COMMUNITY AND TECHNICAL COLLEGES
Washington State Board

Northwest Commission on College and Universities (NWCCU)
Annual Update for Washington State Quality Awards (WSQA)
Academic Year 2021 - 2022
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Accreditation recommendations to the College and year of recommendation	Actions taken by the college to address recommendations	Improvement results
Grays Harbor College (GHC) is addressing three recommendations from its 2019 Mission Fulfillment and Sustainability Evaluation. The report along with the Commendations and Recommendations that resulted can be found on the Grays Harbor College Accreditation Web Page. (Note that Recommendation 1 and 2 are not listed below, as these have been fulfilled in the spring of 2020 and 2022 respectively.)		
Recommendation 3		
Integrate the multiple planning processes to facilitate prioritization of resource allocation and the use of institutional capacity. (2020 Standard(s) 1.B.1; 2.E.1; 2.E.2; 1.B.3)	Subsequent to receiving Recommendation 3 from NWCU in 2019, the College reviewed its budget planning and development practices and looked at how its resource prioritization and allocation for the annual operating budget connect to the multiple planning processes at the College. The College established and implemented actions to resolve several holdups that disabled the connection of resource prioritization and allocation to the College Plan.	1. Tuition projections are now based on enrollment projections. This is a collaboration between Administrative Services and Institutional Research. This has led to significantly more accurate revenue projections. 2. The College has adopted and implemented Administrative Procedure 503.01 Accounting and Budgeting. This policy has improved consistency and transparency in budget planning and development. 3. The College has adopted specific principles as framework and ideals for budget prioritization and resource allocation. The overarching principle is to align the annual operating budget to the five

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	In brief, the following actions have been implemented to connect resource prioritization and allocation to the College Plan: 1. Synchronized budget resource planning with student enrollment planning. 2. Documented processes and procedures for consistent budget planning and development. 3. Established principles as framework and ideals for budget prioritization and resource allocation. 4. Enhanced transparency, consultation, and involvement of college constituents in resource prioritization and allocation. 5. Mapped departmental budget requests, resource prioritization, and budget allocation decisions to College Priorities.	priorities in the College Plan. Other principles for planning and developing the annual operating budget include: i) maintain fiscal sustainability through resource allocation decisions, ii) take a long-term perspective, and iii) develop, prepare, approve, and implement the annual operating budget in a timely manner. This has led budgets that are more closely aligned with the College Priorities. 4. Embedded within the current budget planning and development cycle are frequent interactions with college constituents to enhance transparency and increase consultation with and involvement of broad college constituents in resource prioritization and allocation. 5. The College has developed and implemented a standardized budget request form that maps departmental budget requests to College Priorities through a series of budget resource prioritization questions. This has allowed the College to understand the connection between budget requests and College plans.
Recommendation 4		
Fully implement student learning outcomes assessment across all degrees and programs, including the general education program, and use the assessment results to inform planning and improvement. (2020 Standard(s) 1.C.3; 1.C.5; 1.C.6; 1.C.7)	Grays Harbor College engages in assessment of student learning across all degrees and programs. Expanding on previous initiatives that established the institutional learning outcomes (Desired Student Abilities) and modeled Transparency in Learning and Teaching (TILT), the college is progressing toward an effective system of student learning assessment and quarterly data collection to evaluate the quality of learning at the course, program, and institutional level. A consistent collection of quantifiable indicators of student achievement across multiple programs will inform continuous improvement planning and monitor results.	The assessment results from fall 2021 were positive. There were 1,916 outcome entries recorded from 36 participating faculty. Again, faculty commented on the effectiveness of the reporting process and provided feedback for improvement. Changes implemented from the spring 2021 survey improved the sorting process and will allow for better dissemination of the results. Comments on the reflection survey support the value of assessment of student learning. Feedback from faculty who did not participate is also exceptionally helpful and will direct the plans for professional development during the winter and spring quarters. Although the DSA Pre-

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	During spring 2021, there were 64 outcome entries and 17 faculty participants in the collection of outcomes data. Even though the Pre-Pilot focused on the reporting process rather than the results, many participants commented on the value of the assessment. Results from the post-assessment survey indicate that the reporting was straightforward, easy, and made sense; however, sorting the data proved to be more complicated than expected, as a result, the survey was modified for fall 2021.	Pilot focused on process, the results from fall 2021 are providing preliminary, quantifiable indicators of student achievement. GHC continued with the DSA Pre-Pilot through the 2021-22 academic year to improve methodologies for collecting indicators of student achievement. This has increased participation and allowed faculty the time and space needed to learn the reporting process; become familiar with the AAC&U VALUE rubrics; align course, program, and DSA learning outcomes; and design inclusive and transparent key assignments. In the upcoming year (2022-23) the DSA Pilot will transition to focus on establishing a baseline for institutional and programmatic assessment of student learning across multiple programs.
Recommendation 5		
Engage in systematic, participatory, self-reflective assessment of its accomplishments, and documents and evaluates its planning processes to ensure institutional effectiveness. (2020 Standard(s) 1.B.1; 1.B.4)	GHC uses the college planning process to engage in regular, systematic, participatory, self-reflective, and evidence-based assessment of its accomplishments at the institutional level. The five College Priorities allow GHC to clearly define and evaluate institutional effectiveness using the basic assessment process: plan, do, check, act, and focus on continuously improving student learning, student achievement, and support services. The five College Priorities have objectives, indicators, and metrics that allow the College to assess progress toward Institutional Effectiveness. Data is collected an assessed regularly to support the Summary Scorecards as well as the Annual Action Plans. After assessing the data, the college priority work groups identified areas needing improvement and developed specific action plans they believe will achieve results. As part of this, College Priority Dashboards have been established for each priority to ensure easy access to the data, and are located on the College's intranet for all	Some key lessons from the previous planning process led to a focus on making college plan objectives and measures easier to understand and an effort to share the information about planning more readily with all constituents. After significant discussion, the College Planning Committee (CPC) determined that, in addition to following the basic assessment cycle, the planning process should be simple, meaningful, and engage the college community. The CPC periodically considers how to ensure alignment between the work of the College and its College Priorities at their monthly meetings. The saying *plan what we do and do what we plan* has become familiar language to the College's Planning Committee and among several of the College's other committees, including the Executive Team. The CPC takes every opportunity it can to make the College Priorities familiar to the College Community. College-wide events, meetings, and campus updates include the College Priorities. Furthermore, posters found both in the main areas of the College's buildings and on the doors of

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	employees to view. Dashboards contain the data to support the summary scorecards and additional data points and options that allow for a deeper understanding. The College priority work groups monitor specific data points throughout the year to inform activity planning. The review of metrics is ongoing as data for the various metrics becomes available.	classrooms, as well as graphics on the television screens in the larger buildings display the Mission, Vision, and College Priorities throughout the campus and its educational sites.

2021-2022 Accreditation Activity:

New Programs Approved: None

Programs Discontinued: None

Major Substantive Changes: None

Commission Actions:

- NWCCU accepted GHC's Mid-Cycle Evaluation Report, the above recommendations were noted in the mid-cycle report process.

- NWCCU Accepted GHC's Financial Resource Review submitted fall 2021 and requested an additional Financial Resource Review Document be submitted fall 2022.