



Instructional Review Handbook

2009-2018

PURPOSE

Instructional Review is an important tool employed by Grays Harbor College to guide division/program development and improvement. Instructional division/programs at Grays Harbor College are continually reviewed for their effectiveness in meeting the educational and training needs of the community.

The institution engages in an effective system of evaluation of its program and services, wherever offered and however delivered, to evaluate achievement of clearly-identified program goals or intended outcomes. Faculty have a primary role in the evaluation of educational programs and services. (4.A.2)

Instructional Review involves:

1. The systematic collection, analysis, and interpretation of data to assess the overall design and effectiveness of the division/program. The information gathered and analyzed will aid in:
 - a. planning,
 - b. decision-making,
 - c. personnel development, and
 - d. allocation and utilization of college resources.
2. A systematic evaluation process to determine if a division/program should be expanded continued as is, reduced, or terminated.
3. A process to determine if there is a need and resources for new division/program development.

DIVISIONS	PROGRAMS
BUSINESS	1. Office Technology 2. Bus. Administration/Bus. Management/Accounting
HUMANITIES & COMMUNICATION	3. Communications 4. Appreciation/Survey 5. Performance/Lab
SCIENCE & MATH	6. Natural Resources/Forestry 7. Life Sciences 8. Physical Sciences 9. Math
SOCIAL SCIENCE & PE	10. Physical Education 11. Sociology 12. History 13. Human Services 14. Psychology 15. Criminal Justice
INDUSTRIAL TECHNOLOGIES	16. Automotive 17. Carpentry 18. Diesel Technology

	19. Welding 20. Commercial Drivers License (CDL) 21. Industrial Control Systems Technology 22. Energy Technology
HEALTH SCIENCES	23. Nursing 24. Certified Nursing Assistant (CNA)
TRANSITION PROGRAMS	25. ABE/GED 26. English as a Second Language 27. Developmental Education
STAFFORD CREEK	28. Basic Skills 29. Vocational Programs
HUMAN DEVELOPMENT	30. Human Development 31. FYE

**REPORTING SCHEDULE
2010-2019**

2010	2011	2012	2013	2014	2015	2016	2017	2018	2019
	YEAR SEVEN REPORT-COMPREHENSIVE REPORT	YEAR ONE REPORT-STANDARD 1		YEAR THREE REPORT-STANDARD 1 UPDATE AND STANDARD 2		YEAR 5 REPORT-STANDARD 1 AND 2 UPDATE AND STANDARD 3 AND 4		YEAR SEVEN REPORT-STANDARD 1 THROUGH 4 UPDATES AND STANDARD 5	YEAR ONE REPORT-STANDARD 1

MISSION AND CORE THEMES

“Grays Harbor College provides meaningful education and cultural enrichment through academic transfer, workforce preparation, basic skills, and service to community.”

CORE THEME 1: ACADEMIC TRANSFER	
OBJECTIVE 1: Students display high rates of progress and completion.	
Intended Outcome: Students achieve high rates of progress toward degree.	Indicators of Achievement: 1.1 Percentage of students earning 15 credits in a year 1.2 Percentage of students earning 30 credits in a year 1.3 Percent of degree-seeking students making substantial progress toward degree
Intended Outcome: Students achieve high rates of progress in essential skills courses.	Indicators of Achievement: 1.4 Percentage of students completing quantitative reasoning requirement in a year 1.5 Percentage of students successfully completing the writing skills requirement.
OBJECTIVE 2: GHC transfer students are prepared to succeed at their receiving institutions.	
Intended Outcome: Students achieve high rates of completion.	Indicators of Achievement: 2.1 Percentage of degree-seeking students who are transfer ready (defined by SBCTC as attaining 45 college-level credits) 2.2 Percentage of degree-seeking students earning an associate degree 2.3 Percentage of “completers” who transfer
Intended Outcome: Degrees are current with direct-transfer agreements (DTAs).	Indicators of Achievement: 2.4 GHC degrees’ alignment with all ICRC and JAOG DTAs.
Intended Outcome: Transfer students perform well academically at baccalaureate institutions.	Indicators of Achievement: 2.5 GHC transfer students’ GPAs at four-year institutions
Intended Outcome: Students demonstrate high levels of achievement in student learning outcomes.	Indicators of Achievement: 2.6 Percentage of students achieving success in course-level outcomes 2.7 Percentage of students achieving success in program-level outcomes

CORE THEME 2: WORKFORCE PREPARATION

OBJECTIVE 1: Students display high rates of progress and completion.

Intended Outcome: Students display high rates of progress.	Indicators of Achievement: 1.1 Percentage of students completing computation requirement 1.2 Percentage of students workforce ready (45 or more vocational credits)
Intended Outcome: Students display high rates of completion.	Indicators of Achievement: 1.3 Percentage of Workforce Preparation students who earn a degree 1.4 Percentage of Workforce Preparation students who earn certificates

OBJECTIVE 2: GHC professional technical programs are responsive to current market demand.

Intended Outcome: Professional technical programs respond to input from relevant sources.	Indicators of Achievement: 2.1 Programs' use of advisory committee input for program review and improvement 2.2 Programs' relevance/demand monitored via Workforce Explorer, Worksource Demand/Decline list, and labor market data 2.3 Sustainable enrollment in workforce programs
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OBJECTIVE 3: Students earning GHC professional/technical degrees and certificates are prepared for employment in their field of study.

Intended Outcome: Students are prepared for employment.	Indicators of Achievement: 3.1 Employment rates for students who complete programs 3.2 Employment rates for students who leave programs 3.3 Average annual pay by program 3.4 Percentage of licensure or certification exams scored at or above regional and national averages
Intended Outcome: Employers are satisfied with GHC graduates.	Indicators of Achievement: 3.5 Employers' satisfaction with GHC graduates
Intended Outcome: Students demonstrate high levels of achievement in student learning outcomes.	Indicators of Achievement: 3.6 Percentage of students achieving success in course-level outcomes 3.7 Percentage of students achieving success in program-level outcomes

CORE THEME 3: BASIC SKILLS

OBJECTIVE 1: Students display high rates of persistence and progress.

Intended Outcome: Students display high rates of persistence.	Indicators of Achievement: 1.1 Pre/Post test % rates
Intended Outcome: Students display high rates of progress.	Indicators of Achievement: 1.2 Percentage of ESL students making level gains on CASAS 1.3 Percentage of ABE students making level gains on CASAS 1.4 Average achievement gains of ESL students 1.5 Average achievement gains of ABE students 1.6 Percentage of IBEST students making level gains

OBJECTIVE 2: Students attain the necessary skills in reading, writing, arithmetic and English language to pursue and achieve their goals.

Intended Outcome: Students attain skills necessary to pursue and achieve their goals.	Indicators of Achievement: 2.1 Percentage of students transitioning to developmental or college-level courses 2.2 Percentage of students who complete IBEST 2.3 Percentage of students enrolled in GED preparation classes earning their GED
Intended Outcome: Students demonstrate high levels of achievement in student learning outcomes.	Indicators of Achievement: 2.4 Percentage of students achieving success in course-level outcomes 2.5 Percentage of students achieving success in program-level outcomes

CORE THEME 4: SERVICE TO COMMUNITY

OBJECTIVE 1: GHC provides general and customized professional development opportunities in response to demand.

Intended Outcome: GHC provides quality professional development opportunities.	Indicators of Achievement: 1.1 Number of contract training courses offered for business or professional development
Intended Outcome: Professional development opportunities are effective.	Indicators of Achievement: 1.2 Student and employer satisfaction with classes/training

OBJECTIVE 2: GHC provides a wide variety of opportunities for cultural enrichment.	
Intended Outcome: GHC offers courses in the creative and performing arts.	Indicators of Achievement: 2.1 Number of course offerings related to creative and performing arts. 2.2 Sustainable enrollment in courses related to creative and performing arts.
Intended Outcome: GHC offers cultural events for the community.	Indicators of Achievement: 2.3 Number of musical and theatre events offered by/at the college 2.4 Number of non-matriculating community members participating in cultural events offered by/at the college 2.5 Number of art exhibits and events offered by/at the college
OBJECTIVE 3: GHC provides lifelong learning opportunities for all ages in response to community interest.	
Intended Outcome: The college provides opportunities for lifelong learners of all ages.	Indicators of Achievement: 3.1 Sustainable enrollment in classes offered for lifelong learning 3.2 Participation numbers in learning opportunities provided for pre-college-age students 3.3 Number of speakers/forums hosted by the college
OBJECTIVE 4: GHC serves as a resource for the community at large, exemplifying service, stewardship, and good citizenship.	
Intended Outcome: The college exemplifies service, stewardship, and good citizenship.	Indicators of Achievement: 4.1 Number of initiatives that serve the broader community. 4.2 Number of initiatives that achieve efficiencies and sustainability. 4.3 Number of initiatives that provide options and stability for future generations.

PART ONE

**COURSE LEVEL REVIEW
PROCESS**

(Faculty)

SECTION A RESOURCES AND CAPACITY

By documenting the adequacy of its resources and capacity, the institution exhibits the potential to fulfill its mission, accomplished its core theme objectives, and achieve the goals or intended outcomes of its programs...wherever offered and however delivered. (2.0)

Resources:

1. Are staffing levels, facilities, equipment, and materials sufficient for your courses/programs? Why or why not?
2. Based on your answers to 1 above, identify your projected resource/budget needs for next year:
 - a. Goods and services directly used in the instruction process
 - b. Equipment (including any type of technology equipment or technology service)
 - c. Maintenance of equipment
 - d. Travel/professional growth and development
 - e. Special Fee requests/proposals
3. What are your projected needs for the next 2-4 years?

Instructional Methodologies

Delivery:

Type of Course	Typical Description
Traditional	Course with no online technology used - content is delivered in writing or orally.
Interactive Television	A course which uses the K-20 or network-based video conferencing tools to distribute the course materials in real (synchronous) time.
Web Enhanced	A course that does not replace any face-to-face seat time, and access to web-based tools are required.
Hybrid	A course that displaces some, but not all face-to-face class time with Angel based tools
Hybrid 5 (H5)	A course that displaces some, but not all face-to-face class time alternative activities and/or web based tools other than Angel (i.e. Elluminate, Facebook, email, text messaging, CDs, DVDs, etc.)
Online	A course that uses Angel and where 100% of the instruction and interaction between instructor and student is done online. (Proctored exams still allow for this classification).

- A. Using the definitions in the table above, identify the instructional modality you use for each course/section.

- B. Provide a description of the web-based tools/activities for each web enhanced, hybrid, hybrid 5 or online section taught.
- C. Provide a description of the alternative activities used to displace face-to-face class time (if not web-based)
- D. What changes, if any, are you planning to make to instructional delivery for next year? Why are you making these changes?

Academic Support:

1. Library and Information Resources:

Faculty with teaching responsibilities, in partnership with Library and Information Resources personnel, ensure that the use of library and information resources is integrated into the learning process (2.C.6)

- A. How do you integrate the use of library, media, and information resources into the learning process in your classes?
- B. How do you work with library personnel to accomplish this?

2. Learning Center

- A. How do you integrate the use of the GHC Learning Center into the learning process in your classes?
- B. How do you work with GHC Learning Center personnel to accomplish this?

Enrollment and Scheduling:

1. For all courses/sections:

- A. Identify when/where/how courses are offered (daily, weekends, mornings, afternoons, evenings, ITV, online, hybrid, etc.)
- B. How are your courses planned for accessible scheduling?

2. For all courses/sections:

- A. Review all class caps. Where can/should class caps be raised for efficiency (budget savings, to reduce the need for part-time, overloads, etc)? Be specific.
- B. Provide the rationale and justification for having any class caps below 25 students.

3. For low enrolled courses (sections enrolled at less than ½ of the existing cap):

- A. Provide the rationale and justification to continue any of these courses/sections in next year's annual schedule.
- B. Based on #1, what are your recommendations for the annual schedule and for teaching loads?

SECTION B COURSE LEVEL OUTCOMES ANNUAL UPDATES

The institution identifies and publishes expected course, program, and degree learning outcomes. Expectations for student learning in courses, wherever offered and however delivered, are included in syllabi provided to enrolled students. (2.C.2)

The general education components of ...transfer associate degree programs have identifiable and assessable outcomes that are stated in relations to the college's mission. The related instruction components of applied degree and certificate programs have identifiable and assessable outcomes that align with and support program goals or intended outcomes. (2.C.11)

Changes/Updates to Course-Level Student Learning Outcomes:

1. What additions/deletions/revisions have you made to course-level student learning outcomes during the past year?
2. Why were these changes made?
3. Explain what impact these changes have on program-level or degree outcomes.
4. Have all course syllabi (including web versions) and degree outcomes lists been updated to reflect these changes?

SECTION C COURSE LEVEL STUDENT LEARNING OUTCOMES: ANNUAL ASSESSMENT

Teaching faculty take collective responsibility for fostering and assessing student achievement of identified learning outcomes. (2.C.5)

The institution documents, through an effective, regular, and comprehensive system of assessment of student achievement, that students who complete its educational programs, wherever offered and however delivered, achieve identifiable course, program, and degree learning outcomes. Responsibility for evaluating student achievement is vested in teaching faculty. (4.A.3)

PART A – BY September 30th of each year:

1. Identify three course outcomes you will assess this academic year:
 - a.
 - b.
 - c.
2. Why are these course outcomes being reviewed?
3. To which program outcomes, if any, do these course outcomes link?
4. What is the basis for the claims made in #3?
5. What methods will be used to assess each of these outcomes?
6. What criteria will be used to determine successful achievement for each outcome?

PART B – By April of each year:

7. Was this assessment an accurate indicator of student learning? Why or why not?
8. Based on the data you gathered, analyze students' level of achievement of the course outcomes according to established criteria.
Primary: minimum overall score, rating, response if at acceptable level
Secondary: more detailed minimum sub-scale or item score below which faculty need to improve review to ascertain cause and make improvement
9. Based on this analysis, what changes are needed (curricular, pedagogical, etc)?
10. What budget implications arise from these recommendations (staffing, training, equipment, etc.)?

Assessment results presented should:

- **Highlight the extent to which outcomes were accomplished**
- **Appear to have resulted from the means of assessment earlier described**
- **Be sufficient in detail to convince the reader that assessment actually took place**

ANNUAL DEADLINES:

Fall Qtr:	Faculty selects outcomes, methods and criteria (Part A) and forwards Division Chairs
Winter Qtr:	Faculty gathers and analyzes data
Spring Qtr:	Faculty sends Assessment Results (Part B) to Division Chairs
June:	Divisions/programs send Student Learning Outcomes Assessment reports to Vice President for Instruction

PART TWO

**PROGRAM LEVEL REVIEW
PROCESS**

(Division Chairs/Instructional Management Team)

INSTRUCTIONAL MANAGERS AND DIVISION CHAIRS REVIEW, ANALYZE AND SYNTHESIZE DATA FOR:

ANNUAL SCHEDULE: Using enrollment and scheduling information provided by faculty, division chairs will present enrollment and scheduling reports. The IMT/DC will make a determination of the specific courses/number of sections/instructional modality to be included the annual class schedule.

ENROLLMENT TRENDS: Analyze enrollment trends including possible explanations for any changes.

1. What changes to enrollment have occurred in the last three years in transfer, workforce, basic skills, and community service?
2. What do enrollment predictions/projections indicate for programming in the next three years?
3. How do program demographics compare to community demographics?
4. Do the current course delivery format and the annual schedule of classes support and encourage enrollment?
5. What changes are planned based on analysis of 1-4 above?

STUDENT PROGRESSION:

1. What is the progression/success rate through developmental education coursework?
2. What is the progression/success rate from developmental to college level course?
3. What is the progression/success rate through sequential course work needed for program completion?
4. What is the progression rate through ABE/GED/ESL levels?
5. What are Core Course completion rates?
6. What are retention rates:
 - a. Next quarter retention rate?
 - b. Annual retention rate?
 - c. Part-time retention rate compared to full-time retention rate?
 - d. Completion rates for transfer? For workforce? For Basic Skills? For Community Service?
 - e. Completion rates for courses at College Centers (Riverview/Columbia Ed)
 - f. Do graduation/completion rates reflect student demographics?
7. What % of students realizes their stated intent?
8. Describe how any new initiatives (Student Achievement Initiative, legislative mandates, industry changes, etc) have impacted student progression.
9. Based on analysis of 1-8 above, what changes are planned?

ACADEMIC SUPPORT SERVICES:

1. What changes to academic support services are recommended to enhance instruction, persistence, progression and course completion?
2. What do the divisions do to support/encourage success of students?

STAFFING:

1. Is staffing appropriate for annual schedule?
2. What percentage of classes is offered by F/T; P/T?
3. What percentage of classes is taught as an overload?
4. Analyze the impact of the current FT/PT staffing ratio including any rationale for change.
5. Review professional and staff development activities completed by faculty the last three years and state what development is needed.
6. Are core theme areas adequately staffed? If not, what and why are changes needed to fulfill the college's mission?

EQUIPMENT/FACILITIES/TECHNOLOGY: Based on information submitted by faculty (Part One-Section A) and IMT budget monitoring:

1. Are current facilities, equipment, equipment maintenance and materials meeting program needs?
2. Is technology current and meeting student and faculty needs?
3. Is sufficient support received from industry or business?

Based on 1-3 above, what changes are recommended?

PROGRAM LEVEL OUTCOMES ANNUAL ASSESSMENT:

Following completion of course-level outcomes assessments, faculty with responsibility for programs synthesizes results from the various faculty within those program areas to develop the descriptions, analyses, and recommendations that follow:

1. Briefly **summarize the analysis** of outcomes assessment work in your program that speaks to evaluation of student achievement in a specific **program-level outcome or outcomes**. (4.A.2)
2. Briefly describe the way in which the selected assessment work discussed in #1 above links outcomes at the course, program, and degree level and **documents the relationship between** these outcomes and course/degree completion. (4.A.3)
3. Provide examples of **recommendations for improvement** (planning, decision-making, allocation of resources/capacity) prompted by analysis of the results of the assessment activities described above. (4.B.1)

Division/Program Outcomes Worksheet

Instructor	Course/ Assignment	Key Outcomes (Program/DSA)	Core Theme(s)	Standard for Success (S) Results (R)	Action (planning, budget, capacity, etc.)

PART THREE INSTITUTIONAL LEVEL REVIEW PROCESS

(Division Chairs/Instructional Management Team)

USING DATA COLLECTED AND SYNTHESIZED, FACULTY REPORTS AND DIVISION CHAIRS/IMT DISCUSSIONS, AN INSTRUCTIONAL STRATEGIC PLAN INCLUDING YEARLY OBJECTIVES WILL INCLUDE:

1. Analysis of core theme indicators/mission fulfillment
2. Instructional Technology Plan
3. Instructional Equipment Plan
4. Academic Support Plan
5. Program Mix
 - a. New program development
 - b. Planning for Educational Centers
6. How do changes in community demographics and economics affect the programs and core theme areas at the college?

The Instructional Strategic Plan will address:

1. What are Instruction's strengths and how can we build on them?
2. What changes are necessary for improvement?
3. What does the future of Instruction look like?