level 3 competencies in the LOTS database. A random sample of courses was chosen from all courses that claimed level 3 (instruction and assessment) in these competencies.

Assessment Method – Quantitative and Symbolic Reasoning

Course Classification

To guarantee a representative sample of day and evening courses as well as courses taught by full-time and adjunct faculty, courses were classified based on the time offered and by instructor's employment status. Courses between 7 am and 4 pm were coded as day courses and courses between 4 pm and 10 pm were coded as evening courses. Courses taught by full-time instructors (including moonlight and contract) were coded as full-time and courses taught by adjunct instructors were coded as adjunct.

During spring quarter, 66% of our courses were offered during the day and 40% of our courses were taught by adjunct faculty. The team decide

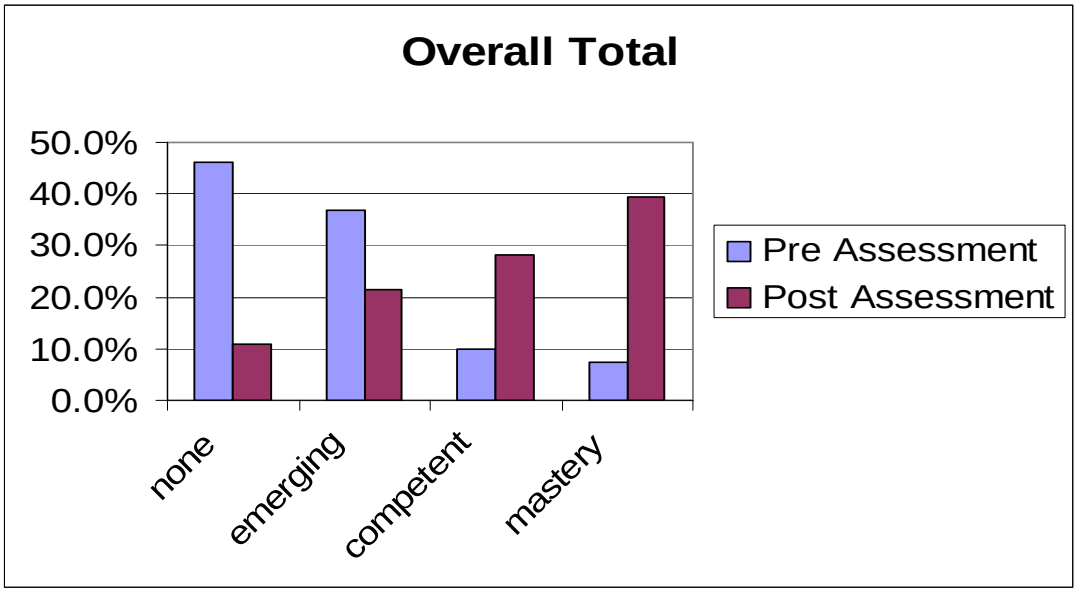
Means of Assessment

To measure student learning within courses selected for the sample, the team used an embedded pre assessment and post assessment method. Sin

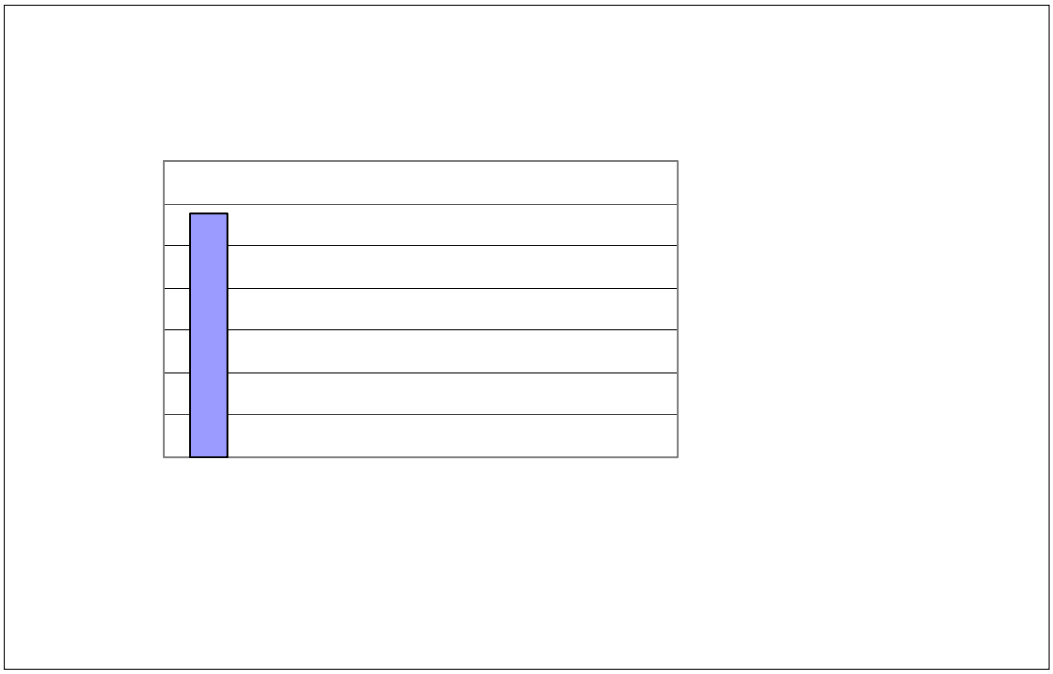
Results

The following graphs summarize the data collected by the assessment team.

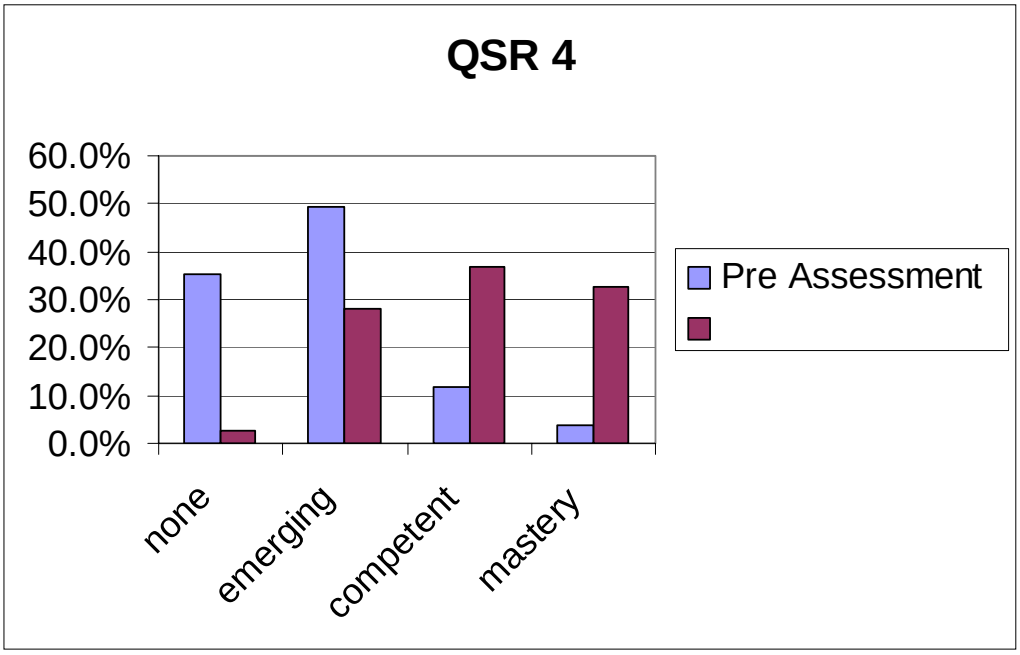
The first graph shows the combined pre assessment and post assessment scores of all students. Over all classes included in the study, there is a very positive shift towards mastery, with approximately 67.6% of students achieving competent or better on the post assessment. This is based on the scores of 456 students taking the pre assessment and 436 students completing the post assessment.

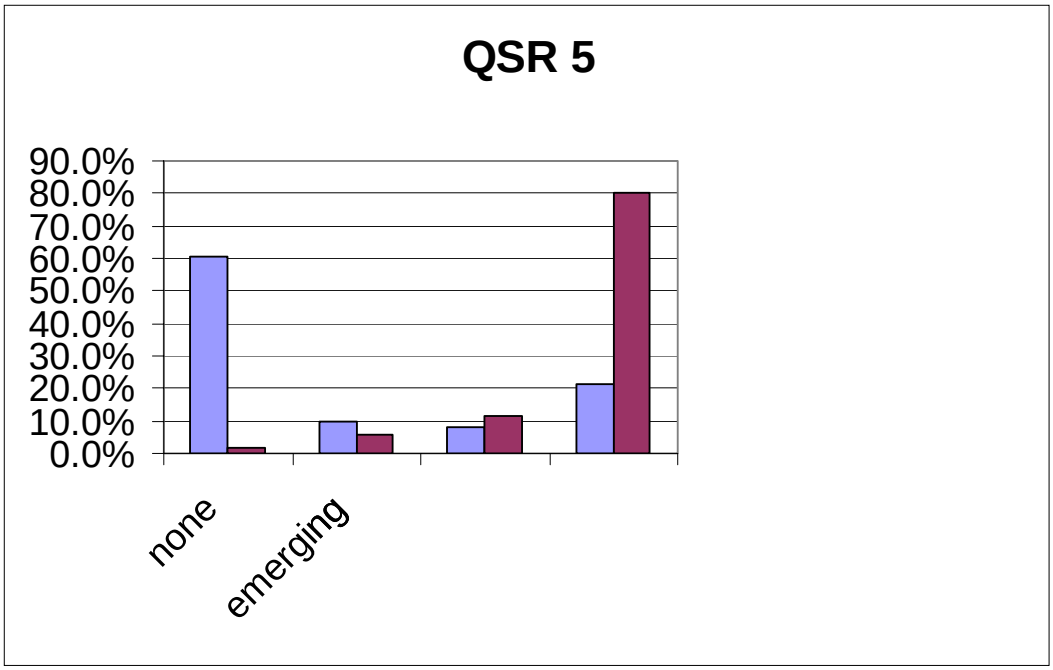


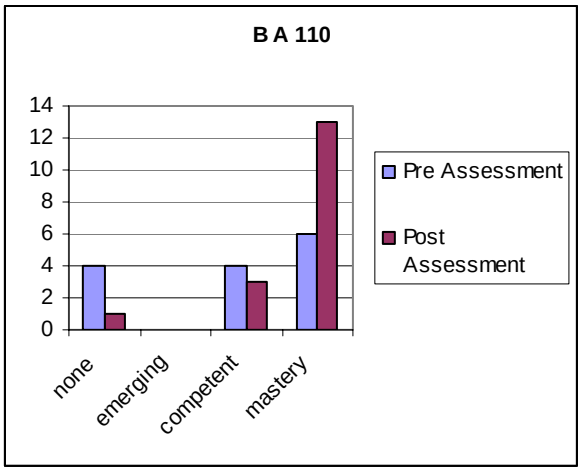
The second graph looks at the QSR Competency 1: *Evaluate and interpret quantitative and symbolic reasoning information/data.* Again we see an overall shift towards mastery, with 51.8% of students reaching competent or mastery on the post assessment. The pre assessment is based on 123 student scores and the post assessment is based on 114 student scores.

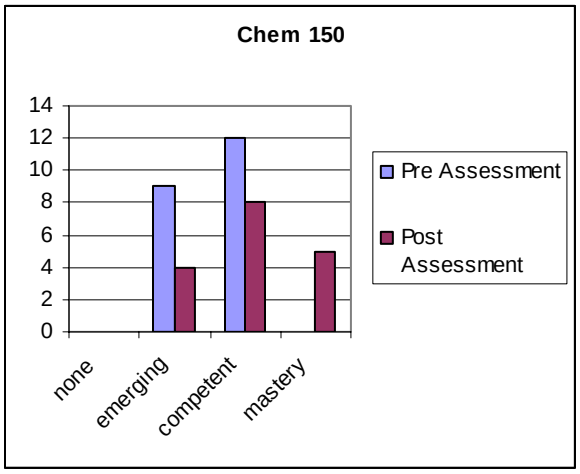


The next graph is of the QSR Competency 4: *Translate data into various formats such as symbolic language, equations, graphs and formulas.* In this case 69.4% of students achieved competent or mastery level. The pre assessment is based on 164 student scores and the post assessment is based on 157 student scores.

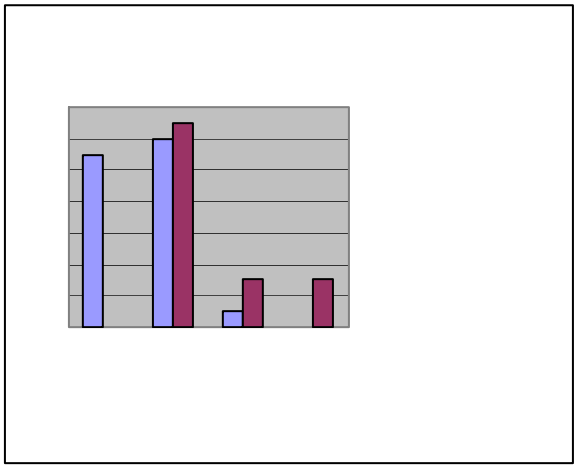


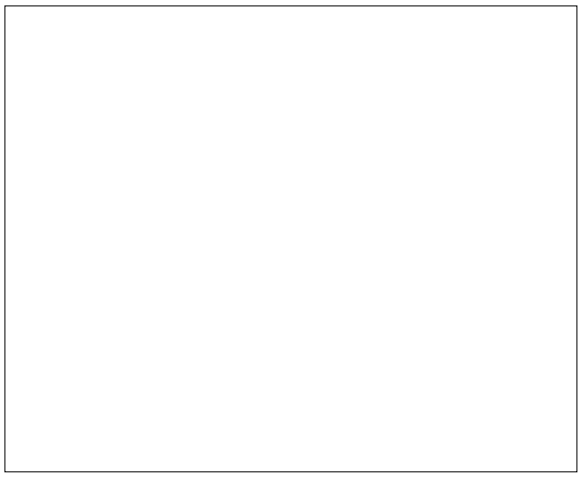

QSR 5
90.0%
80.0%
70.0%
60.0%
50.0%
40.0%
30.0%
20.0%
10.0%
0.0%
none
emerging

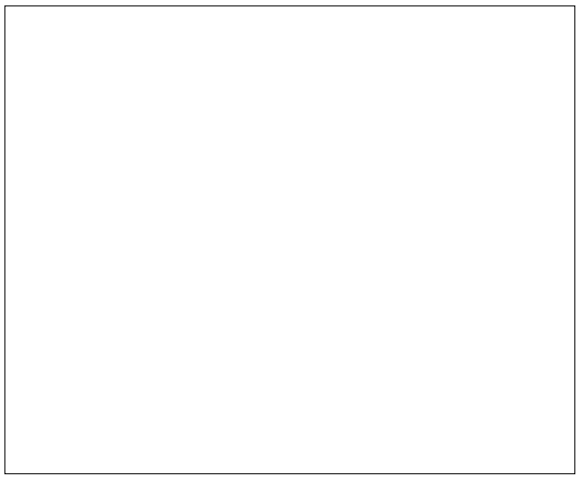




The success with QSR 4 was not universal. In the class below we see positive growth, but few students are achieving competent or mastery levels.







the assessment team suggests that divisions evaluate the wisdom of claiming a QSR outcome

Appendix:

Samples of all assessments used.

Samples of student work, at each competency level in the community rubric.