

## Ad hoc report addendum

August 25, 2022

**Introduction:** Green River College was scheduled for an ad hoc visit in spring 2022 to review progress on two recommendations from the Spring 2020 Mission Fulfillment and Sustainability Evaluation. The visit was rescheduled for October 2022 and the College offers this short addendum to the originally submitted report to provide additional updates on progress since the original ad hoc report submission.

### Recommendation 1: Governance

**Recommendation 1.** Work to demonstrate and document an effective and widely understood system of governance with clearly defined authority, roles, and responsibilities (2020 Standard 2.A.2, 2.A.3, 2.A.4)

**Update since ad hoc report.** In June 2022, the college president met with three leadership groups (college council, instructional council, and the guided pathways advisory team) to outline an enhanced college governance model. The model creates a Cabinet body with representatives from across all operational divisions of the College.

**Enhanced Governance model.** The sections below describe the purpose of the new governance model and next steps for implementation and subsequent review and revisions.

**Purpose.** To build a college-wide governance model that addresses the overall effectiveness of the institution as measured through equitable student success and achievement of college goals. This will be accomplished by establishing and fostering relationships between college leaders and creative effective process to address the essential functions of the College in alignment with strategic plan goals.

**Considerations.** This model honors the work completed prior to spring 2020 on a revised governance model through college-wide town halls. Specifically, there is a focus on collaborative decision-making on institutional issues and improved communication throughout all levels and divisions at the institution. Leaders at the executive levels, managerial levels, and in major leadership bodies (i.e., college council, instructional council, and guided pathways leadership) are engaged in this work together for improved communication and effectiveness. Other divisional governance structures are not disbanded through the implementation of this model; this model aims to integrate strategic work at the institutional level.

**Goals.** Through the implementation of this model and specifically the implementation of a cabinet, the College aims to achieve the following goals.

- Integrate work related to student success and equity and ensure effective implementation and monitoring of the equity-centered strategic plan.
- Support the evolution of College Council into an entity that with Cabinet has a measurable role in college wide institution effectiveness, mission fulfillment, and strategic plan goals.
- Integrate the work of instructional council into larger college discussions and enhance instructional engagement in college operations outside of the instructional area.
- Improve communication across all levels and divisions of the institution.

- Build and re-build relationships between participants and adopt a “one college” mindset for student success.
- Create integration of guided pathways work and student success and equity goals across all college operational divisions.
- Reduce the volume of operational issues addressed by the executive team while increasing the college-wide understanding of divisional decisions with institutional impact.

**Review and assessment.** Feedback on this new model in spring 2022 presentations was generally positive. It is recognized and accepted that new vehicles for making decisions and communication are needed to achieve the above goals. One valuable recommendation was to consider how the effectiveness of this model would be assessed in order to evaluate effectiveness and make revisions for continuous improvement. As such, tools such as surveys and campus feedback will be developed and regularly implemented over the first year to provide a baseline and quickly identify strengths and areas for improvement as the model will intentionally be flexible and responsive early in the development. A representative from the College will be attending the integrated planning coaching workshop at the annual NWCCU conference to further inform the integration of this model into college goals and priorities. This work will be led by the Institutional Effectiveness office in partnership with the Cabinet.

**Next steps.** In fall 2022, two major goals are in place for the cabinet, which will subsequently drive the integration of work with other bodies over the next year.

1. Finalize Cabinet membership. Likely composition includes executive team members and leaders from each operational division (e.g., business administration, IT, instruction, student affairs), and representatives from instructional council, guided pathways, equity and diversity committee, and college council. Final membership will likely include 35-45 individuals from these groups.
2. Finalize Cabinet charter. The charter will clarify scope of responsibility on the strategic plan, institutional priorities, and decision making, integration with other governance bodies on campus, as well as the manner in which decisions and recommendations will be informed and finalized.

## Recommendation 2: Learning outcomes assessment

**Recommendation 2.** Move to fully implement an effective and comprehensive system of direct and authentic assessment that measures student accomplishment of existing course, program, and college-wide learning outcomes from which are derived meaningful results that provide clear direction for curricular and instructional improvement (2020 Standards 1.B.1, 1.C.3, 1.C.7, 1.D.3, 1.D.4)

**Updates since ad hoc report.** Since the original ad hoc report was completed in March 2022, the learning outcomes committee (LOC) leadership, in partnership with instructional and institutional effectiveness leaders, have examined the larger goals of outcomes assessment at the College and outlined strategies for improving institutional meaning and assessment approaches that directly lead to changes in teaching practices over the 2022-23 academic year.

### Summary.

- LOC leadership, institutional effectiveness leadership, and the LOC members informed committee discussions by developing a summary document of the status and purpose of existing outcomes assessment processes at the course, program, and college levels.
- Discontinued non-implemented contract for outcomes assessment tracking software and placed focus on developing internal procedures that are more meaningful for faculty, both individually and collectively within departments and programs.
- Implemented a common assessment tool for the quantitative and symbolic reasoning (QSR) college-wide outcome across different college departments and programs. Lessons learned included that the tool was not specific enough to courses and programs, leading to a lack of value in the process for faculty and students. There is a desire from faculty to tailor the assessment tools to their discipline, leading to a more meaningful approach with the potential for changes to teaching practices and assessments.
- A framework for faculty to use when determining whether to select the recently approved diversity and equity campus-wide outcome for their course was developed. Faculty have begun implementing this outcome into their courses, opening the door for assessment of this outcome to begin in the near future.
- The members of the Learning Outcomes Committee, representing faculty from different instructional divisions, provided feedback that there is significant faculty interest in assessing the diversity, equity, and inclusion college-wide learning outcome and that the most valuable part of the college-wide and degree/level assessment processes occurs with collaboration with departmental/divisional/program colleagues on review of the results.
- Faculty continued to complete program assessment projects with these occurring in specific areas that were preparing for programmatic accreditation or were interested in extending work started in previous assessment projects. This level of assessment continues to be a place where faculty have found meaning in doing assessment and will be a place to continue to leverage for future, scaled assessment efforts.
- Convened numerous meetings of assessment leaders to plan the next year. Discussions included timeline, budget, integration with the Program Assessment and Improvement Process (PA&I) and implementation strategy.

**Next steps.** The LOC will take the lead over the next year on reaching a point of improved clarity and function in outcomes assessment, using the following timeline.

**Fall 2022.**

- Develop a limited set of options for faculty to select for an approach to assessing the campus-wide outcomes and degree learning outcomes.
- Integrate program assessment processes with Program Assessment and Improvement process (PA&I) for a cyclical and systematic approach to gathering assessment feedback, promoting collaborative faculty discussion and planning resulting from the feedback, and ensuring regular and consistent involvement across the college.
- Outline a specific request for the in-house technology tool or approach to be used to track, collect, and report on assessments.

**Winter 2023.**

- Using faculty feedback, implement campus-wide outcome assessment option selected in fall to begin collection of assessment data for the diversity and equity campus-wide outcome.
- Summarize strengths and use LOC to make recommendations for an enhanced process moving forward.

**Spring 2023.**

- Collect and analyze results from assessment of diversity and equity outcome in winter quarter. Plan to share these broadly with faculty and discuss during fall 2023 opening week to close the loop on this assessment.
- Share progress with the mid-cycle review team, gather feedback, and finalize improved processes for outcomes assessment.
- Share initial results from assessment with faculty to inform potential areas of improvement and subsequent professional development.
- Gather program assessment data through the PA&I process, which is completed in spring quarter each year.