

Strategic Plan and Assessment

July 1, 2013 to June 30, 2020

for

Green River Community College



**Report of the
Strategic Planning and Assessment Team**

March 25, 2013

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Preface

Green River strives to be highly responsive to its many stakeholders by offering quality educational programs and support services to meet the needs of our students and service region. In order to adapt and respond to rapidly changing and complex environments, the College must continually review and assess its efforts, and develop plans that will guide the college not only today, but tomorrow and into the future. The Green River Community College 2013-20 Strategic Plan and Assessment will meet this purpose. This document will guide the College's efforts, align strategic objectives with financial and human resources, and provide a system to continually evaluate and review our efforts.

Green River embarked on the strategic planning journey in 2012 by conducting an Environmental Scan that encompassed a thorough and complete assessment of the college's internal and external environment. This process was guided by an Environmental Scan Advisory Committee composed of 18 College and community members, facilitated by Dr. George Copa. The process involved the elements of identifying, prioritizing, collecting, analyzing, synthesizing and reporting the environmental information important to the planning and assessment process. This major undertaking laid the foundation for the strategic planning and assessment process.

From the beginning, a broad representation of community members, students, faculty and staff contributed valuable insights to the strategic planning and assessment process. The plan's strength is a direct result of the dedication, commitment, perspective and enthusiasm of nearly 50 team members who gave their time, energy and passion to the process. Over a four month period, team members participated fully in the planning process, developing Green River's new mission, vision, values, core themes and objectives, indicators of assessment, overarching strategies and initiating actions.

The Strategic Plan and Assessment is based on a solid understanding of the internal and external environments that influence the College and its future. The plan gives structure to the process that will define the institution over the next seven years and beyond. It identifies the motives, outlines the methods, and recognizes the means necessary to achieve the identified objectives.

With the Strategic Plan and Assessment in place, Green River Community College can continue to move forward in a positive direction, evolving today to meet tomorrow's needs. This plan provides the roadmap to enhance and expand our programs and services, taking Green River from the outstanding college it is today, to the exceptional institution it will become in the future.

I would like to thank everyone involved in the strategic planning and assessment process, including those who participated in the Environmental Scan, the Strategic Planning and Assessment Steering Committee, and the Strategic Planning and Assessment Team – to include our trustees, administrators, student representatives, faculty, staff and members of our greater community. Without the broad involvement of the College and larger community, this plan would not exist. The members shared their ideas and provided insights to the report. Their input was fundamental to creating the plan that will guide Green River Community College into the future.

Dr. Eileen Ely
President

Note of Transmittal

Individuals who helped develop the Strategic Plan and Assessment did so with enthusiasm, commitment to the planning process, and an understanding of the importance of its results. The recommendations in this plan, generated by the Strategic Planning and Assessment Team over the course of six months, are intended to provide the College direction to ensure continued educational excellence and vitality into the future. The support demonstrated by College Trustees, faculty and staff, students, other educational institutions, and community representatives gives real evidence of the value Green River Community College provides in meeting the education needs of its students and the communities it serves. The Strategic Planning and Assessment Team intends that this report will provide guiding strategic direction for more detailed operational and tactical planning by the College and it will be continuously updated through the linking of assessment and planning.

Planning Process

The strategic planning and assessment process involved representatives from all four Green River campuses and a diverse group of faculty, staff, students and community members. These individuals developed the plan in several steps over a period of six months.

Purpose

The primary purpose of the process was to develop an updated Strategic Plan and Assessment for Green River Community College for the seven-year period from July 2013 to June 2020. The Strategic Plan and Assessment serves to purposefully, systematically, and comprehensively link planning and assessment for the accreditation framework for the College under the policies of the Northwest Commission on Colleges and Universities (NWCCU). The Strategic Plan and Assessment will need continuous updating to account for the changing external (e.g. economic and social context of the region and state) and internal (e.g. results of annual College assessment) environments. With those changes adopted, the Strategic Plan and Assessment should guide the College's overall direction for the next seven years.

Involvement

Those directly involved in the planning process included Green River Community College Board of Trustees, central administrative leadership, a strategic planning and assessment team, and a strategic planning and assessment steering committee. The following individuals and groups were involved in the strategic planning and assessment process.

President

The President of Green River served as the primary contact for the project facilitator in setting expectations, determining committee participation guidelines, and guiding development of the strategic plan and assessment process and report.

Board of Trustees

The Green River Board of Trustees had early involvement in the strategic planning and assessment process through a retreat dedicated to the high-level review of the results of the environmental scan. The 2012 Environmental Scan examined external and internal context of the College to identify the major planning assumptions (i.e. growth, resources), priorities (i.e., challenges, opportunities, aspirations), and mission statement considerations that should be addressed in the strategic planning and assessment process. The members of the Board of Trustees¹ who participated in the planning retreat were as follows:

- Mark Albertson (in-coming)
- Tom Campbell, Chair
- Linda Cowan
- Sherry Gates (out-going)
- Pete Lewis

¹ Trustee Claudia Kauffman was absent due to illness.

Strategic Planning and Assessment Team

The Strategic Plan and Assessment was developed through the intensive involvement of a Strategic Planning and Assessment Team composed of 50 individuals selected to represent the faculty, staff, and students of the College and communities served by Green River. Committee membership represented College Trustees, administrators, faculty, staff, students, Green River branch campuses, the College Foundation, partnering K-12 schools, as well as area universities and the surrounding community. The Strategic Planning and Assessment Team were selected by the President of Green River Community College with input from the Strategic Planning and Assessment Steering Committee membership and the project facilitator. Green River's President led the team and the project facilitator facilitated meetings. The Strategic Planning and Assessment Team met four times to work through each of the planning elements, make recommendations for the strategic plan assessment, and review the final strategic plan and assessment report.

The members of the Strategic Planning and Assessment Team were:

- Diane Anderson, Exempt Staff, Enumclaw Campus, Green River Community College
- Tim Anderson, Classified Staff, Program Coordinator, Welcome Center, Green River Community College
- Myron Audijs, Student, Green River Community College
- Sam Ball, Director of Capital Projects, Green River Community College
- Trina Ballard, Community Representative, Central Washington University
- Jason Berry, Community Representative, YMCA
- Abby Biggerstaff, Classified Staff, Secretary Lead, Salish Hall, Green River Community College
- Mark Blaisdell, Faculty Member, Economics, Green River Community College
- Cindi Blansfield, Executive Director, High School and Post-secondary Programs, Auburn School District
- Derek Brandes, Vice President of Instruction, Green River Community College
- Rick Brumfield, Vice President of Business Affairs, Green River Community College
- Tom Campbell, Board of Trustee Member, Green River Community College
- Catherine Cantrell, Dean of LAW Division, Green River Community College
- Dr. Deborah Casey, Vice President of Student Affairs, Green River Community College
- Corey Cassell, Engineering Support Manager, Fabrication -- Auburn Emergent Operations, Boeing Commercial Airplanes
- Josh Clearman, Dean of Instruction, Professional and Technical Programs and Workforce Education, Green River Community College
- Linda Cowan, Board of Trustee Member, Green River Community College
- Jennifer Dysart, Director of Library and Media Services, Green River Community College
- Mary Edington, Director of Financial Aid, Green River Community College
- Bob Embrey, Exempt Staff, Kent Campus, Green River Community College
- Eileen Ely, President, Green River Community College, (Team Chair)
- George Frasier, Executive Director of Development/Foundation, Green River Community College

- Hank Galmish, Faculty Member and Chair of Instructional Council, Green River Community College
- Joyce Hammer, Dean of Transfer Education, Green River Community College
- Gail Hanlon, Classified Staff, Program Coordinator, Enrollment Services, Green River Community College
- Kern Hendricks, Community Representative, Enumclaw
- Todd Henderson, Classified Staff, Green River Community College
- Lesley Hogan, Vice President of Human Resources, Green River Community College
- Eric Hong, School Improvement Officer, Kent School District
- Yanqitian Huang, Student, Green River Community College
- Ross Jennings, Associate Vice President of International Programs, Green River Community College
- Chris Johnson, Executive Director of Institutional Effectiveness, Green River Community College
- Debbie Knipschild, Director of Business Services, Green River Community College
- David Larsen, Director of Student Services and Special Projects, Green River Community College
- Doug Lein, Economic Development Manager, City of Auburn
- Jerry Marshall, Faculty Member, Distance Learning, Green River Community College
- Joanne Martin, Dean of Student Success and Retention, Green River Community College
- Jeff McCauley, Faculty Member, Engineering, Green River Community College
- Mark Millbauer, Faculty Member, Green River Community College
- Camella Morgan, Executive Director of Information Technology, Green River Community College
- Julia Nation, Classified Staff , Credentials Evaluator, Enrollment Services, Green River Community College
- Lynn Norman, Community Representative, Auburn
- Dennis Shanlian, Community Representative, Kent
- Jean Sheadel, Cabinet Representative, Green River Community College
- Vickie Sheehan, Executive Director of College Relations and Special Assistant to the President, Green River Community College
- Michael Tuncap, Director of Multicultural and Diversity Services, Green River Community College
- Sidney Weldele-Wallace, Faculty Member, Computer Reporting Technologies and Business Division Chair, Green River Community College
- Carsh Wiltturner, Faculty Member, Psychology, Green River Community College
- Nancy Wyatt, Auburn Area Chamber of Commerce
- George Copa, Project Facilitator, New Designs for Learning

Strategic Planning and Assessment Steering Committee

From among the Strategic Planning and Assessment Team, a steering committee was selected by Green River's President with opportunity for input by the project facilitator to provide advice and direction to the planning and assessment process. The Steering Committee met before and after both the Board of Trustees' meeting and the Planning and Assessment Team meetings to

review the results of the previous meeting and to plan the next meeting and other steps. The project facilitator participated via conference call. The Steering Committee served as a small executive team to ensure the planning process was working to effectively meet established goals. The Steering Committee made suggestions and reviewed the agenda and results for the Board meeting and each of the larger Planning and Assessment Team meetings. Supplemented by additional representatives from the Strategic Planning and Assessment Team, the Steering Committee also served to provide final review and approval of the Strategic Plan and Assessment report before it was submitted to the President for Board of Trustees review and action. The Steering Committee was chaired by the Green River President and the project facilitator facilitated the meetings.

The members of the Steering Committee were:

- Derek Brandes, Vice President of Instruction, Green River Community College
- Rick Brumfield, Vice President of Business Affairs, Green River Community College
- Dr. Deborah Casey, Vice President of Student Affairs, Green River Community College
- Eileen Ely, President, Green River Community College (Committee Chair)
- Chris Johnson, Executive Director of Institutional Effectiveness, Green River Community College
- Vickie Sheehan, Executive Director of College Relations and Special Assistant to the President, Green River Community College
- George Copa, Facilitator, New Designs for Learning

The additional representatives from the Strategic Planning and Assessment Team who joined the Steering Committee for the final review process were:

- Myron Audijs, Student Representative
- Hank Galmish, Faculty Representative
- Joyce Hammer, Other Administrative Representative
- Michael Tuncap, Exempt Representative

Planning Facilitator and Support Staff

The planning facilitator for the process was Dr. George Copa, Director of New Designs for Learning, based in Salem, Oregon. Dr. Copa's major responsibilities were as follows:

- (1) Prepare meeting agendas and supporting materials for the Strategic Planning and Assessment Team and Strategic Planning and Assessment Steering Committee meetings
- (2) Facilitate Strategic Planning and Assessment Team and Steering Committee meetings
- (3) Prepare a summary of each Strategic Planning and Assessment Team meeting
- (4) Prepare the final Strategic Plan and Assessment report

He was provided administrative support by Tawnya McLavey, Office of the President, Green River Community College. She made arrangements for all meetings, communicated agendas and supporting information to meeting participants, and developed an initial summary of each meeting.

Charge

The charge to the Strategic Planning and Assessment Team by the President of Green River Community College was as follows:

- The responsibility of the Strategic Planning and Assessment Team is to engage in a planning process that leads to completion of a new Strategic and Assessment Plan for 2013 through 2020. The plan will incorporate the following goals:
 - (1) Refine and update the Green River mission statement
 - (2) Identify core themes, objectives and indicators
 - (3) Develop a Green River Community College Strategic and Assessment Plan for 2013 through 2020

Specifically, the plan will include the following elements: mission, vision, core themes, objectives and indicators of achievement with a seven-year time horizon and initial strategies for the first year. It will be based upon current and historical data derived from College sources, economic studies, student evaluations, market analyses and best practices in higher education.

The Strategic and Assessment Plan is expected to accomplish the following:

- Address the long-term vision established by the Board of Trustees
- Review and affirm the mission and values of the College
- Establish the core themes that together constitute the mission of the College
- Set achievable and verifiable objectives for each of the core themes
- Establish the criteria by which mission fulfillment can be evaluated and asserted
- Provide a framework for the evaluation and continuous improvement of the College as set forth in the standards of the NWCCU
- Serve as a visible guide for each member of the College as they contribute to mission fulfillment

The planning process will include a series of four Strategic Planning and Assessment Team meetings between October 2012 and January 2013. The final planning document is expected to be completed by February 28, 2013. The process is guided by the Green River Strategic and Assessment Steering Committee and a 50-person Strategic and Assessment Planning Team made up of College Trustees, administrators, faculty, staff, students and community representatives. As representatives of these groups, team members are encouraged to disseminate information to their various networks and to encourage feedback in the process.

Process

The planning process occurred through a series of steps organized as follows:

Phase 1: Environmental scan

Phase 2: Preparation for strategic planning and assessment process

Phase 3: Implementation of strategic planning and assessment process

Phase 4: Closure and follow-up on strategic planning and assessment process

Phase 1 – Environmental Scan²

The first major activity in the strategic planning and assessment process was to conduct an environmental scan of Green River's external and internal context. The primary purpose of the environmental scan was to provide an information base to support the strategic planning and assessment process for the College. It included the elements that would identify, prioritize, collect, analyze, synthesize, and report of environmental information important to the planning and assessment process. The environmental scan process was guided by an Environmental Scan Advisory Committee composed of 18 individuals selected by the College President and Executive Director of Public Information with input by other College administrators. The committee members were selected based on their knowledge of the College's context and information needed and available both internal and external to the College. The Environmental Scan Advisory Committee participated in four meetings to work through each of the scanning steps, make recommendations for information to be included and the data collection process, as well as to review the Environmental Scan Report draft. The categories of information considered included: local, state, and national demographic and economic trends; local, state, and national issues, directions, and mandates in higher education; results of previous Green River Strategic Plans and Assessments (e.g., student engagement, accreditation-related materials, effectiveness indicators); and Green River's strengths, weaknesses, opportunities, assets, challenges, and aspirations (e.g. marketing assessment, community focus group results, experiences with budget retrenchment and reallocation). The final Environmental Scan Report was completed in August 2012 and made available to the Strategic Planning and Assessment Team in paper and electronic format.

A high priority information need identified by the Environmental Scan Advisory Committee was faculty, staff, student and community perspectives on Green River's strengths, challenges, opportunities and aspirations. This information for community perspectives was gathered during the Environmental Scan project timeline in the spring and early summer 2012. The data collection process for community perspectives involved meeting with groups and individuals over a four week period from May 30, 2012 to June 20, 2012. This data collection and summary was facilitated by Lynn Norman, Green River Community College Foundation Board Member. Focus was on the strengths, challenges, and opportunities of Green River from a community perspective. Some of the participants met as part of focus groups, some individual interviews, and two service groups heard short presentations and then were asked to complete a questionnaire and return it either electronically or by mail. A total of approximately 140 individuals were given the opportunity to complete the survey and 92 were returned. Participants represented a diversity of age, ethnicity, occupations, and Green River Community College involvement within the College's service area. The make up of the focus groups and interviews

² Environmental scanning focuses on the context of an organization in multiple dimensions including: (1) Past, present, and future; (2) Internal and external context; (3) Local, regional, state, national, and global; (4) social, economic, technological, and political; (5) various organizational stakeholders; (5) short, medium, and long term time frame; (6) critical trends, directions, developments, issues, events, and assumptions. The scanning process refers to functioning as: (1) a radar system for the organization, (2) active signaling and alerting to signs of change, signal events, research findings, and forecasts of experts, (3) a future orientation that is anticipatory and surprise free; (4) systematically done; (5) identifies the major or most important factors to consider; (6) resulting in a strategic intelligence; (7) providing a broad look with diverse sources; (8) involving assessing, monitoring, and forecasting; (9) being done on an irregular (as needed), periodic, and continuous basis; and (10) providing products in the form of abstracts, summaries, and syntheses.

and number of participants was as follows: Focus Group 1 (10), Focus Group 2 (9), Individual Interviews (5), Auburn Senior Center (6), Auburn Area Chamber Ex Committee (5), Leadership Institute of South Puget Sound (29), Wesley Homes (18), Kent Rotary (7), and Auburn Rotary (3). The categories of questions included: (1) Education included faculty and staff, curriculum, student support and administration; (2) Environment included facilities, campuses, learning environment, access, parking and safety; (3) Finance included budget, funding and economic conditions; (4) Primary Functions included basic mission and purpose of the College; and (5) Community included outreach, marketing, awareness, partnerships, demographics and alumni. A summary of the input from the communities served by Green River was included as part of the Environmental Scan report which was given to each Strategic Planning and Assessment Team member and posted on the College's website.

Because it was late in the academic year to gather faculty, staff, and student perspectives of strengths, challenges, opportunities and aspirations, the collection and summarizing of this information was postponed until fall 2012. The process used to collect this information included four sessions for faculty, staff and students to provide input to the strategic planning and assessment process -- three at the main campus and one at the Kent Campus. All campus sessions were announced via all campus email. The session facilitators provided flip chart paper which contained the questions focused on the input that was being sought (e.g., College strengths, challenges, opportunities and aspirations), and summarized data in areas of student success, student access, diversity and equity plus the College core themes. The sessions used a walk-through format in which faculty, staff and students walked from flipchart to flipchart and wrote their input on the flipcharts for each guiding question. Approximately 150 faculty, staff and students participated in these input sessions. The process facilitators tabulated the feedback and the College's Continuous Improvement Committee summarized the feedback into themes. The themes and a complete copy of all input were added to Strategic Planning and Assessment project website as a supplement to the Environmental Scan Report for use by the Strategic Planning and Assessment Team.

Phase 2 – Preparation for Planning Process

This phase had two major parts. The first part focused on the development and initial review of the planning process to ensure it met Green River's purposes (including the relationship to the accreditation process and resources context) and was feasible in terms of timelines, participants and resources. The Strategic Planning and Assessment Steering Committee were involved in the review process. The review was completed via email and telephone conference calls. This part of the planning process was completed during September 2012.

The second part of the planning and assessment process occurred later in the planning process just prior to the Board of Trustees' planning retreat. This part of the preparation included reviewing the retreat agenda and the background information to be provided to the Board of Trustees, including the Environmental Scan Report (this preparation was also done by the Strategic Planning and Assessment Steering Committee). To facilitate communications during the planning process, a special section was created on the College's website to share background information, meeting agendas and preliminary draft materials with the Planning and Assessment Team. This part also occurred in September 2012.

Phase 3 – Implementation of Planning Process

This phase involved one Board of Trustees meeting and four Strategic Planning and Assessment Team meetings. The timeline for this phase was September 2012 for the Board of Trustees meeting and October 2012 to January 2013 for the Strategic Planning and Assessment Team meetings. Each of the Planning and Assessment Team meetings included review of related exemplary planning practices used in similar educational institutions; the Environmental Scan Report; and related accomplishments, plans and initiatives at Green River pertaining to each of the planning and assessment elements addressed. The details of these major activities are as follows:

Board of Trustees Meeting

Assumptions, Priorities, and Mission Considerations – Focus of this meeting was on review of present status and likely future directions of Green River and its regional, social, and economic context toward the purpose of developing:

- (1) A set of planning assumptions that would serve as the foundation for the Strategic Plan and Assessment
- (2) A set of priorities that were to be addressed in the strategic planning and assessment process and resulting plan
- (3) A set of mission considerations for the College that were to be considered by the Planning and Assessment Team in developing a plan for the College

Old and new information gathered about the College in preparation for the strategic planning and assessment process (including the Environmental Scan Report) and the perspectives of the Board members were important sources of input to this meeting process. This meeting was conducted in a retreat format with opportunity for feedback on results after the meeting.

Strategic Planning and Assessment Team Meeting #1

Mission, Core Values, and Core Themes – The focus at this meeting was on reviewing any needed revisions of the College’s mission, core values and core themes. In the words of the NWCCU, core themes are defined as follows: “The institution identifies core themes that individually manifest essential elements of its mission and collectively encompass its mission” (Standards for Accreditation, revised 2010). The results from the Board of Trustees meeting noted above were an important consideration for this session as well as the information in the Environmental Scan Report. Another consideration for this session included any feedback concerning the strengths and shortcomings of the College’s current mission, core values, and core themes statements.

Strategic Planning and Assessment Team Meeting #2

Vision and Core Objectives – The focus at this meeting was on updating the College’s vision statement and reviewing the mission, core values and core themes developed at the Strategic and Assessment Planning Team meeting #1. It was also to develop a limited number (three to six) of core objectives that would serve as key directions for the College over the next seven years relating to each core theme. These core objectives would describe more specific aims for the College and the ways in which the College should be held accountable for its actions and

resource use. The results of the Board of Trustees meeting and information gathering to support the strategic planning and assessment process (including the Environmental Scan report) were used as appropriate in the planning process. Also, consideration was given to any feedback concerning the strengths and shortcomings of the College's current statements and processes related to vision, core values, core themes and objectives. A panel of community representatives selected from the Strategic Planning and Assessment Team shared their reasons for taking time to serve on the Planning and Assessment Team and what they saw as the needs of the constituency they represent from Green River Community College over the next seven years. The panel was made up of Corey Cassell, Programming Manager, Boeing Company; Eric Hong, School Improvement Officer, Kent School District; Lynn Norman, GRCC Foundation Board Member; and chaired by Vickie Sheehan, Executive Director of College Relations and Special Assistant to the President, Green River Community College. Because Lynn Norman facilitated the community input process during the Environmental Scan, she spoke to the overall findings of the community input process.

Strategic Planning and Assessment Team Meeting #3

Core Indicators and Overarching Strategies – The focus of this meeting was on reviewing the vision and core objectives developed as a result of the Strategic and Assessment Planning Team meeting #2 and developing:

- (1) Core indicators of achievement for each core objective
- (2) The overarching strategies (five to eight) that would move Green River from its present state of affairs toward its vision in significant ways

For each core objective, a set of one to five meaningful, assessable and verifiable performance indicators were developed to make the core objective more concrete and focused and for use in monitoring and making continuous improvement changes in strategic and assessment plans and operations. The overall strategies were to address all or at least multiple core themes and related core objectives. The results of the Board of Trustees meeting, information gathering to support the strategic planning and assessment process (including the Environmental Scan Report), and feedback concerning the strengths and shortcomings of the College's current statements and processes related to indicators of achievement and overarching goals and strategies were used as appropriate in the planning process. A panel of faculty and staff representatives selected from the Strategic Planning and Assessment Team shared their reasons for taking time to serve on the Planning and Assessment Team and what they saw as their hopes, dreams, aspirations and directions for the College over the next seven years and ways for the College to reach them. The panel was composed of Mary Edington, Director of Financial Aid; Bob Embrey, Director of Corporate and Continuing Education; Hank Galmish, IC Chair, Faculty English Division; Gail Hanlon, Program Coordinator, Enrollment Services; Jeff McCauley, Technology Division Chair, Engineering Division; and chaired by Camella Morgan, Executive Director of Information Technology, Green River Community College.

In preparation for this meeting, Dr. Deborah Casey, Vice President of Student Affairs, met with 48 students during an open meeting of the Associated Students of Green River. Domestic and international students were present. The diversity of the group included students of color, gender, disability, various socio-economic levels and sexual orientation. During the meeting, Dr. Casey shared with students the draft of the mission, vision and values. The students were provided with

information related to the strategic planning and assessment process and asked for their feedback with a paper survey regarding their opinions and recommendations directly related to the draft mission, vision and values statement. The responses were tallied into one document and provided to the Strategic Planning and Assessment Steering Committee and the larger Strategic Planning and Assessment Team.

Strategic Planning and Assessment Team Meeting #4

Initiating Actions, Implementation Considerations, and Review of Draft Strategic and Assessment Plan – The focus at this meeting was reviewing the overarching strategies and core indicators of achievement developed at the Strategic Plan and Assessment Team meeting #3 and then moving to high-leverage strategies that should be undertaken in Year 1 of the plan, July 1, 2013 through June 30, 2014.

Addressing the first year of the Strategic and Assessment Plan served multiple purposes:

- (1) Provide an action plan for each overarching strategy
- (2) Check the realism and feasibility of each overarching strategy in relation to core themes, core objective and associated core indicators of achievement (including attention to primary source of resources for each initiating action (e.g., existing, reallocation, external grants and contracts, partnerships, College foundation)
- (3) Link action plans and accountability processes
- (4) Provide the basis for thinking about follow-up implementation consideration that would be needed to ensure successful implementation of the Strategic Plan and Assessment.

A second focus of the meeting was on the follow-up action areas that should be considered to ensure the successful implementation of the Strategic Plan and Assessment. These areas could include internal and external communications, leadership development and organizational changes. Last, this meeting was used to review the draft Strategic and Assessment Plan as a purposeful, systematic, integrated, comprehensive and achievable plan to guide direction for the College over the next seven years.

The results of the Board of Trustees meeting and information gathering to support the strategic planning and assessment process (including the Environmental Scan report) were used as appropriate in the planning process as well as any feedback concerning the strengths and shortcomings of the College's current statements and processes related to core indicators of achievement and overarching goals and strategies, and implementation of prior strategic plans.

A panel of Green River students shared their backgrounds, experiences at Green River, and hopes, dreams, aspirations and directions for the College over the next seven years and ways for the College to reach them. The panel was composed of Elaha Bashidaza, 1.5 years at Green River, initiated studies with Running Start Program and now seeking Associate of Arts in medical field, born in Kabul, Afghanistan; Rosalinda Castro, 2.5 years at Green River, seeking Associate of Arts, born in Tacoma, Washington; Hani Mohamed, 1.5 years at Green River, seeking Associate of Arts in Public Health, born in Nairobi, Kenya; and Ty Somerville, 1.5 years at Green River, seeking Associate of Arts in Public Affairs, born in Yonkers/Brooklyn, New York, currently serving as President of Affiliated Student of Green Community College; and chaired by Dr. Deborah Casey, Vice President of Student Affairs at Green River.

Phase 4 – Closure and Reporting

This phase occurred during January and February 2013 and brought the process for developing Green River’s Strategic Plan and Assessment for 2013 through 2020 to a close.

Finalize Strategic Plan and Assessment Report

The Strategic Planning and Assessment Steering Committee, aided by additional representatives from the Strategic Planning and Assessment Team, completed a final review and approval of the Strategic Plan and Assessment report. The final review was based on email feedback on a complete draft report from the Strategic Planning and Assessment Team.

Deliver Final Report

The final Strategic Plan and Assessment report was delivered to Green River’s president in a narrative digital form prior to February 28, 2013. A file of pictures taken during the planning process was also provided for use in the narrative report to produce a final form of the Strategic Plan and Assessment. The latter process was the responsibility of Green River Community College.

Availability for Strategic Plan and Assessment Presentation

The project facilitator was available as a resource or as part of a presentation team to present the report to the Board of Trustees or another event as needed. One such meeting was planned.

Timeline

The planning process occurred on the following meeting schedule:

9/25/12	Board of Trustees’ Retreat – Review of Planning Process, Strategic Assumptions, Priorities, Mission Considerations
10/16/12	Planning and Assessment Team – Mission, Core Values and Core Themes
11/28/12	Planning and Assessment Team -- Review Progress, Vision, and Core Objectives
12/19/12	Planning and Assessment Team -- Review Progress, Core Indicators of Achievement, and Overarching Strategies
1/23/13	Planning and Assessment Team – Initiating Actions, Implementation Considerations, Review of Draft Strategic Plan and Assessment Report
2/11/13 to 2/15/13	Draft Strategic Plan and Assessment Report available for review electronically by Strategic Planning and Assessment Team
2/27/13	Meeting of Steering Committee and added representatives from the Strategic Planning and Assessment Team to finalize Strategic Planning and Assessment Report
2/28/13	Submit Strategic Plan and Assessment Report to Green River President

The meetings of the Strategic Planning and Assessment Team were approximately six hours in length and all occurred on Green River Community College’s main campus on Lea Hill.

Planning Context

The context for the planning and assessment process was set at the beginning by the Board of Trustees at a day-long planning retreat focused on planning assumptions, priorities, and mission considerations. The results of this meeting were intended to provide an overview orientation and foundation to the strategic planning and assessment process and expected results.

Assumptions

The first focus of the Trustees' meeting was the key assumptions that should serve as the foundation to the planning and assessment process to ensure that it was forward thinking, yet realistic and practical given the College's future context. The planning assumptions set forth by the Board of Trustees were as follows (in rank order of importance):

1. **College resources** – the College will need to make more effective and efficient use of existing resources (e.g. careful planning, following through on plans, prioritize, make difficult choices, seek efficiencies – for example through use of information technology) and seek additional sources of funding/resources (e.g. financial opportunities through partnerships, responsive programs that stimulate and sustain business and industry, build reputation that the College can positively impact economic development of community, recognize that reputation will depend on success and data to support it).
2. **Teaching/learning** – the College will need to maintain a mix of programs (e.g., academic transfer, workforce certificates) that are efficient and practical for students (e.g., in time and resources needed to complete), use information technology advantageously, and are elegant and inspirational in design and delivery (e.g., engage, motivate, and stimulate higher aspiration by students; have coherent pathways).
3. **Marketing** – the College will need to market actual results rather than promises with messages that are tailored/customized to specific market segments they are trying to influence.
4. **College growth and expansion** – the College will need to act on the belief that success of the College can initiate and positively impact the economic and social success of the communities it serves (e.g., this is a symbiotic relationship and the College can be a stimulator) and internalize the assumption that its growth and expansion are dependent on success of these communities (e.g., responding to workforce needs, balancing attention to transfer degrees with workforce certificates, employers seeing the advantage to them and students of degree completion).
5. **Accountability** -- the College will need to be increasingly accountable for resource use and accomplishments in ways that are based on careful assessment, are data driven, and transparent to funding sources (e.g., students, state and local government, partners and the general public).
6. **College culture** -- the College's culture will need to reflect, affirm and build identification with the mission, vision and values of the College (e.g., what it is here for, what it does, what benefits it provides to students, its "brand" — for example, "be a first choice for learning").
7. **Student diversity and support services** -- the College will need to serve a more diverse population of students (e.g., in terms of socio-economic status, age, educational goals, cultural ethnicity, disabilities, place-boundness, child care needs) requiring more

comprehensive and intensive student support services (e.g., financial aid, advising, tutoring, child care).

8. **Partnerships** -- the College will need to create partnerships that increase growth for both the College and the partners (e.g., must be mutually beneficial to College and partner, involve close examination of workforce needs in geographic service area and plan programs to eliminate gaps).
9. **Infrastructure** – the College will need to act in ways that demonstrate that its infrastructure (e.g., up-to-date information technology; quality and maintenance of buildings, furnishings, and equipment; shared role of faculty and staff in creating its culture -- identity, sense of pride, marketing) are critical to its success.

Priorities

The Board of Trustees next turned their attention toward what they considered the most important priorities (i.e., needs, issues, challenges, opportunities, aspirations) that should be addressed in the planning process to ensure it was relevant to the future context of the College. The priorities set forth by the Trustees as guidance to the Planning and Assessment Team were as follows (in rank order of importance):

1. **Adequate funding** – planning should address how to ensure adequate, long-term funding for the College (e.g., higher student enrollment, respond to performance-based funding, resource solicitation, enlarge foundation funding, market sector identification)
2. **Completion rates** – planning should point to a clear definition of student completion rates, appropriate comparative goals (e.g., state, national), and ways to increase these rates (e.g., internships and work study opportunities)
3. **Innovation** – planning should foster and support innovation (e.g., capitalizing on leadership talents, investing in professional development for faculty and staff) as characteristic of the College’s culture and actions (e.g., cultural change as needed, use of information technology, exhibit learning successes and share with community and beyond, programs, learning processes, “think tank”)
4. **Partnerships** – planning should ensure that the College takes full advantage of partnerships (e.g., state and federal, legislative, businesses, be a change agent) through increased interaction with existing partners and building new, closer and more intense relationships with the communities it serves
5. **Align K-12 with higher education** – planning should result in clear and more coherent pathways from K-12 education through higher education (e.g., expectations for rigor and high achievement at all levels, efficient use of resources for students and educational systems)
6. **Image as destination** – planning should foster the image/identity of the College as a first-choice destination for students and potential College partners
7. **Diversity** – planning should view and take advantage of cultural diversity as an asset to the College (e.g., indigenous/local, multi-cultural, international and careful segmentation and identification of value to the College) and that the College becomes an asset to all diverse groups
8. **Faculty/staff cohesiveness** – planning should recognize the value of and foster the cohesiveness of all of the College’s faculty and staff as a College resource

9. **Veterans** – planning should respond to an existing and expanding need for learning opportunities tailored to veterans and the resources they can bring to the College
10. **Data collection** – planning should result in having the data needed and used to ensure accountability to the College’s various funding and accreditation agencies and improved learning success

Mission Considerations

Last, the Trustees turned their attention to the College’s most important mission considerations (e.g., key concepts and ideas that should be used to express the nature of Green River’s purpose/results/what it seeks to accomplish; what distinguishes Green River from other educational providers and potential partners and collaborators). The most important ideas and concepts for the College’s mission as foci for Green River’s plans for the next seven years set forth by the Trustees were as follows (in rank order of importance):

1. Quality education
2. Innovative/innovation
3. Meeting student needs
4. Inclusive partnerships/partnering
5. Diversity
6. Open to all
7. Responsive services

Recommendations

Following are the recommendations of the Strategic Planning and Assessment Team as the content of the Strategic Plan and Assessment for Green River, 2013 through 2020.

Mission³

The mission of Green River Community College is to:

Ensure student success through comprehensive educational programs and support services responsive to our diverse communities.

Vision⁴

The vision for Green River Community College for 2020 is:

To be ranked among the very best in student completion and success and be an invaluable community partner and asset with robust and diverse revenue streams.

Core Values⁵

The core values for Green River Community College are (not listed in order of priority – all are important):

1. **Student success** – we support student engagement, retention, completion and post-program success through excellent teaching and learning and comprehensive support services
2. **High quality** – we provide high quality in teaching, learning and support services in an environment of compassion and integrity
3. **Student access** – we meet student needs for access to and inclusion in their educational pursuits
4. **Community engagement** – we collaborate, stimulate and contribute to the educational, economic and social development of our external and internal communities through continued learning
5. **Equity⁶** – we encourage, foster respect for and respond equitably to diverse perspective and needs

³ A statement of mission describes the central and long term nature of services provided by an organization. It answers the question, “What business is the organization in and who does it serve?” The mission statement serves to distinguish the nature of the organization’s services from other similar organizations and potential partners.

⁴ A statement of vision is framed and oriented by the mission statement and describes a desired future state of affairs for the organization. It answers the question, “Where do we want to take the organization for the longer term future?” The vision statement should give the organization direction and added focus, inspire and motivate, and attract interest, energy, commitment, partnerships, and resources.

⁵ A statement of core values describes the major guiding beliefs or principles which an organization aspires to in providing services. Core values represent important standards and ideals that govern appropriate and ethical conduct. It answers the question, “What is the way of working internally and externally that is widely used and respected by the organization?”

⁶ Green River Community College is committed to improving our campuses in order to ensure that every student is respected and included during their pursuit of academic excellence. Equity is achieved by promoting access, practicing inclusive methods, and by accommodating the diverse needs of all students in terms of socioeconomic class, gender, race, religion, age, ability, sexual orientation, and veteran’s status.

6. **Global awareness** – we foster citizen responsibility by cultivating a global perspective on critical issues and challenges affecting our community and the world
7. **Stewardship** – we strive to maintain sound financial management, increase effective and efficient operations, develop state-of-the-art infrastructure (to include staffing, technology and facilities), and be forthcoming and transparent in accountability for resource use
8. **Innovation** – we seek to encourage, create and adopt innovative perspectives, policies and practices that will help achieve the College’s mission
9. **Campus environment**-- we preserve the safety, ecology and sustainability of our campus environment

Core Themes⁷

The core themes of Green River Community College are (not listed in order of priority – all are important):

- **College transfer education** – provide programs and services that prepare learners for transition to and success in further degree programs
- **Career and technical education** – provide programs and services that prepare learners for professional and technical career readiness, transitions and advancement
- **College readiness education** – provide pre-college programs and services that prepare learners for successful transition to college
- **Continuing and community education** – provide programs and services that reflect a commitment to the professional, social and personal enrichment needs of the community

Core Objectives⁸ and Core Indicators⁹

The Green River Community College’s core objectives and core indicators for each core theme are as follows. It is recognized that core indicators may need to be revised and refined as they are further developed to include operational definitions, measuring metrics, data collection methods and their feasibility, and performance baselines and goals.

Core Theme: College Transfer Education – provide programs and services that prepare learners for transition to and success in further degree programs

⁷ A statement of core themes describes the fundamental aspects of an organization’s mission; it interprets the mission and translates it into practice. Core themes serve as an organizing principle or strategy for an organization.

⁸ A statement of core objectives is framed and oriented by an organization’s core themes. It describes how the core themes will be accomplished. The core objectives represent the major components and manifest essential elements of the core themes. Collectively the core objectives should encompass the core theme to which they relate and be doable.

⁹ A statement of core indicators should be framed and oriented by the core objective to which it relates. Core indicators describe how the accomplishment of the core objective will be evaluated in terms of performance. The set of core indicators for a core objective should represent the major components and essential elements of the objective and be feasibly, validly, and reliably able to be measured.

Core Objectives

- **Access** – increase student access through availability of needed classes, advising, collaboration among programs and alternative educational strategies with special attention to diverse student populations

Core Indicators

1. Number and percent of students with a learning plan coordinated to achieving their educational goals
 2. Number and percent of transfer pathways available in multiple modalities and formats [relates to Equity]
 3. Number and percent of College learning resources available in multiple languages [relates to Equity]
 4. Relation of College demographics to community demographics and associated gaps [relates to Equity]
 5. Identification and monitoring of strategies designed to address gaps in College and community demographics [relates to Equity]
 6. Affordability of the College's educational programs in terms of cost per credit in relation to cost per credit in nearby public four-year colleges and universities
- **Success** – increase student retention, completion, transfer rates, and proficiency in four-year programs for all students with special attention to diverse student populations

Core Indicators:

1. Number and percent of students who successfully transfer to a four-year college or university of their first and second choice
 2. Grade point average of College transfer students in relation to transfer students from other colleges
 3. Number and percent of students prepared to succeed at four-year college and university-level educational programs
- **Equity** – increase accommodation for our students and communities with diverse needs

Core Indicators:

The core indicators for the core objective of Equity will be applied as appropriate to the indicators for each of the other objectives for this core theme – access, success, responsiveness and collaboration as in relation to diverse student and community needs. These indicators will address: (1) proportional representation of diverse students in terms of access and success indicators, and (2) inclusive and equitable treatment of diverse students and communities in terms of responsiveness and collaboration indicators.

- **Responsiveness** – increase responsiveness to regional, state and national educational and employment needs (e.g., STEM [Science, Technology, Engineering, and Mathematics], applied baccalaureate degrees)

Core Indicators:

1. Students will have mandatory advisory appointments to address their educational needs

2. Students experience efficiency in transfer in terms of time to transfer and number of credits that transfer
 3. Number of students transferring into four-year college and university educational programs in high-demand employment fields
 4. Number of transfer students who are successful in completing degrees at four-year colleges and universities in high-demand employment fields
- **Collaboration** – increase external collaboration with four-year baccalaureate institutions involving transfer pathways including course requirements, advising, and curriculum changes relevant to evolving career fields and improve and increase efficiency of internal collaboration to prepare students to be transfer ready

Core Indicators:

1. Listing of four-year colleges and universities and educational programs where the College’s students transfer
2. Number of College partnerships¹⁰ with four-year colleges and universities resulting in transfer pathways
3. Improvements in existing community connections in terms of frequency and focus that improve the College’s responsiveness in areas of economic need
4. Number of new community connections that improve the College’s responsiveness in areas of economic need

Core Theme: Career and Technical Education – provide programs and services that prepare learners for professional and technical career readiness, transitions and advancement

Core Objectives

- **Access** – remove barriers to enrollment in career and technical programs and provide relevant training opportunities

Core Indicators:

1. Number and percent of students who complete their education profile (e.g., financial aid application, admission application, COMPASS, provide transcripts)
2. Number and percent of students whose time to complete programs aligns with the published program completion time

- **Success** – increase support for student progress and completion of their goals while at college, achievement of nationally recognized credentials (where available), and placement in family wage-earning employment after college

Core Indicators:

1. Number and percent of continuing education transitioning to related degree program
2. Number and percent of students who achieve credentials (where available)
3. Number and percent of students who are working in related employment field one year after leaving the College

¹⁰ The term “partnership” as used in this report refers to a generic and broad meaning of partnership (and collaboration) and not a legal meaning.

- **Equity** – increase accommodation for our students and communities with diverse needs

Core Indicators:

The core indicators for the core objective of Equity will be applied as appropriate to the indicators for each of the other objectives for this core theme – access, success, responsiveness and collaboration as in relation to diverse student and community needs. These indicators will address: (1) proportional representation of diverse students in terms of access and success indicators, and (2) inclusive and equitable treatment of diverse students and communities in terms of responsiveness and collaboration indicators.

- **Responsiveness** – increase pace of response to current and emerging employment needs of business and industry and student interests

Core Indicators:

1. Number and percent of programs in high-demand employment fields as defined by Workforce Development Council
2. Number of program completers in relation to projected labor market demand in related employment field (local, regional, or state)
3. Number of program completers who are employed in a related employment field

- **Collaboration** – increase partnerships with K-12 schools, business and industry, community, and College alumni to improve awareness of programs and funding

Core Indicators:

1. Number of partnerships with K-12 schools, business and industry, and community
2. Information on where/how students learned about educational program of interest

Core Theme: College Readiness Education – provide pre-college programs and services that prepare for successful transition to college

Core Objectives

- **Access** -- increased student access by strategically locating classes and wrap-around services throughout the community

Core Indicators:

1. Number of students in community-based classes
2. Number and variety of locations for community-based classes
3. Number of community-based organizations/partnerships
4. Extent of wrap-around student services for college readiness in terms of frequency, time commitment and type of service

- **Success** -- students will demonstrate needed competency in reading, writing, mathematics, and technology that prepare them for success with their identified goals and/or college-level courses in a reduced amount of time

Core Indicators:

1. Number and percent of students who meet their stated educational goals
2. Number and percent of students who move from pre-college to college level classes

3. Number and percent of basic skills students transitioning into other college level classes within one year
 4. Number of students earning a high school diploma/exiting credentials
- **Equity** – increase accommodation for our students and communities with diverse needs

Core Indicators:

The core indicators for the core objective of Equity will be applied as appropriate to the indicators for each of the other objectives for this core theme – access, success, responsiveness, and collaboration as in relation to diverse student and community needs. These indicators will address: (1) proportional representation of diverse students in terms of access and success indicators, and (2) inclusive and equitable treatment of diverse students and communities in terms of responsiveness and collaboration indicators.

- **Responsiveness** -- increase variety and innovativeness in strategies to attain basic skills and the clarity, availability and navigational literacy for transition pathways to College programs

Core Indicators:

1. Number of students indicating high confidence in navigating the College’s culture and learning opportunities
2. Number of student completing high school exiting credentials
3. Number of pathways to basic skills attainment
4. Student grades in basic skills courses
5. Number of languages used in our communities and relation to College’s language responsiveness in educational programs and services

- **Collaboration** -- improve collaboration with K-12 schools and other appropriate community partners to increase College readiness

Core Indicators:

1. Number of community partners involved and actively engaged at College in terms of time commitment and type of engagement
2. Number of students served through community partnerships
3. Number of requests for services from K-12 partners
4. Number of K-12 school partners indicating satisfaction with College relationship
5. Assessment of success of Memorandum of Understanding (MOU) with K-12 partners
6. Level of success with I-Grad program

Core Theme: Continuing and Community Education – provide programs and services that reflect a commitment to the professional, social and personal enrichment needs of the community

Core Objectives

- **Access** – increase access by offering diverse learning opportunities at multiple locations on and off campus and providing guidance to assist in taking advantage of these opportunities

Core Indicators:

1. Number of new offerings per year geared to diverse or underserved populations
2. Number of classes per year offered at a non-College site
3. Number of informational events provided to campus and community to increase knowledge of continuing education

- **Success** – increase student success in terms of meeting their needs, continued enrollment, and positive recommendations to others and pathways to enrollment in credit-bearing and certificated learning

Core Indicators:

1. Number and percent of repeat students over three years
2. Number and percent of continuing education students that would refer others
3. Number of community events conducted to determine needs

- **Equity** -- increase accommodation for our students and communities with diverse needs

Core Indicators:

The core indicators for the core objective of Equity will be applied as appropriate to the indicators for each of the other objectives for this core theme – access, success, responsiveness, and collaboration as in relation to diverse student and community needs. These indicators will address: (1) proportional representation of diverse students in terms of access and success indicators, and (2) inclusive and equitable treatment of diverse students and communities in terms of responsiveness and collaboration indicators.

- **Responsiveness** – increase opportunity for community members to enrich their lives personally, socially, culturally and professionally through relevant and renewing life-long learning

Core Indicators:

1. Number of new classes offered
2. Target populations for new classes
3. Number and percent of courses that achieve fill rate
4. Comparative report from one year to next on changes in program mix

- **Collaboration** – increase collaboration and partnership with business and industry, K-12 education, community organizations and other continuing education providers to meet community needs

Core Indicators:

1. Number of partnerships with K-12 schools, business and industry, and community, including training partnerships
2. Number and nature of offerings for business, community groups and organizations
3. Number of offerings that qualify or apply to maintaining professional certification/license
4. Number of offerings that lead to credit bearing or certificated programs

Overarching Strategies¹¹

The overarching strategies for Green River Community College for 2013 through 2020 are as follows (not in priority order, all are important):

- **Improve student access/progression/success** – improve student access, progression and success through high-quality teaching and tutoring, supportive mentoring and advising, comprehensive financial aid, holistic services, and meaningful accountability in a welcoming and inclusive environment.
- **Expand partnerships** – increase and strengthen internal and external relationships among campus programs and branches, K-12 schools, four-year colleges and universities, business and industry, civic organizations and local communities.
- **Improve strategic enrollment and retention management** – improve strategic enrollment and retention management for each of the College's core themes to expand and effectively use College assets, programs, campuses, baccalaureate opportunities and services to increase student success.
- **Cultivate equity and diversity** – ensure a campus environment where all students feel valued, respected and supported by facilitating activities, programs and education that honor, celebrate and embrace diversity.
- **Improve fiscal stability** – increase fiscal stability of the College through development of enhanced and diverse revenue streams and efficient use of resources.
- **Expand professional development** – expand professional development opportunities relating to instruction, curriculum, assessment, advising, use of technology, student services and leadership.
- **Improve communications and marketing** – strengthen communications and marketing strategies through development of a comprehensive brand and united voice that will enhance the College's image locally, regionally, nationally and internationally.

¹¹ Overarching strategies represent the actions that will significantly move the College from its present state of affairs towards its vision in light of its mission, core values, core themes, core objectives, and core indicators. They are overarching in the sense that they address all or some of the core themes at the institutional level. They respond to the question, "What continuing and new actions should the College take? The overarching strategies provide direction for more operational and tactical (i.e., shorter term, more detailed, by sub-units) planning.

Relation of Overarching Strategies to Core Themes

The overarching strategies listed above are designed to be broad and address all or multiple core themes and their objectives and indicators. The relationship of the strategies to the core themes is shown in the following table. As is evident, each of the overarching strategies addresses and impacts multiple core themes.

Overarching Strategies	Transfer Education	Career and Technical Education	College Readiness Education	Continuing and Community Education
Improve student access, progression, and success	X	X	X	X
Expand partnerships	X	X	X	X
Improve enrollment management	X	X	X	X
Cultivate equity and diversity	X	X	X	X
Improve fiscal stability	X	X	X	X
Expand professional development	X	X	X	X
Improve communications and marketing	X	X	X	X

Initiating Actions¹²

The initiating actions for each overarching strategy recommended by the Strategic and Assessment Planning Team for Green River Community College are as follows. It is recognized that initiating actions may need to be revised and refined in terms of content, priority and time schedule depending on factors such as resource availability, staffing implications, and state and federal policies and procedures.

Improve student access/progression/success – improve student access, progression, and success through high-quality teaching and tutoring, supportive mentoring and advising, comprehensive financial aid, holistic services and meaningful accountability in a welcoming and inclusive environment as a College-wide responsibility.

¹² Initiating actions are ways to operationalize the overarching strategies for the first year of the strategic plan and assessment ending June, 2014. They are designed to answer the question, “With what actions should Green River start the overarching strategy?” Initiating actions should be of high leverage in the sense that they are powerful and “smart” ways to start the strategy, take advantage of available opportunities, and address what needs to be done immediately.

Initiating Actions	Time Schedule
Assess ways to improve and expand mandatory advising for all new students	July 2013
Implement intrusive student services for at-risk students, including increased use of early warning system through collaboration between student affairs and instruction	July 2013
Establish needed instructional and student support services at the branch campuses	July 2013
Monitor that students take appropriate prerequisite coursework consistent with accurate placement and the impact of prerequisites on student progression	July 2013
Develop and implement a plan for advising online students	September 2013
Appoint and convene a faculty and staff task force to address ways of improving student access to textbooks, including technology implications	September 2013
Appoint and convene a faculty and staff task force to identify ways to improve access to needed classes, including technology implications	September 2013

Expand partnerships – increase and strengthen internal and external relationships among campus programs and branches, K-12 schools, four-year colleges and universities, business and industry, civic organizations and local communities.

Initiating Actions	Time Schedule
Inventory existing external partnerships and nature of benefits to College and partner	October 2013
Identify gaps in existing external partnerships and prioritizing gaps needing to be addressed based on the Strategic Plan and Assessment	December 2013
Identify ways to increase awareness and promote a culture of collaboration among programs and within faculty and staff and prioritize based on the Strategic Plan and Assessment	October 2013
Begin addressing highest priority external partnership needs based on the Strategic Plan and Assessment	January 2014
Begin implementing highest priority ways to increase awareness and promote a culture of collaboration among programs and within faculty and staff	January 2014

Improve strategic enrollment management – improve strategic enrollment management for each of the College's core themes to expand and effectively use College assets, programs, campuses, baccalaureate opportunities and services to increase student success.

Initiating Actions	Time Schedule
Implement the Strategic Enrollment Management Plan in alignment with the Strategic Plan and Assessment to include enrollment targets, retention strategies, learning communities and technology needs	September 2013
Calculate and report completion rates by department, class and program	July 2013
Identify student support and retention data needs	Dec. 2013
Begin revamping data collection system to address student support and retention questions	January 2014
Develop a "process map" for students to graduate	March 2014
Develop proposal for adding Bachelor of Science/Bachelor of Arts degree programs at Green River	June 2014

Cultivate equity and diversity – ensure a campus environment where all students feel valued, respected and supported by facilitating activities, programs and education that honor, celebrate and embrace diversity.

Initiating Actions	Time Schedule
Provide training, support and guidance for faculty and staff hiring committees regarding hiring practices relating to diversity	October 2013
Develop and begin implementation of a Diversity and Equity Plan in alignment with the Strategic Plan and Assessment	December 2013
Provide a report on recruiting efforts for students, faculty, and staff	June 2014

Improve fiscal stability – increase fiscal stability of the College through development of enhanced and diverse revenue streams and efficient use of resources.

Initiating Actions	Time Schedule
Complete a strengths, weaknesses, opportunities, threats and returns analysis of current and major income streams for the College	October 2013
Align legislative communications and priorities with support for the Strategic Plan and Assessment	October 2013
Develop and implement a plan to explore business development opportunities for entrepreneurial activities, funding partnerships, expanded student enrollments, grants, contracts and gifts in support of the Strategic Plan and Assessment	November 2013
Develop and communicate a resource effectiveness and efficiency utilization analysis and (e.g., LEAN) plan for College	December 2013
Set annual goals and monitor number and percent of alumni giving donations to the College and/or College Foundation	September 2013

Expand professional development – expand professional development opportunities relating to instruction, curriculum, assessment, advising, use of technology, student services and leadership.

Initiating Actions	Time Schedule
Link performance assessment procedures with professional development plans and successful completion of plans	October 2013
Identify professional development needs and incentives for faculty and staff in relation to the Strategic Plan and Assessment and priorities for professional development	December 2013
Explore and identify sources of support (e.g., sharing with other colleges), training opportunities, development strategies (e.g., mentoring) and use of technology to provide professional development for faculty and staff	March 2014
Develop and implement professional development plan for faculty (full-time and adjunct) and staff that is more structured, specific to employment positions, and makes good use of training opportunities and times	June 2014

Improve communications and marketing – strengthen communications and marketing strategies through development of a comprehensive brand and united voice that will enhance the College’s image locally, regionally, nationally and internationally.

Initiating Actions	Time Schedule
Develop and implement a communications plan for the Strategic Plan and Assessment	March 2013
Develop and complete a marketing assessment for the College including use of focus groups	May 2013
Develop and implement a marketing plan for the College including goals, strategies (like branding), resource needs, assessment indicators, and responsibilities	August 2013
Develop and make available an assessment of the performance of the marketing plan implementation	June 2014

Implementation Considerations¹³

The implementation considerations recommended by the Strategic Plan and Assessment Team to enhance putting the Strategic Plan and Assessment effectively into place for Green River Community College are as follows (not in priority order – all are important):

- **Communicate and celebrate** – communicate the Strategic Plan and Assessment to College Trustees, students, faculty, staff and communities served by the College and celebrate successes in implementation
- **Integrate all plans** – coordinate, connect and integrate all planning in the College to the Strategic Plan and Assessment (e.g., Budget Plan, Academic Plan, Master Facilities Plan, Student Affairs Plan, Technology Plan, Sub-unit Plans)
- **Connect to assessment** – assess and report the impact of improvement actions taken based on the Strategic Plan and Assessment and make needed changes in the actions or the plans
- **Use for decisions** – make and connect College decisions to the Strategic Plan and Assessment
- **Assign responsibilities** – assign roles and responsibilities and support ownership for implementation of the Strategic Plan and Assessment

¹³ The implementation considerations set forth in this section are designed to help ensure implementation of the Strategic Plan and Assessment recommendations. They respond to facilitators and barriers to implementation of prior strategic plans and assessment initiatives at Green River and other similar organizations.

Closing

This report describes: (1) the planning process and context that was used to develop a Strategic Plan and Assessment for Green River Community College for 2013 through 2020, and (2) the recommended content of the Strategic Plan and Assessment. The planning process involved many groups that represented the College Trustees, administrators, faculty, staff and students; communities served by Green River, and the College's partners. The resulting plan addresses mission, vision, core values, themes, objectives, indicators of achievement, overarching strategies, initiating actions and implementation considerations. The plan is designed to coherently and cohesively link planning and assessment in response to new accreditation standards the College faces and to guide its decision-making in regards to resources and actions over the next seven years.