

**Gr a y s Har bor Col l e g e**

**Focused Int er im  
Accr edit at ion Repor t**



**Sept ember 29, 2004**

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## Overview of Progress

Grays Harbor College uses multiple sources to assess student learning, the effectiveness of its programs and services, and student perceptions regarding their educational experience. Student work, locally developed survey instruments, focus groups, industry certification exams, national survey instruments, and a comprehensive data warehouse system linked to the state community college system all provide valuable data that allows the college to fulfill its mission and improve the teaching and learning process.

In April 2001, the college completed its self-study and hosted representatives of the Northwest Association of Colleges and Universities for a 10-year accreditation visit. The final report issued by the Commission on Colleges commended the college for its high level of student services, its well-maintained buildings and grounds, and its commitment to serving all residents of the service district through distance education. The Commission also issued three general recommendations to be acted upon: renovate the Spellman Library in compliance with ADA regulations, develop a plan for the regular and systematic evaluation of GHC's Priority Goals, and implement a regular and continuous assessment plan for every segment of the college. The college embraced the recommendations of the commission with intensity and commitment and established full compliance as an institutional priority.

On April 24, 2003, a focused interim visit took place to evaluate the college's progress on two of the general recommendations – Standard 1.1 - the systematic evaluation of the college's Priority Goals and Standard 2.2 - the assessment of educational outcomes. The college had already complied with the third recommendation of the commission by completing a \$6.5 million renovation to the Spellman Library. As a result of the interim visit, the college received a commendation on its progression for compliance with Standard 1.1. In addition, the Humanities Division was commended on its leadership in educational assessment. Though a plan for the assessment of student learning had been developed by faculty and was being implemented, the evaluator found that some divisions had not demonstrated significant progress. Specifically, the report noted that "Grays Harbor College has begun integrating outcomes assessment into its programs. The college community, most particularly, *all* of the faculty, need to embrace the importance of ensuring the integrity of student work and the credibility of degrees and credits it awards. Sufficient documentation that demonstrates the appraisal of educational program outcomes is still lacking." As a result, a focused interim visit to assess the college's progress has been scheduled for October 21, 2004.

Grays Harbor College is very proud of the significant progress it has made in response to the Commission's recommendation. The campus culture related to assessment has dramatically improved as faculty understand and value the positive impact that assessment can have on the work they do. Assessment of student learning has been fully embraced by all faculty and is part of a college-wide commitment to continuous improvement.

# GHC's Plan for Educational Assessment

GHC's *Plan for Educational Assessment* is a comprehensive, campus-wide system of evaluation which requires assessment, documentation, and analysis of student learning at the course, program and institutional levels and allocates resources to meet this requirement. The Plan contains the following components:

- **Articulation of Student Learning Outcomes** - A syllabi development process links course outcomes to student learning outcomes (Desired Student Abilities) and rates the emphasis for each Desired Student Ability in every course. Tracking and documentation is maintained by the Office of Institutional Research and the Office of the Vice President. A database system allows for analysis of this data at the instructor, course, division, and program level.
- **Assessment of Student Outcomes (3-year cycle)** - A three-year ongoing *Assessment Cycle* has been established for the appraisal of student work leading to certificates and degrees. (Attachment 1) Each Desired Student Ability is assessed over a three-quarter period involving three phases: development of the *Assessment Matrix* (Attachment 2); piloting the assessment across the division and collecting student work; and completion of an *Assessment Analysis*. (Attachment 3) Divisions begin assessment of a new Desired Student Ability each quarter. The Office for Institutional Research is responsible for monitoring and assisting division faculty as they complete this process.
- **Assessment of Institutional Effectiveness** - An annual *Institutional Effectiveness Report* provides faculty, staff, and administration with multiple indicators for the evaluation of student learning and the effectiveness of programs and services. The report is based on indicators of effectiveness which have been developed by the Board of Trustees to measure the college's success at meeting GHC's *Priority Goals*. (Attachment 4) A campus-wide committee analyzes the report and develops an annual *Plan for Improvement* to address any weaknesses revealed. (Attachment 5) Thorough analysis of student learning at Grays Harbor College is based on data from many diverse sources including student work, a comprehensive Data Warehouse system linking student outcomes with employment; national and locally developed surveys designed to assess the perception of current students and graduates; Employer Needs Assessments; and data provided through the community colleges' statewide student management system. The Office for Institutional Research is responsible for conducting institutional assessment activities and the data is analyzed by all campus constituencies.
- **Allocation of Resources** – Funding to support changes based on assessment is available through multiple sources: the instructional operating budget, state allocation, one-time funding, The Diversity Committee, and in 2004-05, grant funds under the Title III Strengthening Institutions grant. Divisions submit and prioritize budget requests through the budget development process. Funding requests must be clearly linked to improvements in teaching and student learning. In addition, dedicated funding is available to address Improvement Objectives that have been identified in the *Plan for Improvement*. The State Board for Community and Technical Colleges provides each college in the system with a state allocation to support Outcomes Assessment projects. Funding for special projects related to specific outcomes, i.e., diversity/cultural awareness, can be requested from committees responsible for that outcome.

## 2003-04

Fall Kick-Off and the fall Faculty In-Service were both devoted to faculty professional development in the area of educational assessment. While assessment had been widely used by instructors at the classroom level, these occasions were used to provide training in division/program level and degree level assessment techniques. An introductory presentation by Ron Baker, Deputy Executive Director - Commission on Colleges, included an overview of the accreditation process, the role of the Commission on Colleges, and the implications of GHC's current status. A PowerPoint Presentation, *GHC's Plan for Educational Assessment* highlighted the college's comprehensive plan for the appraisal of educational program outcomes.

### **Desired Student Abilities**

In 1999 the campus community adopted five Desired Student Abilities as general education outcomes for all students at Grays Harbor College. These general education outcomes are designed to foster student development in the following competencies: **Disciplinary Learning, Literacy, Critical Thinking, Social and Personal Responsibility, and Information Use.** These Desired Student Abilities were reviewed and reaffirmed by faculty, staff, and administration in the 2001-2002 academic year.

During fall 2003 faculty developed objectives for each of the Desired Student Abilities to more specifically answer the question - "What will students know or be able to do when they have achieved each of the Desired Student Abilities?" These objectives serve as the framework for assessment and faculty may add division-specific objectives as appropriate.

**Critical Thinking:**      **Competency in analysis, synthesis, problem solving, decision making, creative exploration, and formulation of an aesthetic response.**

#### **Objectives:**

1. Analyze ideas objectively using established criteria
2. Solve problems by combining and applying knowledge from multiple sources
3. Evaluate a proposed solution using appropriate criteria.

**Literacy:**                      **Skills in reading, writing, speaking, listening, as well as awareness and appreciation of learning styles and life-long learning options.**

#### **Objectives:**

1. Write clearly and effectively.
2. Demonstrate skills in mathematic reasoning and application.
3. Present ideas and information clearly and appropriately in speaking to others.
4. Demonstrate literal and inferential reading skills for comprehension and vocabulary development.

**Information Use:** Skills in accessing and evaluating information resources including campus resources, awareness of the role of information resources in making sound decisions, and command of the skills required to use appropriate technologies effectively.

**Objectives:**

1. Demonstrate an awareness of the role of information resources in making sound decisions
2. Demonstrate the skills needed to access appropriate information resources.
3. Evaluate multiple sources of information for quality and relevance.

**Social and Personal Responsibility:** Awareness of and responsiveness to diversity and commonality among cultures, multiplicity of perspectives, ethical behaviors, and health and wellness issues.

**Objectives:**

1. Demonstrate an awareness of and responsiveness to diversity and commonality among cultures.
2. Recognize ethical responsibilities in a global society.
3. Develop an appreciation for good health habits and physical fitness.

**Disciplinary Learning:** Knowledge of content in prerequisite or transfer courses, as well as preparation for a career.

**Objectives:**

1. Each division/program to establish objectives and performance criteria relative to their discipline.

## **2004-05**

Fall Kick-Off 2004 was a celebration of accomplishments, a review of current status and an opportunity for faculty to learn from each other. A PowerPoint Presentation, *Assessment Analysis of Desired Student Abilities* highlighted each division's analysis of the DSA they had assessed in 2003-04. The presentation was interactive, encouraging discussion among faculty of the assessment strategies used, the results obtained and the implications for course and program changes.

Two in-service activities took place. The first activity was an analysis of the results of GHC's Graduate Survey administered in spring 2004. Faculty broke into small groups to review the survey results. They identified three strengths and weaknesses that they believed the student perception survey revealed and discussed specific actions to address those findings. Results were then shared with the larger group.

The second activity was led by Shiloh Winsor, faculty Outcomes Assessment Liaison. This activity was based on a Critical Thinking workshop sponsored by Washington State University during the summer of 2004. Six GHC faculty members and the institutional research director attended the workshop. Small,

cross-divisional groups were assigned a Desired Student Ability and worked together to create one assignment and an assessment tool to assess the chosen DSA that could be adapted for use by any discipline. Faculty reported that sharing these assignments in the large group helped them to see the variety of assignments that could be used to assess a specific DSA and the ease with which the assignments could be adapted.

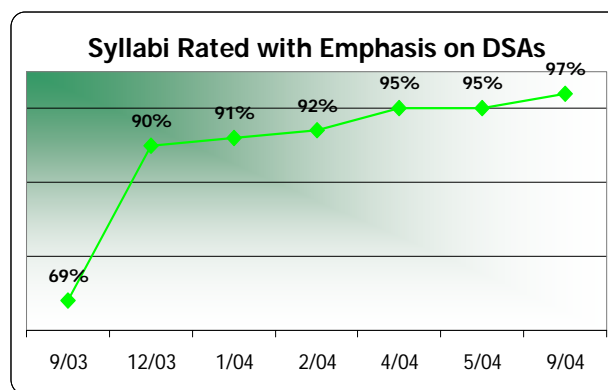
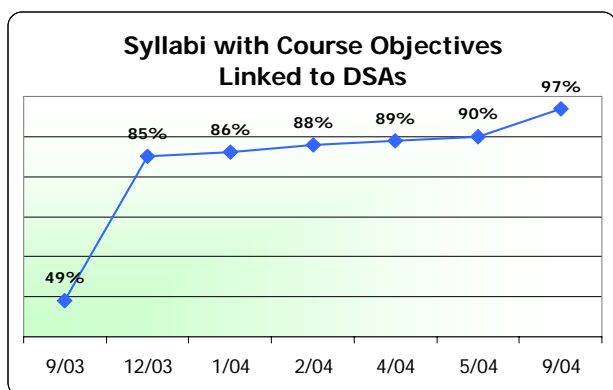
The October Faculty In-Service will focus on improving student outcomes in Information Use. A core group of faculty attended training last spring offered by the Library & Media Directors Council, a state-wide organization of the community college system. The purpose of the training was to help faculty define information use; to adapt current teaching practices to new technologies to increase students' exposure to information resources; and to develop reliable assessment techniques for this student outcome. Faculty who attended the training will share what they learned.

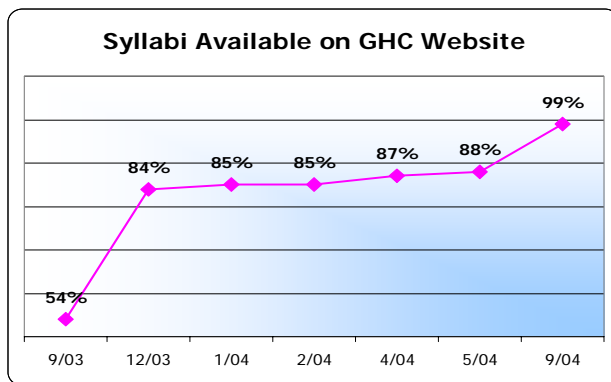
### **Emphasis on Desired Student Abilities – By Course**

In the 2002-03 academic year, full-time faculty began an ambitious syllabi project that included revising, rating, and making electronically available the course syllabi for all courses taught at Grays Harbor College. While the Desired Student Abilities had served as the foundation for faculty in developing their own classroom curriculum, communication of these outcomes to students and colleagues was not explicit.

To address this concern, the faculty, instructional administration, the institutional researcher, and the outcomes assessment committee determined that syllabi should be revised to explicitly link course learning objectives with the corresponding Desired Student Ability each objective addressed. In addition, faculty used a 1-4 scale to rate the level of emphasis placed on each DSA within the course. This process provided a way to document the level of exposure students in various programs would receive to the Desired Student Abilities, satisfying a faculty priority to ensure that all students completing a degree or certificate at GHC had ample opportunities to achieve the stated student learning outcomes through a variety of pathways. This project included three phases:

- Revising all course syllabi to explicitly link course objectives to GHC's Desired Student Abilities (student learning outcomes) **Status: 97% complete** – 502 of 517 courses have been revised and linked
- Rating the level of emphasis placed on each of the Desired Student Abilities in each course using a 4-point scale. **Status: 97% complete** – 502 of 517 courses have been rated.
- Making course syllabi clearly identifying expected student outcomes readily available to students on a newly developed link on the GHC website ([www.ghc.ctc.edu](http://www.ghc.ctc.edu)). **Status: 99% complete** – 461 of 466 courses (excluding those offered at SCCC which are only available to inmates) are now available on the GHC website.





Part-time instructors are provided with master syllabi developed by full-time faculty in the division. These syllabi contain the course objectives linked to the specific DSA's they address. The majority of syllabi also contain the emphasis rating placed on the DSA although inclusion of the rating has been left to the discretion of individual faculty members. Part-time faculty also use the text which has been selected by division faculty for the course. As a result, the content, breadth and depth of courses taught by part time instructors is consistent with those taught by full time faculty and are designed to achieve the desired student abilities. It is the goal of divisions to include student work obtained from part time instructors in their assessments this year. Syllabi for all new courses submitted for approval through Instructional Council follow the format developed through the syllabi project.

SCCC – Thirteen full-time faculty are currently teaching at Stafford Creek Correction Center. These faculty have fully participated in the syllabi project and attend all faculty in-service activities. Cyclical assessment of the Desired Student Abilities is beginning at SCCC in the 2004-05 academic year.

## **Emphasis on Desired Student Abilities – By Division**

Division-level averages were computed based on the ratings for all courses offered within the division. The averages were used to analyze divisional contribution to students' achievement of the Desired Student Abilities. Faculty analysis included discussion within divisions of the overall ratings and whether they accurately represented the division's goals.

**Average Emphasis Rating for each Desired Student Ability by Division**

Division	Discip. Learning	Literacy	Critical Thinking	Social/Personal Responsibility	Info Use
Business	3.98	3.08	3.37	2.31	2.19
Dev Ed/Adult Basic Education	4.00	3.97	3.24	2.41	2.31
Health Sciences/Nursing	4.00	3.23	3.27	3.50	3.07
Humanities/Communications	3.78	2.40	3.26	2.35	1.65
Industrial Technologies	3.74	1.29	2.59	2.65	1.79
Science and Math	3.94	3.26	2.88	1.86	2.49
Social Science/PE	3.73	2.54	3.54	3.41	2.54
Stafford Creek	3.90	2.66	3.43	2.60	1.20
<b>Average for all courses</b>	<b>3.85</b>	<b>2.73</b>	<b>3.25</b>	<b>2.64</b>	<b>2.17</b>

Percentages and averages are based on 497 active courses

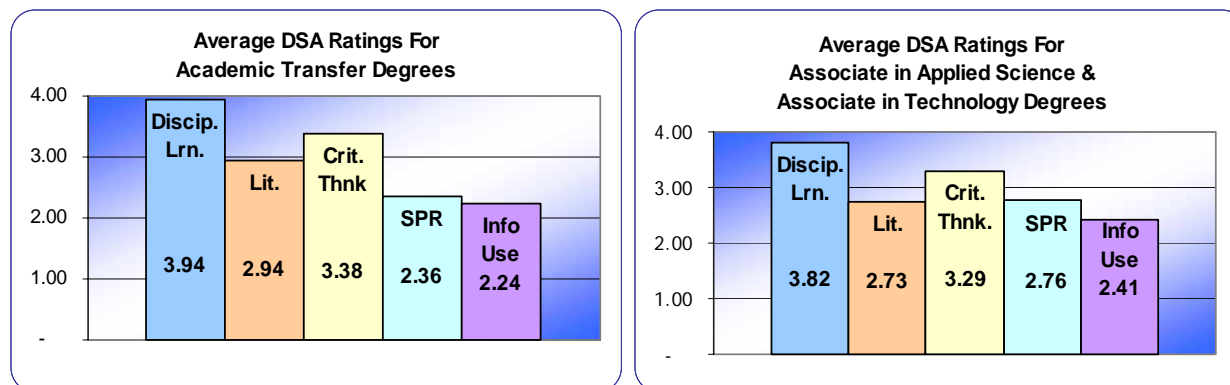
**Emphasis on Desired Student Abilities – By Program**

# AAS & AT Degree Programs Average Ratings

Program	D/L	Literacy	Crit Thnk	SPR	Info Use
Accounting	3.98	3.02	3.42	2.84	1.89
Business Mgmt 1	3.97	3.22	3.46	2.68	2.20
Business Mgmt 2	3.97	3.13	3.37	2.58	2.04
Business Mgmt 3	3.97	3.13	3.31	2.36	2.18
Business Mgmt 4	3.97	3.29	3.50	2.38	2.44
PC Networking Tech II	4.00	3.11	3.52	2.14	2.74
Criminal Justice	3.90	2.83	3.68	2.93	2.63
Geographic Information Systems	3.85	3.25	2.95	2.55	2.10
Nursing	4.00	3.03	3.33	2.84	2.79
Human Services 1	3.58	2.68	3.38	3.32	2.72
Human Services 2	3.49	2.70	3.38	3.26	2.52
Human Services 3	3.57	2.74	3.52	3.37	2.68
Human Services 4	3.67	2.82	3.67	3.28	2.81
Human Services 5	3.47	2.79	3.42	3.10	2.66
Human Services 6	3.52	2.72	3.42	3.27	2.64
Automotive Technology	4.00	2.12	3.00	2.14	2.61
Carpentry Technology	3.36	1.52	3.07	2.82	1.69
Diesel Technology	4.00	2.12	3.09	2.68	2.61
Welding Technology	4.00	1.21	2.55	2.68	1.42
Natural Resources	3.91	3.02	3.14	2.55	2.71
Fisheries Technology	3.91	3.06	3.18	2.73	2.85
Office Technology	4.00	2.55	2.93	2.23	2.00
<b>Averages – all programs</b>	<b>3.82</b>	<b>2.73</b>	<b>3.29</b>	<b>2.76</b>	<b>2.41</b>

## Emphasis on Desired Student Abilities – By Degree

In the 2003-2004 academic year an analysis of students earning Academic Transfer degrees and Associate in Applied Science/Associate in Technology degrees was completed. Applying the faculty-assigned emphasis ratings to the course-taking patterns of degree earning students, average ratings were obtained for each Desired Student Ability.



### **Analysis:**

In the areas of disciplinary learning, critical thinking and literacy, the ratings indicate that students at Grays Harbor College have the opportunity within the curriculum to achieve the student learning outcomes regardless of their chosen pathway to degree. However, the low ratings in the Social and Personal Responsibility and Information Competency outcomes suggest that students may not have ample opportunity to achieve the desired outcomes. The college responded to these deficiencies with improvement objectives and strategies in the 2003-2004 and 2004-2005 Plan for Improvement. Details of the college-wide responses are discussed in the Institutional Assessment section of this report.

## Development of a Three-Year Assessment Cycle

The objectives provide the foundation for a three-year cycle of systematic and continuous assessment of each of the five Desired Student Abilities that GHC has established as student learning outcomes. Assessment will take place at the division level with each division following a develop, pilot, analyze, revise format:

### **Develop**

During the development phase each division will discuss the extent to which the division teaches and assesses the Desired Student Ability. By the end of the quarter, an *Assessment Matrix* will be completed that outlines the **performance criteria** to be evaluated, the **strategies** that will be used and the **assessment method**. Using the objectives established for each of the Desired Student Abilities at the fall kick-off, as well as any appropriate division-specific objectives, faculty identify performance criteria and develop assessment strategies and instruments that will demonstrate student achievement of the DSA.

## **Pilot**

Within the relevant courses identified by the division, the assessment instruments are administered to measure student achievement of the assigned Desired Student Ability.

## **Analyze**

Each division will analyze the data gathered from the assessment activity and complete the final two sections of the *Assessment Matrix* –**recommendations** and **actions taken**. In addition, an *Assessment Analysis* template has been developed to provide an easy, consistent format to document the year-long process, evaluate the successes and challenges revealed, and identify indicated changes.

## **Revise**

Recommended changes in teaching, curriculum, program outcomes, and/or processes the division believes will result in higher student achievement of the Desired Student Ability are identified and implemented. Such changes are to be documented with specific timelines established to assess the effect of the changes on student outcomes.

## **Continue**

Each division will begin the development phase for a new Desired Student Ability each academic quarter. Members of the Outcomes Assessment Committee and Administrative team were assigned as mentors to attend division meetings and serve as a resource for faculty as they work through the assessment cycle.

## **Resource Allocation**

GHC receives an annual allocation of \$54,000 from the State Board for Community & Technical Colleges for outcomes assessment. These funds are used for assessment projects at the classroom, program and institutional level; professional development and travel for faculty and staff related to assessment; compensation for the outcomes assessment faculty liaison; and for support staff in the Office of Institutional Research. A half-time data technician was added to the staff in the 2003-2004 academic year to assist with institutional research and assessment.

In 2003-04 each of the seven divisions received a stipend of \$2000 to support implementation of the *Plan for Educational Assessment*. Those funds were used in a variety of ways including faculty development, attendance at conferences, compensation for individual faculty leadership, division retreats, and additional clerical support.

Through the annual budget development process, divisions submit and prioritize budget requests as needed to support changes based on assessment data and analysis. During the 2003-04 budget development process, one-time funding of \$200,000 was set aside to address the 2004-05 *Improvement Objectives*. \$100,000 of these funds has been allocated for the Improvement Objectives for this academic year. \$50,000 of the one-time funding was allocated to Instruction to address the *Improvement Objectives* and to provide resources to implement the recommendations resulting from assessment analysis. Funding requests must be clearly linked to improvements in teaching and student learning and will be allocated by mid-October. The other \$100,000 has been set aside for strategic planning and future initiatives.

## **Assessment Cycle--Year One**

Divisions chose one of the Desired Student Abilities to begin the assessment cycle for fall quarter 2003. Once it was determined where each division would start, a 3-year assessment cycle was established. This cycle ensures that the assessment process will be comprehensive and useful.

The first year in this process culminated in reports from divisions that described an entire sequence (develop, pilot, analyze, revise) for specific Desired Student Ability.

## **Assessment Cycle--Year Two**

By the end of spring quarter 2004, each division had completed the full assessment cycle for the Desired Student Ability they were assigned in Fall 2003. During Fall 2004, divisions will be completing the analysis phase for the DSA they began winter quarter, piloting assessments developed last spring for their third DSA, and developing the matrix for assessment of a fourth DSA. In order to facilitate learning from each other, faculty have been provided with a list of all of the objectives used by divisions in 2003-04 to assess the five Desired Student Abilities and a summary of each divisions assessment, findings and recommendations. Every faculty member has a copy of the 3-year assessment cycle grid identifying the phase for each division in each quarter so that faculty can collaborate with colleagues.

SCCC was not included as a separate division within the 3-year Assessment Plan, but will begin this process with the 2004-05 academic year. Faculty members from all programs at SCCC will assess the same agreed upon DSA and will follow the develop, pilot, analyze process used on the main campus. They will complete the cycle for one DSA each year rather than beginning a new one each quarter due to a much heavier teaching load compared to on-campus faculty.

## **Documentation of Desired Student Abilities**

### ***Literacy Desired Student Ability (DSA) – Social Science & PE Division***

The three most prevalent approaches used in the Social Science/PE division to assess student learning are objective testing, essays, and research papers. Division members who use objective testing have clearly articulated which DSAs various test questions attempt to measure. A rubric for the assessment of Literacy was developed by the Division and was piloted during winter quarter 2004 in 10 courses with 263 student participants.

#### **Pilot Assessment:**

Most faculty members used the division-developed Literacy assessment rubric. Some faculty found it more useful to link their objective assessment questions directly to the DSA. All members of the division participated, and work from 263 students was analyzed. Assessment took place first at the classroom level before it was reviewed and synthesized at the division level.

The division used a set of critical questions to guide the analysis:

1. Describe the type of assignment used in the assessment (essay, project, oral presentation, skill performance, and test).
2. What assessment tool did you use (rubric, peer evaluation, self-evaluation, etc.)
3. What did you learn about student learning as a result of your assessment? (Are students “getting” the Desired Student Ability you assessed?)
4. What is the minimum standard that you will accept as evidence that students have achieved the DSA?
5. What were the unexpected outcomes of the assessment activity?
6. What recommendations and conclusions can be reached?
7. What *specific* changes will you make, i.e., changes in teaching strategies, assignments, class time allocated to this outcome, etc.

## **Analysis:**

- Many students, especially those who had yet to take English 201 needed a lot more guidance to complete research papers
- Students appear to have an utter misunderstanding of what constitutes plagiarism
- Lack of practice in using books as a normal part of the research process - not having a good collection here on campus hinders research projects that are not dependent on the Internet
- Lack of many of the K-12 teachers' own research skills plays a part in the students not coming to GHC with what should be minimal abilities
- The writing lab has seemed to help those students, who actually take advantage of the service, but the student work ethic is not uniform, and the ones who need help the most are the ones least likely to go to the writing labs.
- Students appear to be mastering the learning outcomes

## **Suggested Revision:**

### ***History***

- Hand out a style guide attached to the syllabus
- Discuss plagiarism during the first week and then again when the paper assignment is handed out
- Provide a more structured assignment, with specific guidelines, rather than relying on students to take the initiative to come up with their own projects. However, it is also a very valuable learning tool to have students figure out WHAT topic one would like to write on as well as the ability to pick a “doable” project.
- Continued emphasis on how to evaluate sources, what sources are available, and what is and is not acceptable
- The use of the Chicago Manual of Style footnote format. Several of the English instructors are introducing the fact that there are numerous footnoting styles, each specific to its own discipline...there is life beyond MLA or AP.
- A few short writing assignments per quarter to help students improve their literacy and research skills.

### ***Human Services***

- Include more focused discussion, peer assistance and individualized instruction in developing research assignments.

### ***PE***

- Include the importance of warm up and cool down as essential parts of a workout as well as how rest and diet help reach fitness goals in connection with exercise in the essay will enhance the literacy section of desired student abilities.

### ***Sociology***

- Clear and specific directions will be included on an assignment sheet or the course syllabus.

### ***Psychology***

- Include more focused discussion, peer assistance and individualized instruction in developing these assignments.

- After conversations with faculty and administration, the Writing Lab has been changed to the Writing Desk. Students do not need to enroll for credit and can use this service in the learning center on a drop-in basis. This service will begin in Fall 2004.

### ***Division Level***

- Continue to follow assessment plan.
- Continue to develop appropriate assessment tools.
- After developing all of the rubrics, synthesize into one overall, operationalized rubric that division members may customize for their assessment needs.

### ***Literacy Desired Student Ability (DSA) – ABE/Dev Ed Division***

The focus for this year was two-fold. The first effort of the division was to determine the effectiveness of assessments at gauging student progress toward attaining literacy. The second effort was related to a departmental consensus that one roadblock for many students was transition from ABE to DEVED or College. While this transition is not directly a gauge of literacy, it is necessary for the development of literacy in students. There has been and continues to be a concern that Adult Basic Education/ESL students do not continue in higher education after completing ABE classes. ABE staff believes that one reason is a lack of knowledge and fear of the college and advanced courses. Curriculum changes were piloted in ABE during winter quarter to assess whether students' comfort and knowledge level impacted their transition to more advanced classes.

### **Pilot Assessment:**

Assessments were collected in English 060, Reading 080, 090,120, Math 058, 060, 093, and On-Campus ABE/GED classes. Assessments included standardized tests (TABE and Nelson Denney) as well as exams, essays, and a pre-post test.

To address the concern that students were not making a transition from ABE to DEVED, the last hour of the 9 am – 1pm ABE class was devoted to the additional curriculum. On average, 7 students attended this “extra” session. Students learned to complete admission forms, financial aid forms and enrollment forms. They became acquainted with the quarterly schedule and catalog and completed an annual academic plan. Time was spent previewing college textbooks, touring the campus, and becoming familiar with different departments and the library. Guest speakers from counseling and financial aid attended. Finally, once a week students visited college level classes.

### **Analysis:**

The data collected from student work showed that students were making progress in literacy. The division is attempting to make documentation of that progress clearer and is implementing new course material/techniques to enhance student learning.

For the transition class, students wrote an evaluation of the class activities at the end of the quarter. There was positive feedback (verbal and written) about the activities and the acquired knowledge received during this quarter. Students expressed more confidence about their plan to continue their education and their chances for success. However, the expected outcome is that students will continue on to higher education, and that documentation will have to take place in future quarters.

Even though the activities were very beneficial to the students who participated, there still is need for further developmental in transitioning students onto the next level of education at Grays Harbor College. This concept is still in the beginning stage but shows promise in helping students to transition to higher levels.

### **Suggested Revision:**

Some changes that are being adopted in courses include: the use of a pre/post test in math sections to show progress and to assess students at the beginning of the term; the adoption of the diversity committee's book selection *Nickel and Dimed* for use in English 060 and Reading courses (both because it connects to the Social and Personal Responsibility DSA and because instructors hope that readings of greater length will result in stronger language skills); retesting of students at the end of the term using the placement exam in English 060 to determine whether students have obtained a level of mastery sufficient for success in their later course work; various emphasis changes throughout the term to enhance areas of student weakness (for example more time spent on summary of information, etc.)

To address transition, it is the desire of the DEVED/ABE division to develop a class that will help to successfully transition students from ABE through DEVED if needed and on to college level work. We wish to develop this new course and pilot the course fall or winter term, 2004/05. The college's receipt of a five-year Title III grant to address student progression and degree attainment may provide a funding source for development and institutionalization of this course.

### **Critical Thinking Desired Student Ability (DSA) – Humanities/Communications**

The assessment cycle called for the Humanities/Communications division to assess critical thinking. The division had already developed and implemented a critical-thinking assessment system as part of an Outcomes Assessment project, therefore we elected to assess for social and personal responsibility concurrently.

### **Pilot Assessment:**

Using the rubrics developed to assess for critical-thinking skills, members of the division revised those rubrics to include valid criteria for assessing social and personal responsibility skills. As an example, some rubrics articulate specific performance criteria which are then rated on a numerical scale, each number representing a qualitative level of mastery. These rubrics were piloted during winter quarter 2004 in Art 100, English 101, English 150, English 201, English 252, English 270, Japanese 101, Library 101, Music 101, Spanish 102, and Speech 101. Approximately 240 students took part in the assessment activities.

### **Analysis:**

- Critical thinking is one of the more difficult abilities for students to master. Overall, students tend to score lower in critical thinking than in other abilities or on the assignment overall. I
- Findings indicate that the relationship between critical thinking and overall assignment grade, as well as the relationship between critical thinking and overall course grade, is uneven (overall assignment grade and overall course grade being higher than critical thinking grade).
- We concluded that students are likely to boost their overall grades by excelling in other areas, particularly disciplinary learning and literacy, which tend to carry significant weight in assignments and courses across the division.

## **Suggested Revision:**

Members of the division are teaching to, and assessing for, critical thinking abilities quite consistently across the disciplines and courses we offer. Nothing in our research this year has indicated a need for major revisions in teaching and/or assessment methods.

- The Division will look at creating assignment-specific rubrics that do a better job of separating the desired student abilities so that we can better assess mastery in separate areas.
- We will also pursue greater inter-rater reliability in courses taught by several faculty members.
- We will continue to explore the relationship between mastery of specific DSA's and overall course grades when we assess for other abilities next year.

## ***Critical Thinking Desired Student Ability (DSA) – Health Sciences***

The Health Sciences division began the assessment of critical thinking with an evaluation tool based on the work of Richard Paul. Early in the process we determined that this tool was not relevant to the day to day critical thinking nursing students must do and instead developed a new rubric based on the nursing process components of assessment, planning, and evaluation.

### **Pilot Assessment:**

Data was collected from the final care plan that students completed for NURS 244 during winter quarter 2004. The Care Plan Grading Tool was used to evaluate the quality of critical thinking. The population was second year AND nursing students (N=21). Only one instructor used the form to evaluate all AND students. At this time inter-rater reliability has not been tested.

### **Analysis:**

Students demonstrated a satisfactory level ( $\geq 80\%$ ) of critical thinking as it related to assessment but did not do as well in planning ( $<70\%$ ) and evaluation ( $<60\%$ ).  $\geq 80\%$  = minimum level of achievement

### **Suggested Revision:**

The tool has not been used by other faculty members and thus must be tested before using again to determine if it is a reliable instrument. Preliminary results indicate that more emphasis should be placed on planning and evaluation in theory and clinical. Nursing program faculty will discuss possible curriculum changes during fall quarter 2004.

## ***Information Resources Desired Student Ability (DSA) – Business Division***

The Business Division determined that two courses within the division, CIS 125 Internet Fundamentals and OFTC 220 Office Procedures and Ethics, placed the greatest emphasis on information resource use. Rubrics were developed to assess information resources in those courses.

### **Pilot Assessment: CIS 125**

Rubrics were developed and used to assess student competency in information use.

## Analysis: CIS 125

Students demonstrated proficiency in:

- locating and retrieving information from the Internet
- following written instructions and directions
- knowledge of Internet terms and basic commands
- linking information from one document to another

However, 40% of students were unsuccessful when asked to evaluate the information content and sources critically. Some students appeared to lack basic computer skills. The prerequisite for CIS 125 is CIS 102 which concentrates on computer applications. The prerequisite for CIS 102 is “recommended” CIS 100 “Intro to Computers,” which a lot of students bypass.

## Pilot Assessment: OFTC 220

Students were assigned a Special Project which required them to respond to a specific **information resource** topic directly related to the course work of Office Procedures and Ethics. A rubric was developed to assess student achievement.

## Analysis: OFTC 220

In an example from Special Project 08.01 – Travel Itinerary, students demonstrated:

- A ± 77% ability to use appropriate information to draw accurate conclusions.
- A ± 100% effective and efficient ability to locate and access information.
- A ± 90% ability to evaluate information content and sources critically.

## Suggested Revision:

The division agreed that information use is an important skill that we wish to emphasize more in our programs. To help students develop information resource skills the division recommends the following improvements:

- Mini-lessons to re-address specific item(s) of weak proficiency
- Demonstrating and modeling effective research techniques
- Integrating more research-based assignments in other division courses for example:
  - Read/evaluate case studies from outside sources for economics, business law, and business management courses.
  - Use the Internet as a source to complete software application tasks, i.e., website that gives payroll deduction information that will be used in a payroll spreadsheet.
- Enforce course prerequisites
- Develop new assignments to gauge whether students are learning information research skills and are able to apply those skills

## ***Disciplinary Learning Desired Student Ability (DSA) – Math/Science***

Due to the variety of programs within the division, Disciplinary Learning was assessed separately for each major program area.

**MATH** - Math department faculty defined each DSA in the context of a Math class, determined the extent to which the DSA was promoted, and determined if and how students were evaluated on the DSA

with respect to Math. An assessment rubric was developed that links disciplinary learning with Literacy [L], Critical Thinking [CT] and Information Use [IU].

### **Pilot Assessment:**

The Math Dept. chose to use entrance and exit quizzes to assess student learning. This method offered the following advantages:

1. It would focus on the core topics of each course.
2. It would give the students an introduction to the types of things they would be learning in the course, and also help to identify students who may have been placed in the wrong course.
3. At the end of the course it would help students focus on the core topics as they begin to study for finals.
4. It would allow direct before and after comparisons of student work.
5. It would allow faculty to ask specific questions about courses which only students can answer.

Elementary and Intermediate Algebra [MATH 095 and 098] were chosen for the assessment because they are the foundation courses for five different pathways to college level math. Content and method learned in these courses have implications for all Math courses at the college level.

### **Analysis:**

#### Assessment Tool:

- The surveys have been non-intrusive and useful for students in the courses surveyed.
- Students receive a small number of points for completing the surveys, so participation has been high.
- The tool has already produced some meaningful and interesting results, and we will continue to use this 'assessment tool' in the future. We have found it to be even more useful than we thought it would be.
- Survey results have facilitated discussion of the content and structure of 095 and 098 in particular, and Math courses at GHC in general.

#### Assessment Findings:

The following conclusions are based on a limited sample.

- Students find certain calculators easier to use than others. The TI-30X II was the one most often mentioned in a positive way. Many students need specific instruction in the use of their calculators, even if they are using one of the preferred models.
- Very few students at the 095/098 level have any clear idea about which Math course they will take when they reach the 100 level courses.
- Student placement based on the GHC math placement test has been pretty accurate for the courses surveyed so far. While many students recognize specific types of problems, very few of them can work or even begin to work the problems.
- The class average on a quiz of typical problems moves from the 5%-15% range at the start of a course to the 65%-85% range at the end of a course.
- Certain topics and the math skills inherent in them present much more difficulty than others for students. This has helped focus discussions and revision of course content in the following manner: if a difficult topic is essential to several subsequent courses it is retained in the curriculum and we try to find innovative ways of making the skill easier for students to acquire, but if a difficult topic is nonessential or arises only much later in the curriculum or in only one course we are more inclined to delete that topic.

- Many [again, this is a small sample, but approximately 30%-80%] of the students taking these courses have actually been exposed to all or most of the material within the course they are enrolled in—even though they are unable to complete problems from the course.
- In several courses surveyed students were asked about their attendance. Many students either believe they attend class much more often than they actually do, or they are dishonest about it on surveys which are not anonymous.

### **Suggested Revision:**

The math department plans to implement the following changes during Fall 2004:

- We have changed the course text to one which contains many drill problems. We are considering adding narrowly focused applications from finance, physical science, and basic statistics.
- We have revised the syllabus to some extent. In particular, we have removed some of the factoring [we will factor quadratics only if  $a=1$ ] and some of the material on quadratic functions. We have added material on linear systems of equations and inequalities, and some material on applications of rational equations. These are not huge changes, but they reflect the content of our ongoing discussions about what really needs to be covered in these courses. In particular, it seems to us that linear and exponential equations are more important than quadratic for the majority of our students.
- We will require the use of the TI-30X II calculator in the 095 and 098 classes [and perhaps in several others.] This calculator is sufficient for all math courses at GHC, is inexpensive [\$12-\$15] and will make it possible to teach students proper calculator use as a group. Finally, students will not be allowed to use graphing calculators on tests and quizzes in any of our courses. This is consistent with the practice of the University of Washington for their precalculus and calculus courses. There are two reasons for this change: 1) because we have found that many high school students who enter at the math 111 or math 121 level through placement are not able to produce basic graphs of lines and parabolas without calculators and 2) to reduce student expenses.
- We will also continue our discussion of the content and structure of these two essential courses.

We are considering the following changes:

- We have discussed the possibility of a group final for all sections of 095 and 098 taught at GHC. This is probably not feasible, but we may consider specific guidelines on value and content of final exams.
- We have discussed implementing a uniform policy on note-card use and size for math classes.
- We are considering the creation of an 'Algebra Review' course for students who have seen the material from 095 and 098 previously, but need a review of all the material. Currently these students either end up taking both courses and being bored by the slow pace, or taking just 098 and missing essential material on lines, exponent rules and scientific notation from 095.
- We have considered developing our own course material with applications drawn directly from GHC courses which list 095 and 098 as prerequisites.
- We are currently reviewing a text which takes a very different approach to the material [curve fitting]. It would need supplementation to work for 095 and it is written with the graphing calculator in mind, but it is still very intriguing to us.

**GENERAL CHEMISTRY** - General Chemistry students complete a national exit examination prepared by the Examinations Institute of the American Chemical Society. The multiple choice instrument covers all of the important topics in General Chemistry I, II, and III (CHEM 111/112/113). This assessment method is valuable:

- To compare GHC students to their peers at other colleges and universities.
- To assess the quality of student learning over time.
- To remind students that the three courses are not separate entities, but a continuous sequence of courses
- To provide students more exposure to timed multiple choice examinations that they will encounter in their academic and professional lives.

### **Pilot Assessment:**

The exam consists of 50 multiple choice questions to be answered in 55 minutes. The examination is graded only on the number of questions answered correctly, and students are encouraged to answer every question. The exit examination assesses disciplinary learning and chemical literacy, including familiarity with nomenclature, definitions, and the concepts of chemistry. At least thirteen of the questions require mathematical problem solving skills and twenty-seven questions require critical thinking skills, which faculty have defined as the ability to recognize sophisticated questions, to synthesize two or more concepts, and to make predictions based on general trends.

### **Analysis:**

The mean national score (established in 1987) was 21.55 out of 50. The average number of questions answered correctly by GHC students from 1989 through 2003 ranged from 23.4 to 30.6, with an average value of 26.7. 52% of GHC students have performed at or above the 80th percentile. They have consistently outscored their peers in the national cohort.

### **Suggested Revision:**

There are no changes indicated at this time based on the results of the exit exam. Consideration has been given to switching from the 1987, brief version of the General Chemistry exam to the newer, longer version. This version is not timed and would relieve that pressure for students. However, the primary drawback would be losing the large amount of trend data that I currently have available with which to compare my students from year to year.

The 1987 brief examination has worked well as an assessment instrument, with good coverage of the course material. I will continue to administer this version of the national exam to general chemistry students and to document trends in student achievement. The timeline for implementation of changes indicated by other assessment activities varies. Some assessments are acted on within the current quarter, for example difficulties discovered in grading the tests/quizzes/homework/class discussions. Feedback from office hour visits and index cards may lead to midcourse corrections. Other assessments such as the survey on the final and teacher evaluations are collected at the end of the quarter and possible recommendations implemented the next quarter (or the next time the course is taught).

## **LIFE SCIENCES**

### **Pilot Assessment:**

The Life Sciences Department met in fall 2003 and developed a matrix for the assessment of disciplinary learning. Faculty in the department decided to focus on the assessment of four biology courses taken by pre-nursing students - General Biology, Nutrition, Anatomy and Physiology, and Microbiology. A survey instrument was developed to assess student perception of the effectiveness of Anatomy/Physiology I and Anatomy/Physiology II and to determine what kinds of changes could improve the quality of the courses.

During fall quarter of 2003, second-year nursing students were surveyed regarding their experiences in Biology 207 (AP I) and Biology 208 (AP II) which are support courses for the Associate in Applied Science Nursing degree. These courses emphasize the following Desired Student Abilities: Disciplinary Learning (4), Critical Thinking (3), Using Resources (3), Scientific Literacy (3), Social and Personal Responsibility (1).

The method of survey included a 43-part questionnaire followed by "focus groups" conducted by a team of administrative officials. Topics queried included student background, outcomes as related to the Desired Student Abilities, and evaluation of methods of instruction.

#### **Student Background:**

Twenty-one second-year nursing students completed the survey. Twenty of the students had completed both quarters of AP at GHC and one student transferred into AP II from another college. Eighteen (86%) of the students completed both quarters of AP prior to entering the nursing program. The other three students completed AP while enrolled in the nursing program.

Nineteen of the students received a grade of C or better and did not have to repeat either AP I or AP II; two repeated AP I.

#### **Grade distribution for AP I was reported as follows:**

7 students (33%) received a grade of A or A-  
4 students (19%) received a grade of B+ or B  
5 students (24%) received a grade of B- or C+  
5 students (24%) received a grade of C

#### **Grade distribution for AP II was reported as follows:**

3 students (14%) received a grade of A or A-  
9 students (43%) received a grade of B+ or B  
3 students (14%) received a grade of B- or C+  
6 students (29%) received a grade of C

### **Analysis: Outcomes Related to Desired Student Abilities:**

**Disciplinary Learning** - The survey queried students about the four disciplinary learning course objectives listed on the AP syllabi. Most (95% -100%) felt these objectives had been met "very well" or "well" and all felt that AP prepared them for more detailed studies in the areas of health and medicine. All students reported being able to transfer factual information from AP to other coursework at the college "quite a bit" or "somewhat".

Throughout the focus group discussions students reported that the content of the AP courses was extensive and challenging and recommended that it be expanded changed to a three-quarter sequence.

They also emphasized that AP should be a prerequisite to nursing, rather than a support course. (This change has been made by the nursing department. Effective fall 2004, AP will be a prerequisite to entry into the nursing program.)

There was much discussion of the fact that AP does not cover the digestive system and liver yet many students felt that GHC's nutrition course did not cover the digestive system in enough depth. Some students reported that there was too much emphasis on eyes, ears and muscles and noted a need for more information about electrolytes, acid-base balance, cranial nerves, cardiac physiology and endocrine hormones.

Students asked for collaboration between the nursing program and the science program including chemistry as well as biology.

**Literacy** - All students responded "well" or "very well" to questions that the AP curriculum 1) built sequentially on previously learned material, 2) that the course terminology and concepts prepared them for further studies in the discipline, and 3) that reading, writing and speaking skills developed in AP are applicable to other college courses.

**Critical Thinking** - Critical thinking components of this course revolve around the *Interactive Physiology* CD programs, *PhysioEx* activities and case studies presented on the *AP Place* CD. All students agreed "quite a bit" or "some" that *the Interactive Physiology* CD programs had enhanced their critical thinking skills in the nursing courses. Many students commented that they have continued to use the CDs since entering nursing courses.

During focus group discussions, many students reported that they had experienced difficulties when printing out the *Interactive Physiology* worksheets. These worksheets are multiple pages and are most effective in color.

The *AP Place* case studies also received strong student support. Although four students (19%) reported that they "rarely" or "never" did them, support for more case studies was voiced by most students in the focus groups. Some students saw AP as a lot of unconnected facts and suggested that more case studies would help them see interconnections between the systems. Reasons given for not doing more of the case studies appear to be related to lack of time to use ancillary study material materials.

Students felt strongly that their learning was not enhanced by the *PhysioEx* exercises. When asked the degree by which *PhysioEx* supported their critical thinking skills, the majority (57%) answered "some" while only 4 students (19%) answered "quite a bit" and 24% answered "very little" or "not at all." During focus group discussions, many students voiced concern that the exercises took too much time and returned too little value.

Focus group discussions about critical thinking were spirited and broad with some students agreeing that AP had enhanced their critical thinking skills and others disagreeing.

**Social and Personal Responsibility** - All students responded "quite a bit" or "some" that the AP curriculum had positively influenced their personal health decisions and that the lab structure had enhanced their abilities to work with other students and as part of a professional team.

**Using Resources** - Fifty-two percent of the students felt that they entered AP with "competent" skills in word processing and Internet use. When asked about their experience with computer-based learning, only 9 (43%) described themselves as "competent"; 3 (14%) saw themselves as "expert", and the remainder felt they had "some" or "no experience" at the beginning of AP. Nineteen (90%) felt that the AP assignments had increased their confidence in using computer-based resources. Eighteen (85%) of the respondents felt they have been able to apply computer skills developed in AP to other courses.

Although both the questionnaire and focus group discussions strongly supported the *Study Guide* as a valuable resource, like the *AP Place* case studies, lack of time seemed to reduce the use of this ancillary resource.

### **Analysis: Evaluation of Methods of Instruction:**

All students responded that lecture, supported by PowerPoint and transparencies was “very useful.” Focus group discussions noted that the instructor was prepared, available, open to questions and emphasized student responsibilities in preparation of material.

- Labs - Seventeen students (81%) felt the hands-on labs assisted learning “a great deal” and three (14%) “somewhat.” One exception noted was the clay modeling lab which students described as a “waste of time.”
- Tests and quizzes - Sixteen students (76%) felt the tests were “appropriate” while five felt they were “too difficult.” Students in focus groups felt that lab quizzes were a useful learning tool.
- Lectures – The lecture format “allows the students to direct the path of lectures to give a better understanding of material they are finding difficult...”
- Study Sheets - Instructor-generated study sheets help students “stay focused on what is important” and “gives everybody a fair chance at being successful.”
- Hands-on Learning - Focus groups discussed the usefulness of models for hands-on learning and requested that more models be purchased.

#### Overall -

- Fifteen students (71%) felt the study sheets, labs, lectures and other assignments correlated with the test material “very well” while six students rated these materials as “somewhat” correlated.
- Sixteen (76%) of the students felt AP had enhanced their confidence in their ability to learn difficult material “a great deal” and seventeen (81%) felt they are able to apply “quite a bit” the skills learned in AP to other courses.
- Students agreed that class attendance was important, with 19 (91%) reporting they attended “all” or “most” classes.

### **Suggested Revision:**

- Student outcomes in this course would be greatly enhanced by expansion of the course from a two-quarter to a three-quarter sequence. The feasibility of making such a change is part of an on-going conversation among community college AP instructors who participate in NWBIO and the CCUP summer workshop.
- Additional case studies will be included in the curriculum. They are a valuable learning tool, well-liked by students, and increasingly used by medical schools.
- To improve the success of AP students, pre-requisites for the AP courses have been changed and now specify “**a grade of C or better** in Biology 101 or 201, or instructor permission. **Chemistry 101 recommended.**” Transfer from AP I into AP II will now require “**a grade of C or better**, or instructor permission.” Biology 101 is now a pre-requisite for Biology 160 (Nutrition.) This change will allow the instructor to raise the instructional level of the nutrition course.

- The AP instructor will provide color copies of the *Interactive Physiology* worksheets. Bookstore personnel will be contacted about the feasibility of printing and selling the packets to students.
- Despite the dissatisfaction expressed by focus group participants, students in the current AP class appear to be more satisfied with *PhysioEx*, perhaps because they have been able to reserve a computer room apart from other users in the library. These computer simulations provide an excellent opportunity for students to practice critical thinking and problem solving and also to reinforce the cause-effect relationships learned in lecture. *PhysioEx* will remain a part of the curriculum at this point. Instructor developed review sheets may be used to help students summarize what they have learned.
- Additional models have been purchased to provide a model for every lab table. This effort has reduced the ratio from twenty-four students per model to four students per model and will enhance the variety and availability of hands-on experiences for the lab student.
- Revisions have been made to the Biology 101 curriculum to support transfer into AP including the addition of a lab on tissues and a study of the ear. AP students will be surveyed at the end of spring quarter to determine how well Biology 101 is preparing students to transfer to higher level courses.
- The *Study Guide* is a valuable ancillary tool and will continue to be used in AP courses. During this academic year the *Study Guide* was integrated into lab which helped to ease the time pressure students were feeling.

### Course content changes -

- Currently, three weeks of instruction is devoted to the cardiovascular system. Additional time can not be added without sacrificing other important topics. The planned purchase of additional heart and cardiovascular models should enhance learning in the area.
- The topic of electrolyte homeostasis will be more fully integrated throughout the two quarters of curriculum with more examples provided.
- Instructional time devoted to acid-base has been increased from two days to three with the addition of a special acid-base lab. Instructional time spent on the endocrine system (currently 2.5 days) will be increased to 3.5 days.
- New neurovascular skulls (one per table) should improve student learning of cranial nerves.
- No changes will be made to time allocated to eyes or muscles. Students majoring in optometry and physical therapy, respectively, need this foundation. Registered nurses also must complete assessments using eye and muscle function.
- To respond to student feedback requesting greater collaboration between nursing and the sciences, biology faculty will assume part of the advising load for pre-nursing students. Advisees will be advised of the potential benefits of taking Human Biology and/or Medical Terminology prior to entering Anatomy/Physiology. Biology instructors will also share results of this report with chemistry instructors and identify curriculum that specifically supports biology curriculum.
- The Life Science Department has purchased electronic transmitters which can be used to administer and grade quizzes and to monitor attendance. This will increase the time available for instruction and will reinforce regular attendance as a requirement for successful completion of courses.

- As a result of this survey, informal conversations with both students and nursing faculty have raised the issue of reading skills among students wishing to enter the nursing program. Reading scores based on the College Placement Test are currently being collected for all students who have enrolled in Anatomy/Physiology classes during the past two years. Biology instructors will look for correlations between reading scores and success in both Biology 101 and Anatomy/Physiology.
- Not all students who complete first year nursing courses continue on to the second year. In order to get student feedback from students who may not have been successful, future surveys will be administered to students at the end of their first year of nursing studies.

## **PHYSICAL SCIENCES – (Physics, Astronomy, Geology, & Earth Science)**

### **Pilot Assessment:**

The math/science division was assigned the disciplinary learning DSA to begin the assessment cycle. However, discussions within the division concluded that literacy and critical thinking are inextricably linked with disciplinary learning in the physical sciences. In order to perform well in the area of disciplinary learning, a student must have developed skills in these areas. Thus the assessment of these three areas has been linked. Assessment of Disciplinary Learning, Literacy, and Critical Thinking included tests and quizzes, homework assignments, laboratory exercises, and class discussions.

In addition, the following assessments are also used to explore ways in which the courses might be improved to help students develop the desired skills:

- *Office Hour Visit* - Students are encouraged (it is worth 1% of the grade) to visit the instructor early in the course to discuss how things are going and their background.
- *Index Card Feedback* – Approximately midterm, students are provided with an index card and are asked to provide feedback on the course, i.e., something they like about the course as well as something they don't like and how they think the course might be improved.
- *Survey on Final* – The following extra credit questions are included on the final to get student feedback on the course:
  1. What subject in the course did you find the most interesting and/or think should be emphasized more?
  2. What subject in the course did you find the least interesting and/or think should be de-emphasized?
  3. What subject did you find the most difficult to understand? What made it difficult?
  4. What subject did you find the easiest to understand?
- *Anecdotal Evidence*- Unsolicited remarks by students often suggest possible changes.

### **Analysis:**

Assessment results reveal that students tend to perform well on questions on the tests dealing with scientific literacy and disciplinary learning. The areas in which students tend to do poorest are in conceptual understanding of the material, critical thinking and synthesizing different areas together. This is not surprising given that synthesis of material is probably the most difficult level to attain in the discipline. We continue to look for ways to improve these skills. Student feedback from office hour visits, index card feedback, and teacher evaluations is generally positive with students reporting that they have learned a lot in these courses.

However, we did obtain some specific suggestions for changes to the courses from the assessments discussed above. Some examples of these were:

1. Geology – A suggestion that providing copies of the labs prior to the day of the lab would help students to better prepare.
2. Geology – Revising the assignment due date for quiz review sheets. Currently they are due the day before the quiz so they are not available as study guides to prepare for the quiz.
3. No obvious trend was observed in areas the students liked/disliked or that they found difficult with one exception: many of the geology students noted that they found the first lab on reading maps difficult.
4. While attempts have been made to instill more realistic student expectations on the level of the astronomy course, many still have unrealistic expectations of the level of the course which leads to frustration.
5. An area for improvement cited by student feedback last year in these courses was providing better information on assignment due dates. While some students in astronomy still indicated they were sometimes unsure about assignments, I was gratified to have a returning student explicitly note that she saw definite improvement in this area.

### **Suggested Revision:**

The following changes were made during 2003-04 based on the above assessments:

- The Science/Math Division responded to the CCSEQ data regarding the students' perception that instruction relating to diversity issues could be improved by hosting a division-wide conversation on how the sciences could address this area. The division identified the Astronomy 101 course as having the best suitability for adding a diversity component. The curriculum for Astronomy 101 was changed in Fall quarter, 2003, to include a written exercise that asked students to research mythology or stories behind a constellation or a group of stars of their choice. Students were encouraged to research mythologies or stories that were not Greek or Roman in nature. Students were able to share many different cultures with the class. This exercise succeeded in exposing students to other ways of looking at scientific information.
- Geology - Copies of labs are now provided in advance of the lab.
- Geology and Astronomy - Review sheet assignments are no longer due prior to the quiz so that they can be used as study guides. .
- Geology - One trend observed in geology was that students had difficulty on the first lab on reading maps. Introduction to the lab has been revised. Students are now provided with an information sheet before the lab providing definitions of angular units, latitude, longitude and examples of unit conversions. I believe this was helpful and plan to continue this in future classes.
- Astronomy - Students continue to struggle with the mathematics involved and have unrealistic expectations for the course. In the past, the math prerequisite was increased to Math 098 in order to better ensure students are prepared for the mathematics they will encounter in the course. Future Astronomy 101 course descriptions will note that math will be used extensively in the course (as noted in online course descriptions for Astronomy 101) in order to better match student expectations to the reality of the course.

## **NATURAL RESOURCES**

Since 2001, the Natural Resources program has utilized a variety of assessment strategies and tools to evaluate student performance and achievement of industry skill standards in the classroom and field.

Major assessment strategies have included:

1) demonstration/dialog; 2) capstone courses; and 3) cooperative work experience. Major assessment tools have included traditional paper and pencil exams, written student and instructor evaluations, peer evaluations, individual and team research reports, oral presentations and portfolios.

GHC had a focused interim visit in spring 2003 to determine progress made on a recommendation the college had received in April 2001 in the area of educational assessment. The only major discrepancy found by the accreditation team, was the lack of an on-going, coordinated, campus-wide assessment program. In 2003, we (GHC) began an across-the-board effort to correct this deficiency. Divisions and faculty were challenged to determine where the DSA's were being taught and learned. All syllabi (in all GHC courses) were rewritten to reflect this. Faculty also agreed to evaluate the level of emphasis (0-4; 4 being the highest) of each of the DSA's in courses where they were listed.

At the beginning of the 2003-2004 academic year, each division/program began addressing the learning objectives and specific performance criteria for each DSA. It is important to note that the resulting Natural Resources Assessment Matrix was a blend of GHC's Desired Student Abilities and industry skill standards.

### **Pilot Assessment: Natural Resource Capstone Course**

Natural Resources faculty developed a course-specific assessment tool for evaluation of the two-quarter, Watershed Ecosystems I and II (NR 140/240) 'capstone' course. The tool was designed to examine the students' levels of knowledge (or concepts); proficiency with sampling protocols, tools and equipment (skills); and personal and social skills (attributes) using a Likert scale of 0-5 (5 being the highest). Separate performance-level criteria (definitions) were provided to students for assessing concepts, skills and attributes. The self-assessment was given to twelve (n=12) NR 140/240 students on June 07, 2004. They were completed and turned in on June 09, 2004. An analysis of the resulting data was performed on June 10, 2004.

### **Analysis:**

The overall mean score for all students, all DSA's, and all performance criteria within each DSA was 4.50 (out of a possible 5.0). The standard deviation was relatively low, indicating little variability among each of the 12 students. Each student was asked to consider their level of learning and level of achievement for each of these concepts, skills and attributes over the two-quarter course (January 06, 2004 - June 17, 2004). The minimum standard accepted as evidence that the students had achieved the DSA's and industry skill standards was 4.00. Providing students were truthful in evaluating these 41 performance criteria (and there's no reason to doubt that they were), this mean score of 4.50 was quite high, indicating students are meeting the intended outcomes and objectives.

The following performance criteria fell at or below the expected mean scores of 4.00 (summing down columns of students, where n=12). These are as follows:

DSA	Performance Criteria	Mean Score (among students)
Disciplinary Learning	1.5 Can identify (common and scientific names) major plants and animal species in the Pacific Northwest.	3.83
Literacy	3.1 Orally presents research result clearly and accurately to a variety of general and professional audiences.	3.58
Literacy	3.2 Uses state-of-the-art, multi-media software (i.e., Power Point, Photo and Print Shop) to produce and deliver effective presentations	4.00

A mean score below 4.00 (the actual value was 3.83) for Disciplinary Learning criteria 1.5 (that students learn common and scientific names of Pacific Northwest plant and animals) was expected since this capstone series did not emphasize these skills. Students were however, required to list common and scientific names and describe a minimum of 10 plants and 10 animals that they encountered during the two-quarters in the Species Accounts section of their written journals. Some students did more (30+ of each) and some less (<5 of each), depending upon their interest in species identification and journal writing.

The relatively low scores for Literacy criteria 3.1 and 3.2 (a 3.58 mean score for making oral presentations to general and professional audiences; and 4.00 mean score for skills using state-of-the-art, multi-media software to produce and deliver effective presentations) was somewhat lower than expected. The timing of the self-assessment (June 05, 2004), occurred well before the scheduled student presentations on June 17, 2004. Most of the NR 240 students were still preparing their presentations and had no idea how well they would do. I reviewed both the draft and final multi-media presentations and products (posters, displays, written research report and Power Point presentation) prior to writing this report. I would expect that after their presentation, they will all report higher scores for both the quality and professionalism of their presentations.

### **Suggested Revision:**

I would recommend that this self-assessment be additionally used as:

- a student pre- and post-assessment
- a faculty assessment of the student pre-, post- or even during a quarter
- an alumni assessment 2-5 years after they enter the work force (to evaluate how well GHC prepared him or her)
- an employer evaluation of a GHC Natural Resources graduate (to see if we are meeting industry standards)
- as a hiring tool (job announcements, job interviews, etc...)
- as an employer evaluation tool
- as a tool for promotions.

The evaluation/performance criteria may have to be changed somewhat for each of the different uses stated above; however, statistical comparisons could still be made (ex., how high a student/employee rates themselves vs. how high the instructor/employer rates them).

This assessment strategy and tool, plus the analysis of the results, were presented to the joint GHC/Aberdeen High School Advisory Committee on June 02, 2004. All members concurred that this was a valid measure of whether students are learning the natural resources concepts, skills and attributes.

Based upon the results of this study, the curriculum will continue to focus on the DSA's and industry skill standards, and will be assessed using a tool such as the one used in this study, either annually or as often as capstone courses are offered.

### ***Social & Personal Responsibility Desired Student Ability (DSA) – Industrial Technologies***

Each of the four programs in the Industrial Technology division reviewed the list of objectives for the Social and Personal Responsibility DSA and the division's overall ratings. One of the program goals is to emulate industry standards for attendance, work ethic, productivity, etc. In response to that program goal, the Industrial Technology division developed several new assessments for Social and Personal Responsibility.

#### **Pilot Assessment:**

- A "Work Habits Point Sheet," developed and piloted in the Welding program several years ago, was implemented in the Diesel program in the spring of 2003, and in the Automotive program in winter quarter 2004. Students receive reduced points for being absent; arriving late, not turning in homework, rule violations, etc.
- The Carpentry program revised curriculum to include a training session in diversity and how it relates to the workplace, and implemented a stretching program to develop an appreciation for safety and good health habits on the job.

#### **Analysis:**

Because the Diesel and Automotive programs have adopted and used the tool for less than one year, sufficient data does not exist from which to draw conclusions.

The following observations have been made by the program instructors:

- Substantive improvements in student behavior and success have occurred.
- Classroom management has improved significantly.
- The Carpentry instructor has been sufficiently convinced to try implementing a similar daily points tracking system for his program this fall.

#### **Suggested Revision:**

All programs have found the Work Habits Point Sheet to be an extremely valuable tool for improving both student performance and success. Students rise to the behavioral standards mandated and measured with the Work Habits Point Sheet. The division believes that daily awareness among the students of their current grade, and an instant reminder of the consequences of any undesirable behavior, is responsible for improvements in student behavior and success. The Industrial Technology division will continue to use and refine this tool to emphasize and improve student outcomes for the Social and Personal Responsibility DSA.

# Student Perceptions of Outcomes

## *2002 Community College Survey of Student Engagement (CCSSE)*

Faculty also believed it was important to assess student perceptions regarding their achievement of the Desired Student Abilities. During Spring quarter 2002, GHC participated in the pilot test of a national survey instrument designed to assess student engagement. The Community College Survey of Student Engagement (CCSSE) is based on research which shows that students who are actively engaged in the college experience have better learning outcomes.

### **Analysis:**

Responses to the CCSSE indicate that overall students are very satisfied with their experiences at GHC. However, student responses to the following questions were below the mean as compared to other colleges of similar size.

Scale – 1= very little, 2=some, 3=quite a bit, 4=very much

In the area of Educational and Personal Growth:

- “To what extent has your experience at GHC helped you to understand people of other racial and ethnic backgrounds?”
  - **GHC Mean – 2.12      All other small colleges – 2.38\***
- “To what extent has your experience at GHC helped you to develop a personal code of values and ethics?”
  - **GHC Mean – 2.13      All other small colleges – 2.31\***
- “To what extent has your experience at GHC encouraged voting in local, state and national elections”
  - **GHC Mean – 1.60      All other small colleges – 1.69**
- “To what extent has your experience at GHC helped you to contribute to the welfare of your community?”
  - **GHC Mean – 1.84      All other small colleges – 1.92**

In the area of Institutional Emphasis:

- “Does GHC encourage contact among students from different economic, social, and racial or ethnic backgrounds?”
  - **GHC Mean – 2.23      All other small colleges – 2.45\***

(\*) denotes response variation of statistical significance.

Library and Media Services conducted several assessment activities during 2003-04 in response to the assessment findings. Those results are summarized below.

### **Overview**

Institutional assessment had revealed that the college’s efforts in addressing Information Use needed improvement. The faculty syllabi assessment project of 2002-2003 also indicated the level of emphasis placed on this DSA was low - 2.25 on a 4.0 scale. The LMS staff, Institutional Research staff, and Library Advisory Committee took comprehensive steps to address those challenges.

Actions taken during the 2003-2004 year:

1. Stan Horton, Adrienne Julius, Shilo Winsor, and Mohammad Ibrahim, attended a workshop on Best Practices regarding information competency instruction. This workshop was a precursor to further activities supported by a state-wide project headed by the Library Media Directors Council. It was intended to highlight efforts being done by colleges within the Community/Technical College system; it will be followed by other workshops and coordinated actions throughout the CC/TC system.
2. Surveys of students and faculty—LMS's two prime user groups—were conducted in late Spring Quarter, 2004. The surveys were based upon work done by Library Media Directors Council for a state-wide survey; modified by input from our own Library Advisory Committee and Institutional Research office. Primary questions to which answers were sought were: (1) what classes make use of LMS? (2) what services do our primary users generally recognize as being valuable—and, is information competency one of those? (3) how well do those users feel we are performing those services?
  - a. Students surveyed were enrolled in classes which library staff felt were likely users of our services; those classes were offered on campus; and they were offered at one specific hour so that multiple responses from individuals did not skew the responses. Changes to this target will be made if responses in the faculty surveys indicate other classes should be included.
  - b. Faculty surveyed included all full and part time faculty employed on or off campus during Spring Quarter, excluding Stafford Creek Corrections Center.

## Analysis

1. As a result of the Best Practices workshop, the two classroom instructors who attended learned more about what is being done elsewhere (for example, different types of research assignments, ways to incorporate new technologies that both teach ways to use and communicate information, etc.); and that there were opportunities for improvements to their curricula. Also, LMDC will offer further coordinated activities to improve information competency instruction during the 2004-05 year.
3. The responses to the student and faculty surveys revealed some minor methodological problems with the instruments themselves, but sufficient reliable information is available to identify at least some areas for improvements. Amongst these are:
  - a. There is evidence of confusion amongst faculty about which campus department—computer services or library media—is responsible for the various media in classrooms.
  - b. There is considerable evidence that off-campus faculty are not aware of ways in which new technologies have made it possible to deliver academic library services to off-campus students; this has influenced the assignments they make and the expectations they have for student work.
  - c. Some 33% of full time faculty report not using LMS to support student assignments, with some 71% of the part time faculty. Further investigation is needed to determine if this difference is due to the nature of the courses each population teaches, or for other reasons, and also whether either level of response is deserving of concern.
  - d. ABE, ESL, and GED faculty feel the need for more support from LMS.
  - e. The top three student complaints voiced in the comments portion of the survey are: insufficient numbers of computers and other equipment; noise in the seating areas; and

insufficient open hours. A complaint not made, but which often explains other complaints, is the problem of students not being aware of services we actually do offer.

- f. In the specific inquiry areas of the student survey, satisfaction with the book collection was the lowest (44% highly satisfied, 9% not satisfied) of any of the 15 services we asked about. Use of the library facility itself—for study, for its equipment—received the highest positive marks, followed by the reference librarians and library website.

Overall, both user groups indicated high levels of satisfaction with Library Media Services.

## **Recommendations/conclusions:**

### **Instructional Changes**

Mr. Ibrahim will incorporate required Power Point assignments in his general biology classes; it is anticipated that this will extend to Ms. Carter's biology classes and possibly Mr. Duffy's speech classes. These efforts will be supported by adding a part-time Instructional Technician to LMS's staff, which will allow the Media Lab to be open more hours, and provide improved technical assistance to the users.

Mr. Winsor and Ms. Julius will incorporate changes to research assignments in the former's English 101 and 201 classes. Budgetarily, the college will fund participation in LMDC's state wide efforts for this year (specifically, attending the 5-day retreat planned for late Spring Quarter.)

We have considered presenting a faculty workshop on the incorporation of information competency into one's curriculum, either during the opening days of Fall Quarter, or during the October faculty development days. As of this writing no final decision has been made, or funding identified.

### **Responses to survey findings**

Mr. Horton has already begun to contact off-campus faculty to inform them of the resources they now have at their fingertips; and to extend our efforts to meet with their classes at their sites to instruct students in using resources from there. Funding to continue virtual reference has been requested from one-time funds.

Ms. Julius has begun closer work with our ABE faculty to identify helpful resources and materials. Because the cost of publications in this area is relatively low, we anticipate we can make improvements without budget increases being needed.

The addition of a part-time Instructional Technician will allow us to open the Media Lab every afternoon for 4 hours, assured that skilled help is available. We have requested part-time faculty funding from one-time funds to maintain the same hours as during the 03-04 year for the main library, but this decision has not yet been made at the time of writing. No plans are made to extend those hours.

LMS will be purchasing additional equipment such as digital cameras and digital video cameras, and improved software for handling digital photographs. We will also increase student awareness of the availability of equipment we already have—such as the loaner laptops that have been available for two years.

Improvements to the book collection are unlikely, due to budgetary considerations.

Addressing the noise issue is more problematic, since it is unclear what the source of the noise is. Cell phone usage was mentioned in two comments, so we will start by posting signs and verbally cautioning people to keep their voices down and ringers muted. But the other comments were not specific enough to

tell if this was the source of the complaints or not. Staff will stay alert to indications from users that there is a problem, and take appropriate action accordingly.

And, last but not least, Library staff, the Library Advisory Committee, Outcomes Assessment staff, and Institutional Research staff, will review the survey instruments to make those adjustments that are needed to improve its effectiveness. The student and faculty surveys will be repeated in Spring 2005 in order to assess whether the planned changes have impacted the satisfaction of LMS's user groups.

## **Recommendations/Actions:**

Faculty, staff and administration developed a comprehensive plan to positively impact the emphasis placed on the Social and Personal Responsibility and Information Competency outcomes at the institutional, program and classroom levels. College-wide Improvement Objectives, Diversity initiatives, professional development, resource allocation, and changes to courses and programs are listed below:

### **2002-03**

- The Diversity Committee was expanded to include membership from all campus constituencies and provided with additional funding through GHC's Co-Teach grant. The main focus of the committee for 2002-03 was to initiate efforts that would help the campus community to define the meaning of diversity and to identify the college's role in helping students and staff understand and appreciate diversity in its many forms. With assistance from an outside consultant and extensive input from the campus community, the committee began to formulate a vision and values statement for diversity at Grays Harbor College.
- The Diversity Committee sponsored *Faces of America*, a one-woman show which portrayed the true stories of nine young Americans, each of a different ethnic background. The performance was well received by faculty, staff and students.
- The Diversity Committee also expanded the annual Multicultural Fair offering food from five ethnic restaurants and providing a variety of entertainment including Mexican Vaquero lasso dancing, Culture Keepers Native American dancers, Ballet Folklorico, a student rap group, and a Japanese instrumentalist. The event was well attended and included members of the community and public school groups.
- Associated Students of GHC hosted "Hands Off, Let's Talk" – a guest speaker on the topic of sex education and individual rights and responsibilities. The event was well attended and received positive feedback.

### **2003-04**

- The Diversity Committee conducted the professional development activity for Fall Kick-Off. An all-staff presentation entitled "Living Voices: The Right to Dream" was enjoyed by over 100 employees. Following the presentation, the committee shared a draft of the Vision and Values Statement they had developed during the previous year. Professional development included breaking into small groups for an activity titled, *Can You See Me? Examining Our Assumptions*. Insights from the activity were then shared with the larger group along with feedback on the draft Vision Statement.
- The college funded the attendance of six employees at the Washington State Faculty and Staff of Color Conference.

- The Diversity Committee sponsored a “What is An American?” essay contest. GHC staff and students as well as area high school students were invited to participate. The GHC Foundation provided a \$100 prize for the best essay.
- The Diversity Committee organized brown bag seminars to promote the diversity within our own campus community. Administrator Beate Wahl, native of Germany, and faculty member Mohammad Ibrahim, native of Pakistan, talked about their experiences with immigration and assimilation into American culture.
- In consultation with faculty, the Diversity Committee chose Reservation Blues by Sherman Alexie for the first selection of its new Book Club. The text provided an opportunity for students and staff to discuss diversity issues within classrooms and in the larger campus community. Faculty used the text across disciplines in many ways such as material for writing assignments and as a topic for discussion groups. A campus-wide seminar discussion of the book, facilitated by members of the Diversity Committee, took place during spring quarter 2004. English department faculty followed the discussion with a viewing of the movie “Smoke Signals”, which follows the characters from Reservation Blues.
- A Curriculum Survey was developed in order to assess the emphasis placed on the diversity component of the Social and Personal Responsibility outcome. Faculty were asked to complete the voluntary survey indicating which areas of diversity they incorporate into their classroom teaching. Survey choices included age, race, ethnicity, religion, and socio-economic. The committee’s goal was to use the results to publicize what GHC already addresses within the curriculum and to evaluate the possibility of creating a diversity requirement as part of the AA degree. Unfortunately, the survey response rate was low and not representative enough to use the results for such a substantive change. We have identified this in our institutional Improvement Objectives 2004-05 and we will re-administer the survey as a collaborative effort between the Diversity Committee and the V. P. for Instruction’s office. We will provide the resulting data to our AA Transfer Committee for analysis and recommendations.
- The Associated Students of GHC hosted the PBS special film series “Eyes on the Prize” just prior to the Martin Luther King, Jr. holiday.
- The 4<sup>th</sup> annual fair multicultural fair was held and again included several varieties of ethnic foods and entertainment provided by the Orissi Dancers from The Evergreen State College. This year’s event included an auction of items made by inmates at Stafford Creek Correctional Center who are enrolled in GHC’s woodworking classes. The event raised \$250 for next year’s diversity activities.
- The Diversity Committee adopted a formal vision and values statement after presentation and feedback from all campus constituencies. This document will serve as the framework for the future work of the committee.

### ***2003 Community College Survey of Student Engagement (CCSSE)***

In Spring quarter 2003, the college completed its fourth administration of the Community College Student Experience Questionnaire (CCSEQ), a national satisfaction survey developed for community college students. The instrument allows for a small number of college-specific questions and provided an opportunity for GHC to gather student perceptions of whether the college had helped them to develop competencies in the five Desired Student Abilities.

## Analysis:

**Disciplinary Learning—80% of students surveyed** felt that GHC had helped them to gain content knowledge in their pre-requisite, transfer and/or vocational courses.

**Literacy—88% of students surveyed** felt that GHC had helped them to improve their skills in reading, writing, speaking, listening, and quantifying.

**Critical Thinking—87% of students surveyed** felt that GHC had helped them to become more competent in analysis, synthesis, problem-solving and decision making.

**Social and Personal Responsibility—78% of students surveyed** felt that GHC had helped them to become more aware of and responsive to diversity, ethical behaviors and health and wellness issues.

**Information Use—83% of students surveyed** felt that GHC had helped them to increase their skills in accessing and evaluating information resources and appropriate technologies.

The Social and Personal Responsibility outcome, at 78%, was rated lowest by students. These results are consistent with the findings of the CCSSE the previous year, confirming that this is an area of improvement that Grays Harbor College needs to focus on.

The Diversity Committee and faculty have chosen Nickel and Dimed: On (Not) Getting By in America by Barbara Ehrenreich for the Book Club selection for 2004-05. Fall Kick-Off days will include a discussion of this book facilitated by Dan Leahy, faculty member of The Evergreen State College in Olympia. The committee will meet in early fall to plan of full schedule of activities for the 2004-05 academic year.

## Institutional Assessment

### ***Institutional Effectiveness Report and Plan for Improvement***

The centerpiece of GHC's institutional assessment effort is a comprehensive annual *Institutional Effectiveness Report* which assesses the institution's achievement of GHC's Priority Goals. Under the direction of the Board of Trustees, indicators of effectiveness have been identified for each of the ten Priority Goals and data is compiled which measures the college's success for each of the indicators. An extensive analysis of the Institutional Effectiveness Report by a broad-based campus committee culminates in an annual *Plan for Improvement* with recommended *Improvement Objectives* for the following academic year. Following approval by the Board of Trustees, the recommendations are submitted for funding through the college's budget development process. While this process has been very effective for short-term planning, the college has recognized the need for a planning process to address longer range goals. As a result, \$100,000 has been allocated in the 2004-05 budget for development of a Strategic Plan that will provide a framework for the future.

### 2003-2004 Improvement Objectives

In response to the assessment findings, the campus community developed several Improvement Objectives which were approved by the Board of Trustees. The objectives set specific targets as the criteria by which the college will assess the effectiveness of the new initiatives. Attainment of these targets should correspond with increased achievement of the Social and Personal Responsibility outcome for GHC students.

***By the spring of 2005, at least, 35% of GHC's students will report that their experiences at the college contributed "very much or quite a lot" to their skills and abilities in developing a personal code of values and ethics – a 5% improvement over a baseline of 30% in 2002.***

***By the spring of 2005, 45% of GHC's students will report that the college encourages contact among students from different backgrounds "very much or quite a lot" - a 10% improvement over a baseline of 35% in 2002.***

***During 2003-04, the college will increase by, at least, one FTE the number of people of color working at GHC.*** Significant effort was made to recruit and attract people of color into GHC's hiring pools. Available positions were advertised on regional higher education websites, in local Hispanic newsletters, in Olympia area publications and were posted in Spanish. Although this resulted in an increased number of minority applicants, this objective was not achieved. This goal remains an Improvement Objective for the 2004-05 academic year.

## 2004-2005 Improvement Objectives

The college has continued its institutional commitment to improve student achievement of the Social and Personal Responsibility and Information Competency outcomes by identifying several Improvement Objectives for 2004-05:

***Improve overall DSA rating for Social & Personal Responsibility (2.38).***

***Improve overall DSA rating for Information Use (2.25) by providing faculty professional development activities***

***Beginning Fall 2004, host a quarterly campus-wide event to foster awareness of diversity issues.***

***During 2004-05, the college will continue to develop recruitment strategies designed to increase the number of qualified applicants of color.***

## Resource Allocation

The commitment of faculty, administration and staff to address the weaknesses revealed in the degree analysis assessment and the student perception survey has been comprehensive and sustained. During GHC's budget development process, \$50,000 in one-time funding was allocated to Instruction for initiatives which support these Improvement Objectives as well as other projects that directly affect student learning. Priority for projects will be determined jointly by the V.P. for Instruction and Division Chairs during fall quarter, 2004. The Diversity Committee was awarded \$2000, in addition to their regular operating budget, to support achievement of these objectives. As last year, a portion of Outcomes Assessment funds will be distributed to divisions for ongoing assessment activities. A portion of available funds will be earmarked for an RFP process to support faculty as they conduct assessment activities related to student learning in the areas of Social and Personal Responsibility and Information Use.

## **Program Review**

### ▪ Cyclical Program Review

Program Analyses are conducted on an on-going basis to assess, monitor, and improve professional and technical programs at Grays Harbor College. A Master Schedule identifies three professional and

technical programs to be reviewed each academic year. Program enrollment trends, student completion data, cost/revenue, student employment outcomes, and other data are gathered and analyzed. Results are shared with program faculty and administration as well as advisory committees. Results are used to modify curriculum, identify supply and equipment needs for inclusion in the budget development process, improve marketing and retention, improve the quality of programs, and to evaluate program relevance to labor market demands.

#### ▪ Professional-Technical Education Advisory Committees

Under the guidance of the Washington Workforce Education Council, GHC has established advisory committees for each of the college's professional-technical programs. The purpose of these advisory committees is to promote cooperation between education providers and the private sector in preparing individuals for employment; to promote quality professional-technical education; and to assure that the education students receive is responsive to changing labor markets. Each committee includes volunteers from both management and labor from the local business/industry base. Grays Harbor College faculty and professional-technical staff serve as non-voting consultants to the committee. Over 100 business and industry volunteers from the community serve on the advisory committees for automotive, building maintenance, business, carpentry, computer information services, criminal justice, diesel technology, geographic information services, human services, joint metals/welding, natural resources, nursing, office technology, and pharmacy technician programs.

#### ▪ Employer Needs Assessment

In Spring quarter 2004, the Workforce Education department at Grays Harbor College hired a consultant to complete an Employer Needs Assessment & Professional/Technical Graduate Follow-up in GHC's service district of Grays Harbor and Pacific Counties. A survey instrument, developed by the consultant in conjunction with college representatives, was used to interview representatives of 32 local businesses as well as local Economic Development Councils and Workforce agencies. Businesses were selected to ensure a representative sample of the Workforce Education programs offered at GHC with input from Workforce Education Department chairs and the Grays Harbor and Pacific County Economic Development Councils.

The purpose of the Needs Assessment was to assess the employment and training needs of area businesses and to assess business' perception of Grays Harbor College and its Workforce Education programs. During the interviews, participants shared their experiences and perceptions gained through their interactions with Grays Harbor College, encounters with Grays Harbor College staff in business settings, and/or involvement with the college through participation on advisory committees and internship programs. The Professional/Technical Graduate Follow-up portion of the study was designed to assess the satisfaction of employers with the training and preparation of GHC graduates in the related field.

### ***Summary of Findings***

Successes –

- Grays Harbor College is a well known and well respected institution in Grays Harbor and Pacific Counties.
- Employers regard Grays Harbor College as a valuable resource for skilled labor - over 50% of the employers interviewed have hired graduates or students from Grays Harbor College and have been impressed with their skills and knowledge in the field.
- Satisfaction with graduates/former students is high. Employers who have hired graduates say they would return to the college for future job openings.
- According to local employers, graduates of Grays Harbor College possess excellent technical skills.

- Employers report that most GHC graduates have an understanding of what is expected of them in the workplace and are ready to “hit the ground running”.

#### Challenges –

- The timeline and availability of job upgrade training for current employees, for example specific software applications, does not always meet the needs of employers.
- Some employers have found that graduates need more training with soft skills and suggested that short-term training could be useful here.
- While Pacific County employers receive regular outreach visits from Leon Lead, Director of GHC’s off-campus Education Centers, many Grays Harbor County employers do not recall having ever received an out-reach call or visit. An exception to this was companies that have partnered with Grays Harbor College to develop industry specific training or workforce development training. Those companies reported that they have very frequent contact with a representative from the college.
- Human Resources personnel in several of the businesses surveyed noted that increased contact with the College would help them to better utilize GHC as an employment resource and in their training decisions. They are often unaware of courses being offered that could potentially benefit their employees.
- Short-term training offered on the employer’s premises and at the college would benefit both the college and area employers. Soft skills training that could be conducted during short 30 minute sessions during pre-shift meetings would be beneficial.
- Employers that want to take advantage of the college as a training resource find that core classes needed to earn degrees are only offered during the day. Evening or weekend courses would be useful to employers and employees.

### **Recommendations**

Many members of the instructional team analyzed these findings and developed the following recommendations:

- Continue the work with professional/technical advisory committees to determine the direction of current and future professional and technical programs. The results of the Needs Assessment will be shared with all of the advisory committees at their annual meeting on October 8, 2004. Each committee will consider additional program specific recommendations based on their review of the findings.
- Develop further avenues for communication with area businesses. The college has made the following activities a priority in response to these expressed needs.
  - The college has hired an individual to work specifically with business and industry to place Workfirst students who have completed Customized Job Skills Training programs. This person will be responsible for contacts with local business and industry to determine their employee needs and how we can match training and students to fill their requirements.
  - Greater collaboration and involvement with the Grays Harbor Chamber of Commerce.
    - Vice President for Instruction has taken an active role in working with the Grays Harbor Chamber of Commerce. Currently, she is chairing the Chamber’s Leadership Grays Harbor effort, working with the Women’s Conference committee, and participating in the Chamber’s Board Retreat.
    - GHC has enrolled 3 staff members in the year-long Leadership Grays Harbor course. This is an increase of 200% over past years involvement.

- GHC recently hosted the Chamber After Hours event which brought more than 50 business and community leaders to the campus and highlighted the college's role in economic development and skilled worker training.
  - Have new President actively engaged in community events.
    - President Brewster is an active leader of LIGHT2, a new community group that is connected with many local business and industry leaders who are working to develop a vision for Grays Harbor County.
  - Continue work with the Pacific County Economic Development Council.
    - Vice President for Administrative Services is a continuing member of the Pacific County Economic Development Council.
  - Continue outreach to business and industry in Pacific County.
    - GHC is building a new education center in Pacific County and will be looking at program development as determined by further needs assessment activities.
- Explore the opportunities to offer short-term training in computer skills and "soft skills". These courses do not need to be credit bearing and could be during the evenings or weekends at campus and off-site locations.

These recommendations will be acted on in the coming year.

### ***Graduate Survey:***

In spring 2004 GHC initiated a Graduation Breakfast to honor students who had completed their degree during 2004-05 and to gather feedback from recent grads on their experiences while at Grays Harbor College. 133 graduates (57%) completed the survey either at the breakfast or through a follow up mailing. Highlights from the graduate survey are as follows:

#### Successes:

- 97% of students agreed that their most important educational goal had been achieved
- 94% of students said that they would "definitely" or "probably" choose GHC if they could start college over
- 90% of students reported that they were "very satisfied" or "satisfied" with their overall experience at GHC
- 88% of students rated the quality of instruction as "excellent" or "good"

#### Challenges:

- 26% of students identified class availability as GHC's weakest area
- Only 49% of students agreed that GHC had developed their abilities in the area of cultural appreciation
- Only 58% of students rated counseling services as "excellent" or "good"
- Only 63% rated academic advising as "excellent" or "good"

### ***Title III Strengthening Institutions Grant***

In 2002-2003 a committee of GHC administration, faculty and staff analyzed student retention, progression, and degree completion and identified two areas of low student achievement:

1. Too few GHC students were progressing from Basic Skills to Developmental Education and from Development Education to College-level courses.

2. A downward trend in the number of AA, AS, and AAS degrees awarded had been occurring over the last decade. The college was awarding significantly fewer degrees than other community colleges in Washington State of similar size.

The analysis suggested several possible reasons for these issues. High unemployment (16%) had triggered an unprecedented wave of new student enrollments at the college. Many of these new students had been employed in resource-based industries and had limited previous education. As a result, a significant number were enrolled in adult basic skills and pre-college courses. The college found that the student support services in place were not adequate to address the needs of this new population. In winter 2003, the college submitted an application for a Federal Title III Strengthening Institutions grant which would provide the resources needed to address these problems.

While the college was not successful in attaining grant funding for the 2003-2004 academic year, attempts were made to implement several student support strategies such as a writing help desk and modularized study skills courses that were available in a newly opened learning center. This activity was limited in scope by the lack of dedicated budget available to this endeavor.

In 2003-2004, the college submitted a revised grant application which focused exclusively on student retention and progression, including a significant component on development of a student tracking system. This grant was recently approved by the Dept. of Education and GHC will receive \$365,000 a year for the next five years. Diane Smith, a tenured faculty member, has been selected to lead the grant.

Beginning in the 2004-05 academic year, Title III will provide funding for a fully functioning learning center (staff, staff development, curriculum development, and equipment), as well as a transition facilitator who will assist students in goal clarification and educational planning. The grant also includes funding for a data analyst in the office of institutional research. Outcomes and performance indicators for all five years of the grant have been identified. Annual reports will report progress toward goals.

Year One outcomes are as follows:

1. Significantly increase the success of students in Developmental Math.
2. Significantly increase the success of students by focusing year one faculty development activities on diverse teaching and learning styles and integration of new procedures into the curriculum.
3. Significantly increase the effectiveness of the tutoring program through development and implementation of a tutor training program.

The Title III grant will allow GHC to provide the resources and support needed to reverse the identified problems and improve student success.

## Summary

The following strengths and challenges summarize the current status of GHC's *Plan for Educational Assessment*.

### **Strengths –**

- Full involvement in the assessment of student learning by all faculty in all divisions
- A fully developed plan for assessment that provides the campus with a collective vision as well as tools and resources for implementation
- Committed campus-wide effort to address the identified challenges and to improve our skills at analyzing data, recognizing deficiencies, and implementing strategies to significantly impact the deficiencies

- Increased communication and collaboration among division members and across divisions
- Significant improvement in the campus culture regarding assessment and its impact on teaching and learning

### ***Challenges –***

- Continue to provide financial and staff resources to support faculty in their assessment work
- Expand assessment activities to off-campus locations; increase involvement of part-time faculty and faculty at Stafford Creek Correction Center

### ***Recommendations –***

- Sustain the energy and enthusiasm surrounding assessment at GHC and further enhance appreciation for the role of assessment in the improvement of teaching and learning.
- Provide professional development for faculty as they learn to use assessment data to make significant changes that enhance teaching and learning.
- Improve assessment analysis by establishing specific timelines for implementing recommendations and for re-assessing the effect of changes on student learning.
- Continue to tie budget allocation to recommendations for improvement as indicated by the analysis of student learning outcomes.
- Extend assessment cycle to include Stafford Creek Correctional Center educational programs

The college is confident that it has achieved full compliance with the Commission's recommendations. Since the Interim visit in April 2003, a comprehensive plan for the assessment of student learning has been developed and implemented. Analysis of assessment findings has resulted in revisions to teaching, curriculum and institutional processes. As the cycle continues, faculty will measure the impact of these revisions on student learning. Faculty are energized and eager to ensure that a continuous cycle of assessment remains a campus priority.

## Assessment Cycle All Divisions 2003-2004

<u>All Divisions</u>	<b>Fall 2003</b>	<b>Winter 2004</b>	<b>Spring 2004</b>
<b>Develop</b>	<b>DISC. LRN.</b> – Math /Science <b>LITERACY</b> – Social Science/PE & Dev Ed/Basic Ed <b>CRIT. THINK.</b> – Humanities & Nursing <b>SOC.&amp; PERS.</b> <b>RES.</b> – Industrial Tech <b>INFO. USE</b> - Business	<b>DISC. LRN.</b> – Business <b>LITERACY</b> – Math /Science <b>CRIT. THINK.</b> – Social Science/PE & Dev Ed/Basic Ed <b>SOC.&amp; PERS.</b> <b>RES.</b> – Humanities & Nursing <b>INFO. USE</b> – Industrial Tech	<b>DISC. LRN.</b> – Business <b>LITERACY</b> – Math /Science <b>CRIT. THINK.</b> – Social Science/PE & Dev Ed/Basic Ed <b>SOC.&amp; PERS.</b> <b>RES.</b> – Humanities & Nursing <b>INFO. USE</b> – Industrial Tech
<b>Pilot</b>		<b>DISC. LRN.</b> – Math /Science <b>LITERACY</b> – Social Science/PE & Dev Ed/Basic Ed <b>CRIT. THINK.</b> – Humanities & Nursing <b>SOC.&amp; PERS.</b> <b>RES.</b> – Industrial Tech <b>INFO. USE</b> - Business	<b>DISC. LRN.</b> – Business <b>LITERACY</b> – Math /Science <b>CRIT. THINK.</b> – Social Science/PE & Dev Ed/Basic Ed <b>SOC.&amp; PERS.</b> <b>RES.</b> – Humanities & Nursing <b>INFO. USE</b> – Industrial Tech
<b>Analyze</b>			<b>DISC. LRN.</b> – Math /Science <b>LITERACY</b> – Social Science/PE & Dev Ed/Basic Ed <b>CRIT. THINK.</b> – Humanities & Nursing <b>SOC.&amp; PERS.</b> <b>RES.</b> – Industrial Tech <b>INFO. USE</b> - Business
<b>Revise</b>			

## Assessment Cycle All Divisions 2004-2005

<u>All Divisions</u>	<b>Fall 2004</b>	<b>Winter 2005</b>	<b>Spring 2005</b>
<b>Develop</b>	<b>DISC. LRN.</b> – Humanities & Nursing <b>LITERACY</b> – Industrial Tech <b>CRIT. THINK.</b> – Business <b>SOC.&amp; PERS. RES.</b> – Math /Science <b>INFO. USE</b> – Social Science/PE & Dev Ed/Basic Ed	<b>DISC. LRN.</b> – Social Science/PE & Dev Ed/Basic Ed <b>LITERACY</b> – Humanities & Nursing <b>CRIT. THINK.</b> – Industrial Tech <b>SOC.&amp; PERS. RES.</b> – Business Math /Science	
<b>Pilot</b>	<b>DISC. LRN.</b> – Business <b>LITERACY</b> – Math /Science <b>CRIT. THINK.</b> – Social Science/PE & Dev Ed/Basic Ed <b>SOC.&amp; PERS. RES.</b> – Humanities & Nursing <b>INFO. USE</b> – Industrial Tech	<b>DISC. LRN.</b> – Humanities & Nursing <b>LITERACY</b> – Industrial Tech <b>CRIT. THINK.</b> – Business <b>SOC.&amp; PERS. RES.</b> – Math /Science <b>INFO. USE</b> – Social Science/PE & Dev Ed/Basic Ed	<b>DISC. LRN.</b> – Social Science/PE & Dev Ed/Basic Ed <b>LITERACY</b> – Humanities & Nursing <b>CRIT. THINK.</b> – Industrial Tech <b>SOC.&amp; PERS. RES.</b> – Business Math /Science
<b>Analyze</b>	<b>DISC. LRN.</b> – Business <b>LITERACY</b> – Math /Science <b>CRIT. THINK.</b> – Social Science/PE & Dev Ed/Basic Ed <b>SOC.&amp; PERS. RES.</b> – Humanities & Nursing  <b>INFO. USE</b> – Industrial Tech	<b>DISC. LRN.</b> – Math /Science <b>LITERACY</b> – Social Science/PE & Dev Ed/Basic Ed <b>CRIT. THINK.</b> – Humanities & Nursing <b>SOC.&amp; PERS. RES.</b> – Industrial Tech  <b>INFO. USE</b> – Business <b>DISC. LRN.</b> – Business	<b>DISC. LRN.</b> – Business <b>LITERACY</b> – Math /Science <b>CRIT. THINK.</b> – Social Science/PE & Dev Ed/Basic Ed <b>SOC.&amp; PERS. RES.</b> – Humanities & Nursing  <b>INFO. USE</b> – Industrial Tech <b>DISC. LRN.</b> – Humanities & Nursing

<u>All Divisions</u>	<b>Fall 2004</b>	<b>Winter 2005</b>	<b>Spring 2005</b>
		<b>LITERACY</b> – Math /Science <b>CRIT. THINK.</b> – Social Science/PE & Dev Ed/Basic Ed <b>SOC.&amp; PERS.</b> <b>RES.</b> – Humanities & Nursing <b>INFO. USE</b> – Industrial Tech	<b>LITERACY</b> – Industrial Tech <b>CRIT. THINK.</b> – Business <b>SOC.&amp; PERS.</b> <b>RES.</b> – Math /Science <b>INFO. USE</b> – Social Science/PE & Dev Ed/Basic Ed
<b>Revise</b>	<b>DISC. LRN.</b> – Math /Science <b>LITERACY</b> – Social Science/PE & Dev Ed/Basic Ed <b>CRIT. THINK.</b> – Humanities & Nursing <b>SOC.&amp; PERS.</b> <b>RES.</b> – Industrial Tech <b>INFO. USE</b> - Business	<b>DISC. LRN.</b> – Business <b>LITERACY</b> – Math /Science <b>CRIT. THINK.</b> – Social Science/PE & Dev Ed/Basic Ed <b>SOC.&amp; PERS.</b> <b>RES.</b> – Humanities & Nursing <b>INFO. USE</b> – Industrial Tech	<b>DISC. LRN.</b> – Math /Science <b>LITERACY</b> – Social Science/PE & Dev Ed/Basic Ed <b>CRIT. THINK.</b> – Humanities & Nursing <b>SOC.&amp; PERS.</b> <b>RES.</b> – Industrial Tech <b>INFO. USE</b> – Business <b>DISC. LRN.</b> – Business <b>LITERACY</b> – Math /Science <b>CRIT. THINK.</b> – Social Science/PE & Dev Ed/Basic Ed <b>SOC.&amp; PERS.</b> <b>RES.</b> – Humanities & Nursing <b>INFO. USE</b> – Industrial Tech

## Assessment Cycle All Divisions 2005-2006

<u>All Divisions</u>	Fall 2005	Winter 2006	Spring 2006
<b>Develop</b>			
<b>Pilot</b>			
<b>Analyze</b>	<b>DISC. LRN.</b> – Business <b>LITERACY</b> – Math /Science <b>CRIT. THINK.</b> – Social Science/PE & Dev Ed/Basic Ed <b>SOC.&amp; PERS.</b> <b>RES.</b> – Humanities & Nursing <b>INFO. USE</b> – Industrial Tech <b>DISC. LRN.</b> – Social Science/PE & Dev Ed/Basic Ed <b>LITERACY</b> – Humanities & Nursing <b>CRIT. THINK.</b> – Industrial Tech <b>SOC.&amp; PERS.</b> <b>RES.</b> – Business <b>INFO. USE</b> – Math /Science	<b>DISC. LRN.</b> – Business <b>LITERACY</b> – Math /Science <b>CRIT. THINK.</b> – Social Science/PE & Dev Ed/Basic Ed <b>SOC.&amp; PERS.</b> <b>RES.</b> – Humanities & Nursing <b>INFO. USE</b> – Industrial Tech <b>DISC. LRN.</b> – Humanities & Nursing <b>LITERACY</b> – Industrial Tech <b>CRIT. THINK.</b> – Business <b>SOC.&amp; PERS.</b> <b>RES.</b> – Math /Science <b>INFO. USE</b> – Social Science/PE & Dev Ed/Basic Ed	<b>DISC. LRN.</b> – Business <b>LITERACY</b> – Math /Science <b>CRIT. THINK.</b> – Social Science/PE & Dev Ed/Basic Ed <b>SOC.&amp; PERS.</b> <b>RES.</b> – Humanities & Nursing <b>INFO. USE</b> – Industrial Tech <b>DISC. LRN.</b> – Social Science/PE & Dev Ed/Basic Ed <b>LITERACY</b> – Humanities & Nursing <b>CRIT. THINK.</b> – Industrial Tech <b>SOC.&amp; PERS.</b> <b>RES.</b> – Business <b>INFO. USE</b> – Math /Science
<b>Revise</b>	<b>DISC. LRN.</b> – Business <b>LITERACY</b> – Math /Science <b>CRIT. THINK.</b> – Social Science/PE & Dev Ed/Basic Ed <b>SOC.&amp; PERS.</b> <b>RES.</b> – Humanities & Nursing <b>INFO. USE</b> – Industrial Tech <b>DISC. LRN.</b> – Humanities & Nursing	<b>DISC. LRN.</b> – Business <b>LITERACY</b> – Math /Science <b>CRIT. THINK.</b> – Social Science/PE & Dev Ed/Basic Ed <b>SOC.&amp; PERS.</b> <b>RES.</b> – Humanities & Nursing <b>INFO. USE</b> – Industrial Tech <b>DISC. LRN.</b> – Social Science/PE & Dev Ed/Basic Ed	<b>DISC. LRN.</b> – Business <b>LITERACY</b> – Math /Science <b>CRIT. THINK.</b> – Social Science/PE & Dev Ed/Basic Ed <b>SOC.&amp; PERS.</b> <b>RES.</b> – Humanities & Nursing <b>INFO. USE</b> – Industrial Tech <b>DISC. LRN.</b> – Humanities & Nursing

<u>All Divisions</u>	<b>Fall 2005</b>	<b>Winter 2006</b>	<b>Spring 2006</b>
	<b>LITERACY</b> – Industrial Tech <b>CRIT. THINK.</b> – Business <b>SOC.&amp; PERS. RES.</b> – Math /Science <b>INFO. USE</b> – Social Science/PE & Dev Ed/Basic Ed	<b>LITERACY</b> – Humanities & Nursing <b>CRIT. THINK.</b> – Industrial Tech <b>SOC.&amp; PERS. RES.</b> – Business Math /Science	<b>LITERACY</b> – Industrial Tech <b>CRIT. THINK.</b> – Business <b>SOC.&amp; PERS. RES.</b> – Math /Science <b>INFO. USE</b> – Social Science/PE & Dev Ed/Basic Ed

# Grays Harbor College

**Division:** \_\_\_\_\_

**Desired Student Ability:** *Literacy*

- Objectives:**
- 1. Write clearly and effectively.**
  - 2. Demonstrate skills in mathematic reasoning and application.**
  - 3. Present ideas and information clearly and appropriately in speaking to others.**
  - 4. Demonstrate literal and inferential reading skills for comprehension and vocabulary development.**

## Student Learning Outcome Assessment Planning Matrix

<b>Performance Criteria</b>	<b>Strategy</b>	<b>Assessment Method</b>	<b>When Assess?</b>	<b>Recommendations</b>	<b>Actions</b>
What characteristics, skills, knowledge, attitudes, and/or values will the student exhibit so you will know you have achieved the desired outcome goal?	What is done to provide students the opportunity to achieve the performance criteria? Be specific	What assessment methods are you using/going to use to gather evidence of performance criteria?	When are you going to collect the assessment data?	Based on the assessment data, what recommendations are made?	Recommendations carried out? If not, why not?



# Assessment Analysis

Division: \_\_\_\_\_

■ Introduction

■ Overview

■ Teaching &  
Learning  
Outcomes

■ Recommendations/  
Conclusions



**GRAYS HARBOR COLLEGE PRIORITY GOALS**  
**REVISED - October 21, 2003**

- Goal 1 – Provide equal opportunities and equal access to quality education for life-long learning.
- Goal 2 – Continue to improve instructional programs as well as student services and other support services.
- Goal 3 – Insure a student-centered campus which nurtures success.
- Goal 4 – Promote the health, welfare and equal treatment of all students, faculty and staff by providing a respectful, collaborative learning and working environment.
- Goal 5 – Continually evaluate and respond to the educational needs of the community we serve.
- Goal 6 – Continue to upgrade instructional programs and student and support services through the application of appropriate technologies.
- Goal 7 – Recognize and enhance the strengths inherent in the diversity within our college, community and nation.
- Goal 8 – Manage the resources of the college efficiently and effectively and diversify the sources of revenue appropriately to achieve the mission and priorities of the college.
- Goal 9 – Effectively market and promote GHC programs and the services it provides.
- Goal 10 – Continue to provide high quality and culturally enriching arts exhibitions, activities, presentations and performances.

## ***GHC Plan for Improvement 2004-05***

\$200,000 of one-time local funds has been incorporated into the operating budget for 2004-05. \$100,000 of these funds has been allocated for specific improvement objectives highlighted below. The other \$100,000 has been set aside for future initiatives and strategic planning.

<b>1</b>	<p><b>Access – Provide equal opportunities and equal access to quality education for life-long learning.</b></p> <p><u>Objectives for 2004 – 05</u></p> <ul style="list-style-type: none"> <li>▪ By Winter 2006, complete a plan for expansion of programs and services at Ilwaco Education Center, based on completed Needs Assessment, which will improve Pacific County service levels.</li> <li>▪ During 2004-05, improve access at off campus locations that are currently under-served. Suggestions included investigating alternative course delivery at SCCC, for example, correspondence courses; offering on-site or ITV classes at Taholah based on an informal needs assessment of residents.</li> <li>▪ During 2004-05, increase the number of scholarship applications received and funds awarded.</li> </ul>
<b>2</b>	<p><b>Improvement – Continue to improve instructional programs as well as student services and other support services</b></p> <p><u>Objectives for 2004 – 05</u></p> <ul style="list-style-type: none"> <li>▪ *By Fall 2004, increase to 23% the proportion of recent high school graduates enrolling at GHC.</li> <li>▪ *By Spring 2004, administer a student survey developed by the Library &amp; Media Directors Council to assess the effectiveness of library services.</li> <li>▪ During Fall 2004, host a successful visit by the Commission on Colleges that results in a finding of full compliance with the Commission’s previous recommendations regarding educational assessment.</li> <li>▪ Improve overall DSA rating for Social &amp; Personal Responsibility (2.38). Suggestions included identifying all courses in the quarterly schedule that have a diversity component; asking faculty to review Social &amp; Personal Responsibility DSA to specifically identify diversity component.</li> <li>▪ Improve overall DSA rating for Information Use (2.25) by providing faculty professional development activities. Suggestions included sending a core group of faculty to training available through Library &amp; Media Directors Council; providing a guest speaker from a 4-yr. school to share the expectations they have of our transfer students related to information competency.</li> <li>▪ Provide increased faculty and staff development opportunities. Suggestions included “teacher training” for all new faculty; ITV training for instructors teaching on-line, development of skills in the use of media technology, courses in conversational Spanish.</li> <li>▪ Conduct regular and systematic program review/evaluations to assess performance. Currently, three vocational programs and two areas of student services complete in-depth reviews annually. <ul style="list-style-type: none"> <li>○ <b><i>Funded \$4,500 to conduct program review for Business Office and Purchasing</i></b></li> <li>○ <b><i>Funded \$50,000 to Instruction for various projects to be determined by the V.P. for Instruction, with assistance from the Division Chairs. Itemized projects that are funded will be linked to Improvement Objectives.</i></b></li> </ul> </li> </ul>

<b>3</b>	<b>Student Success – Insure a student-centered campus which nurtures success.</b>
	<p><u>Objectives for 2004 – 05</u></p> <ul style="list-style-type: none"> <li>▪ *In 2003 – 04, increase the number of students served through tutoring from 883 to 1000.</li> <li>▪ *In Winter 2004, increase completion rates in developmental English classes from 69% to 72%.</li> <li>▪ Establish a Fall 2004 cohort of degree-seeking students as a baseline measure for successful degree completion.</li> <li>▪ Increase use of available student support services such as tutoring services, the Writing Desk, and participation in the Early Intervention process.</li> <li>▪ In Fall 2004, complete application for a TRIO Grant designed to support first-generation, low-income students. <ul style="list-style-type: none"> <li>○ <i>Funded \$2,000 to support the TRIO grant development and review.</i></li> </ul> </li> <li>▪ During 2004-05, improve the rate of student progression from ABE to developmental/college level courses. Suggestions included piloting a Transition Class designed to prepare students for success, increasing ABE student contact with counselors and other departments on the main campus. <ul style="list-style-type: none"> <li>○ <i>Funded \$22,500 to develop a tracking system to support the retention and progression of students.</i></li> </ul> </li> </ul>
<b>4</b>	<b>Collaboration, Health &amp; Welfare – Promote the health, welfare and equal treatment of all students, faculty, and staff by providing a respectful, collaborative learning and working environment.</b>
	<p><u>Objectives for 2004 – 05</u></p> <ul style="list-style-type: none"> <li>▪ *During 2003 – 04, increase by 12 the number of faculty and staff who have completed mediation training.</li> <li>▪ *In Spring 2005, at least 35% of GHC’s students will report that their experiences at the college contributed “very much or quite a lot” to their skills and abilities in developing a personal code of values and ethics. This will represent a 5% improvement from a baseline of 30% in 2002. <ul style="list-style-type: none"> <li>○ <i>Funded \$4,500 to administer the CCSSE in order to measure progress toward this goal.</i></li> </ul> </li> <li>▪ During 2004-05, provide enhanced tools, techniques, and training designed to promote a quality working environment for all staff. <ul style="list-style-type: none"> <li>○ Funded \$5,000 to hire a team building consultant for Nursing.</li> <li>○ Funded \$2,000 for Student Services divisional team building and training.</li> </ul> </li> </ul>
<b>5</b>	<b>Community – Continually evaluate and respond to the educational needs of the community we serve.</b>
	<p><u>Objectives for 2004 – 05</u></p> <ul style="list-style-type: none"> <li>▪ During 2004-05, conduct a community and employer needs assessment to serve as the framework for a strategic plan that will allow GHC to continue to be responsive to the needs of the community.</li> </ul>

6	<b>Technology – Continue to upgrade instructional programs and student and support services through the application of appropriate technologies.</b>
	<p><u>Objectives for 2004 – 05</u></p> <ul style="list-style-type: none"> <li>▪ Improve service and efficiency for students by increasing use of on-line student services. Suggestions included increasing the # of students using web registration; linking the Schedule Planner tool with the Online Orientation module.</li> <li>▪ Explore enhanced use of technology to improve programs and services, for example, wireless technology and document imaging. <ul style="list-style-type: none"> <li>○ Funded \$2,500 to improve the performance quality at the Bishop Center with upgrades to the sound system.</li> </ul> </li> </ul>
7	<b>Diversity – Recognize and enhance the strengths inherent in the diversity within our college, community, and nation.</b>
	<p><u>Objectives for 2004 – 05</u></p> <ul style="list-style-type: none"> <li>▪ *By Spring 2005, 45% of GHC’s students will report that the college encourages contact among students from different backgrounds “very much or quite a lot” – a 10% improvement over a baseline of 35% in 2002. <ul style="list-style-type: none"> <li>○ <i>Funded \$4,500 to administer the CCSSE in order to measure progress toward this goal.</i></li> </ul> </li> <li>▪ Beginning Fall 2004, host a quarterly campus-wide event to foster awareness of diversity issues. <ul style="list-style-type: none"> <li>○ <i>Funded \$2,000 for Diversity Committee activities.</i></li> </ul> </li> <li>▪ During 2004-05, the college will continue to develop recruitment strategies designed to increase the number of qualified applicants of color.</li> </ul>
8	<b>Resources – Manage the resources of the college efficiently and effectively and diversify the sources of revenue appropriately to achieve the mission and priorities of the college.</b>
	<p><u>Objectives for 2004 – 05</u></p> <ul style="list-style-type: none"> <li>▪ *By December 31, 2004, the design phase for the new classroom building will be completed so that construction could begin as early as July 2005.</li> <li>▪ In 2004-05, acquire state funding for Replacement Building One and Replacement Building Two as outlined in the Facilities Master Plan.</li> <li>▪ In 2004-05, acquire state funds for the next phase of major capital projects.</li> <li>▪ By June 2005, raise \$350,000 in private matching funds to support construction of the Ilwaco Education Center.</li> </ul>

<b>9</b>	<b>Marketing – Effectively market and promote GHC programs and the services provided.</b>
	<p><u>Objectives for 2004 – 05</u></p> <ul style="list-style-type: none"> <li>▪ *By Spring 2004, develop a compact disc version of the GHC catalog for distribution to prospective students.</li> <li>▪ Build on “word-of-mouth” marketing strategy by using the GHC website to feature quotes from current students and alumni, with links to related program information. <ul style="list-style-type: none"> <li>○ <i>Funded \$5,000 for marketing efforts.</i></li> </ul> </li> </ul>
<b>10</b>	<b>Cultural Enhancement – Continue to provide high quality and culturally enriching art exhibitions, activities, presentations, and performances.</b>
	<p><u>Objectives for 2004 – 05</u></p> <ul style="list-style-type: none"> <li>▪ *By Spring 2004, dedicate a new and appropriate work of art to the many former employees who committed their professional lives to making GHC an effective college committed to student learning.</li> <li>▪ During 2004-05, increase support for the Bishop Center for Performing Arts by obtaining at least 3 arts grants and increasing private donations by at least 10%.</li> <li>▪ During Summer 2004, expand programming and performance opportunities at the Bishop Center for Performing Arts by offering a summer production of “Les Miserable” performed by local high school students.</li> </ul>