



Mid-Cycle Evaluation

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

**Green River College
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Introduction

Changes Since the 2014 Year One Report

Green River College is a two-year and four-year year public college centrally located between Seattle and Tacoma in Auburn, Washington. It began as an outgrowth of the Auburn School District, which, in 1945, started an adult evening education program. The state legislature approved the startup of a community college in 1959. By 1963, the State Board of Education approved the establishment of Green River College. Since 1965, the College has been located on its current site—a heavily wooded hilltop campus of 250 acres. As community needs expanded, the College added branch campuses in downtown Kent (1986) and in Enumclaw (1996).

Dr. Eileen Ely has served as the president since 2010. As encapsulated in its core themes, Green River offers courses and programs leading to a variety of associate degrees and certificates in academic transfer and career and technical fields. The College also offers developmental and adult basic skills programs, including high school completion, and a range of continuing education noncredit courses for professional growth and personal enrichment. In Fall 2015, the College employed 158 full-time faculty, 325 adjunct faculty, and 327 classified and exempt staff.

In 2014-2015, the College served approximately 18,900 students, representing over 9,000 annualized full-time equivalent (FTE) students. These students are distributed among the College's four core themes:

- College Transfer Education.
- Career and Technical Education.
- College Readiness Education.
- Continuing & Community Education.

Shifting populations in the College's service area over the last five years continue to change the demographics of students attending Green River. Since the 2010-2011 academic year, the student population of color has grown 11 percent. Currently, 39 percent of the student body is of color, and the two largest groups are Asian at 17 percent and Hispanic at 9 percent.

Since the Northwest Commission on Colleges and Universities (NWCCU) approved the College's candidacy status for granting Bachelor of Applied Science (BAS) degrees, Green River launched its first BAS degree cohort in Information Technology – Network Administration & Security in Winter 2014. The cohort graduated in 2015. Since 2014, Green River has also started BAS degrees in Information Technology – Software Development, Marketing & Entrepreneurship, and Forest Resource Management. The fourth BAS degree, in Aeronautical Science, will be launched in Spring 2016.

Green River has opened the following new buildings. The Trades and Technology Building opened in Fall 2015, and the new Mel Lindbloom Student Union just opened on February 1, 2016. Both buildings increase the street presence of the College, most of which is situated in a beautifully wooded campus. The present Lindbloom Student Center has been renamed the Student Affairs and Success Center and will undergo remodeling.

Summary of Responses to Recommendations by the Commission

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

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

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

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

The College addressed Recommendation 2 in its 2014 Year One report. The NWCCU communicated to Green River in its July 10, 2014 correspondence that the Board of Commissioners’ expectations for Recommendation 2 had been met in their June 25-26, 2014 meeting. This action followed the Green River’s Board of Trustees’ resolution and adoption of [Board Policy GP-9 – Participatory Governance](#). The College operationalized the policy by adopting the college council and constituent council framework as the [Green River College Participatory Governance structure](#).

Recommendation 3. The evaluation team recommends the Board reviews regularly, revises as necessary, and exercises broad oversight of institutional policies (2.A.7).

Following establishment of regular yearly review of Board policies by the Green River College Board of Trustees themselves, the College addressed Recommendation 3 in its 2014 Year One report. The NWCCU communicated to Green River in its July 10, 2014 correspondence that the Board of Commissioners’ expectations for Recommendation 3 had been met in their June 25-26, 2014 meeting.

Recommendation 4. The evaluation team recommends that the College undergo an external financial audit for each year of operation (Eligibility Requirement 19 & Standard 2.F.7).

Green River submitted two ad hoc reports to the NWCCU and received a full scale audit of its 2012-2013 financial statements by the Washington State Auditor’s Office (SAO). In addition, the College played an active role with the Washington State Board of Community and Technical Colleges (SBCTC) and the Washington State Auditor’s Office (SAO) in developing and piloting the State’s new financial statements in 2012-2013.

The NWCCU communicated to Green River in its February 3, 2016 correspondence that the Board of Commissioners’ expectations for Recommendation 4 had been met in their January 6-8, 2016 meeting and was in compliance with Eligibility Requirement 19 & Standard 2.F.7.

Recommendation 5. The evaluation team recommends that the College move aggressively to 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 are derived meaningful results that provide clear direction for curricular and instructional improvement. (4.A.3, 4.A.6, 4.B.1, 4.B.2)

Addendum II, submitted with this report, addresses Recommendation 5 in detail, and it presents the work completed to date and continued work on this recommendation.

Part I: Overview of Institutional Assessment Plan

Green River's [Board of Trustees](#) adopted its mission, vision, core themes, core objectives, and core values under Board Policy in 2013 as stated in the [College Outcomes policies](#). This adoption coincided with the Board's approval of the College [Strategic Plan](#). The Strategic Plan was deliberately written to align with both the seven-year accreditation cycle and accreditation terminology. The Strategic Plan's 50-member development team, facilitated by a strategic planning consultant, included all constituencies of Green River College: students, faculty, administrators, classified staff, and community members — over a 30-hour development phase spanning four months.

After the launch of the new accreditation cycle and Strategic Plan in Academic Year 2013-2014, the College established core theme councils responsible for each of the core themes. These core theme councils evolved from the previous monitoring report councils of the Board of Trustees reporting structure that existed prior to 2013-2014. As described in the College's 2013 Comprehensive Year [Seven Self-Evaluation Report](#), previous Board-approved institutional goals formed the current core objectives under each core themes, and the four core themes represented the four instructional areas of the College: College Transfer Education, Career & Technical Education, College Readiness Education, and Continuing & Community Education.

During the first two academic years of the Strategic Plan (i.e., 2013-2014 & 2014-2015), the core theme councils reviewed and revised the core indicators of achievement. A few minor language adjustments were made to the core objectives, which required Board of Trustees approval because core objectives are defined by Board policy (see [College Outcomes policies](#)).

Process of Assessing Mission Fulfillment

Mission fulfillment is assessed yearly in a report to the Board of Trustees. More correctly, mission fulfillment is monitored in a yearly report to the Board to help determine if the College is on track to fulfill its mission in Year Seven (2020). The Mission Fulfillment Report is submitted to the Board of Trustees, following the core theme reports to the Board.

Mission fulfillment is determined by a scorecard method, in which core themes are weighted based on long-term FTE enrollment percentages over a period of seven years prior to 2013-2014:

- College Transfer Education: 51 percent.
- Career & Technical Education: 29 percent.
- College Readiness Education: 12 percent.
- Continuing & Community Education: 8 percent.

The percentages translate to a scorecard, in which total possible points represent the percentage described in the bullet list above (e.g., College Transfer Education has 51 possible points). The five core objectives under each core theme (i.e., Access, Success, Equity, Responsiveness, & Collaboration) represent one-fifth of the possible core theme points each, and the core indicators per objective distribute the points even further. There are between one and three core indicators per core objective – either quantitative or qualitative. This breakdown provides a clear pathway between core indicator to core theme, and it allows holistic evaluation of the core themes. All reports, supporting training materials, scorecards, and dashboards are available to College constituents on the [core theme website](#) accessible from the [College's intranet homepage](#).

In addition to the yearly scorecard, the Mission Fulfillment Report also contains national comparative data with peer colleges from IPEDS ([Integrated Postsecondary Education Data System](#)) and the state system peer comparative data from the Washington State Board of Community and Technical Colleges (i.e., the [Student Achievement Initiative](#)). In addition, environmental issues and analyses are also added into the Mission Fulfillment Report. Examples in the past two years include the national and State declines in enrollment, the increase of diversity of student population and general population in the service area, as well as continued reductions in State funding.

Before submission of the Mission Fulfillment Report and core theme reports, the core theme councils review the core indicators and supporting data for the report before submission to the Board. Communication of the results has taken place at Fall Opening Week forums, and activities — however; the College needs to make a more concerted effort in communication. Institutional Effectiveness is supporting the councils via dashboard development and expert advice on data analysis, reliability, and validity.

Institution Satisfaction with Core Themes and Indicators Providing Sufficient Evidence to Assess Mission Fulfillment and Sustainability

The acceptance of the mission and core themes has been steadily growing since the launch of the [Strategic Plan](#) in 2013-2014. In setting goals and proposing new initiatives, core themes, core objectives, and core values are regularly cited by members of the institution at all levels. One reason is the Board of Trustees requires citing of the Strategic Plan in every new proposal — with emphasis on student success, a core objective for each core theme. Examples include large grants and new projects and initiatives that require Board approval, as well as budget requests that either require executive approval or Board approval. Also, all Executive Team members are required to submit their yearly goals aligned directly to the Strategic Plan: core themes, core objectives, and/or core values.

Because the core themes represent the four instructional areas of the College, as well as being the original four core themes from 2011-2012 when the new accreditation standards started; no further discussion has questioned their suitability in supporting the College mission. In addition, the core themes correspond to the four types of student and four general educational purposes of students at the College. In other words, the core themes represent the College from the student experience and point of view.

The five core objectives under each core theme are directly aligned with four of the nine core values (see Table 1). Another way to consider core objectives is that they are core values that are measured at the core theme level. Furthermore, three of the core objectives translate to direct measurements of students (i.e. Access, Success, & Equity), and the remaining two, Responsiveness and Collaboration, directly relate to the community – which indirectly supports students. The core objective of Equity encompasses students, employees, and community; however, the measurements at the core theme level apply directly to students at this time. The College is also working on measuring equity in the Institutional Support areas, which align with the institutional core value of Equity.

Institutional Support areas of the College align their plans and outcomes with three of the remaining core values: Equity, Campus Environment, and Stewardship. The remaining “visionary” core values (i.e., High Quality, Innovation, & Global Awareness) permeate the College at all levels. Their visionary orientation adds a difficult to measure and synergistic aspect to all areas of the College, and they drive the College from mission to vision (see [College Outcomes CO-1 College Mission & CO-2 College Vision](#)). A final thought is the possibility of shifting a given institutional support core value to a core objective, which will involve measuring that core value at the core theme level, for example, Campus Environment or Stewardship. Currently, there is no consideration of moving one of these core values to a core objective,

given the current complexity of core objective measurement; however, the structure of the Strategic Plan makes this possible – pending the Board of Trustees’ approval process for core themes, core objectives, and core values.

Table 1. Alignment of Core Objectives with Core Values.

Core Objective	Corresponding Core Value
• Access	• Student Access
• Success	• Student Success
• Equity	• Equity
• Responsiveness	• Community Engagement
• Collaboration	
Institutional Support Core Values	
Campus Environment	
Stewardship	
Visionary Core Values	
• High Quality	
• Global Awareness	
• Innovation	

After two years of review and discussion by the core theme councils, the core themes and core objectives have shown to be a robust and valid framework to assess mission fulfillment. The area of biggest change is the core indicators of achievement, that is, the metrics that measure the core objectives under each core theme. Addendum I, which is the College response to Recommendation 1 (Alignment of Mission, Core Themes, Evaluation of Programs and Services), describes the changes and evolution of the core indicators in detail.

Two major areas of future alignment include:

- Integration of student learning outcomes into the Success core objectives under each core theme as a measure of quality of learning. This suggestion, brought forward by the Chair of the Learning Outcomes Committee (LOC), will form a series of discussions on how this can be assessed at the core theme level. Given the direction of regional accreditation by the Northwest Commission on Colleges and Universities (NWCCU), this suggestion is very timely.
- More alignment of the core theme indicators with program level measurement and budgeting. Addendum I also describes Green River’s current and ongoing work in this area.

The main goals of the previous described alignment and the work described in Addendum I are better integration of on the ground and detailed level planning at the program and services level to the broader core theme and strategic planning level.

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

Examples: Business Marketing & Entrepreneurship and Information Technology

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

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

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

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

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

Degree	PLOs	CTE Core Objectives	Implied CWLOs
AAA - Business Management	<ul style="list-style-type: none"> • Demonstrate mastery of the theories, principles, and practices of management. • Apply qualitative and quantitative tools for effective decision-making. • Engage the methods of inquiry and analysis of the liberal arts and sciences in relationship to the specific situations and problems of management in order to become a reflective practitioner. • Describe the role of business and management in the local, national, and world economies. 	<ul style="list-style-type: none"> • Success. Core Indicator II.B.2. Employment after Leaving College. • Responsiveness. Core Indicator. II.D.1 Students in High Demand Employment Fields • Collaboration, Core Indicator II.E.1. Partnerships with K-12 schools, business and 	<ul style="list-style-type: none"> • Quantitative & Symbolic Reasoning (QSR) • Critical Thinking • Written Communication • Responsibility

Degree	PLOs	CTE Core Objectives	Implied CWLOs
	<ul style="list-style-type: none"> Demonstrate the capability to critically and reflectively engage ethical issues in management, particularly questions of social responsibility and professional decision-making. 	<ul style="list-style-type: none"> industry, and community 	
BAS - Marketing and Entrepreneurship	<ul style="list-style-type: none"> Communicate clearly, appropriately, and persuasively to business stakeholders, both orally and in writing. Analyze and use business data to develop appropriate business and marketing strategies. Apply entrepreneurship principles to launch new ventures or better leverage existing organizational resources. Apply economic and behavioral concepts to strategy formulation. Conduct a survey of the business environment, identify opportunities, and formulate a plan for capitalizing on them. Assess the potential market for a product, and then formulate a plan for developing and marketing the product. 	<ul style="list-style-type: none"> Success. Core Indicator II.B.2. Employment after Leaving College. Responsiveness. Core Indicator. II.D.1 Students in High Demand Employment Fields Collaboration, Core Indicator IIE.1. Partnerships with K-12 schools, business and industry, and community 	<ul style="list-style-type: none"> Quantitative & Symbolic Reasoning (QSR) Critical Thinking Written Communication Responsibility

The second example is Information Technology. The three degrees offered in Information Technology are the Associate of Applied Science Degrees-Transfer Degree (AAS-T) in IT Systems and two Bachelor of Applied Science (BAS) degrees: IT Network Administration & Security and Software Development. The AAS-T degree comprises 90 credits, and each of the BAS degrees comprise 180 credits. This program also resides in the Career & Technical Education (CTE) core theme.

The following paragraph is from the IT webpages.

“IT program grads are prepared for a successful career in the industry and beyond. Take advantage of an unparalleled education that offers:

- *State of the art equipment.*
- *Smaller class sizes.*
- *A diverse and close-knit student group, representing all cultures, ages and backgrounds.*
- *Highly qualified instructors driven to help their students succeed.*
- *Valuable industry connections and relationships”* (see <http://www.greenriver.edu/academics/areas-of-study/details/information-technology.htm>).

Table 3 shows the alignment between Information Technology program learning outcomes for its two degrees, three of the five core objectives under the CTE core theme, and the College-wide learning outcomes (CWLOs).

Table 3. Alignment of Information Technology Program Learning Outcomes (PLOs) with Career & Technical Education (CTE) Core Theme Objectives and College-Wide Learning Outcomes (CWLOs).

Degree	PLOs	CTE Core Objectives & Indicators	Implied CWLOs
AAS-T Information Technology - System	<ul style="list-style-type: none"> • Understand and demonstrate the functions of information technology services support. (To be assessed during AY 2017-2018.) • Understand and demonstrate procedures to install, configure, support, and troubleshoot Linux and Windows operating systems. (To be assessed during AY 2016-2017.) • Understand security principles, system and network vulnerabilities, and common mitigation practices. (To be assessed during AY 2015-2016.) • Understand and demonstrate basic programming and database constructs. (To be assessed during AY 2017-2018.) • Understand network infrastructure, logic, subnetting, and troubleshooting procedures. (To be assessed during AY 2016-2017.) 	<ul style="list-style-type: none"> • Success. Core Indicator II.B.2. Employment after Leaving College. • Responsiveness. Core Indicator. II.D.1 Students in High Demand Employment Fields • Collaboration, Core Indicator II.E.1. Partnerships with K-12 schools, business and industry, and community 	<ul style="list-style-type: none"> • Quantitative & Symbolic Reasoning (QSR) • Critical Thinking • Written Communication • Responsibility
BAS: Information Technology - Network	<ul style="list-style-type: none"> • Plan, implement, administer, and support 	<ul style="list-style-type: none"> • Success. Core Indicator II.B.2. 	<ul style="list-style-type: none"> • Quantitative & Symbolic

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

With respect to program learning outcomes (PLOs) and Career & Technical Education (CTE) core theme objectives, Business Marketing & Entrepreneurship and IT align with the core objectives of Success, Responsibility, and Collaboration. Tables 2 and 3 delineate the specific core indicators under the respective core objective, in which the PLOs align. The PLOs align to the CTE Success indicators because student mastery of the PLOs allow student success in finding jobs in both programs' career fields – as measured by the core indicators. Core Indicator II.D.1, under CTE Responsiveness, cited in Tables 2 and 3, measures the demand in the field. The newly developed and launched BAS programs align directly with Collaboration Indicator II.E.1, which measures increase in BAS degrees – which is also evidenced by industry collaboration via advisory committees and industry contacts, plus university transfer articulation for graduate programs.

Both programs have advisory committees, which help the faculty and program coordinators keep up with current industry trends and desired qualifications for Green River degree graduates. The advisory committees for both programs meet twice a year. In addition, both programs have articulation agreements with selected Washington universities' graduate programs.

More work is needed with the programs to provide direct measurable alignments, in which the core indicators disaggregate to program level indicators. This work will entail cohort tracking at the program level, as well as conversations with the program faculty on reviewing the direct measurements. Work to date includes the program measurements (i.e., elements & dimensions) under the Program Prioritization Process (PPP) – as well as direct work with the example programs and other programs at the College.

As shown in Table 2 and Table 3, the example programs' program learning outcomes (PLOs) align with College-wide learning outcomes (CWLOs) With respect to the PLOs vs. CWLOs, one can infer four CWLOs embedded in the PLOs; however, deliberate conversation and mapping with the program faculty is pending.

However, this work has already begun — in which both the Business Marketing & Entrepreneurship and Information Technology programs have developed assessment plans that include the following essential components:

- Learning outcomes statements.
- Assessment methods and designated artifacts.
- Scoring and measurement tools.
- Benchmarks/Targets/Criteria for success.
- Results.
- Follow up actions.
- Impact of follow-up actions.

The previously described work should provide meaningful indicators of alignment; however, discussion and review of this alignment is pending with the Learning Outcomes Committee and wider faculty. It is highly likely that review, reflection, and discussion of the previously described alignment will result in changes and refinement in the process. If this alignment process results in alignment to three to four core indicators under core theme objectives, it should be an adequate number. Continuous analysis of the data is necessary to determine the adequacy of the indicators at both the core theme and program levels. Another area of discussion and analysis is what aspects of these two program examples from the Career & Technology Education (CTE) core theme adapt to other core themes, such as, College Transfer Education (CTR).

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

Part III. Action Needed to Move Forward to Year Seven

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

- Core theme measurement and mission fulfillment process, known as the core theme and mission fulfillment reports.
- The 360 degree summative process for evaluating programs and services, called the [Program Prioritization Process \(PPP\)](#).
- The formative process for evaluating instructional and student support programs, known as the program assessment and improvement process (PA&I). For instructional programs and other programs involving faculty (e.g., the library & counseling services), the PA&I process is contractually agreed upon with the faculty, in which one-fifth of instructional programs are formatively evaluated each year.
- The annual budgeting process.
- The learning outcomes assessment process.

The College is currently evaluating all programs and services via the PPP, in which all programs and services submitted their data and summative responses to rubric components on February 12, 2016. After analysis, scoring, and weighting by the [pillar committees with the PPP Steering Committee](#) and reviewing the analysis for consistency; the analysis will pass to the Budget Committee for a detailed consideration of budgetary, revenue, and cost aspects. This transfer will take place on March 31, 2016. The Budget Committee and the pillar committee recommendations will factor into the budget planning by the Executive Team during May 2016. This process represents the first iteration of alignment of summative program evaluation to annual budget planning.

At the same time, during May and June 2016; a summative evaluation of the PPP itself will take place. Because the first iteration of the PPP will have taken place, this process in itself will need to be evaluated with the view that the PPP will happen in some form before 2020 – most likely during the 2017-2018 academic year. During May and June 2016, Institutional Effectiveness (IE) will provide the College with the following analysis:

- Based on end-of-process surveys with the College and focus groups with the pillar committees, the Steering Committee, the Budget Committee, and the participatory governance councils; IE will document best practices and areas of improvement for the next iteration of the PPP.
- The core theme councils will analyze both the core indicators of improvement at the core theme level and the PPP elements/dimensions that collectively and holistically evaluate programs. This analysis will likely result in adjustments to both sets of indicators. The PPP external demand criteria for all three pillars (i.e., Instruction, Student Support, & Institutional Support) will provide new and updated environmental scan analyses for the College.
- IE and the Business Office will review the degree the PPP informs the annual budgeting process. This review will look at lessons learned from the Budget Committee.
- IE will make alignment adjustments will respect to dashboard and web-based technology to make the transition between the core theme report and scorecard system and the PPP data systems more intuitive. In both cases, these systems were developed quickly to accommodate the immediate

needs as best as possible. There will be more time to integrate these systems and meet with users to customize them.

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

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

- Integration of aggregate learning outcomes indicators into the core theme reports and core indicators – as measurement of high quality and student success, which are a core value of the institution and a core objective of the core themes respectively. Aggregate measures could include percentages of programs within a given core theme that use program learning outcomes assessment for documented continuous improvement. This work will examine both College-wide learning outcomes (CWLOs) and their suitability for core themes – given the core themes' different focuses and purposes. This work may evolve into core theme level learning outcomes unique to a given core theme (e.g., College Readiness) that are common to all programs in that core theme – assuming these hypothetical core theme learning outcomes are different from the CWLOs. This work also includes conversation and coordination with the Instruction Council (IC), IC subcommittees, and divisions in reviewing the core theme indicators and CWLOs, as well as faculty representation on each of the core theme councils.
- Discussion of overlap between the summative PPP and the formative PA&I. The first step, just completed, is providing the PA&I data on a program level dashboard. This work will entail a lot of discussion with the various constituent councils and committees.
- Development of a learning outcomes model with Student Support Services programs and Institutional Support programs. This work will examine how CAS (Council for the Advancement of Standards in Higher Education) standards integrate in Student Affairs student learning outcomes at the College. In Institutional Support, the College Vice President of Business Affairs, who has wide experience in accreditation, will explore an operational outcomes model in institutional support areas, such as, Business Affairs and Facilities – which will be adapted for employees in support areas. One approach is integrating a learning outcomes model as an analog with operational planning for the Institutional Support program. This approach could be the starting point for discussions.
- In Instruction, expansion of the sequential and detailed analysis described for the Business and IT programs in Part II of this report, and how they can be adapted from their Career & Technical orientation to a College Transfer Education (i.e., academic) model, as well as for College Readiness Education will be explored. This work also needs to be compared and adapted to the broad approach strategy for program learning outcomes (PLOs) in instructional divisions by the Learning Outcomes Committee. The Business and IT programs described in Part II will provide use cases for further expansion and adaption for the other instructional programs.

Addendum II for Recommendation 5 (Learning Outcomes Assessment) describes other work that also needs to coincide with the previous list. Noting that the more immediately scheduled activities are defined

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

- May & June 2016. Summative evaluation of PPP process. Evaluation consists of focus groups of the PPP committees and participatory governance councils, plus College-wide feedback via surveys – most of which have already been implemented.
- April 2016-June 2016. Comparison of program-level assessment of learning outcomes in Part II of this report with the Learning Outcomes Committee’s work on similar activities.
- May & June 2016. Core theme councils review PPP indicators vs. current core theme indicators. Make adjustments as needed.
- Summer 2016. Review of PPP with respect to Budget, relationship of annual planning vs. longer term planning.
- Fall & Winter 2016. How do student learning outcomes align with core theme indicators? What kind of aggregate indicators will suffice at the core theme level?
- 2016-2017. Expansion and adaptation of C&T program learning outcomes assessment practices into College Transfer Education.
- 2016-2017. Discussions and work on how to scale PLOs (program learning outcomes) and CWLOs (college wide learning outcomes) from a voluntary, scattered process to a systematic College-wide process. This system refers to the assessment process of capturing, sampling, and assessment of direct student work; as well as analysis and documentation of curricular change processes resulting from the analysis – in other words, the continuous improvement cycle. Various options are being and will be explored by the Learning Outcomes Committee with support from Institutional Effectiveness. The main goal is to document the learning outcomes assessment process, while simultaneously reducing faculty’s manual workload. The decision to adopt such a system resides with faculty.
- 2016-2017. Review PA&I and PPP with respect to data and analysis — in context with PA&I as the formative process vs. PPP as the summative process.
- 2016-2017. Integrate core theme and program level dashboards.
- 2017-2018. Second iteration of the PPP.

This work will require a combination of technical support and analysis training, but, most importantly, participation by all constituents to carry out mission fulfillment successfully. The recent work by the newly formed participatory governance structure with its constituent councils from students, classified staff, exempt staff, faculty, and administration show a lot of promise – as demonstrated by their work on PPP with its short time frame for the first iteration of implementation.