COMMUNITY AND
TECHNICAL COLLEGES
Washington State Board

Northwest Commission on College and Universities (NWCCU)

Annual Update for Washington State Quality Awards (WSQA)

Academic Year 2020 - 2021

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College Name: Grays Harbor College

Contact Person: Kristy Anderson

Contact Phone: 360-538-4151

Contact email: kristy.anderson@ghc.edu

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 four 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 Accreditation Web Page. (Note that Recommendation 1 is not listed, as it was fulfilled in the spring of 2020.)		
Recommendation 2		
Expedite the process for development and utilization of regular and documented review, with revision as necessary, of policies, particularly those related to financial planning, budget development, and oversight and management of financial resources.	GHC has established an Operational Policy (108) for policy review ensuring regular review of all policies and procedures. Since 2019, a review of policies and procedures, with the exception of the 600 and 700 series, has been completed. The 600 and 700 series have been on hold so that changes don't appear to interfere with a representation petition led on by AFT Washington on behalf of all professional staff employees of Grays Harbor	One of the policies updates recently adopted was Operational Policy 503, Accounting and Budgeting, which describes the Board's delegated authority to the President to establish and control a proper accounting system consistent with the rules of regulatory bodies, good business practices and applicable state statutes, and to develop and submit to the Board for approval a proposed budget of revenues and expenditures for each

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	College. When this matter has been resolved a full review of the 600 and 700 policies will resume. Specifically related to financial planning, budget development, and oversight and management of financial resources, the College has established several processes and updated its operational policies and administrative procedures.	ensuing fiscal year. Administrative Procedures 503.01 Accounting and Budgeting Process, outlines the principles that provide a framework for financial planning, and the step-by-step processes and procedures to be followed to develop and prepare the College's budget. Adoption of these policies has resulted in more training for budget managers and a broader understanding of the process across campus. All-Campus Budget Meetings are now held quarterly to support a deeper understanding of GHC's Budget and the Budgeting Process. Adhering to procedure 503.01, GHC will launch its next budget development process this month with an opportunity for college employees to submit budget needs using the Budget Request Form. This process results in making sure that all budget needs are known and that those that support the College Priorities can be funded.
Recommendation 3		
Integrate the multiple planning processes to facilitate prioritization of resource allocation and the use of institutional capacity.	GHC has a 7-year strategic plan that is currently operational with a scorecard and annual action plans. Employees from across all divisions of the college participated in the development of the plan. The strategic planning committee meets regularly with college priority leads to coordinate the work of the 7-year plan. The priorities set forth in the plan guide resource allocation and the use of institutional capacity. Implementation plans for each of the college priorities have been developed using a data informed approach to impact the established objectives and indicators.	As a result of engaging employees in the College Priorities, there has been a significant increase in the awareness and use of data by the faculty and staff on the College Priority Work Groups. Implementation of the priorities, while further along in some areas than others, is supported by the five cross- functional work groups and is beginning to pick up traction across the college.

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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.	During fall 2020, an informal evaluation of the assessment of student learning process was conducted, including a survey, faculty interviews, review of documentation, and open discussions, to determine what strategies have been effective, why initiatives succeeded or failed, and the faculty's engagement in and knowledge of assessment of student learning. The review provided evidence of positive efforts to develop a systematic review, as well as barriers and set-backs to faculty engagement. As a result of the evaluation, several actions were implemented. The first was to review and revise strategic planning documents to refocus on effective teaching and program alignment while embedding program outcomes and desired student abilities. The catalog description of the desired student abilities (institutional outcomes) was revised to better articulate the learning outcomes. Faculty hosted a review session on transparent teaching strategies (TILT, GRASP). Progress was also made to address previous impediments common to assessment initiatives: too complicated, no follow through, busy work, individual focus, and no data. Using Office 365, we launched a DSA pre-pilot focusing on making the reporting of assessment results easy and usable.	16 faculty participated in the DSA reporting pre-pilot which involved identifying Key evaluations, using the VALUE rubric to evaluate DSA, and report results using the DSA pre-pilot survey. The pre-pilot focused on the reporting process rather than student learning and will be improved for the start of fall 21, but many participants also commented on the value of using the VALUE rubrics to evaluate student learning. Some results from the post-assessment survey indicate that the reporting was straightforward, easy, and made sense, but the more important comments included, "Rubric encouraged me to think a bit more deeply about my criteria for success." "We are getting it done. It might lead to better assignments with broader and deeper learning outcomes – more projects." "It provided a wonderful opportunity to reflect on how my class assessments align with the DSA's."

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	Work accomplished during 20/21 has informed planning and strategies for improvement in 21/22.	
Recommendation 5		
Engage in systematic, participatory, self-reflective assessment of its accomplishments, and documents and evaluates its planning processes to ensure institutional effectiveness.	As part of the 7-year strategic plan, objectives and indicators have been developed for each College Priority. After assessing the information available and/or creating information through surveys and other methods the college has identified areas needing improvement and develop specific action plans to achieve improvement. There is a plan to use the selected indicators to assess accomplishments and evaluate the overall planning process to ensure institutional effectiveness.	As part of the planning work, College Priority Dashboards have been established for internal audiences and the College is developing one-page scorecards for external use as well. Strategic Planning is regular topic at the college's twice-yearly all-college gatherings. This fall, an annual review of the high-level institutional indicators is planned, as the College receives updates on progress at college-wide meetings. The Strategic Priority groups monitor specific data points throughout the year to inform activity planning.