

# Ad Hoc Report without a Visit Staff Review

**Institution:** Green River College

**Review Season/Year:** Spring 2025

**Report type:** Ad Hoc without a Visit

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

*Source: GRC-2020-Mission Fulfillment and Sustainability | Evaluated at: GRC Spring 2025 Ad Hoc Report*

## Recommendation Feedback from the Review

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

### **Components of the Recommendation in which the institution has demonstrated progress:**

Summary:

This is a very dense recommendation with multiple moving pieces, that said, the institution has made progress. A few of the key accomplishments include the following:

- The identification of places where data is used to inform effectiveness and resource allocation (the course schedule based on enrollment data, programmatic purchases based on advisory committee inputs, tenure decisions based on a collection of data inputs, purchasing in response to data use statistics, program viability and sustainability based on employment data statistics, programmatic improvement and innovation based on data and feedback mechanisms).
- Student Affairs is redesigning advising and onboarding based on data and lessons learned from their Guided Pathways participation.
- Nearly all programs in the catalog now list their associated outcomes (except for University Transfer programs).
- The college has transitioned to an academic catalog that lists course, program, and college outcomes for all courses, which is very well done.

### **Components of the Recommendation in which the institution has not demonstrated or clearly documented significant progress:**

Summary:

Several areas still need improvement.

- First, not all programs in the catalog list their program outcomes (e.g., none of the University Transfer programs). If these use the college outcomes, they should be listed. The college would benefit from

identifying in each degree where the Program Learning Outcomes, College Outcomes, and General Education Outcomes live and clearly defining this for each program including University Transfer programs.

- Second, course and program assessment is encouraged and financially incentivized, but it is not mandatory. This is concerning because it may imply that some courses or programs remain unassessed. The institution must find a way to systematically evaluate all its outcomes and use the results to improve student learning.
- Third, assessing campus-wide outcomes is new. Faculty are just beginning to consolidate programmatic findings at the institutional level (the general education level). From the narrative, faculty program projects align with campus-wide outcomes. In the future, a discussion will be held, utilizing a template, analyzed, and followed up on.
- Fourth, the college is not yet documenting how it closes the assessment loop. What are faculty learning from their assessments, and how do they use this to improve learning at the course level? How do they use this to improve their programs? And how do they use the results to improve their programs so that students graduate having better learned the campus-wide outcomes that are meaningful to Green River College?

#### **Suggestions for the institution on the Recommendation:**

1. Ensure all program learning outcomes are in the catalog, even for university transfer programs where they may be just the campus-wide outcomes.
2. Decide on a systematic way to ensure that all program learning outcomes and campus-wide outcomes are evaluated regularly and used to improve student learning and achievement.
3. Document how the institution is closing the loop.

## Report Quality

### Strengths of the report:

#### Summary:

The report did a nice job of summarizing a massive request succinctly and readably. It is clear that the institution is making progress on the recommendation, and that the faculty are driving the evaluation and assessment processes.

### Areas for improvement in future reports:

#### Summary:

Some links did not open (e.g., the Final CAD Program Viability Report 2024); other links were incorrect. For instance, the catalog link opened the 2019-2020 catalog, in which many programs lacked learning outcomes. Finally, some links needed a password and email access to the Green River website, which was not provided (e.g., all program assessment report docs). It is recommended that the institution have someone check all links outside the system for subsequent reports or avoid links and provide the evidence in an appendix file.