Berkshire Community College
1350 West Street, Pittsfield, MA 01201 – Berkshire County

January 17, 2021

The following progress report is submitted to fulfill the Commission's request that Berkshire Community College provide an update on the two areas of learning outcomes alignment, particularly across sections, and governance committee(s) structure and clarity. The narrative should satisfactorily convey actions taken, institutional support invested, and clear systems in place for continuous improvement.

INTRODUCTION
Indicate the purpose, focus, and limitations (if any) of the report, with specific citation of the Commission's requirements, and the processes by which the report was developed.

In March 2020, the Commission provided the College with its overall reaffirmation of accreditation along with a request for updates in two broad areas within two years: learning outcomes development and governance committees. In both areas, the College is pleased to share updates that reflect a culture of continuous improvement and a commitment to community engagement in activities affecting multiple stakeholders and broad organizational change. Specifically, the Commission directed the College to

> "submit a report for consideration in Spring 2022 that provides an update on the institution's success in:
> 1. establishing learning outcomes for all courses with emphasis on ensuring consistency of outcomes across multiple sections of the same course;
> 2. reorganizing its committee structure with emphasis on defining roles, responsibilities, and goals."

Further, in order to address those concerns, evidence of change must speak to particular elements of Standard 4: *The Academic Program, Standard 8: Educational Effectiveness,* and Standard 3: *Organization and Governance.* The particular numbered paragraphs to address are:

> *The institution publishes the learning goals and requirements for each program. Such goals include the knowledge, intellectual and academic skills, competencies, and methods of inquiry to be acquired. In addition, if relevant to the program, goals include creative abilities and values to be developed and specific career-preparation practices to be mastered (4.2).*

> *Assessment of learning is based on verifiable statements of what students are expected to gain, achieve, demonstrate, or know by the time they complete their academic program. The process of understanding what and how students are learning focuses on the course, competency, program, and institutional level. Assessment has the support of the institution's academic and institutional leadership and the systematic involvement of faculty and appropriate staff (8.3).*

> *The institution uses a variety of quantitative and qualitative methods and direct and indirect measures to understand the experiences and learning outcomes of its students, employing external perspectives including, as appropriate, benchmarks and peer comparisons (8.5).*

The institution defines measures of student success and levels of achievement appropriate to its mission, modalities and locations of instruction, and student body, including any specifically recruited populations. These measures include rates of progression, retention, transfer, and graduation; default and loan repayment rates; licensure passage rates; and employment (8.6).

Through its system of ... internal governance, the institution ensures the appropriate consideration of relevant perspectives; decision-making aligned with expertise and responsibility; and timely action on institutional plans, policies, curricular change, and other key considerations" (3.17).

Extensive collaboration fueled much of the content in this report. Beginning in Spring and Summer 2020, the Center for Teaching and Learning Innovation (CTLI) began work to support faculty in their shift to remote instruction and used that process to start embedding review and change regarding learning outcome development and alignment. As part of this work, the Faculty Lead (a position that works within the CTLI but also reports directly to the CAO) supported the training and faculty development efforts, as well as began documenting and collecting data until the time this report has been submitted. To summarize her work, she surveyed all department chairs and/or program advisors to gather data on which courses that were currently taught had departmentally agreed upon aligned learning outcomes. Then the Faculty Lead held informal conversations with a range of faculty members regarding assessment of learning outcomes, particularly in instances where multiple sections are taught. Rounding out her data collection was an exercise in a November 2021 meeting of department chairs and program advisors to collect information about any formal or informal assessment of learning outcomes across sections that different programs or departments currently conduct. That information was collected with other campus documents (program accreditation reports, the program review guidelines, etc.) and data requests made to the Office of Institutional Effectiveness. From those efforts and documentation, the Faculty Lead and the Vice President for Academic Affairs compiled the sections pertaining to Standards 4 and 8.

Regarding Standard 3, the work to review and improve organization and governance coincided with the comprehensive self-study in 2019 when the College hired an outside facilitator to explore the internal governance and decision-making structure. This consultant worked with the President's Cabinet and other stakeholders from across campus to establish a college-wide commitment to a new committee and participatory structure for governance. In Fall 2020, a new consultancy was engaged, HSV Consulting, Inc., who began an 18-month process that led to a college-produced new model. The Shared Governance Working Group (a 30+ member long-serving group) and multiple sub-groups compiled an overview of the process as well as a

procedural guide. For this progress report, the Vice President for Academic Affairs used the minutes, records, and final documents from Shared Governance Working Group's collective effort to compile the sections pertaining to Standard 3.

Some notable events occurred that may have affected the process and participation during this time. Since March 2020 when the Commission delivered its statement on BCC's accreditation, the then-vice president for academic affairs left the college (May 2020), the College's vice president for student affairs was appointed interim-provost to oversee Student Affairs and Academic Affairs during the search for a chief academic officer, the pandemic began and has continued, the position of chief financial officer saw a retirement and new hire (June 2020), and the vice president for academic affairs was filled anew (June 2021). Aside from the pandemic, each of these changes is a normal part of organizational churn and so did not negatively affect the institution but the combination of each was layered onto the pandemic and thus does seem notable. That said, the collective determination of faculty and staff to continue improvement work – and to not simply meet status quo – is easily demonstrable and should come across clearly to the Commission in this report. Indeed, in some regards and after the initial thrust to remote, the pandemic sped up collaboration and progress on some efforts.

INSTITUTIONAL OVERVIEW
Describe the institution briefly. Provide enough information so that a reader unfamiliar with the institution will have a basic understanding of its nature and scope. Include any significant recent developments or future plans of which the Commission should be aware.

Founded in 1960 as the first public community college in the Commonwealth, Berkshire Community College plays a vital role in the educational, cultural, and economic development sectors for the westernmost portion of Massachusetts. Originally located in downtown Pittsfield, the College moved to its current campus on West Street in 1972. The College's service area includes the thirty-two municipalities that comprise Berkshire County, as well as adjacent areas of southern Vermont, eastern New York, and northern Connecticut. Berkshire County, primarily rural with 126,312 (2017) residents in 927 square miles, is characterized by scenic beauty, world-renowned cultural venues, and an expanding cadre of retirees.

As an open-access public institution of higher education, the Mission of Berkshire Community College is to place higher education within reach of all Berkshire County residents. The College is committed to access, academic excellence, student success, and leadership in the community. The College's student body is reflective of the demography of Berkshire County. Diversity in the student population includes significant numbers of economically and

educationally disadvantaged individuals, adult women in transition, and academically under-prepared students. Many experience the daily stress of juggling the competing demands of family obligations, part- and full-time time employment, and their college coursework.

The College offers programs of study that meld a strong liberal arts core with transfer and technical curricula leading to direct linkages to workforce needs. Reflective of the prevalent Berkshire arts community, the College maintains dynamic programs in the performing and creative arts that not only give students hands-on skills, but that also lead to performances and presentations that enrich the community. As students begin their future at the College, they can choose from an array of degree and certificate programs that prepare them for a career or transfer to a four-year institution through a number of joint admissions agreements and articulation agreements with colleges across the nation. The College encourages cross-disciplinary skills application and knowledge integration, providing students with a solid educational foundation and adaptable workplace skills.

Since the comprehensive visit was completed, a number of substantial partnerships and initiatives have also launched and are focal points of the College's recent developments and future planning. Of note, BCC has launched its strategic planning process, which involves a review of prior strategic planning outcomes and extensive collaboration to articulate the college's next five-year plan. BCC was also chosen as one of seven colleges to join Achieving the Dream's (ATD) first three-year cohort for "Building Resiliency in Rural Communities for the Future of Work," which aims to increase equitable student success by strengthening rural colleges' capacity to prepare students for careers in today's economy. The emphasis of this ATD cohort is to increase data literacy throughout campus to enhance planning and evaluation that support student success strategies. As part of the Massachusetts Association of Community College's SUCCESS initiative, BCC has used the allocation to extend and evaluate certain student success strategies and curriculum improvements. Additionally, at a granular level, deans, student affairs staff, and faculty have dived deep into equity analyses of the institution, student outcomes, and the culture of learning by developing a learning communities pilot, participating in the state's Equity Ambassador work, as well as sustained participation in the Real Talk Initiative. Programs have been reviewed and redesigned (e.g., Liberal Arts) and proposed to the DHE (e.g., A.S. in Mechatronics). Each of these, among a handful of other campus-wide or division-wide initiatives, serves to reinforce the work that is described in this progress report. The key take-away of BCC's current state is strategic improvements are being made across the college that are strengthening internal capacity of faculty and staff while expanding upon targeted student supports, both of which should lead to equitable, observable improvements in student outcomes. We look forward to synthesizing these investments, improvements, and outcomes in the 2024 Interim Report.

AREAS OF FOCUS

Discuss each area with enough relevant background to place the matter in context. Include efforts to address the specified concerns, a description of the current situation, and plans for the future. Be as explicit and precise as the nature of the materials permits. Length of the report will depend on the number of topics to be addressed. Brevity is desirable, but each subject should be discussed fully enough to enable readers to assess the situation at the institution. Include evidence for all assertions and analyze all figures provided.

The institution publishes the learning goals and requirements for each program. Such goals include the knowledge, intellectual and academic skills, competencies, and methods of inquiry to be acquired. In addition, if relevant to the program, goals include creative abilities and values to be developed and specific career-preparation practices to be mastered (4.2).

Learning Outcomes Development.

Berkshire Community College, at an institutional level, has put substantial time and effort into ensuring that student learning outcomes are well designed and embedded throughout the approach to teaching and learning. Full descriptions of all academic programs, including graduation requirements, student learning outcomes, and a suggested pathway to graduation are published in the College's Catalog and on its website. The Center for Teaching and Learning Innovation has robust participation, an inviting culture, and has forged relationships across academic divisions to involve faculty in just-in-time training, help desk support, and sequenced professional development for sustainable change and refinement. As a key strategy for tightening and supporting curriculum development and instructional strategies, the CTLI has evolved into the intended mechanism to drive pedagogically-sound and evidenced based improvements.

In the comprehensive self-study, the college reported "the faculty have extensively redesigned first-year gateway courses, created a cohort model in Early Childhood Education, and infused active-learning and inclusive pedagogy strategies to make their classes more engaging and student-centered. In addition, the College redesigned the developmental English sequence to incorporate a corequisite model in order to put students in college-level English at the earliest juncture possible" (2019 BCC Comprehensive Self Study, xxii). Building on this gateway course redesign project that has focused on engaged learning, the CTLI has run a series of workshops for both adjunct and fulltime faculty. For adjunct faculty, during the 2019-2020 academic year, sessions focused specifically on engaged learning to reinforce the gateway redesign work in practice. This series included training on well written student learning outcomes and developing assessments using backward-design. Additionally, during the Summer and Fall 2020,

all full-time faculty and roughly one third of adjunct faculty participated in a four-week, intensive workshop on teaching and learning with a focus on online and virtual learning.

Parallel to articulating learning outcomes, faculty have started reviewing, revising, or creating curriculum maps of their student learning outcomes and how those connect to course materials, learning activities, and assessments within a single course and among sections. Faculty participated in professional development activities and were provided resources on how to construct meaningful and relevant student learning outcomes and how to design formative and summative assessments. Each faculty was assigned an experienced peer mentor who discussed their course map with them and provided guidance on how to make the map a meaningful part of their course. The faculty built two sections of their course based on this map, including clear learning outcomes and their assessment, and, again, discussed them with their mentors for feedback. Following the stages of building assessment plans, the CTLI most recently held a workshop for faculty in Spring and Summer 2021 on course assessment. This workshop introduced faculty to strategies for evaluating student attainment of learning outcomes and evaluating the alignment between course intent, course materials, and learning outcomes.

Courses that run multiple sections in one term or have rotating faculty across terms are progressing quickly toward full alignment; however, it is notable that most commonly, there is only a single section running. When there are multiple sections, almost three quarters (72%, *n=58*) of these courses have student learning outcomes that are aligned across sections; work that department chairs oversaw and the Faculty Lead affirmed. Departments continue to work on the remaining 23% (*n=19)* of courses that most frequently run with multiple sections, with a minimal number that have not yet been reviewed (5%, *n=4*).

Table 1: Proportion of Multiple Section Course with Aligned Outcomes

Aligned Outcomes	%	N
Yes	72	58
No	5	4
In Progress	23	19

The notation pertaining to consistency in outcomes and teaching across sections proved to be an interesting topic. While all of the workshops referenced above were important investments in the professional development of faculty, the greatest benefit to the college and our students is in the improvement of the outcome statements and alignment of course design. With the involvement of deans, the Registrar's Office, and the CTLI full participation in the MassTransfer

alignment project continues, for which departments participate in a cross-institutional efforts to develop system wide alignment of curriculum. A benefit of this is the regular review of learning outcomes and increased consistency and improved scaffolding when there are subsequent changes to a program that are required to ensure alignment with MassTransfer. As of Fall 2021, the following programs have participated in the MassTransfer alignment project: Biology, Business, Chemistry, Criminal Justice, English, History, Psychology, Sociology, and Theatre. Additionally, the mathematics faculty have independently aligned the calculus curriculum with the curriculum at University of Massachusetts Amherst.

Course & Program-Level Learning Outcome Alignment.

> *Assessment of learning is based on verifiable statements of what students are expected to gain, achieve, demonstrate, or know by the time they complete their academic program. The process of understanding what and how students are learning focuses on the course, competency, program, and institutional level. Assessment has the support of the institution's academic and institutional leadership and the systematic involvement of faculty and appropriate staff (8.3).*

> *The institution uses a variety of quantitative and qualitative methods and direct and indirect measures to understand the experiences and learning outcomes of its students, employing external perspectives including, as appropriate, benchmarks and peer comparisons (8.5).*

BCC has moved forward on aligning course and program level outcomes. In 2019, the program review process was revised to require that all programs create a curriculum map that shows where program outcomes are embedded in courses. The program review recommends that each program learning outcome is addressed in two different classes in the program. By the close of AY20-21, five programs have completed a program review since 2019 and two more began in AY21-22. These include: Liberal Arts/BIO, Early Childhood, Criminal Justice, Environmental Science, Liberal Arts; currently underway are Computer Information Systems and Human Services. Additionally, three programs have completed their most recent, regularly scheduled external accreditation self-study. These include: Physical Therapy Assistant, Nursing, Respiratory Therapy, and Massage Therapy

Assessment of Student Learning Outcomes Across Sections.
While many of our departments continue work on alignment and have not yet moved into assessing student learning outcomes across sections, there are some programs that have been assessing learning outcomes within and across sections consistently. Three programs (PTA, Nursing, and Respiratory Therapy) have expectations for assessment of learning outcomes built

into their external accreditation. These programs run one section per semester, have relatively consistent enrollments or cohort models, and assessments clearly examine consistency over time. Two other programs, sociology and biology, will be using internally designed assessments and can act as a model and advisors to other programs as they prepare to move forward with complete designs of assessment plans.

Student learning outcomes are assessed across sections based on external program accreditation standards in PTA, Nursing, and Respiratory Therapy. Nursing uses an aligned assessment across multiple sections of clinical. PTA uses a lab practical that is evaluated across sections. Students are randomized into groups for the lab practical exam so that they are not necessarily evaluated by their own instructor. The students are scored based on a rubric which is normed with all faculty before use. The overall scores for each examiner are compared to evaluate equivalency across instructors. They track performance on exams with a document that evaluates each exam for the learning outcomes it covers, the level of complexity of the outcome (using Bloom's taxonomy), and the proportion of students who answer a question correctly. These are compared semester to semester. Finally, they choose three learning outcomes in each foundational course to evaluate more deeply and track those across time, focusing on outcomes that the faculty have concerns about. Respiratory Therapy has a matrix of learning outcomes that students meet over the three National Board for Respiratory Care examinations.

The nursing program evaluates the completion of course learning outcomes through both exams and rubrics for clinical skills. Exam questions are all attached to learning outcomes that include both content questions and those that are developed from the [Massachusetts Nurse of the Future Core Competencies](#) on nursing skills. They have created an extensive evaluation plan as part of their Massachusetts Board of Registration in Nursing Approval documentation that tracks student success on multiple measures and suggests data-based paths for improvement. As part of this process, they align evaluation of clinical practice based on student learning outcomes using a shared rubric and compare results after the clinical rotation is completed. Students are required to successfully meet course, clinical, and nursing skills learning outcomes to progress to the next course.

The Sociology Department piloted a shared test bank in Fall 2022 for Introduction to Sociology, a critical gateway course for many students. This department will choose a subset of the aligned outcomes and create a test bank of questions to assess them and results will be compared across all sections. If there are significant differences across sections, the faculty will evaluate the learning materials used with the goal of improving the equivalence of the sections. Once the new learning materials have been implemented, the same learning outcomes will be

jointly assessed in the next semester. This process will serve as an exemplar for other programs ready to move into this type of assessment and has been led by the Faculty Lead who is the chair of the Sociology department. Similarly, the biology department had created a shared test bank for Introductory Biology that has been in use for several years to align sections of the course. This process was put on hiatus when the results were consistently equivalent across sections and will be expanded to other biology courses, aiming for the same results.

Tableau/Data First & Performance Measurement Reporting System.

> *The institution defines measures of student success and levels of achievement appropriate to its mission, modalities and locations of instruction, and student body, including any specifically recruited populations. These measures include rates of progression, retention, transfer, and graduation; default and loan repayment rates; licensure passage rates; and employment (8.6).*

In a May 2019 letter to all stakeholders of the Massachusetts Department of Higher Education (DHE), Commissioner Santiago described the newly launched Public Measurement Reporting System (PMRS) as, "…a comprehensive examination of the performance of each of Massachusetts' community colleges and state universities on a set of key indicators focused on Access & Affordability, Student Success & Completion, Workforce Alignment and Fiscal Stewardship with attention to equity gaps for underserved students wherever possible. This tool is intended to prompt constructive conversations about performance and accountability between and among DHE/BHE, the campuses, boards of trustees, legislators and others, and ultimately to contribute to the discovery of insights that point to actions that lead to results— and a better public higher education system for the Commonwealth" (Commissioner **Carlos E. Santiago**, Massachusetts Department of Higher Education, https://www.mass.edu/datacenter/PMRS/home.asp). Regular reporting of BCC's PMRS-data can now also be combined with a newly developed practice in the College's Office of Institutional Effectiveness of maintaining a Tableau dashboard using college-wide data populated back to 2016 and which aligns completely with NECHE data-first forms. In establishing these two reporting mechanisms, in addition to the annual data book, and a readily-available data request process, BCC has taken strides in making available valid and trustworthy data that is useful for both external reporting and internal dialog and decision-making. This work has been enhanced by the involvement of the Achieving the Dream coaching support, expanding the proliferation of data across the campus, which has ignited interest in developing fluency and utilizing outcomes data for institutional learning and decision-making.

Assessment and Outcomes Projection.

The college would be strengthened by integrating an assessment and evaluation mindset into the annual processes and work of various committees and groups, across department and

programs beyond externally accredited programs. A monumental achievement has been reached in having the trustworthy and valid data to examine and a group of faculty and staff who are curious to review it; however, the next step is to take a planful approach to assessment and not predominantly doing so when required or have an ad-hoc interest.
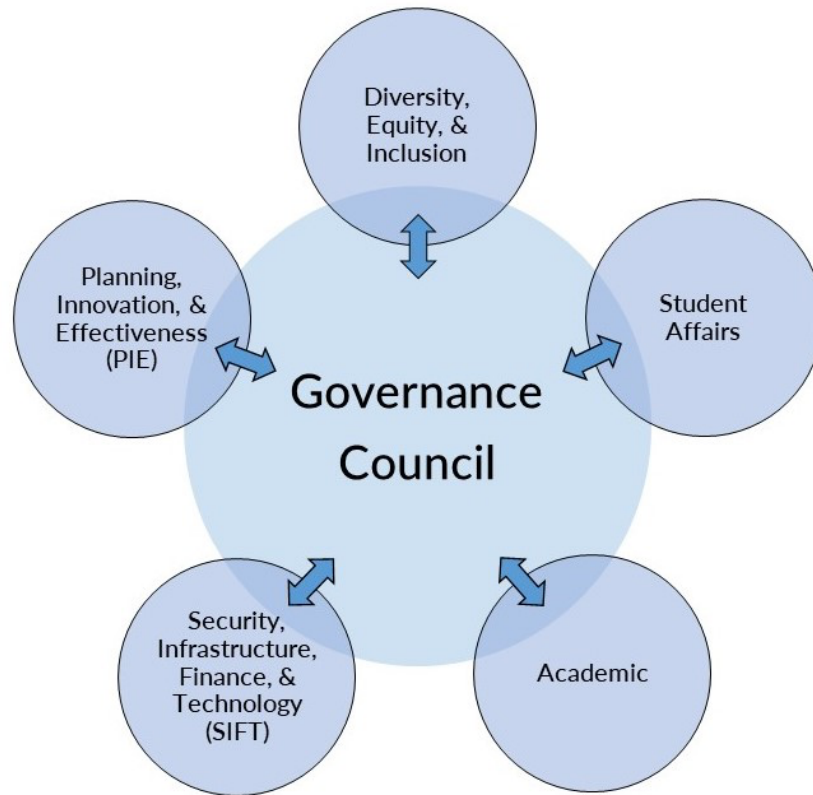
Shared Governance.
> *Through its system of ... internal governance, the institution ensures the appropriate consideration of relevant perspectives; decision-making aligned with expertise and responsibility; and timely action on institutional plans, policies, curricular change, and other key considerations"* (3.17).

Emerging from the college's self-study in 2019, a need to review internal governance was evident. In closing for the College's projection for Standard Three, the 2019 self-study stated:

- In AY 2019-2020, the President's Cabinet will form a Shared Governance Committee to review and improve its shared governance structures. This committee will involve a wide range of voices, including the Board of Trustees, faculty, staff, students, and alumni.
- • During the AY 2019-2020 and AY 2020-2021, the President's Cabinet will review the processes and effectiveness of standing committees to ensure they are reflective of the campus community and the institution's organizational structure.

College-wide commitment to engage in this work was supported by the President's Office and, in turn, by two consultants from HSV Consulting, Inc. who began working with an initial group of employees in Fall 2020 and was then extended to campus-wide touchpoints at various points in Spring and Fall 2021. Using surveys and campus forums to hear from the campus, the working group received input on current committees, what the campus thought should be or already was a 'governance' group, and if it should or should not be revised. While responses were helpful in affirming some of the governance bodies, it was apparent that not everyone understood the purpose or relationship between other entities and governance bodies. For example, in the survey mentioned above, an exhaustive list of committees was provided and many of the working groups, such as a NECHE steering committee or a Retention Committee, were identified by respondents as governance groups to keep. While these groups conduct important work for the College, their charge is distinct from that of a governance entity. Thus, the survey results and comments from the 120 respondents informed the Shared Governance Working Group of both the education and communication needed on campus about governance and decision-making. The structure that emerged from the Working Group reflects a relatively clear representation of the institution's structure and key priorities, finalized now as six areas of decision-making including a central Governance Council (see Figure 1 below).

Figure 1: BCC Shared Governance Council and Committee Structure

Throughout the structural work, the working group also drafted three versions of a shared governance definition that were sent to the campus for feedback and the Shared Governance Working Group was then able to solidify a definition through a majority vote, also adopting the makeup and charge of the Governance Council.

Definition

> *Shared governance is a system of consistent, transparent, and collaborative decision-making processes, structures, and joint accountabilities through which faculty, staff, administrators, and students participate in developing equitable policies and making decisions that affect the institution, informed by the experience, perspectives, and expertise of members of our campus community, particularly those impacted by the decisions.*

Guiding principles were also established and articulate the commonly held interest in being **student success focused;** practicing **inclusive, data-informed decision-making;** modeling **transparency and communication;** ensuring **mutual stewardship and accountability;** and maintaining an awareness of a **dynamic process.** Each committee has an elected membership representation of students, Non-Unit Professional (not members of President's Cabinet), Unit

Professional, AFSCME Staff, Full-Time Faculty, Adjunct Faculty, Part-Time (03), and a member of the President's Cabinet.

An overview of the Governance Council and each of the five subcommittees follows:

Governance Council

The Berkshire Community College Governance Council provides recommendations to the president regarding institutional policies, planning, and processes in support of the college mission. It is charged as being the central clearinghouse for policy and procedure and review and will delegate work to subject matter Shared Governance committees and review work that comes from subject matter shared governance committees. The Governance Council is charged as being the central clearinghouse for reviewing and suggesting revisions to proposed policies and procedures. In addition, it is the place to ensure campus-wide feedback on other decisions that impact a broad array of all internal stakeholders. The Council will receive recommendations from other governance bodies, and individuals and groups from within the community, and redistribute work that needs broader feedback. Once all relevant subcommittees have fully vetted a policy, procedure, or decision, it will be advanced to the Council, where it will be further reviewed and then the Council will deliver their recommendations, including dissenting opinions, to the Office of the President.

Academic Governance Subcommittee

An advisory committee charged with exploring, reviewing, and communicating campus-wide policies, procedures, concerns, and opportunities that support and uphold academic standards. This Academic Governance Subcommittee exists to represent and communicate the work of the Academic Affairs Division and liaise with the Governance Council as a source of information and support. The Academic Governance Subcommittee advises on matters related to academics likely to impact non-academic departments and reports on decisions made in Academic Assembly. This group will also serve as a liaison of Academic Assembly and other academic working groups to ensure efficient communication pathways between Academic Affairs and the College community.

Diversity, Equity, & Inclusion (DEI) Governance Subcommittee

An advisory committee charged with exploring, reviewing, and communicating campus-wide policies, procedures, concerns, and opportunities that support a diverse, equitable, and inclusive campus. This group will also serve as a liaison between the DEI Council and the campus community to ensure efficient communication regarding decisions impacting diversity, equity, and inclusion efforts at the College. The primary purpose of the DEI Governance Subcommittee is to review shared governance proposals with a focus on supporting the College's commitment to diversity, equity, and inclusion.

<u>Planning, Innovation, and Effectiveness (PIE) Governance Subcommittee</u>
An advisory committee charged with exploring, reviewing, and communicating campus-wide policies, procedures, concerns, and opportunities related to and that foster collaboration towards data-informed innovative approaches to two-year higher education in a coordinated, purposeful, and strategic fashion. This group will also serve as a liaison to ensure efficient communication pathways that are campus-wide, cross-divisional, cross-departmental, and cross-constituent at the College.

<u>Security, Infrastructure, Finance, and Technology (SIFT) Governance Subcommittee</u>
An advisory committee charged with exploring, reviewing, and communicating campus-wide policies, procedures, concerns, and opportunities that support integrated thinking about campus finances, resources, and security. The subcommittee will provide unified guidance and direction based upon College strategic initiatives and master space plan for the development of coordinated technology and infrastructure efforts in concert with the evolving needs of the College, its students, staff, and faculty, and oversee the responsible stewardship of the College's funds and advance BCC's goals to benefit students by representing the College when reviewing the preliminary budget and determining the final budget.

<u>Student Affairs Governance Subcommittee</u>
An advisory committee charged with exploring, reviewing, and communicating campus-wide policies, procedures, concerns, and opportunities that benefit the student experience. This group will also serve as a liaison between the student body and other areas of the College to ensure efficient communication pathways between students and the College.

The process was inclusive of all constituency groups throughout the entire College community, including active student representation and a regularly updated Board of Trustees. Each step was a way for the campus to test the guiding principles of shared governance and the formal roll-out of the new model will begin in Spring semester 2022. The launch of the new model follows campus informational presentations, and a Senate meeting in December 2021 during which the final, new model was presented and voted upon. At that time, elections for the Governance Council and each subcommittee were held and initial committee membership was announced. Trainings for these first new shared governance members will take place in January 2022 and all committees will be provided a commonly structured workspace using Microsoft Teams for organizing minutes, meeting agenda, archiving decisions, and capturing action items. To reinforce the commitment to transparency, the groups will follow Massachusetts public meetings laws and post membership, agenda, and minutes on the College's public website.

The Shared Governance Guide (see Appendix) was created by the Working Group, reviewed for consistency by sub-set, ad-hoc "Cohesion Team", and finalized with the consultants who worked with the College throughout the process. Serving as both an archive of the process and the foundation of the new model, the guide captures philosophy, guiding principles, process, representation, charges, and evaluation. During the Spring 2022 launch, most membership is considered temporary while we pilot the model and establish meeting cycles and membership terms. As part of this extensive work, the model has been designed with an evaluation system, further reinforcing alignment with the New England Commission of Higher Education (NECHE) accreditation standards using a process of self-reflection. For evaluation, employees of the College and students who have served in leadership capacities and/or as members of shared governance committees are asked to complete a Governance Evaluation Survey. The questions include confirmation that scheduled meetings occurred, committee members regularly attended, and guiding principles were followed. These surveys will be submitted to the Institutional Effectiveness (IE) Office for compilation and analysis by April 30. IE will provide each shared governance committee, including the Governance Council, with a report of its survey results for review, further analysis, and recommendations for changes to resolve identified issues. In addition, the Governance Council will receive general governance survey information, and a copy of each subcommittee's individual report and subsequent recommendations. The Governance Council will consolidate these reports and recommended revisions to create a Year-end Governance Report. This report will be posted to the College website for College-wide information and is included in the President's annual shared governance information report to the Board of Trustees.

Shared Governance Projection.
When the College delivers its interim report in 2024, there will be much to share about the efficacy and satisfaction of the new model. Related to the roll-out, areas to continue to address include the review of other committees on campus and affirming or clarifying their relationship to the Governance Council and its Subcommittees.

In closing, Berkshire Community College has a community of employees who have maintained involvement in the ongoing work of always improving the college. Regarding learning outcomes assessment, the new Vice President of Academic Affairs has a refined understanding of advancing the culture and practice of assessment, specifically on access-oriented campuses. Assessment work is greatly supported and advanced through an impactful Center for Teaching and Learning Innovation and the VPAA is currently revising how assessment work is supported and organized annually to support program review cycles. Regarding organization and governance, the lengthy work to set up a launch for Spring 2022 has finished and it is believed

that the slow, inclusive work that was invested in the process will reveal itself in a meaningful model in practice. Tweaking the model to the campus size and annual decision-making needs will reveal further opportunities for evolution in this aspect of BCC. All of which will be reported on anew in the 2024 interim report.

Appendix

Include here only those institutional documents that provide greater understanding or support for the topic(s) of concern in the report.

- Shared Governance Guide (attached separately)