



Mid-Cycle Evaluation

**Prepared for the
Northwest Commission on Colleges and Universities**

**Green River College
March 1, 2016**

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Introduction

Changes Since the 2014 Year One Report

Green River College is a two-year and four-year year

Summary of Responses to Recommendations by the Commission

Green River received two commendations and five recommendations at the end of its Year Seven Peer Evaluation in July 2013. [The NWCCU Year Seven Peer Evaluation](#) provides details on the recommendations.

Recommendation 1. The evaluation team recommends that the College ensure the alignment between the mission statement and the core themes – that the core themes “individually manifest” and “collectively encompass” the College mission statement (1.B.1), that the core theme objectives and verifiable indicators be sufficient to evaluate the accomplishment of core themes (1.B.2), and that the evaluation of programs and services be holistically informed by indicator data for each core theme objective (3.B.3, 4.A.4).

Addendum I, submitted with this report, addresses Recommendation 1 in detail, and it presents the work completed to date and continued work on this recommendation.

Recommendation 2. The evaluation team recommends that the College clarify and operationalize its system of governance with particular attention to communication regarding process and decision-making with all college constituencies (2.A.1).

The College addressed Recommendation 2 in its 2014 Year One report. The NWCCU communicated to Green River in its July 10, 2014 correspondence that the Board of Commissioners’ expectations for Recommendation 2 had been met in their June 25-26, 2014 meeting. This action followed the Green River’s Board of Trustees’ resolution and adoption of [Board Policy GP-9 – Participative Governance](#) [(e)o18.1(-5.6(us 0 Td 462.3()4

accomplishment of existing course, program, and college-wide l

Part I: Overview of Institutional Assessment Plan

Green River's [Board of Trustees](#) adopted its mission, vision, core themes, core objectives, and core values under Botn8.4(s)18.792cO18.m Ty 8.3(v)32n201.1(e)-2323.6(nd78.2(m)20.2(t)-28.3(e)8.4(s)18.7t(e)8.7(0 Tc 0 Tw 22.34 7

Part II: Two Representative Examples of How Green River College Has Operationalized Its Mission and Core Themes

Examples: Business Marketing & Entrepreneurship and Information Technology

This section examines two programs from the Career & Technical Education core theme: Business Marketing & Entrepreneurship and Information Technology. The knowledge gained from this examination will inform the Learning Outcomes Committee’s implementation of the Program Learning Outcomes Assessment Design Process with all instructional divisions of the College in 2015-2016 and 2016-2017 (see Addendum II).

The following paragraph is from the Business Marketing & Entrepreneurship webpages.

“The Green River Business Marketing & Entrepreneurship program prepares students for potential employment and career advancement in many areas of business, including marketing, management, international business, and sales” (see <http://www.greenriver.edu/academics/areas-of-study/details/business-marketing-and-entrepreneurship.htm>).

Two degrees offered in this program are the Associate of Arts degree (AAA) in Business Management and the Bachelor of Applied Science (BAS) degree in Marketing and Entrepreneurship. This program resides in the Career & Technical Education (CTE) core theme. The degrees are 90-95 credits and 180 credits respectively. Table 2 shows the alignment between Business Marketing & Entrepreneurship program learning outcomes its two degrees, three of the five core objectives under the CTE core theme, and the College-wide learning outcomes (CWLOs).

Table 2. Alignment of Business Marketing & Entrepreneurship Program Learning Outcomes (PLOs) with Career & Technical Education (CTE) Core Theme Objectives and College-Wide Learning Outcomes (CWLOs).

Degree	PLOs	CTE Core Objectives	Implied CWLOs
AAA - Business Management	<ul style="list-style-type: none"> • Demonstrate mastery of the theories, principles, and practices of management. • Apply qualitative and quantitative tools for effective decision-making. • Engage the methods of inquiry and analysis of the liberal arts and sciences in relationship to the specific situations and problems of management in order to 		

Degree	PLOs	CTE Core Objectives	Implied CWLOs
	<ul style="list-style-type: none"> Demonstrate the capability to critically and reflectively engage ethical issues in management, particularly questions of social responsibility and professional decision-making. 	industry, and community	

BAS -

Degree	PLOs	CTE Core Objectives & Indicators	Implied CWLOs
Administration & Security	<p>appropriate information technologies and systems to help an organization achieve its goals and objectives.</p> <ul style="list-style-type: none"> • Analyze the security vulnerabilities of an organization’s information technology resources. • Plan and implement security measures and practices for an organization’s information technology resources. • Evaluate user needs, and use those needs to plan the implementation of information technology systems that meet those needs. • Prepare for industry certification exams. 	<p>Employment after Leaving College.</p> <ul style="list-style-type: none"> • Responsiveness. Core Indicator. II.D.1 Students in High Demand Employment Fields • Collaboration, Core Indicator II.E.1. Partnerships with K-12 schools, business and industry, and community 	<p>Reasoning (QSR)</p> <ul style="list-style-type: none"> • Critical Thinking • Written Communication • Responsibility
BAS: Information Technology – Software Development	<ul style="list-style-type: none"> • Develop stable, robust, secure, and efficient code following best practices in database design and software construction. • Communicate with technical and non-technical project stakeholders, and within project teams. • Apply Agile practices such as maintaining a product backlog, sprint planning, and contributing to sprint reviews and retrospectives. • Perform software quality assurance activities throughout the entire software lifecycle. • Write technical documentation to support software development activities. 	<ul style="list-style-type: none"> • Success. Core Indicator II.B.2. Employment after Leaving College. • Responsiveness. Core Indicator. II.D.1 Students in High Demand Employment Fields • Collaboration, Core Indicator II.E.1. Partnerships with K-12 schools, business and industry, and community 	<ul style="list-style-type: none"> • Quantitative & Symbolic Reasoning (QSR) • Critical Thinking • Written

With respect to program learning outcomes (PLOs) and Career & Technical Education (CTE) core theme objectives, Business Marketing & Entrepreneurship and IT align with the core objectives of Success, Responsibility, and Collaboration. Tables 2 and 3 delineate the specific core indicators under the respective core objective, in which the PLOs align. The PLOs align to the CTE Success indicators because student mastery of the PLOs allow student success in finding jobs in both programs' career fields – as measured by the core indicators. Core Indicator II.D.1, under CTE Responsiveness, cited in Tables 2 and 3, measures the demand in the field. The newly developed and launched BAS pl

More work is also necessary to communicate this work to and solicit feedback from wider constituencies, especially faculty from each given core theme area. Traditionally, this communication has been done through the core theme councils, which also include faculty from the core themes; however, more communication channels are necessary to broaden this work. A new path is via the College Council and constituent councils implemented in Summer 2015 after the launch of the new participatory governance structure. More discussion of these areas continues in Part III.

Part III. Action Needed to Move Forward to Year Seven

Moving to Year Seven, Green River College will need to align its planning and assessment processes further in the following main areas:

- Core theme measurement and mission fulfillment process, known as the core theme and mission fulfillment reports.
- The 360 degree summative process for evaluating programs and services, called the [Program](#)
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needs as best as possible. There will be more time to integrate these systems and meet with users to customize them.

The previous list describes the first alignment between the core theme, mission fulfillment, and Board of Trustees' strategic level analysis and reporting – as well as how yearly data informs the annual budget process. Although the previous list describes the analysis and review methods, the focus groups and multiple reviews will be provided by college constituents – such as participatory governance and the employees who worked on the PPP committees.

To expand the role that learning outcomes will have in this process, the following work needs to be carried out:

- Integration of aggregate learning outcomes indicators into the core theme reports and core indicators – as measurement of high quality and student success, which are a core value of the institution

with higher fidelity, the following timeline outlines when the previously described work needs to take place to move the College towards mission fulfillment:

- May & June 2016. Summative evaluation of PPP process. Evaluation consists of focus groups of the PPP committees and participatory governance councils, plus College-wide feedback via surveys – most of which have already been implemented.
- April 2016-June 2016. Comparison of program-level assessment of learning outcomes in Part II of this report with the Learning Outcomes Committee’s work on similar activities.
- May & June 2016.