Northwest Commission on College and Universities (NWCCU)
Annual Update for Washington State Quality Awards (WSQA)
Academic Year 2021 - 2022
Due October 28, 2022

College Name: Green River College

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Accreditation recommendations to the College and year of recommendation	Actions taken by the college to address recommendations	Improvement results
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.	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.

Finalize Cabinet membership to reflect areas across the entire college.

Co-create 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. |
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Accreditation recommendations to the College and year of recommendation	Actions taken by the college to address recommendations	Improvement results
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 Standard 1.B.1, 1.C.3, 1.C.7, 1.D.3, and 1.D.4)	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. 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.	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. Developed a framework for faculty to use when determining whether to select the recently approved diversity and equity campus-wide outcome for their course. Faculty have begun implementing this outcome into their courses, opening the door for assessment of this outcome to begin soon. 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. 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.