



# Environmental Scan

Draft | January 2021

# Table of Contents

<b>Table of Figures</b> .....	<b>iv</b>
<b>Executive Summary</b> .....	<b>1</b>
<b>Key Findings and Implications</b> .....	<b>1</b>
<b>1   Introduction</b> .....	<b>8</b>
<b>About the College</b> .....	<b>9</b>
<b>Mission, Vision and Values Statements</b> .....	<b>9</b>
<b>Planning Process</b> .....	<b>10</b>
<b>Summary of Community Input</b> .....	<b>11</b>
<b>How would you define and measure success for this planning effort?</b> .....	<b>12</b>
<b>What do you perceive as the greatest issues and challenges associated with developing the GRC Strategic Plan?</b> .....	<b>13</b>
<b>What are the key strengths and opportunities we can leverage in building the Plan?</b> .....	<b>13</b>
<b>How can we further embed equity in the process and all aspects of our College?</b> .....	<b>15</b>
<b>2   Who Are We? Green River College and Community Profile</b> .....	<b>17</b>
<b>Green River College Service Area and Campus Locations</b> .....	<b>17</b>
<b>Cities Served by Green River College</b> .....	<b>19</b>
<b>Service Area and Regional Population Trends and Related Student Characteristics</b> .....	<b>21</b>
<b>Population Snapshot, Green River College Service Area</b> .....	<b>22</b>
<b>Projected Population Growth in the Green River College Service Area</b> .....	<b>23</b>
<b>Projected Population Growth, Puget Sound Region</b> .....	<b>25</b>
<b>Green River College Service Area and Regional Demographics: Age</b> .....	<b>26</b>
<b>Population Growth Projections by Age Group, Puget Sound Region</b> .....	<b>27</b>
<b>Green River College, Service Area and Regional Demographics: Race and Ethnicity</b> .....	<b>29</b>
<b>Recent Race and Ethnicity Growth Trends in the Service Area and Region</b> .....	<b>32</b>
<b>Racial Disparities in COVID-19 Cases and Health Outcomes</b> .....	<b>33</b>
<b>Foreign-Born Residents, Languages Spoken at Home, and English Proficiency</b> .....	<b>34</b>
<b>Educational Attainment</b> .....	<b>36</b>
<b>Trends Among Service Area K-12 School Districts</b> .....	<b>39</b>
<b>Income and Poverty</b> .....	<b>42</b>
<b>Housing Costs and Internet Access</b> .....	<b>45</b>

<b>3   Green River College Student Enrollment and Faculty Trends .....</b>	<b>46</b>
<b>Student Headcount and Enrollment .....</b>	<b>47</b>
<b>Enrollment Declines due to COVID-19 .....</b>	<b>51</b>
<b>Green River Fall 2020 Enrollment Declines.....</b>	<b>52</b>
<b>Enrollment Status and Educational Goals .....</b>	<b>54</b>
<b>Race and Ethnicity in Student Enrollments at Green River College .....</b>	<b>56</b>
<b>Student Enrollments at Green River College by Age .....</b>	<b>59</b>
<b>Citizenship Status .....</b>	<b>60</b>
<b>Income, Financial Aid, and the Costs of Attending College.....</b>	<b>61</b>
<b>High School Student Enrollments .....</b>	<b>64</b>
<b>Enrollments by Program.....</b>	<b>66</b>
<b>Enrollments by Time of Day.....</b>	<b>69</b>
<b>Enrollment by Instruction Method .....</b>	<b>69</b>
<b>College Readiness Indicators and Outcomes .....</b>	<b>72</b>
<b>Placement into English and Math Courses.....</b>	<b>72</b>
<b>College-Level English and Math Course Completions.....</b>	<b>81</b>
<b>Faculty and Staff Trends .....</b>	<b>86</b>
<b>4   Student Achievement: Engagement, Retention, Completion and Graduation.....</b>	<b>88</b>
<b>Retention and Success .....</b>	<b>89</b>
<b>First-Time Student Outcomes .....</b>	<b>89</b>
<b>Student Outcomes by Instruction Method .....</b>	<b>93</b>
<b>Course Outcomes.....</b>	<b>97</b>
<b>Student Achievement Initiative Measures .....</b>	<b>101</b>
<b>Green River College Degrees and Awards.....</b>	<b>108</b>
<b>Green River College Award Outcomes by Program .....</b>	<b>112</b>
<b>5   Program Development and Career Opportunities and Pathways .....</b>	<b>119</b>
<b>Employment, Industry and Occupational Trends .....</b>	<b>120</b>
<b>Projected Employment Growth in the Green River College Service Area and Puget Sound Region .....</b>	<b>120</b>
<b>Employment Change Due to COVID .....</b>	<b>122</b>
<b>Key Industry Sectors and Employment by Industry in the Puget Sound Region.....</b>	<b>123</b>

**Employment Growth Estimates by Industry ..... 124**  
**Fastest Growing Occupations in King County ..... 125**  
**Green River College Offerings and Pathways to Transfer Degrees and Careers ..... 127**  
**Green River Program Connections to Priority and Emerging Industries, and Opportunites for Expansion ..... 129**

**Appendices (Under Seperate Cover)**

- Appendix 1 | Summary of Key Stakeholder Interviews**
- Appendix 2 | Summary of Campus-Community Focus Groups**
- Appendix 3 | Summary of Equity Visioning Forum**
- Appendix 4 | Summary of Strategic Planning Charette**
- Appendix 5 | Survey Findings Summary Report**



## Table of Figures

Figure 1: Map of Green River College Service Area .....	18
Figure 2: State-Supported and Contract Funded Students, by Residence, 2019-20 .....	19
Figure 3: Average Enrollments Among Top 25 Locations by Student Residence, 2015-16 to 2019-20 .....	20
Figure 4: Population Snapshot, Green River College Service Area .....	22
Figure 5: Projected Population Growth Among Service Area Cities, 2020 to 2040.....	23
Figure 6: Projected Population Growth, Service Area Cities, 2020 to 2040.....	23
Figure 7: Map of Projected Population Growth among Service Area Cities, 2020 to 2040.....	23
Figure 8: Projected Population Growth, Puget Sound Region Counties, 2020 to 2040.....	25
Figure 9: Projected Population Growth, Green River Service Area, Puget Sound Region and Counties, 2020 to 2040 .....	25
Figure 10: Rate of Population by Age Group, Green River College Service Area, King County and Region, 2018 .....	26
Figure 11: Total Population by Age Group, Green River College Service Area, King County and Region, 2018.....	26
Figure 12: Projected Population Growth by Age Group, King and Pierce Counties and Puget Sound Region, 2020 to 2040 .....	27
Figure 13: Projected Rate of Population by Age Group, King County, 2020 to 2040.....	28
Figure 14: Map of Race and Ethnicity in Green River College Service Area Communities .....	29
Figure 15: Race and Ethnicity of Green River College Service Area Cities .....	30
Figure 16: Nonwhite Population in Service Area Cities .....	30
Figure 17: Race and Ethnicity of Green River College Service Area, Students and Faculty.....	31
Figure 18: Race and Ethnicity in the Green River College Service Area, King County and Puget Sound Region, 2010, 2014 and 2018.....	32
Figure 19: Map of Rate of Confirmed COVID-19 Cases by Census Tract, per 1,000 residents, November 2020.....	33
Figure 20: Region of Birth for Foreign-Born Residents in the Green River College Service Area.....	34
Figure 21: Language Spoken at Home in Green River Service Area .....	35
Figure 22: Service Area Residents with Limited English Proficiency by Language Spoken at Home.....	35
Figure 23: Map of Rate of Residents Age 25 and Older with a High School Degree or Lower Level of Education .....	36
Figure 24: Map of Rate of Residents Age 25 and Older with a Bachelor Degree or Higher .....	37
Figure 25: Highest Level of Educational Attainment Among Residents 25 Years and Older, Green River Service Area, King and Pierce Counties and Puget Sound Region .....	38
Figure 26: K-12 Enrollment Trends at Green River Service Area School Districts.....	39
Figure 27: High School Enrollment Trends at Green River Service Area School Districts.....	39
Figure 28: Total High School Graduations, Green River College Service Area School Districts, 2013 to 2020.....	40
Figure 29: Graduation Rates Among Green River College Service Area School District High Schools, 2013 to 2020.....	40
Figure 30: Race and Ethnicity by Service Area School District, 2019-20 Academic Year.....	41
Figure 31: Demographics Among Service Area School Districts, 2019-20 Academic Year.....	41
Figure 32: Map of Median Income in Green River College Service Area Communities .....	42
Figure 33: Median Household Income of Cities in Green River Service Area .....	43
Figure 34: Rate of Population Experiencing Poverty in Service Area Cities.....	43
Figure 35: Map of Low-income Populations in the Service Area.....	44
Figure 36: King County Housing Costs as a Percent of Income .....	45
Figure 37: Internet and Computer Access in the Service Area.....	45
Figure 38: Green River College Student Headcount and Full-time Equivalent (FTE) Students, 2015-16 to 2019-20 .....	47
Figure 39: Total Class Enrollments at Green River College, 2015-16 to 2019-20 .....	47
Figure 40: Student Headcount, Green River College and Regional Competitors .....	48
Figure 41: FTE, Green River College and Regional Competitors .....	48

Figure 42: Change in Student Headcount and FTE, 2015-16 to 2019-20, Green River College and Regional Competitors .....	49
Figure 43: Green River Student Headcount by Campus, 2015-16 to 2019-20 .....	50
Figure 44: Survey: The Reasons College Students Are Not Taking Classes this Fall .....	51
Figure 45: Declines in Green River College Student Headcount by Race and Ethnicity, Fall 2019 to Fall 2020.....	52
Figure 46: Student Headcount by Student Type (Funding Source).....	53
Figure 47: Enrollment Status, 2015-16 to 2019-20 .....	54
Figure 48: Enrollment by Educational Goals, All Green River Students, 2015-16 to 2019-20.....	54
Figure 49: Enrollment by Educational Goals, State-Supported and Contract-Funded Students, by Race and Ethnicity, 2015-16 and 2019-20 .....	55
Figure 50: Rate of Students of Color Enrolled at Green River College Compared to White Students, 2015-16 to 2019-20 .....	56
Figure 51: Race and Ethnicity by Green River College Campus and Online, 2019-20 Academic Year .....	57
Figure 52: Rate of Enrollments Among Students of Color at Green River College, Regional Competitors and at all CTCs, 2015-15 to 2019-20 .....	58
Figure 53: Enrollments by Age Group at Green River College, 2015-16 to 2019-20.....	59
Figure 54: Rate of Enrollments by Age Group at Green River College, 2015-16 to 2019-20 .....	59
Figure 55: Green River College Enrollment by Citizenship Status Among State-Supported and Contract-Funded Students.....	60
Figure 56: Rate of Green River College State-Supported Students Who Receive Need-Based Financial Aid, 2014-15 to 2019-20 Academic Years .....	61
Figure 57: Average Award Amount and Total Students Awarded Financial Aid, 2010-11 to 2019-20 .....	62
Figure 58: Cumulative View, Average Amount of Financial Aid Awarded by Year to Green River College Students, by Race and Ethnicity .....	62
Figure 59: Average Number of Financial Aid Awards Per Year Given to Green River College Students by Award Type and Race and Ethnicity, 2015-16 to 2019-20 .....	63
Figure 60: Recent High School Graduate Enrollments at Green River by School District, 2015-16 to 2019-20 .....	64
Figure 61: Running Start Enrollments at Green River by School District, 2015-16 to 2019-20 .....	64
Figure 62: Average High School Enrollments to Green River College by District and Race/Ethnicity, 2015-16 to 2019-20.....	65
Figure 63: Average Running Start Enrollments to Green River College by District and Race/Ethnicity, 2015-16 to 2019-20 .....	65
Figure 64: Student Enrollments by Green River College Program Among All Students and Students of Color from Historically Underserved Communities, 2015-16 to 2019-20 .....	66
Figure 65: Top 25 Rates of Enrollments Among Students of Color from Historically Underserved Communities, 2015-16 to 2019-20 .....	67
Figure 66: Student Enrollments in Green River Adult and Basic Skills Education Programs, Among All Students and Students of Color from Historically Underserved Communities, 2015-16 to 2019-20 .....	68
Figure 67: Rates of Enrollments in Green River Adult and Basic Skills Education Programs Among Students of Color from Historically Underserved Communities, 2015-16 to 2019-20 .....	68
Figure 68: Enrollments by Class Time, State Supported and Contract-Funded Classes.....	69
Figure 69: Enrollments by Class Time, Continuing and Community Education Courses .....	69
Figure 70: Green River College Enrollments by Instruction Method, 2015-16 to 2019-20 .....	70
Figure 71: Enrollments by Instruction Method Among Historically Underserved Students of Color, 2015-16 to 2019-20.....	70
Figure 72: Enrollments by Instruction Method Among Low-Income Students, 2015-16 to 2019-20 .....	71
Figure 73: Enrollments by Instruction Method Among First Generation Students, 2015-16 to 2019-20 .....	71
Figure 74: Enrollments in Basic Skills Classes by Student Type, and Rate of Enrollments Among Student Types, 2015-16 to 2019-20 .....	72
Figure 75: Percent of First-Time Degree Seeking Students with Placements in English and Math .....	73
Figure 76: Rate of Transfer Degree-Seeking Students with English and/or Math Placements, by Race/Ethnicity, Fall 2015 to Fall 2019 .....	74
Figure 77: Rate of Career Technical Students with English and/or Math Placements, by Race/Ethnicity, Fall 2015 to Fall 2019.....	74
Figure 78: Rate of English Placements Among First-Time, Transfer and Career Technical Degree-Seeking Students, Fall 2015 to Fall 2019.....	75
Figure 79: Rate of English Placements Among First-Time, Transfer Degree-Seeking Students, by Race/Ethnicity, Fall 2015 to Fall 2019.....	76
Figure 80: Rate of English Placements Among First-Time, Career Technical Degree-Seeking Students, by Race/Ethnicity, Fall 2015 to Fall 2019.....	76
Figure 81: Rate of English Placements Among First-Time, Transfer and Career Technical Degree-Seeking Students, Fall 2015 to Fall 2019.....	77

Figure 82: Rate of Math Placements Among First-Time, Transfer and Career Technical Degree-Seeking Students, Fall 2015 to Fall 2019 .....	78
Figure 83: Rate of Math Placements Among First-Time, Transfer Degree-Seeking Students, by Race/Ethnicity, Fall 2015 to Fall 2019.....	79
Figure 84: Rate of Math Placements Among First-Time, Career Technical Degree-Seeking Students, by Race/Ethnicity, Fall 2015 to Fall 2019 .....	79
Figure 85: Rate of Math Placements Among First-Time, Transfer and Career Technical Degree-Seeking Students, Fall 2015 to Fall 2019 .....	80
Figure 86: Percent of Degree-Seeking Students Who Completed College-Level English and Math within the First Year, Fall 2015 to Fall 2019.....	81
Figure 87: Percent of Green River College Transfer Degree-Seeking Students by Race/Ethnicity Placed Below College-Level English or Math Who Completed a College-Level Course within the First Year, Fall 2015 to Fall 2019 .....	82
Figure 88: Percent of Green River College Transfer Degree-Seeking Students Placed Below College-Level English or Math Who Completed a College-Level Course within the First Year, Fall 2015 to Fall 2019 .....	82
Figure 89: Percent of Green River College Career Technical Degree-Seeking Students by Race/Ethnicity Placed Below College-Level English or Math Who Completed a College-Level Course within the First Year, Fall 2015 to Fall 2019 .....	83
Figure 90: Percent of Green River College Career Technical Degree-Seeking Placed Below College-Level English or Math Who Completed a College-Level Course within the First Year, Fall 2015 to Fall 2019 .....	83
Figure 91: Percent of Green River College Transfer Degree-Seeking Students by Race/Ethnicity Placed into College-Level English or Math Who Completed a College-Level Course within the First Year, Fall 2015 to Fall 2019 .....	84
Figure 92: Percent of Green River College Transfer Degree-Seeking Students Placed into College-Level English or Math Who Completed a College-Level Course within the First Year, Fall 2015 to Fall 2019 .....	84
Figure 93: Percent of Green River College Career Technical Degree-Seeking Students by Race/Ethnicity Placed Into College-Level English or Math Who Completed a College-Level Course within the First Year, Fall 2015 to Fall 2019 .....	85
Figure 94: Percent of Green River College Career Technical Degree-Seeking Placed Into College-Level English or Math Who Completed a College-Level Course within the First Year, Fall 2015 to Fall 2019 .....	85
Figure 95: Total Faculty and Staff at Green River College, 2015-16 to 2019-20.....	86
Figure 96: Race and Ethnicity Among Faculty and Staff at Green River College, 2019-20.....	86
Figure 97: Trends in Race and Ethnicity Among Faculty and Staff, 2015-16 and 2019-20.....	87
Figure 98: Retention Rates for First-Time, Degree-Seeking Students at Green River College, by Fall Quarter Entry Cohort.....	89
Figure 99: Retention Rates for Selected Populations of First-Time, Transfer Degree-Seeking Students at Green River College, Fall 2015 to Fall 2018.....	90
Figure 100: Retention Rates for Selected Populations of First-Time, Degree-Seeking Career Technical Students at Green River College, Fall 2015 to Fall 2018.....	90
Figure 101: Average Retention Rates for First-Time, Transfer Degree-Seeking Students at Green River College by Race and Ethnicity: Percent of Students Retained from First to Second Quarter or Completed a Credential, Fall 2015 to Fall 2018.....	91
Figure 102: Average Retention Rates for First-Time, Transfer Degree-Seeking Students at Green River College by Race and Ethnicity: Percent of Students Retained from First to Second Year or Completed a Credential, Fall 2015 to Fall 2018 .....	91
Figure 103: Average Retention Rates for First-Time, Degree-Seeking Career Technical Students at Green River College by Race and Ethnicity: Percent Retained from First to Second Quarter or Completed a Credential, Fall 2015 to Fall 2018 .....	92
Figure 104: Retention Rates for First-Time, Degree-Seeking Career Technical Students at Green River College by Race and Ethnicity: Percent Retained from First to Second Year or Completed a Credential, Fall 2015 to Fall 2018 .....	92
Figure 105: Completion Rates at Green River College, All Students, 2014-15 to 2018-19 .....	93
Figure 106: Success Rates at Green River College, All Students, 2014-15 to 2018-19 .....	93
Figure 107: Completion Rates Among Historically Underserved Students of Color at Green River College, 2014-15 to 2018-19 .....	94
Figure 108: Success Rates Among Historically Underserved Students of Color at Green River College, 2014-15 to 2018-19.....	94
Figure 109: Completion Rates Among Low-Income Students at Green River College, 2014-15 to 2018-19.....	95
Figure 110: Success Rates Among Low-Income Students at Green River College, 2014-15 to 2018-19 .....	95
Figure 111: Completion Rates Among First-Generation Students at Green River College, 2014-15 to 2018-19.....	96
Figure 112: Success Rates Among First-Generation Students at Green River College, 2014-15 to 2018-19 .....	96
Figure 113: Green River Programs by Average Rates of Successful Completions, 2015-16 to 2019-20 .....	97

Figure 114: Green River Programs by Average Rate of Successful Completions by Historically Underserved Students of Color, 2015-16 through 2019-10 .....	98
Figure 115: Average Rate of Historically Underserved Students of Color Among All Successful Students, by Department, 2015-16 to 2019-20 .....	98
Figure 116: Total Successful and Unsuccessful Course Completions by Historically Underserved Students of Color by Program, 2015-16 to 2019-20 .....	100
Figure 117: Green River College Total Student Achievement Initiative Points and State-Supported Student Headcount by Academic Year, 2015-16 to 2019-20 .....	102
Figure 118: Green River College Performance Points Per Student (Award-Seeking and Basic Education Students only), 2015-16 to 2019-20.....	102
Figure 119: Green River College Trends by Student Achievement Initiative Performance Funding Point Category, 2013-14 to 2018-19 .....	103
Figure 120: Performance Funding Points per Student, Trends by Green River College Student Demographics, 2013-14 to 2018-19 .....	103
Figure 121: Proportion of Total Points Awarded to Green River College Students for First 15 Credits earned, 2015-16 to 2019-20 .....	104
Figure 122: Proportion of Total Points Awarded to Selected Student Types for First 30 Credits earned, 2015-16 to 2019-20 .....	104
Figure 123: Proportion of Total Points Awarded to Green River College Students for 45 Transfer or Workforce Credits earned, 2015-16 to 2019-20.....	105
Figure 124: Proportion of Total Completion Points Awarded to Green River College Students, 2015-16 to 2019-20 .....	105
Figure 125: Rate of Students among Selected Student Groups who Earned First 15 credits, 2015-16 to 2019-20.....	106
Figure 126: Rate of Students Among Selected Student Groups Who Earned First 30 credits, 2015-16 to 2019-20 .....	106
Figure 127: Rate of Students among Selected Student Groups who earn 45 Transfer or Workforce credits, 2015-16 to 2019-20.....	107
Figure 128: Rate of Completions among Selected Student Groups, 2015-16 to 2019-20.....	107
Figure 129: Total Green River College Awards Conferred by Year, 2015-16 to 2019-20 .....	108
Figure 130: Rate of Green River College Credentials Awarded to Historically Disadvantaged Students of Color .....	109
Figure 131: Rate of Green River College Credentials Awarded to White Students.....	109
Figure 132: Awards by Green River Career Technical Program Focus Area to Historically Underserved Students of Color, 2015-16 through 2019-20.....	110
Figure 133: Rate of Awards Given to Historically Underserved Students of Color in the Last Five Academic Years at Green River, Neighboring Colleges, and All Washington State Community and Technical Colleges (CTCs), 2015-16 to 2019-20 .....	111
Figure 134: Total Applied Baccalaureate Degree Awards in Green River Career Technical Programs, and by Race and Ethnicity, 2015-16 to 2019-20 .....	112
Figure 135: Total Two-Year Associate Degree Awards in Green River Career Technical Programs, and by Race and Ethnicity, 2015-16 to 2019-20.....	113
Figure 136: Total Two-Year Associate Degree for Transfer Awards in Green River Programs, and by Race and Ethnicity, 2015-16 to 2019-20.....	114
Figure 137: Total Certificate Awards in Green River Career Technical Programs, 2015-16 to 2019-20 .....	114
Figure 138: High School Completions Awarded by Green River College, 2015-16 to 2019-20.....	116
Figure 139: Exit Codes Analysis of Transfer Credentials Given to Historically Underserved Students of Color by Green River College and Regional Peers, 2015-16 to 2019-20 .....	117
Figure 140: Exit Codes Analysis of Transfer Credentials Given to All Students by Green River College and Regional Peers, 2015-16 to 2019-20 .....	118
Figure 141: Projected Employment Growth in the Service Area, King and Pierce County and Puget Sound Region, 2020 to 2040 .....	120
Figure 142: Map of Projected Employment Growth Among Service Area Cities, 2020 to 2040 .....	121
Figure 143: Map of Year over Year Employment Change by Washington County, November 2019 to November 2020 .....	122
Figure 144: Key Regional Export Industry Job Growth, 2010 to 2015.....	123
Figure 145: Estimated Employment and Growth in King County, Largest Industry Subsectors.....	124
Figure 146: Average Annual Openings Among Fastest Growing Occupations in King County Requiring Postsecondary Education, 2018 to 2028.....	125
Figure 147: Top Occupations with Most Job Openings in King County, April to September 2020, and Related National Rates of Employment in Field by Black and Hispanic Workers.....	126
Figure 148: Green River College Programs and Related Certificates and Degrees.....	127
Figure 149: Estimated Employment Growth and Average Total Openings, Computer and IT Related Occupations, King County.....	129
Figure 150: Estimated Employment Growth and Average Total Openings, Health and Community Services Related Occupations, King County.....	130
Figure 151: Estimated Employment Growth and Average Total Openings, Education Related Occupations, King County .....	132
Figure 152: Estimated Employment Growth and Average Total Openings, Personal Care and Recreation Related Occupations, King County .....	133



## Executive Summary

Green River College has initiated an Equity-Centered Strategic Visioning and Planning process to develop an integrated Equity-Centered Strategic Plan for the College. This plan will lay out a vision, mission and set of values which define the work and future pathways for the College toward building and acting within a more equitable community. This Environmental Scan provides a review of external and internal trends, as well as key points of interest and suggestions by Green River College and community stakeholders, which will all help to guide the creation of Green River's new Equity-Centered Strategic Plan.

### Key Findings and Implications

#### The Puget Sound Region is experiencing growth and is growing more diverse.

- In the next two decades, **the region's population will grow by more than 760,000 people**, and one-third of that growth will be in King County. [Puget Sound Regional Council, 2017]
- Much of that growth will be among school-age residents and seniors—**by 2040 one in five residents will be over the age of 65**. [Washington State Office of Financial Management, 2017]
- Since 2000, **81 percent of regional population growth is due to growth among communities of color**. [King County, 2017]
- The Green River service area has experienced considerable **growth among immigrant families and families of color in recent years**. [U.S. Census, American Community Survey, 5-Year Estimates, 2018]
- **One in five service area residents are foreign born, and 30 percent speak a language other than English at home**. [U.S. Census, American Community Survey, 2018]

#### The College has a mixed record in responding to regional demographic changes.

- Green River College student **enrollments reflect the growing diversity of the service area—more than half of Green River students are nonwhite**. [Green River Office of Institutional Effectiveness]
- However, the current racial and ethnic makeup of **faculty and College leadership is not a reflection of the diversity of the community**. [Green River Internal Focus Group, and Office of Institutional Effectiveness]
- Globally, Green River is seen as a **destination institution** thanks to its **well-known international program**. [Green River External Focus Group]
- Green River **enrolls more students than any of its regional competitors**, but its **rates of student enrollments among historically underserved students of color is nearly the lowest** among its peers. [Washington State Board for Community and Technical Colleges]
- **Enrollments among immigrant students are especially high** at Green River branch campus locations. [Green River Strategic Planning Charette]

***“We are all enriched and learn from each other when we have the opportunity to work and interact with more diverse staff and faculty.”***

**–Green River Strategic Planning Charette**



**COVID-19 is exacerbating access and economic insecurity issues for students of color and low-income students at community colleges in Washington and nationwide.**

- **Fall 2020 enrollments among students of color have declined 19.4 percent** from fall 2019. [Green River Office of Institutional Effectiveness]
- Green River’s **move to online learning** during the pandemic has created helpful and problematic outcomes: **more students are engaging through online platforms**; however, **many students lack access to the internet and technology**. [Green River Strategic Planning Charette]
- **English and math placement classes** are now in an online format, which may **disadvantage students who do not have necessary technology**. [Green River Strategic Planning Charette]
- Green River faculty are **working to find balances between online and on-campus learning** which benefits different types of students. [Green River Strategic Planning Charette]

**Student readiness remains a challenge.**

- **One in six** students enroll in **basic skills classes** at Green River. [Green River Office of Institutional Effectiveness]
- Approximately **nine in ten** first-time transfer and career technical students place into college-level English classes. [Green River Office of Institutional Effectiveness]
- First-time student **placements into college-level math** have **improved more than 30 percentage points** in the last five years for transfer students, and **20 percentage points** for career technical students. [Green River Office of Institutional Effectiveness]
- **Only about half** of first-time students with **college-level English and math placements**, and **less than one-third** of those with **basic skills** placements, **complete a college-level course** in their first year of school. [Green River Office of Institutional Effectiveness]

*“For our students to succeed we must take into consideration that they are dealing with a variety of issues such as parenting and homelessness, and COVID-19 has reduced our ability to address these challenges.”*

–Green River Strategic Planning Charette

*“Green River should be student-ready rather than students being college-ready.”*

–Green River Strategic Planning Charette

*“Ensure remediation is a bridge for student success and not a barrier.”*

–Green River Strategic Planning Charette

### Student retention and success rates at Green River vary by ethnicity.

- More than **eight in ten students** at Green River complete their courses, and **seven in ten** do so successfully. However, retention and success outcomes are **seven to ten percentage points less** for **students of color from historically underserved groups**. [Green River Office of Institutional Effectiveness]
- Retention rates among transfer and career technical degree-seeking students is **especially low among American Indian and Black students**. [Green River Office of Institutional Effectiveness]
- Students of all backgrounds have **better retention and success rates in hybrid classes** than other modes of learning. This is **especially true for low-income students and historically underserved students of color**. [Green River Office of Institutional Effectiveness]
- **One in four** first-time, career technical degree-seeking students **does not return for a second quarter**, and **only about half return for a second year** of classes. [Green River Office of Institutional Effectiveness]
- Green River is **among the top five** community and technical colleges in **total awards earned by students in all credential categories**—applied baccalaureate awards, associate degrees, certificate awards and high school certifications earned by students. [Washington State Board for Community and Technical Colleges]
- Green River’s recent rate of awards to historically underserved students of color, **approximately 14 percent of all awards, is the lowest among its peers**. [Washington State Board for Community and Technical Colleges]

### Support for students at Green River is good, but there are still gaps.

- **Nearly half** of respondents in the recent Green River College Community Survey **agreed that the College’s support services were good**, and **another 26 percent rated services as excellent**. [Green River Community Survey]
- Immigrant and refugee students, who often begin their Green River careers at branch locations, need better support. [Green River Strategic Planning Charette]
- Students of color say they need **“inclusive, proactive support the entire time they are at Green River.”** [Green River Student Focus Group]

*“Many students arrive less prepared for college, have less understanding of how to navigate our system and processes, and have fewer support systems in family. These students are more likely to drop out before they achieve their goals.”*

– Green River Strategic Planning Charette

*“Particular emphasis [is needed] on our Native and Pacific Islander communities, who have the lowest retention and completion rates.”*

– Green River Strategic Planning Charette

*“Few other area colleges can compete with the volume of student activities and support services we offer but we are not doing a very good job getting the message out.”*

– Green River Strategic Planning Charette

**Students are looking for more flexible and consistent support.**

- Green River needs to provide **more accessible and consistent guidance for students.** [Green River Student Focus Group]
- Students suggest **mentoring or advising which follows students throughout their time** at Green River. [Green River Student Focus Group]
- Green River can do better at **advising students into the right classes** and **use peer navigators** to support student success. [Green River Strategic Planning Charette]
- Green River needs to **expand access to student support services to branch campus locations and online** and **make the timing flexible** to meet student availability. [Green River Strategic Planning Charette]

**Most feel welcome on campus, but not everyone.**

- **Nine in ten Green River students** believe that Green River College is **welcoming for all people** while only two-thirds of faculty, staff and trustees do. [Green River Community Survey]
- Students agree that Green River's **weeklong welcoming process is helpful for both traditional and non-traditional students.** [Green River Student Focus Group]
- Students and staff describe **physical barriers to a welcoming atmosphere** that exist at the College, from the **expense of travel** to campus, to the **need for more welcoming classroom space** for basic skills students. [Green River Internal and External Focus Groups, Strategic Planning Charette]
- Students suggest **Green River should examine whether it has a welcoming culture for students of color**, who need a stronger sense of belonging and often feel tokenized. [Green River Student Focus Group]
- Green River should consider **"programs to create community especially for under-represented students and students who don't necessarily have advocates at home."** [Green River Community Survey]

***"Working parents and immigrant English Language Learner students are working and therefore have less time and opportunity to connect with the College or with student services."***

– Green River Strategic Planning Charette

***Green River has "many exciting programs and initiatives that can be taken to scale to benefit many more students and increase their sense of belonging and involvement."***

– Green River Internal Focus Group

***"The lack of cultural representation on campus is challenging for students of color; it's challenging to socialize or belong if there are no other students who look like you."***

– Green River Student Focus Group



### Green River experiences challenges attracting and retaining a diverse faculty.

- Green River experiences **difficulty recruiting faculty of color** due in part to **low turnover, a slow hiring process, missed recruitment opportunities, and limited funding.** [Green River Internal Focus Group]
- **“One of our strengths is people who’ve been here for many years, but that means that openings don’t occur often, so it will take a while to change the College community.”** [Green River Internal Focus Group]
- Green River should **“develop a mentorship program for recruiting and retaining faculty of color.”** [Green River Community Survey]

### Faculty and staff need ongoing training and support.

- Green River needs to **provide ongoing equity training and support for all staff.** [Green River Strategic Planning Charette]
- **“Anti-racist work needs to be as active and intentional as technology training.”** [Green River Strategic Planning Charette]
- Green River needs to provide **more training and support for adjuncts**, and acknowledgement of their participation in the work of the College. [Green River Strategic Planning Charette]
- Faculty also need **more and ongoing E-Learning support**, given the shift to online teaching. [Green River Strategic Planning Charette]
- Faculty request **time, space, and compensation** for important outside of classroom activities such as **student mentoring, and community relationship building** and work. [Green River Strategic Planning Charette]

### There could be stronger connections with the community the College serves.

- **“We need to be more intentional and inclusive in our connections with our external partners and the communities and create structures that will allow that to happen.”** [Green River Strategic Planning Charette]
- **“Developing partnerships and collaborations with community takes persistence, commitment, and time. Whose job is it to do that work?”** [Green River Strategic Planning Charette]

*“The only thing that truly sets us apart is our amazing caring staff & their reputation of going that extra mile for students and one another.”*

– Green River Community Survey

*“Our greatest strength are our faculty members, but we need to let the community know what makes our faculty unique and outstanding.”*

– Green River Strategic Planning Charette

*“Community enrollment and outreach is part of our jobs even if we’re not in outreach.”*

– Green River College Internal Focus Group

### There are opportunities to further link programming with local community needs.

- Green River should **expand its work with area high schools**. [Green River External Focus Group]
- **“The transition between high school and college can be challenging. It’s great to help students feel a sense of momentum and belonging at college before going – provide a warm handoff.”** [Green River External Focus Group]
- There is **demand from branch campus communities for career-focused classes** beyond the main campus location. [Green River External Focus Group]
- The College should **continue to expand its relationship with the Muckleshoot Indian Tribe** and **offer joint studies opportunities** between Green River and Muckleshoot Tribal College. [Green River External Focus Group]

### Green River can capitalize and build upon its program strengths.

- Industry sectors expected to see the **most job growth** over the next decade include **Information Technology and Health Services**. [Washington State Employment Security Department]
- The region is experiencing **substantial demand for software developers and other computer occupations** like web administrators, information security and computer systems engineers, digital forensics analysts. [Washington State Employment Security Department]
- Green River is a **center of excellence in education and cyber security**—the College provides **high quality specializations** in these programs not available at other colleges in the region. [Green River External Focus Group]
- There is a **growing teacher shortage nationwide**, and Green River can help to meet the demand. [Economic Policy Institute, 2019]

### New collaborations could provide new career pathways for students.

- There is a **need for expanded programing and regional collaboration** with other programs and companies to **offset teaching and equipment costs to meet demand for nurses and other health occupations**. [Green River External Focus Group]
- Green River may want to **consider a new hospitality certificate or degree program** to meet **needs of the Muckleshoot Indian Tribe hotel expansion** in Auburn. [Green River External Focus Group]
- Green River should **expand its small business support programs** to reach those not connected to business organizations. [Green River External Focus Group]

*“[There is an] opportunity to leverage the College’s unique relationship with the Muckleshoot Tribe and location on tribal lands to further promote cultural, academic and business partnerships.”*

–Green River External Focus Group

*The College needs to connect to large employers and regional industry groups, modeled on its aerospace relationships.*

–Green River External Focus Group



### There are concerns about Green River governance and processes.

- Policies need to be **designed to support and center students.**
- The College needs a **clear and robust a policy feedback process.**
- The **current governance structure is too complex**, and lines of authority and decision making are not transparent.
- There is a **need for well-defined, participatory governance structure.**  
[Green River Steering Committee Meetings and Focus Groups]

*“Does this process primarily  
focus on student success?”*

–Green River Strategic Planning Charette

### Participants set the criteria for the Strategic Planning process.

- The Plan will need to **clearly define success.**
- **“This process must be holistic, intersectional, inclusive.”**
- The Plan will need **clear and consistent definitions.**
- **“Everyone should see themselves in the plan.”**
- The process should **allow all to feel safe and to provide authentic input.**
- The process needs to **balance enthusiasm with recognition of past challenges.**
- **Embed anti-racism and equity throughout.**
- Create a **living, dynamic document, easily accessible with data front and center.**  
[Green River Steering Committee Meetings and Focus Groups]

*“[Green River has] the ability to respond to this very historic moment  
and the imperative to foreground equity by leveraging ongoing equity  
work on campus and in the community.”*

–Green River Key Stakeholder Interviews

## 1 | Introduction

Green River College has initiated an Equity-Centered Strategic Visioning and Planning process to develop an integrated Equity-Centered Strategic Plan for the College. The purpose of this Strategic Plan is to lay out a vision, mission and set of values which define the work and future pathways for the College toward a more equitable community. This plan will outline the goals, objectives, strategies, and performance measures that College leadership can use to guide its work and decision-making for the future.

This Environmental Scan Report is part of the initial portion of the planning process, serving as an important reflection point for the College and community. This report allows key stakeholders to review trends, College activities and performance in recent years that have shaped where Green River is today, and presents results from initial community engagement activities conducted to inform development of the Equity-Centered Strategic Vision and Plan. Collectively, the Environmental Scan's findings and information will provide a baseline for considering Green River's future and creating the Equity-Centered Strategic Vision and Plan.

The Report is organized into the following sections:

- About the College, including the current Mission, Vision, and Values statements and background on this Strategic Plan process
- Green River College and Community Profile
- Green River Student Enrollment and Faculty Trends
- Student Achievement: Engagement, Retention, Completion and Graduation
- Program Development and Career Opportunities and Pathways

## About the College

Green River College is a public two-year college in Southeast King County, offering degrees and certificates in 41 programs of study. In addition to 19 career technical certificates and 25 associate degrees, the College has 16 associate degrees for transfer, five with Direct Transfer Agreements (DTA) to four-year institutions, and 11 applied baccalaureate degrees. The College also provides continuing and community education programs, and adult basic education.

### Mission, Vision and Values Statements

Following are the College's current Mission, Vision and Values statements as included in the 2013 Strategic Plan.

#### Mission

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

#### Vision

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 Values

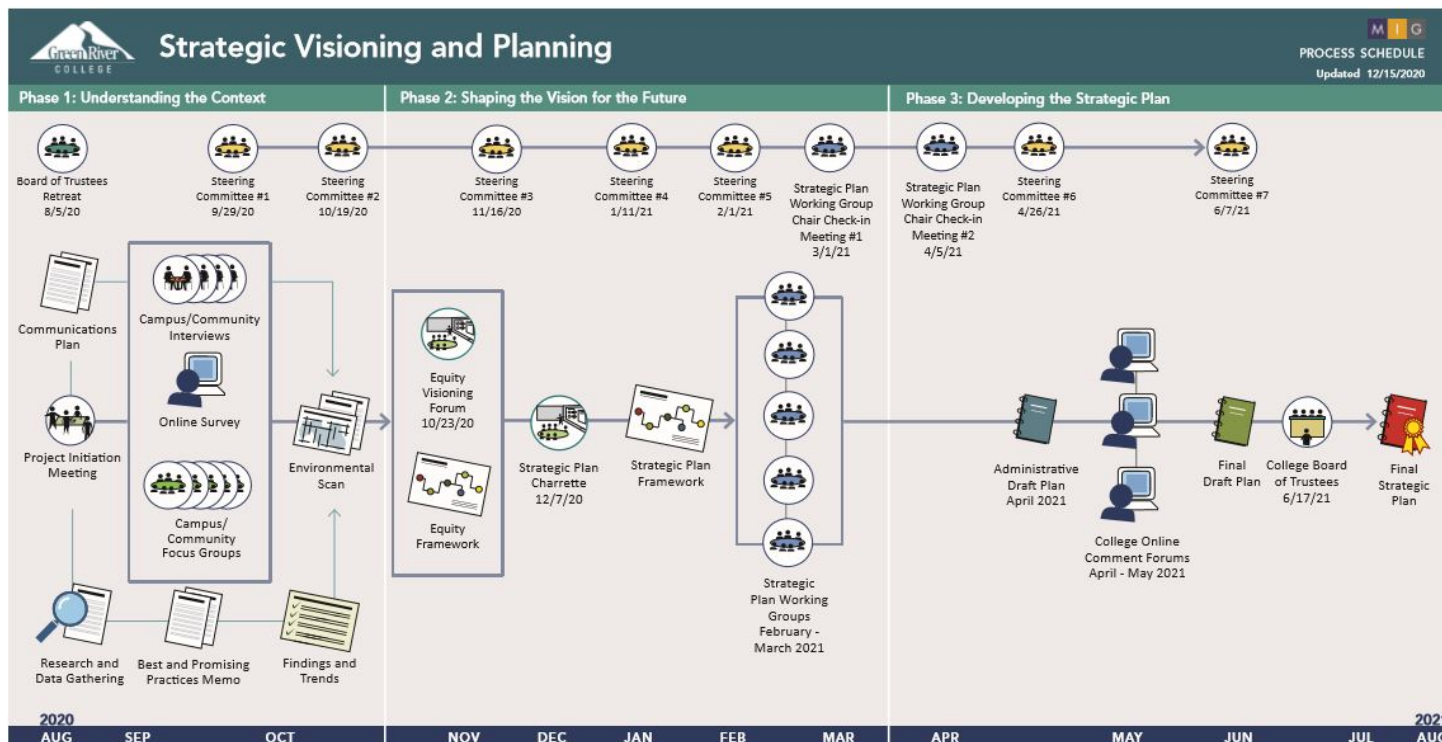
- **Campus environment**—We preserve the safety, ecology and sustainability of our campus environment
- **Community engagement**—We collaborate, stimulate and contribute to the educational, economic and social development of our external and internal communities through continued learning
- **Equity**—We encourage, foster respect for and respond equitably to diverse perspectives and needs
- **Global awareness**—We foster citizen responsibility by cultivating a global perspective on critical issues and challenges affecting our community and the world
- **High quality**—We provide high quality in teaching, learning and support services in an environment of compassion and integrity
- **Innovation**—We seek to encourage, create and adopt innovative perspectives, policies and practices that will help achieve the College's mission
- **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
- **Student access**—We meet student needs for access to and inclusion in their educational pursuits
- **Student success**—We support student engagement, retention, completion and post-program success through excellent teaching and learning and comprehensive support services

## Planning Process

Green River College's Equity-Centered Strategic Planning process is designed to be inclusive of all voices with a stake in the College's success and future. The process is guided by a Strategic Plan Steering Committee which is broadly representative of a full array of campus constituencies. A variety of activities are being conducted to ensure that all student, staff, and community voices are heard, including key stakeholder interviews; campus/community focus groups; and an online survey to elicit feedback from a broader pool of College students, employees, and community. Similar questions are being asked during each activity to ensure that all input can be correlated.

The Plan process included an Equity Visioning Forum bringing together campus community members to help develop the framework for embedding equity throughout the College's practices; a Strategic Plan Charette to further discuss and develop the Strategic Plan Framework; strategic plan working groups who will collaborate on Plan development; and online forums offering an opportunity for comment on the administrative draft plan. Throughout the process, input will be summarized as it is gathered, with an iterative feedback loop so that all participants can validate the planning team's understanding of their input and know how it has been incorporated into the final plan. See the Appendices which follow this document for a summary of these activities to date.

Concurrent with community outreach, data analysis from the College, the Washington State Board of Community and Technical Colleges, and external data sources will be incorporated into the plan to provide a current conditions assessment and to detail specific and ongoing needs for additional data collection and analysis by the College and community. This ensures the Equity-Centered Strategic Plan process is both community-informed and data-driven.



## Summary of Community Input

During the initial phase of the process, four essential questions were asked of all participants to ensure that input could be correlated and used to synthesize major themes for discussion at the Equity Visioning Forum and beyond:

- How would you define and measure success for this planning effort?
- What do you perceive as the greatest issues and challenges associated with developing the GRC Strategic Plan?
- What are the key strengths and opportunities we can leverage in building the Plan?
- How can we further embed equity in the process and all aspects of our College?

The following is a high-level summary of the responses to these four questions from input received prior to the Equity Visioning Forum. Input from the Equity Visioning Forum, Strategic Plan Charette and online survey were summarized separately to serve as a basis for the Strategic Plan Framework and the strategic plan working groups' Plan development process.

### Input Sources Included in Summary:

- Steering Committee Meetings #1 and #2
- Board of Trustees Retreat
- Executive and Administrative Team Retreats
- Continuing Education and Branch Campus Retreat
- Interviews with Key Stakeholders: Green River College Equity Leaders; Auburn School District; GRC Instructional Council; GRC Student Affairs/Transfer; GRC Foundation Board; Washington State Board for Community and Technical Colleges; Economic Development, Cities of Auburn and Kent; Dean of Student Life
- Internal Staff, Student, and External Community Stakeholder Focus Groups



## How would you define and measure success for this planning effort?

- The **process must be holistic, intersectional, inclusive, and not culture-centric; covering all campus areas, all programs, and the surrounding communities. The process must:**
  - **Be fully transparent with clear communication** throughout, and a **feedback loop** maintained so that all can verify that their input has been incorporated fairly and not manipulated by a select group.
  - Provide a **wide variety of ways to give input**, with multiple opportunities in different formats, and **encourage those who are more reluctant to speak**, not allowing more dominant voices to take over.
  - Develop and use **clear, consistent, agreed upon definitions** of diversity, equity, inclusion, and other terminology. Language must be clear, meaningful, and specific to Green River College. Equity must be defined both on an institutional level and incorporating all individual groups while considering the intersectionality of equity.
  - Ensure that the **community understands** the effort and **are able to provide their input**. Need to understand the drivers and full cultural context of who is coming to GRC and who is not, and why they may or may not be successful.
  - There must be buy-in for the Plan **across all areas of the College**.
- **Everyone should see themselves in the Plan.** It must create a structure that is able to meet the needs of anyone on campus, with no gaps, to **allow all to meet or exceed their goals for coming to campus. The Plan must:**
  - **Embed anti-racism and equity** throughout at macro and micro levels, with clear guidance on how these can be implemented in our work
  - Be allied with a **meaningful, relevant vision, mission, and goals**
  - Ensure **equity in standards** and that those who need the most support get it first
  - **Focus equally** on the institution, students and the communities served
  - **Be implementable and operationalized**, tie to specific action steps and usable guidance on how everyone does their work, globally inclusive of other efforts on campus. Must be **adaptive** to apply to various needs across campus, but consistent enough so that it creates a community rather than promoting working in silos. Ensure that processes are aligned with the Plan.
  - Be a **living, dynamic document** that is **actively used** and can be updated to respond to campus and community needs and remain congruent with current activities.
  - Be **easily accessible**, with data front and center and clearly driving decision-making, with a variety of interfaces, both internal and external, including a data dashboard that can be shared with community, donors, etc. Data must be used in a manner that demonstrates the facts without making anyone feel targeted or threatened. Includes both quantitative and qualitative data.
  - Ensure that everyone on campus is conversant with the plan (itself a measure of success). It should **make sense to all who read it**.
  - Contain **clear, consistent, agreed upon, student-centered, equity-based, well-crafted** metrics that are measurable, meaningful, can be benchmarked and assessed and provide **data and results that can be used to continually improve**. Ensure that metrics measure authentic improvement.



## What do you perceive as the greatest issues and challenges associated with developing the GRC Strategic Plan?

- **Engaging everyone**—both internal and external—and **maintaining momentum to keep them engaged and informed** in a busy environment and while limited to remote communications. Need to make the process compelling, establish ownership to encourage participation and ensure that all understand this is OUR strategic plan to shape.
- **Ensuring that all understand the Strategic Plan and process**, that this is a fully inclusive process designed to be responsive to current needs. Need practical, concrete strategies for compellingly communicating this information to both internal and external stakeholders, clearly and without jargon.
- **Allowing all to feel safe and to provide authentic input** in a way they're comfortable with, especially those who have not been at the table in the past, are reluctant to speak, or feel vulnerable or under-represented, so that input is not dominated by a vocal minority. Provide a variety of opportunities and methods for sharing input, including multiple languages and the ability to provide input anonymously.
- Keeping people up to speed and engaging them early and often, allowing opportunity to **provide input as the plan is shaped** rather than after the fact. Ensuring that all can see that their feedback matters and how it has been incorporated.
- **Connecting the pieces**; individual departments often have excellent relationships with local communities and businesses, but don't always promote internal collaboration necessary to support these commitments.
- **Balancing the need, support and enthusiasm for moving forward** and highlighting what the College is doing well **with acknowledging and addressing trust barriers** that may linger from past challenges. Proceeding in a trauma-informed manner, with transparency, inclusion, and proactive, clear communication and collaboration, is required to build and sustain trust in the process so that all are encouraged to participate, contribute, and remain engaged. This is also key to creating trust and open communication across the College on an ongoing, sustainable basis.
- Ensuring that **promising initiatives** set aside during challenging periods in the College's history **can be revisited and reconsidered**.
- Meeting the challenge of identifying and calling people in to **conduct difficult conversations** in a respectful and productive manner.
- Ensuring that the **full student body is engaged in the process**. This requires reaching out beyond student government, to non-traditional and multi-lingual students, and to the College community beyond campus. It is challenging to engage them considering they are goal-oriented and will be gone in two years.
- **Prioritizing the programs and initiatives** that are **most viable to expand** and best support student opportunities while considering impacts on those that are not prioritized
- Responding to and planning for **external pressures** including: political climate and how it may be affected by the coming election; issues related the COVID pandemic—students opting out (both due to reluctance to participate remotely and lack of access), how COVID has disproportionately impacted under-represented communities; as well as ensuring that lessons learned and new services added are not abandoned once the crisis is past, but resourced to remain sustainable

## What are the key strengths and opportunities we can leverage in building the Plan?

- GRC's people are its strength, from President Johnson on down through many long-term employees and enthusiastic newer staff members, all with a deep commitment to our students and community
- Many **exciting programs and initiatives** that can be **taken to scale** to benefit many more students and increase their sense of belonging and involvement, and the opportunity to better communicate those opportunities to get more students connected
- Existing strong programs in a variety of areas
- Opportunity to **strengthen the College's identity** and make it a **destination for students** by elevating what makes it unique. Consider whether the focus should be on filling needs for specific niches or providing comprehensive offerings.
- Opportunities to **renew and overhaul existing programs and build new programs** that promote student achievement and lead to career and transfer success; to ensure that learning opportunities reflect local, regional and statewide industry strengths and needs; and offer a variety of awards from short-term certificates to full degrees, including increased BA offerings.
- Opportunities to better align, strengthen and promote Guided **Pathways and pipelines from K-12 community into GRC to benefit more diverse student communities**

- **Strengthening connections** with local **business and industry** to provide more career opportunities for diverse students. This includes leveraging assets such as Continuing Education and the Small Business Center to connect the planning process and students with stakeholders in the community.
- Opportunity to build more **familiarity with characteristics and needs** and **leverage resources of local communities** throughout the area served by the College
- Opportunity to leverage the College's **unique relationship with the Muckleshoot Tribe** and location on tribal lands to further promote cultural, academic and business partnership
- GRC is fortunate to be **well-resourced** compared to many other colleges in the system, with the ability to apply these resources toward strategic and equity action plans, as well as improved supports and services for all
- The momentum of GRC's **successful reaccreditation process** and aligned initiatives such as creating a **clearer, more streamlined governmental structure** with broad buy-in across the College and clearly delineated roles, decision-making responsibilities, and communication protocols.
- Opportunity to ensure that **all College departments work collaboratively** rather than in silos, with consistent cross-communication and interdisciplinary decision-making.
- The opportunity to **tap into the full variety of student voices** by leveraging student organizations, advisors and faculty who are tracking cohorts, place-based community organizations, program coding, etc. to identify and reach out to diverse student communities
- **A diverse range of great services, supports and activities for students**, and the opportunity to better **inform and connect students** with the variety of available options
- An excellent data team in the Institutional Effectiveness Department
- The College's **affordability**, providing one of the best opportunities in the area to graduate from college debt-free
- The ability to **respond to this very historic moment** and the imperative to foreground equity by **leveraging ongoing equity work** on campus and in the community, including Green River Diversity Council, (GDEC), IDC, the Office of Diversity, Equity and Inclusion, and other campus organizations.
- An opportunity to provide a more **supportive, consistent welcoming process and first-year experience for students**, with clear information about the full spectrum of pathways through College. This includes building bridges to local feeder schools to create a "warm handoff" between high school and College; and considering the specific needs of diverse and first-generation college students.
- Good **advisors and mentors for students**, and the opportunity to **increase supportive connections between diverse faculty and staff and students** from similar cultures and communities
- The opportunity to **educate ourselves** regarding equity, and **create "brave spaces"** to allow the deep, challenging discussions that will allow acknowledging and hearing differences and coming together to **move forward in a way that includes all voices**
- The opportunity to ensure that we create and maintain a **true commitment to change** and serving our students with **authentic dedication to equity and anti-racism**.
- The ability to **adapt well to changing times** and continue evolving to remain up-to-date, including the nimbleness to **update programs in response to community needs**
- The opportunity to **improve facilities** to create a more welcoming campus, including: improving wayfinding; providing adequate parking and/or shuttle service; improving custodial upkeep.
- The opportunity to **upgrade campus spaces** to make them more **compelling, integrated, and welcoming for collaboration** across affinity groups.

## How can we further embed equity in the process and all aspects of our College?

### Planning Process:

- Start by **examining the status quo**, evaluating specific processes and policies across the institution to honestly assess how equitable and anti-racist we are now prior to moving forward.
- Add a social equity lens to everything. **Consider structures to operationalize equity**, define tangible actions that can be taken in each area, train ourselves and others, and consider how to evaluate success.
- Be inclusive, take care to avoid being “culturally centric.” Actively partner with and call in specific cultural communities, and ensure that we are truly **taking into account cultural factors** in why people do or don’t come to our College, and why they may or may not be successful.
- **Ensure that no one is left out of conversations**. Clarify gaps and be intentional in reaching out to all constituents of all campuses and all community and business partners, making sure everyone is at the table and authentically empowered to participate. Ask the right questions to ensure that **all voices, identities, and experiences are considered in making decisions**, and that strategies are designed to truly benefit our students and community.

### All Aspects of College:

- Consider two **key questions**: What does it mean to be an **anti-racist college**? What does it mean to **decolonize education**?
- Consider what services, programs and curricula are needed to **close opportunity gaps for students**.
- Make the **institutional mission** clear to all and ensure it is **integral to College practices and actions**.
- Expand and strengthen the College’s **connection to diverse communities** in the area, including increased community engagement and outreach and committed partnerships with community organizations. Ensure that these connections expand beyond a focus on recruitment.
- Ensure that students continue to **receive a consistent level of attention and guidance** after recruitment.
- Use expanded outreach to learn more about all stages of student experience: from factors that may steer students toward or away from attending the College, to their levels of success several years after earning a degree or certification or transferring. Ensure that the **feedback received is embedded in practice improvements and communicated** throughout the College.
- **Intentionally and explicitly center anti-racism** in College culture and practice. Conduct outreach to learn more about the College’s reputation in terms of diversity, equity and inclusion. Consider how to **embed equitable practices** that reflect the College’s authentic commitment to equity in all aspects of College operations, so that **practice truly reflects our promises and best intentions**. This includes building a stronger relationship with the Office of Diversity, Equity and Inclusion; educating staff; and building in mechanisms for accountability. Seek assistance from local communities to provide culture-specific **cultural competency training** for all faculty and staff.
- Consider how to strengthen the College’s reputation as a **welcoming college campus**. This includes considering what is needed to support first-generation college students and students from diverse backgrounds.
- **Invest in increasing staff and faculty diversity** to ensure that they represent the communities we serve. Consider how **processes and protocols**, such as hiring, can be **reviewed and improved proactively and intentionally**, with long-term plans in place, to create the opportunity for greater equity and diversity.
- Consider the **essential importance of mentoring** for diverse and BIPOC students, ideally from faculty or staff from similar cultures or communities. In addition, since increasing staff and faculty diversity will take time, work with local diverse communities to draw in volunteer mentors, advisors, and ambassadors to support diverse students’ feeling of belonging and confidence in their options and abilities.
- Ensure that students are encouraged and supported in receiving **advisory services**.
- Consider how the College can **expand career options for students**, both by connecting with nearby companies who need trained workers, and by adding more certificate or non-degree training programs to serve diverse students not on a four-year college track.
- Ensure that students receive the education and training necessary to **prepare them for professional careers**—both skills specific to their field and elements of professional conduct

- **Ease navigation** into and through the GRC system. Streamline the process and provide guidance **to make it clear and accessible for all**. Take care to avoid biases and be proactive for inclusion; consider barriers such as culture, language, and the impact of operating in a virtual environment during the pandemic.
- **Create and expand pathways** for high school students to enter college, and leverage family engagement initiatives to proactively communicate these opportunities to all, particularly the more diverse families that are increasingly coming to the area.
- Ensure that transfer students fully understand the requirements and steps to be taken to help keep them on track and **ensure a successful transfer**.
- Acknowledge and address existing divides between the main campus and conventional student body and students in alternative programs. **Build connections and communication to students in diverse programs**—e.g., international students—so they feel fully involved in and connected to the rest of the College, creating a community of solidarity. Ensure that students, faculty and staff at branch campuses, in evening programs, or in other non-traditional programs have **equitable support and resources**, comparable to the main campus. Build mechanisms to ensure that diverse students are treated the same by all.
- Ensure that all **facilities are upgraded, well-maintained, and in good repair**, promoting the message that **programs housed in those spaces are valued**.
- Provide **alternative modes and access** to all programs and resources, including multiple languages and technological support.
- Focus on **bridging the digital divide** for students of diverse socioeconomic status who lack equipment, access and/or technological skills.
- Consider how **online and hybrid learning models can be leveraged to expand global connections and better support diverse students**.

## 2 | Who Are We? Green River College and Community Profile

### Green River College Service Area and Campus Locations

Green River College is a public two-year college that offers educational opportunities in transfer, career technical, four-year applied baccalaureate degrees, transitional studies (adult basic education and high school completion), and community and continuing education courses for the communities the College serves. It is the fourth largest of 34 community and technical colleges in Washington State.

Centrally located between Seattle and Tacoma in Auburn, Washington, Green River College's service area includes the cities and school districts of Kent, Auburn, Enumclaw, Renton, and Tahoma in South King County.

The College began as an adult evening education program for the Auburn School District in 1945. By 1963, the State Board of Education approved the establishment of Green River Community College. The College's main campus has been in its current location since 1965—a beautifully wooded hilltop campus of 250 acres. Over time, as community needs have grown, the College added branch locations in downtown Kent (1986), Enumclaw (1996), and downtown Auburn (2016). The Kent campus is a smaller version of the main campus in Auburn and offers many of the same programs and services. The Enumclaw and Auburn locations offer small selections of credit and non-credit continuing education classes which serve the surrounding communities.

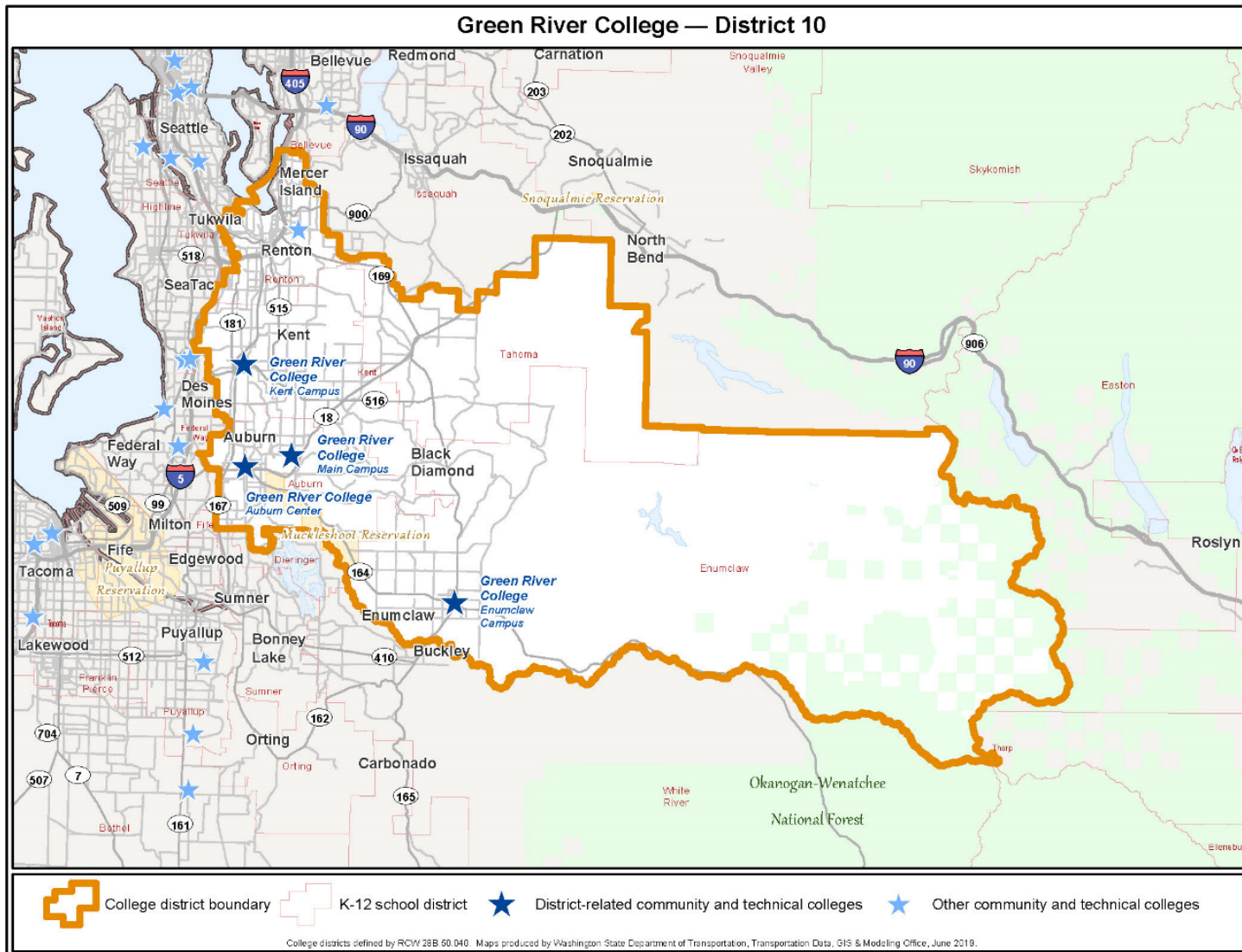


Photo credit: Green River College (Facebook)

In 2013, Green River won approval to offer applied baccalaureate degrees, which currently include eight bachelors of applied science (BAS) degrees. The following year, Green River submitted a substantive change to the Northwest Commission on Colleges and Universities (NWCCU) to change its name officially from Green River Community College to Green River College to better reflect the school's variety of offerings.

The map on the next page displays the service area (outline in orange) and Green River College campus locations (dark blue stars). Other community and technical colleges are shown as well (light blue stars).

**Figure 1: Map of Green River College Service Area**



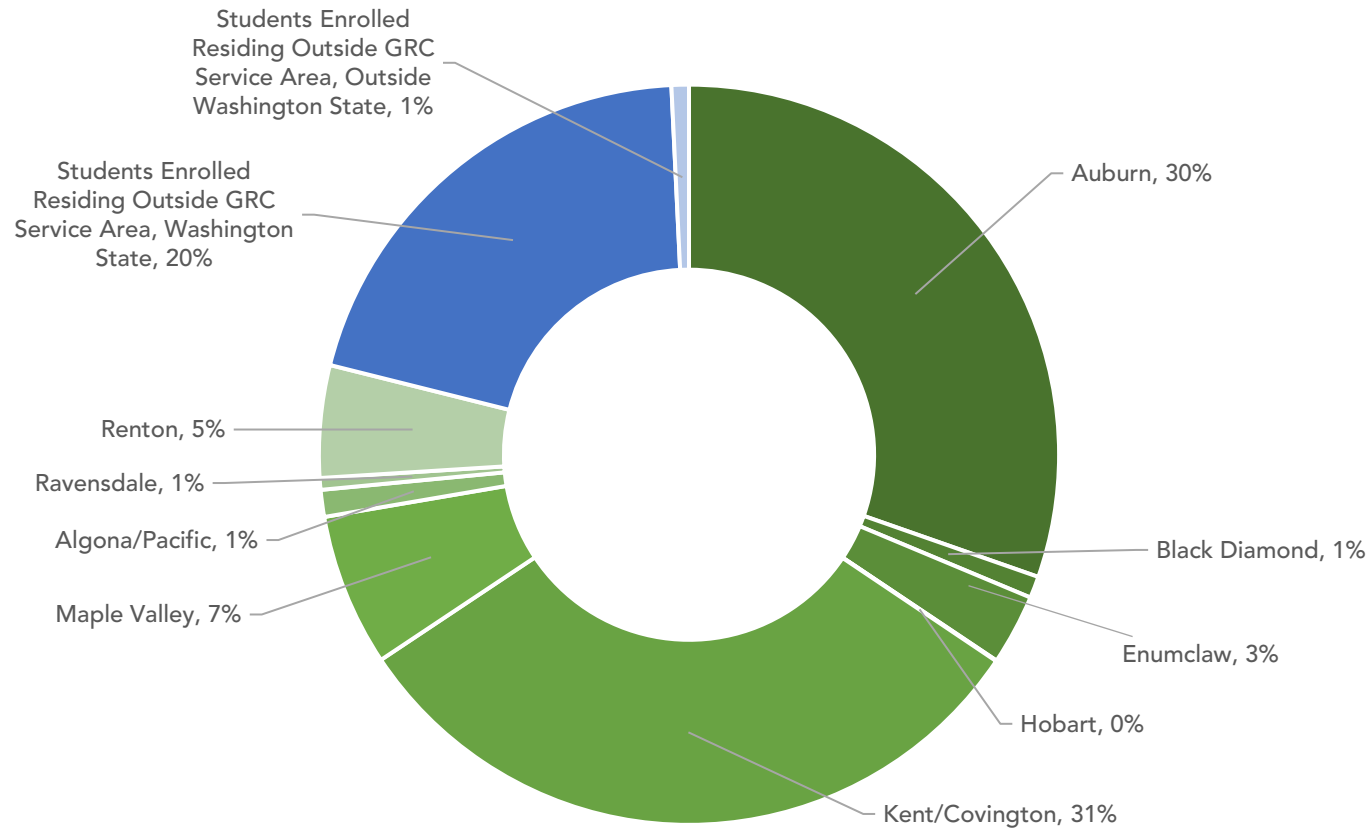
**Source: Washington State Department of Transportation**



### Cities Served by Green River College

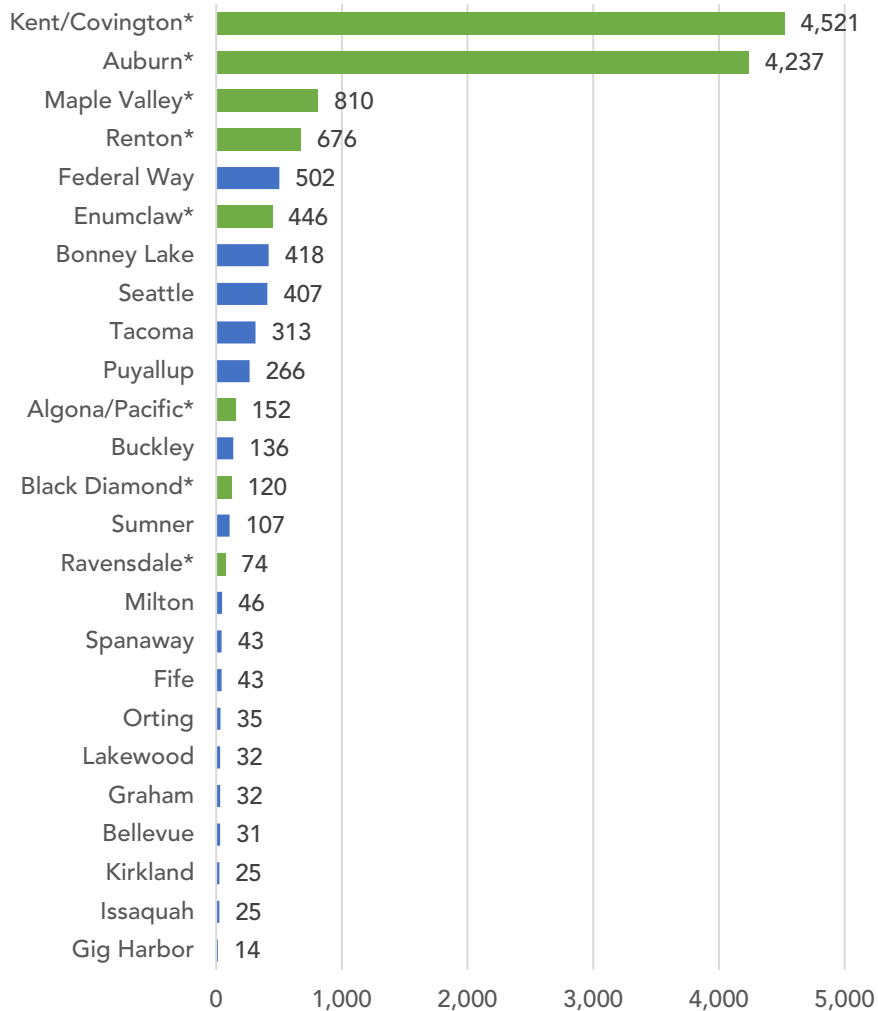
Green River College draws a majority of its students from the eleven cities and communities within its district, with most of the balance coming from nearby cities in King and Pierce Counties. In 2019, approximately 80 percent of students enrolled at Green River College lived within the service area, with the largest enrollments from students living in Kent/Covington and Auburn. Outside of the service area, more than 200 students enroll from each of the cities of Federal Way, Bonnie Lake, Seattle, Tacoma, and Puyallup. Nearly all domestic students are from Washington State. Only about one percent of domestic students enroll from other states, mostly from those nearby on the west coast.

**Figure 2: State-Supported and Contract Funded Students, by Residence, 2019-20**



Source: Green River College, Office of Institutional Effectiveness

**Figure 3: Average Enrollments Among Top 25 Locations by Student Residence, 2015-16 to 2019-20**



The figure at left displays the annual average enrollments for the last five academic years by city of residence. An average of 4,521 students who have enrolled in the last five years at Green River College and live within the service area live in Kent or Covington, and another 4,237 in Auburn. About 810 students have enrolled from Maple Valley, 676 from Renton and 446 from Enumclaw, on average. Cities within the service area are noted with an asterisk (\*) and shown in the bars in green.

Outside the service area (blue bars), in the last five years, an average of 502 students have enrolled annually who live in Federal Way, 418 students from Bonney Lake, and 407 who live in the city of Seattle.

\* denotes cities within the Green River College Service Area, with bars in green  
 Source: Green River College, Office of Institutional Effectiveness

## Service Area and Regional Population Trends and Related Student Characteristics

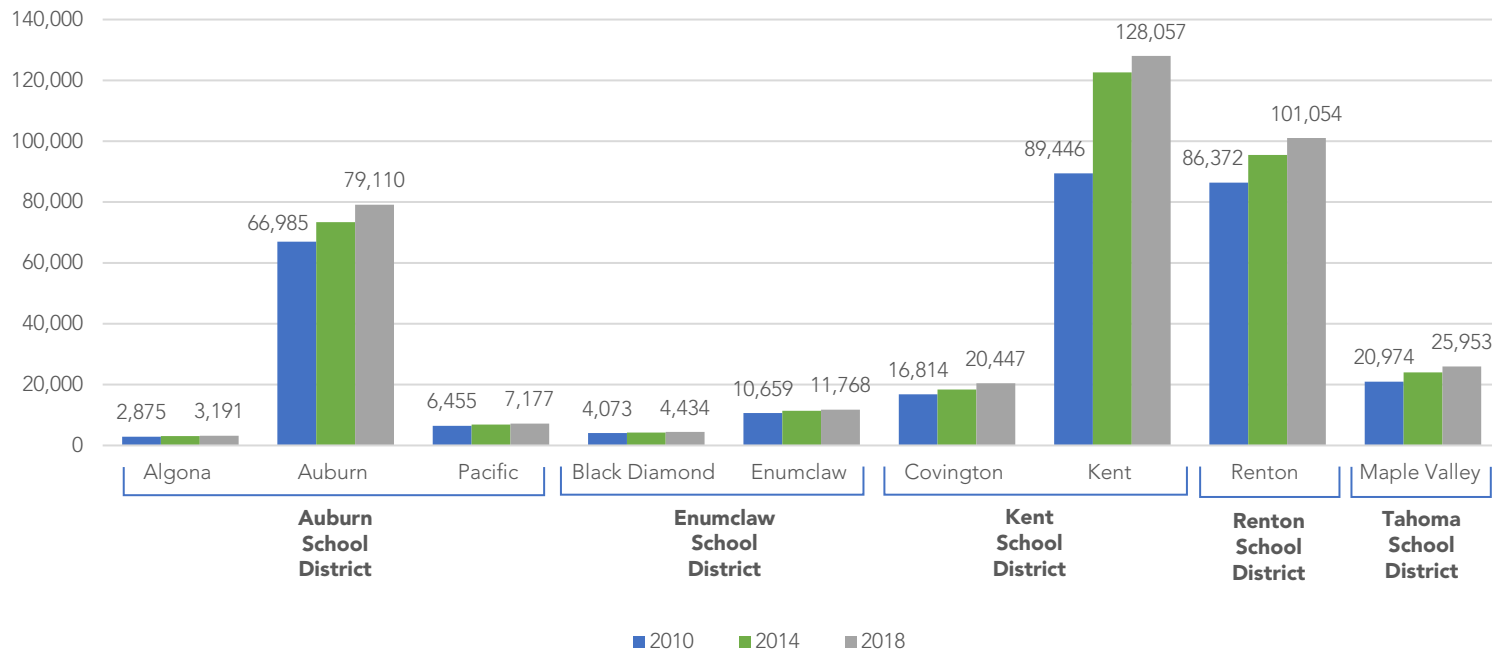
Green River College's Service Area, King County, and the broader Puget Sound Region populations are expanding, and growing more diverse. Green River will need to meet the needs of growing immigrant, school-age, and senior populations in its service area. It will also need to address ongoing economic insecurity and educational attainment needs of residents.

- In the next two decades, **the region's population will grow by more than 760,000 people**, and one-third of that growth will be in King County. Much of that growth will be among school-age residents and seniors—**by 2040 one in five residents will be over the age of 65**.
- Much of the **recent population growth in the region has been among residents of color**. This is especially true for Southeast King County and the Green River service area, which are **experiencing increasing ethnic diversity as lower income households of color move** from more expensive Seattle and Tacoma to communities with more affordable housing.
- **Increasing numbers of King County and Green River service area residents are immigrants**. One in five residents in the service area is foreign born. One in three service area residents speaks a language other than English at home, and one in ten experiences limited English proficiency.
- **High school enrollments in the region are growing, as are graduate rates**, which are especially improving among students of color. Half of service area K-12 students are considered low-income, and many are housing insecure.
- **Half of residents over the age of 25 have not earned at least an associate degree**, and one in 12 have not completed high school.
- **There are high rates of low-income households in the service area, many near campus centers**. One in ten households does not have access to high-speed internet.

Note: This section integrates student demographic data to compare with the broader region, where available and relevant.

## Population Snapshot, Green River College Service Area

**Figure 4: Population Snapshot, Green River College Service Area**



**Source: U.S. Census, American Community Survey 5-Year Estimates, 2010, 2014 and 2018**

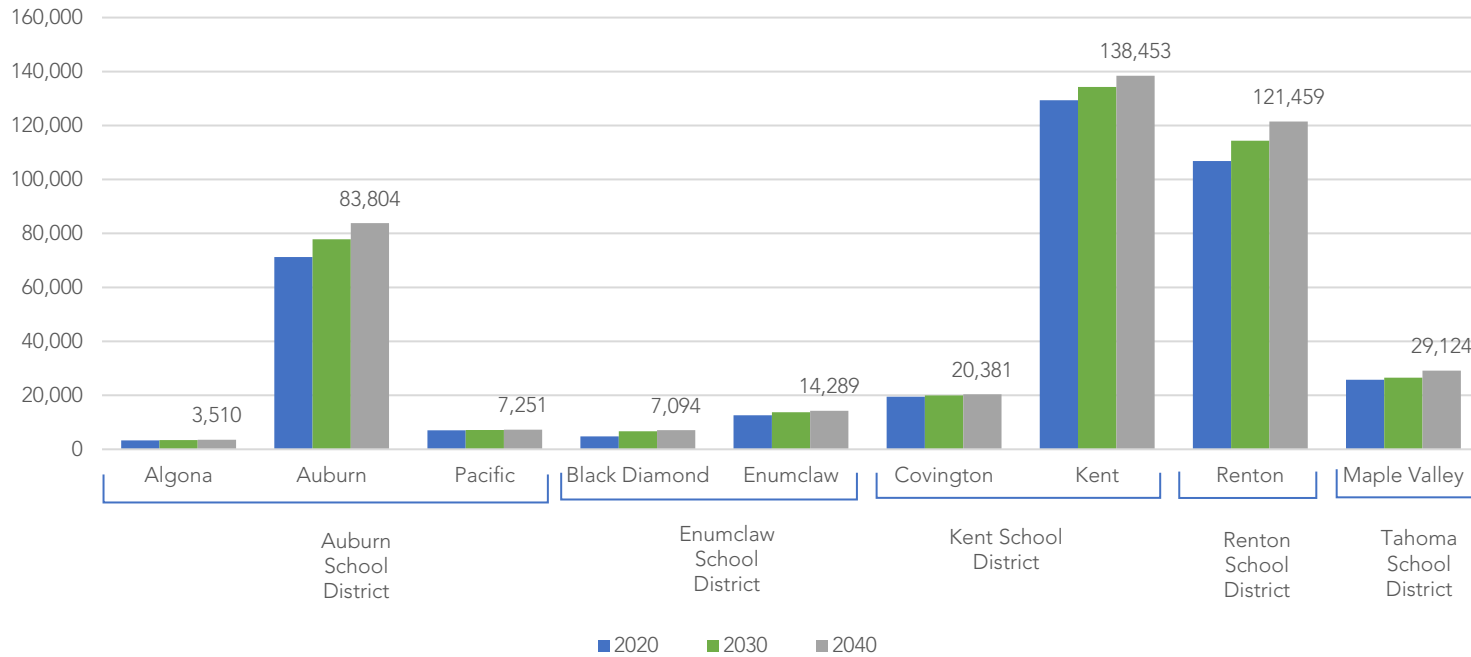
In the last decade, all of the cities within the Green River College service area have experienced some growth in population. Collectively these cities, listed in the figure above, have experienced 25 percent growth in population since 2010, or 76,538 total new residents.

Kent, Renton and Auburn, the largest cities in the service area, experienced the most population growth between 2010 and 2018. In Kent, the number of residents has grown 43.2 percent, with 38,611 new residents moving to the city since 2010. The population in Auburn grew 18.1 percent, with 12,125 additional residents, while Renton’s population grew 17 percent, adding 14,682 residents.

Among smaller cities, Maple Valley and Covington experienced population growth rates above 20 percent, adding 4,979 and 3,633 residents, respectively. The populations of Algona and Pacific have grown by 11 percent or more, and Enumclaw by more than 10 percent since 2010.

## Projected Population Growth in the Green River College Service Area

**Figure 5: Projected Population Growth Among Service Area Cities, 2020 to 2040**



Source: Puget Sound Regional Council, 2017

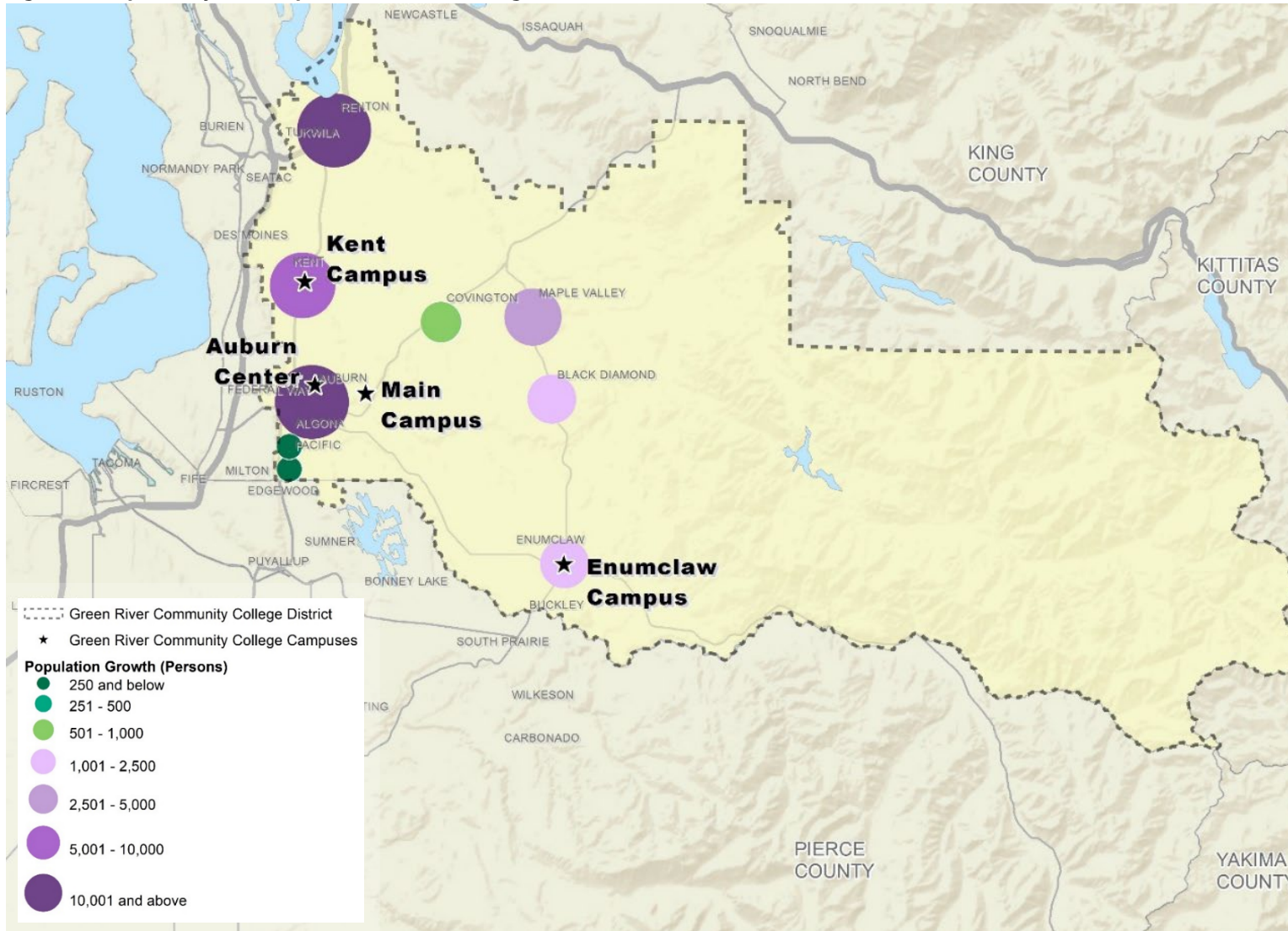
Over the next twenty years, cities in the Green River College service area are projected to grow by a collective 44,903 residents. The figures above and at right, and the map on the page which follows, display these gains by city, with the greatest gains in population expected to take place in Renton and Auburn. In Renton, approximately 14,617 more residents will call the city home by 2040 (or growth of 13.7 percent) and Auburn, which is projected to grow by 17.6 percent with 12,542 new residents. The population in Kent is projected to grow seven percent, or about 9,081 residents.

Black Diamond will experience the largest rate of growth, with expectations that the population there will grow by almost 48 percent, or 2,297 people. Enumclaw and Maple Valley are projected to experience population growth of 13 percent or above, while Covington will grow slightly by 4.7 percent. The populations in Algona and Pacific will largely be flat over this time period.

**Figure 6: Projected Population Growth, Service Area Cities, 2020 to 2040**

Service Area City	Population Change, 2020 to 2040	Rate of Change
Black Diamond	2,297	47.9%
Auburn	12,542	17.6%
Renton	14,617	13.7%
Enumclaw	1,654	13.1%
Maple Valley	3,358	13.0%
Kent	9,081	7.0%
Algona	195	5.9%
Covington	921	4.7%
Pacific	237	3.4%

**Figure 7: Map of Projected Population Growth among Service Area Cities, 2020 to 2040**

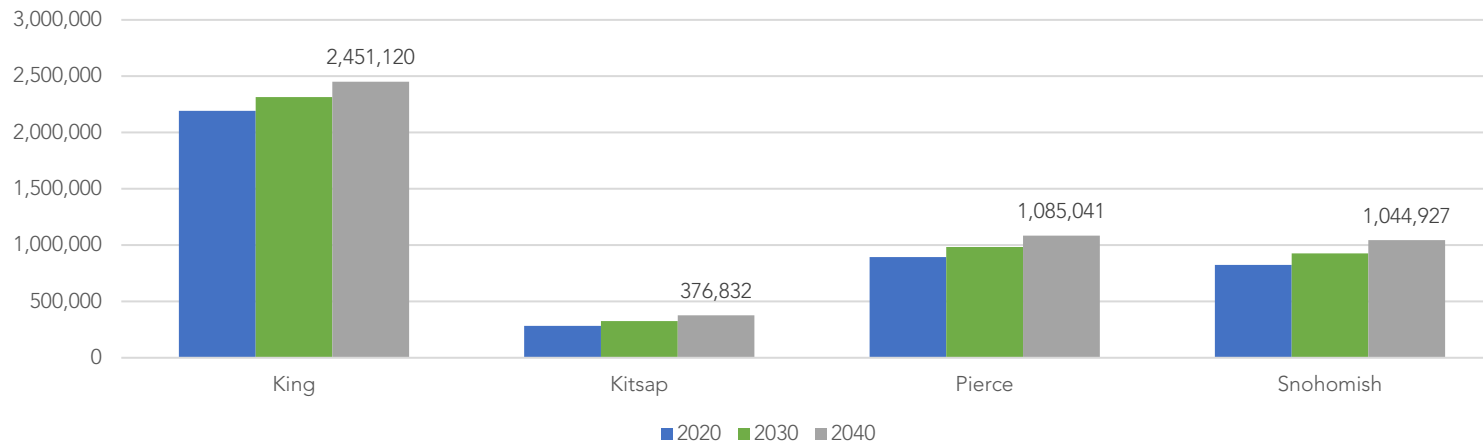


Source: Puget Sound Regional Council, 2017



## Projected Population Growth, Puget Sound Region

**Figure 8: Projected Population Growth, Puget Sound Region Counties, 2020 to 2040**



**Figure 9: Projected Population Growth, Green River Service Area, Puget Sound Region and Counties, 2020 to 2040**

Region	2020 Population	2030 Population	2040 Population	Population Change, 2020 to 2040	
Green River College Service Area (cities)	380,464	393,369	403,984	44,903	11.8%
King County	2,192,602	2,314,642	2,451,120	258,518	11.8%
Kitsap County	282,881	326,578	376,832	93,951	33.2%
Pierce County	894,161	983,035	1,085,041	190,880	21.3%
Snohomish County	825,105	927,096	1,044,927	219,822	26.6%
Puget Sound Region	4,194,749	4,551,350	4,957,920	763,171	18.2%

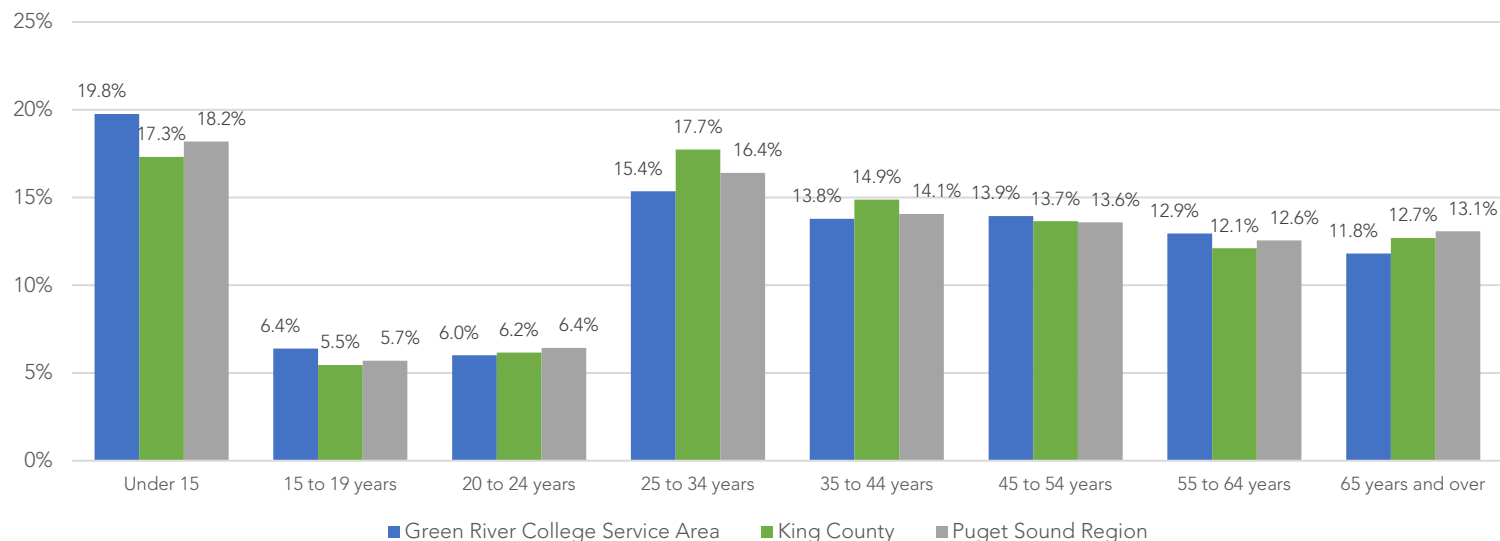
Source: Puget Sound Regional Council, 2017

As mentioned above, the cities within the Green River service area are projected to grow by nearly 45,000 residents, or 11.8 percent by 2040, which is the same rate of growth projected for King County as a whole. An additional 258,518 residents are expected to live in King County by 2040, and the College service area's growth will represent approximately 17 percent of this total.

Other counties in the Puget Sound region are expected to grow at an even faster rate, with Pierce projected to grow by 21.3 percent (nearly 191,000 new residents), and Snohomish by 26.6 percent (approximately 220,000 people). Kitsap will experience the highest rate of growth, with its population expected to grow by about one-third, or nearly 100,000 people. The entire Puget Sound region is projected to grow by 18.2 percent, or approximately 763,000 new residents.

## Green River College Service Area and Regional Demographics: Age

**Figure 10: Rate of Population by Age Group, Green River College Service Area, King County and Region, 2018**



**Figure 11: Total Population by Age Group, Green River College Service Area, King County and Region, 2018**

Region	Under 15 years	15 to 19 years	20 to 24 years	25 to 34 years	35 to 44 years	45 to 54 years	55 to 64 years	65 years and over	Total Population
Green River College Service Area	90,841	29,372	27,642	70,619	63,389	64,123	59,538	54,315	459,839
King County	374,596	117,899	133,287	383,646	321,888	295,331	262,001	274,609	2,163,257
Puget Sound Region	740,689	232,136	261,871	668,072	572,434	553,143	511,459	532,388	4,072,192

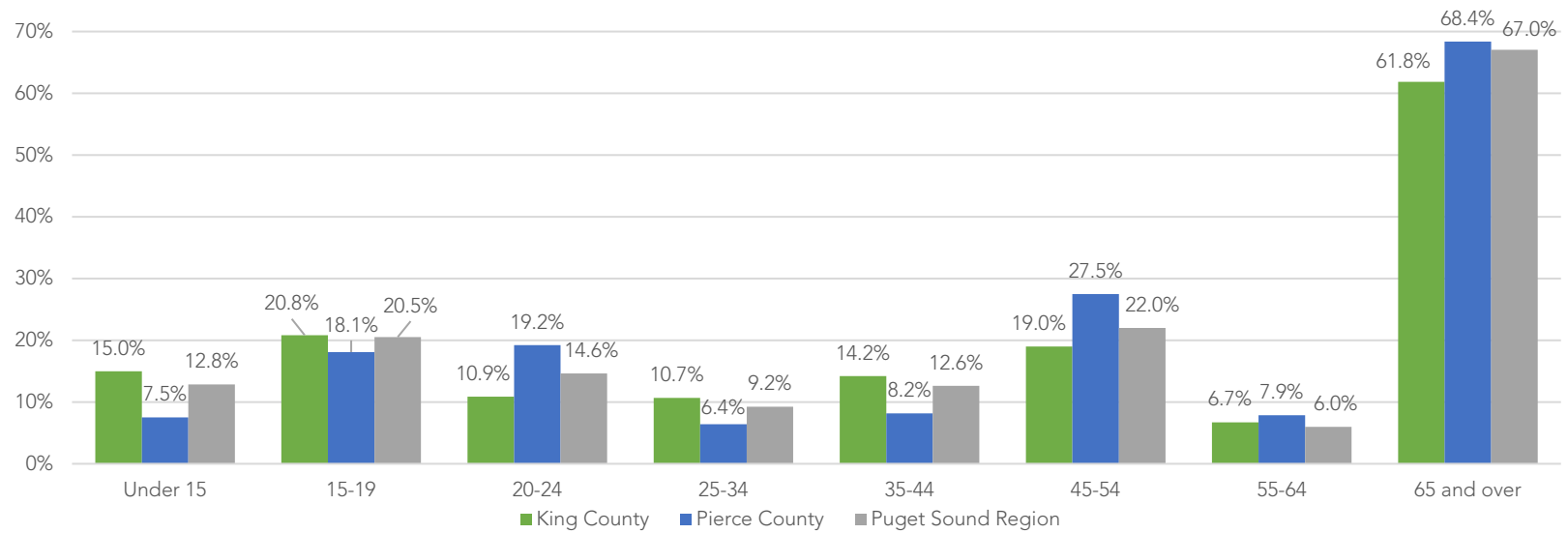
Source: U.S. Census, American Community Survey 5-Year Estimates, 2018

For the most part, the Green River College service area population tends to mirror King County and the regional population when looking by age groups, as seen in the figures above. However, the service area has a larger percentage of young residents (those under 20 years of age) than the County and region, as well as among older working adults, those 55 to 64 years of age.

The service area has fewer younger adults of working age, those 25 to 34 and 35 to 44, than the rate of these populations in King County and the Puget Sound region. Its rate of seniors in the population, those over the age of 65, is also less than the county and region.

## Population Growth Projections by Age Group, Puget Sound Region

**Figure 12: Projected Population Growth by Age Group, King and Pierce Counties and Puget Sound Region, 2020 to 2040**

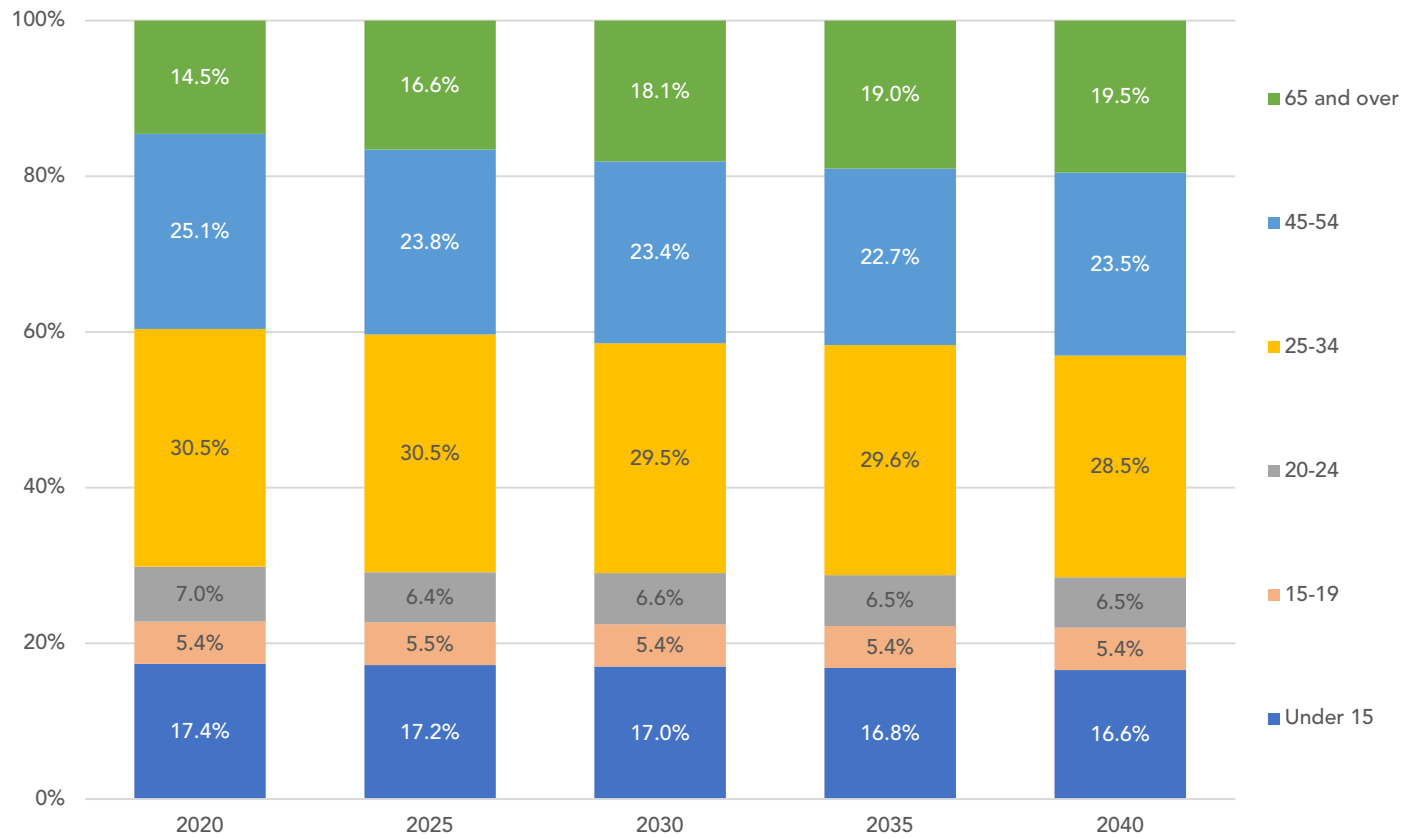


**Source: Washington State Office of Financial Management**

Looking at expected population growth by age group as seen in the figure above, King County and the broader Puget Sound Region will experience approximately 20 percent growth among high school students, and nearly 11 percent (King County) and nearly 20 percent (Pierce County) growth among college-age residents. There will also be a substantial increase in the number of middle-aged working adults, those between the ages of 45 and 54.

The number of senior residents over the age of 65 is expected to grow more than 60 percent in King County, 68 percent in Pierce County, and 67 percent across the four county Puget Sound Region. The next figure compares the rate of age groups in King County over this time period.

**Figure 13: Projected Rate of Population by Age Group, King County, 2020 to 2040**

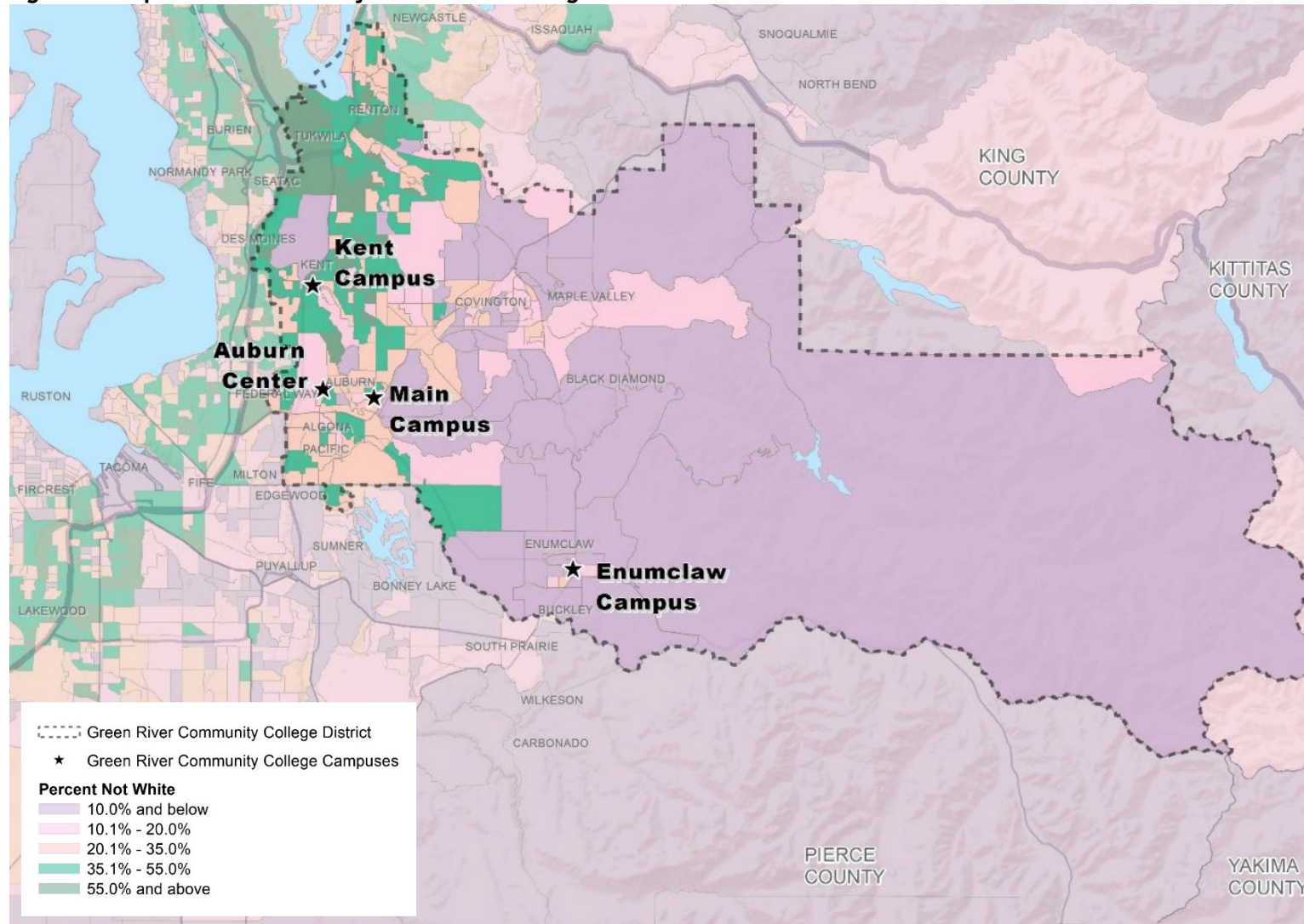


**Source: Washington State Office of Financial Management**

The figure above shows the projected rate of the King County population by age group over the next twenty years. The rate of all age groups as a percent of the total population is expected to decline or remain flat, except for seniors. By 2040, one in five residents in King County will be 65 or older.

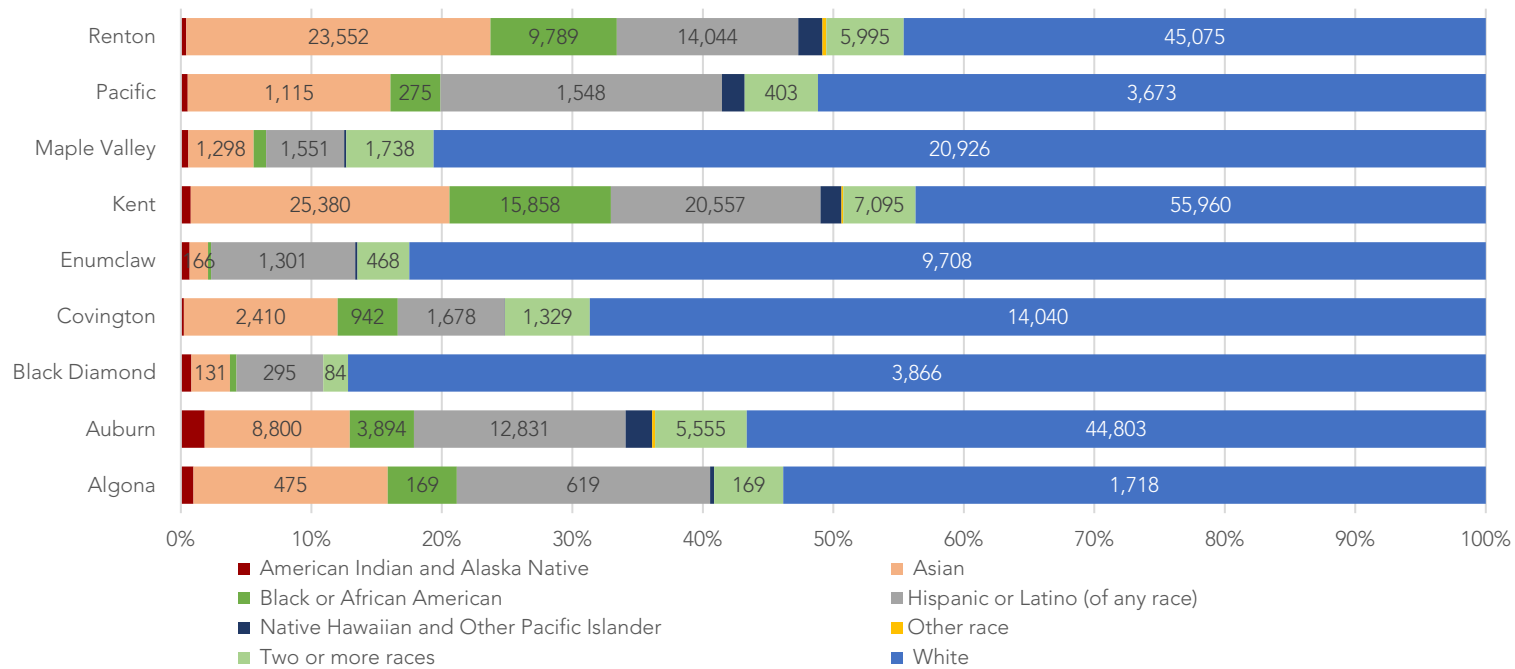
**Green River College, Service Area and Regional Demographics: Race and Ethnicity**

**Figure 14: Map of Race and Ethnicity in Green River College Service Area Communities**



Source: U.S. Census, American Community Survey 5-Year Estimates, 2018

**Figure 15: Race and Ethnicity of Green River College Service Area Cities**



Source: U.S. Census, American Community Survey 5-Year Estimates, 2018

Green River College’s service area includes communities where more than half of residents are people of color, visible in dark green on the map on the previous page. In the most populous parts of the service area, including Kent, Renton and Auburn, nonwhite residents represent approximately 46 to 56 percent of the population (see figures below and at right). One in five residents in these cities is of Asian descent. Kent and Renton also have the largest populations of Latino, Black and mixed-race residents among service area cities. Auburn has the largest number of Native American residents. Most residents in the service area of Native Hawaiian or Pacific Islander descent live in Auburn, Kent, and Renton.

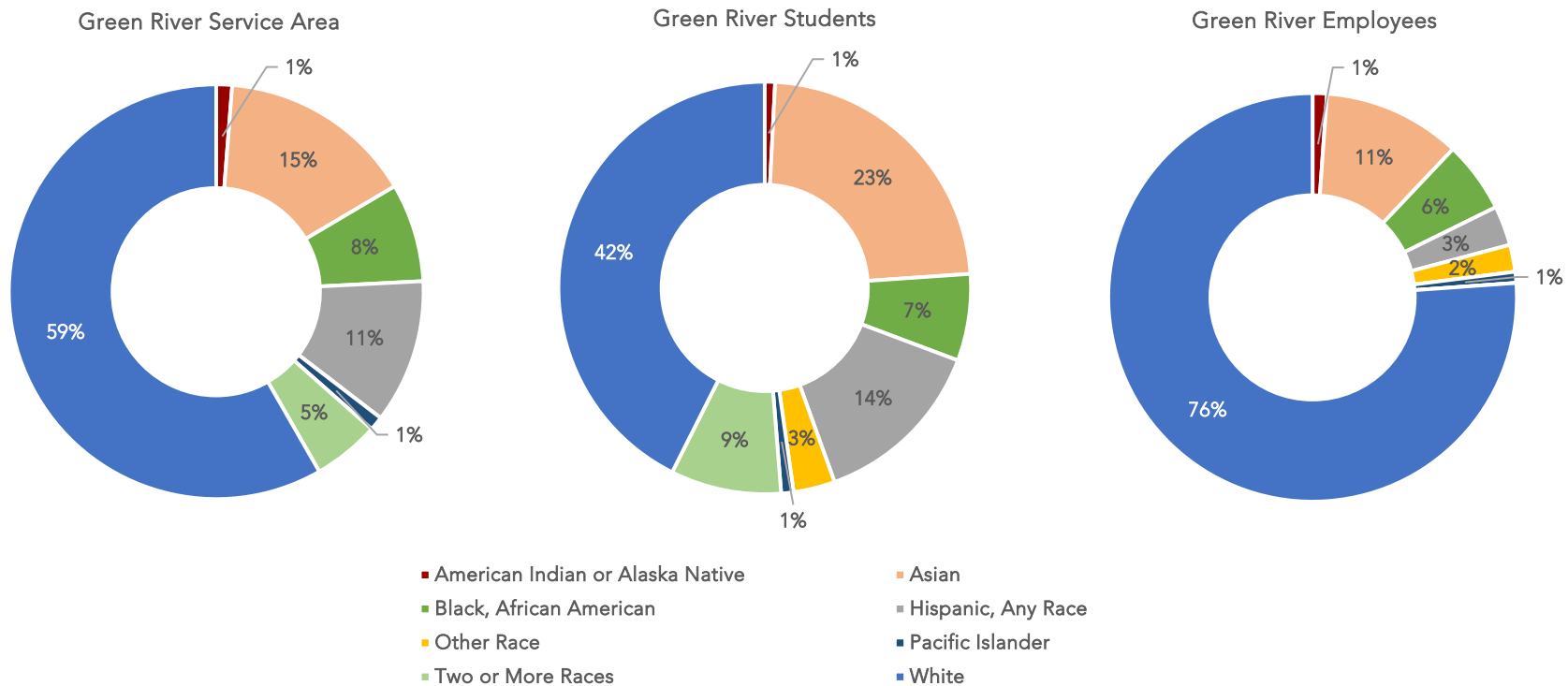
Looking within these categories, twenty-five percent of Asian residents in the Green River College service area are of Filipino descent, 18 percent are Vietnamese, 16 percent are Chinese and another 16 percent Indian. Most residents who identify as Hispanic or Latino in the service area are of Mexican heritage (78%).

**Figure 16: Nonwhite Population in Service Area Cities**

Service Area City	Nonwhite Population	Percentage
Kent	72,097	56.3%
Renton	55,979	55.4%
Pacific	3,504	48.8%
Algona	1,473	46.2%
Auburn	34,307	43.4%
Covington	6,407	31.3%
Maple Valley	5,027	19.4%
Enumclaw	2,060	17.5%
Black Diamond	568	12.8%



**Figure 17: Race and Ethnicity of Green River College Service Area, Students and Faculty**



**Source: Green River College, Office of Institutional Effectiveness; U.S. Census American Community Survey 5-year Estimates, 2018**

The charts above compare race and ethnicity in the Green River service area population to Green River’s students and staff. Students of color represent 58 percent of Green River’s population, while that is nearly the rate of white residents in the service area population. White faculty and staff are far over-represented among Green River’s employees related to the service area and students.

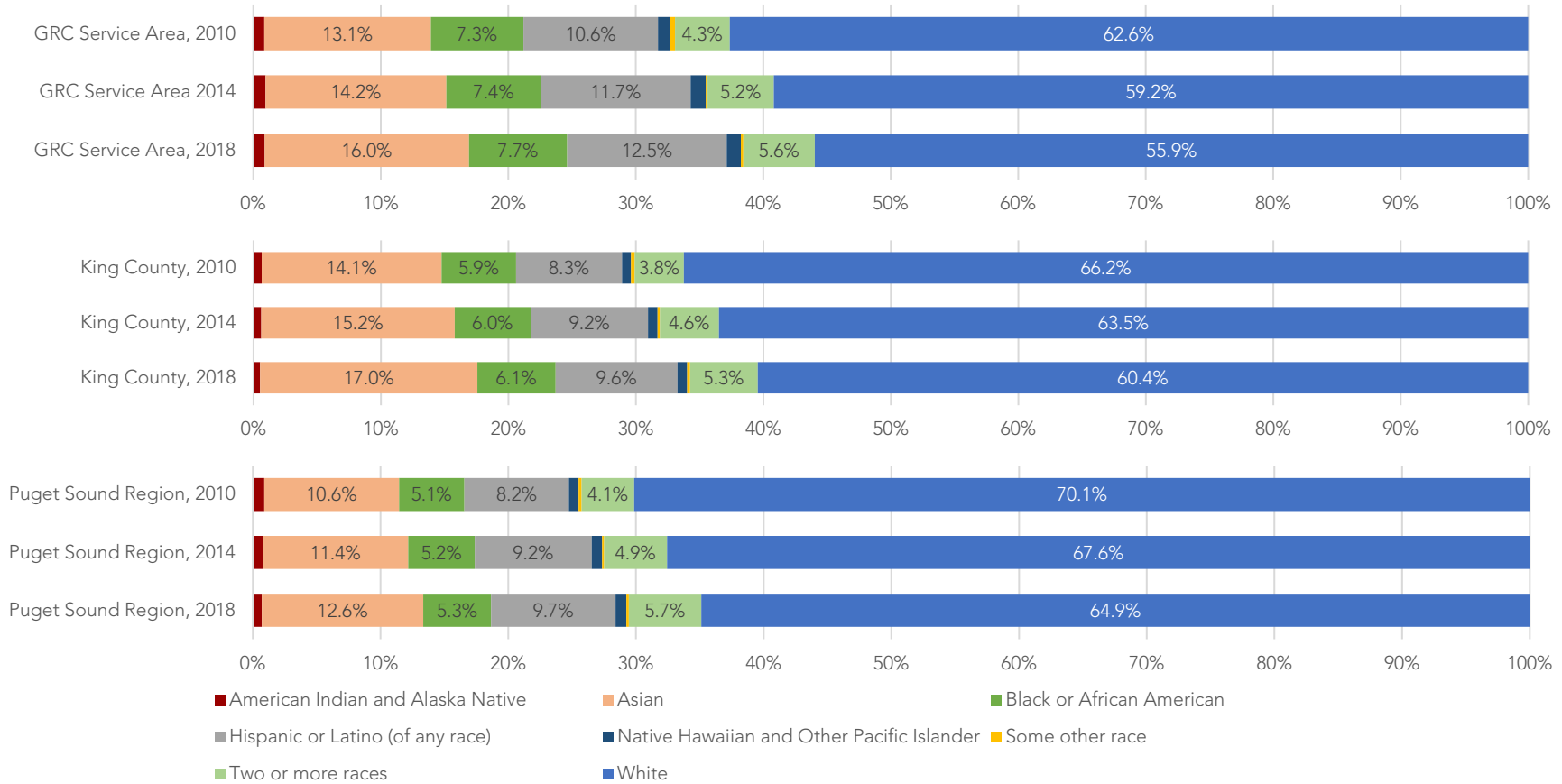
The rate of students of Asian descent is eight percentage points higher among Green River’s student population than in the service area and

double the rate of Green River employees. The percent of Hispanic students at Green River is slightly greater than the rate of Hispanic residents in the service area, but five times the rate of Hispanic employees at Green River. Black students and employees are represented at a slightly lesser rate than in the service area, while those of American Indian, Alaska Native or Pacific Islander descent are represented at a comparable rate to the service area population, which is only one percent.

### Recent Race and Ethnicity Growth Trends in the Service Area and Region

Since 2000, nonwhite residents represent 81 percent of all population growth in the Puget Sound Region, according to the Puget Sound Regional Council. In the last decade, population growth among communities of color has taken place at a faster rate than that of white residents. As a result, nonwhite communities represent six percent more of the population in King County and the Puget Sound Region in 2018 than was the case in 2010. Within the Green River College Service Area, growth among communities of color has been slightly greater than the county and region, where nearly half the population is now nonwhite. The figures below compare the recent changes in race and ethnicity in the service area and the region.

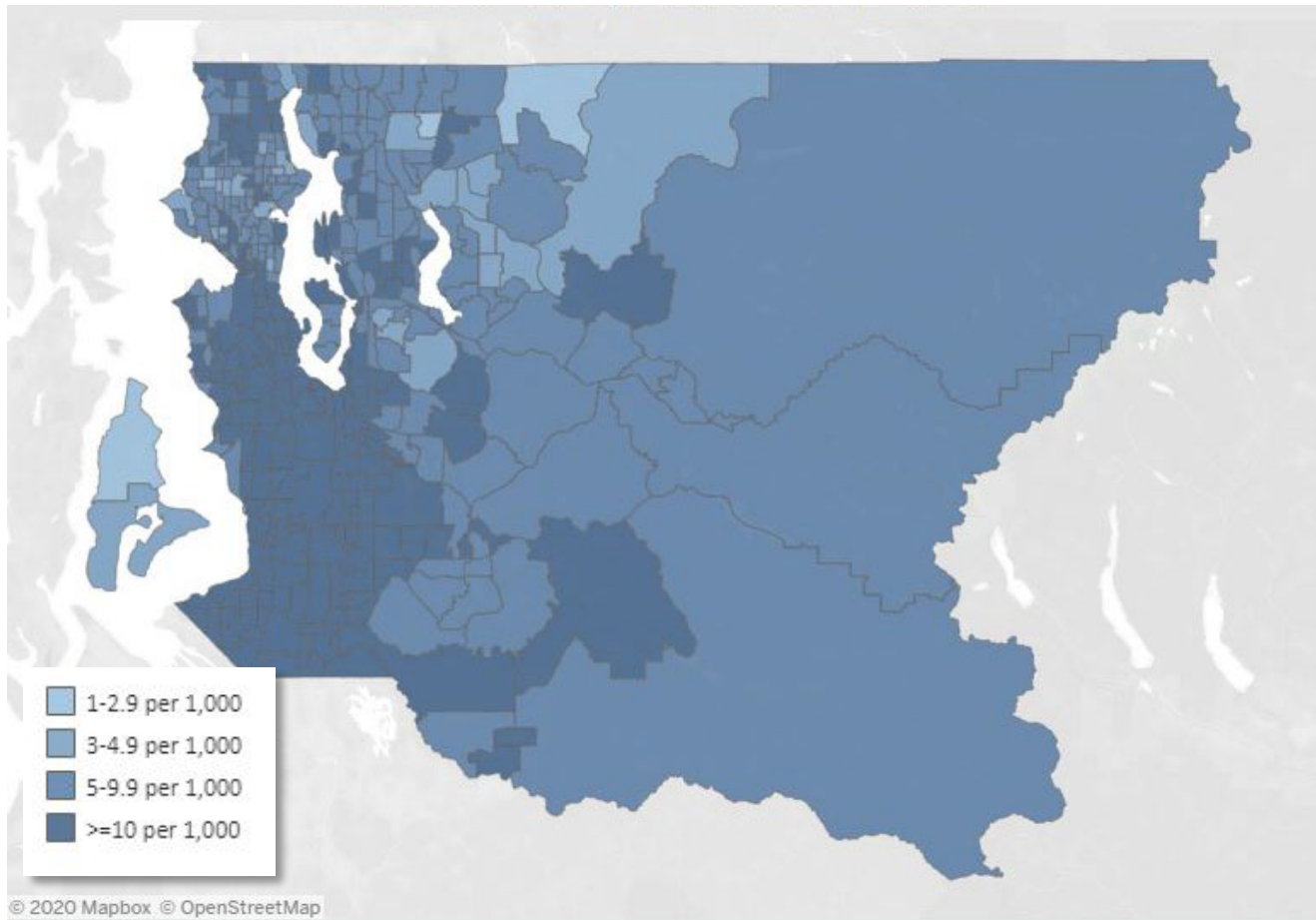
**Figure 18: Race and Ethnicity in the Green River College Service Area, King County and Puget Sound Region, 2010, 2014 and 2018**



Source: U.S. Census American Community Survey 5-year Estimates, 2010, 2014, 2018

## Racial Disparities in COVID-19 Cases and Health Outcomes

Figure 19: Map of Rate of Confirmed COVID-19 Cases by Census Tract, per 1,000 residents, November 2020



Source: King County, Washington Department of Health, November 2020

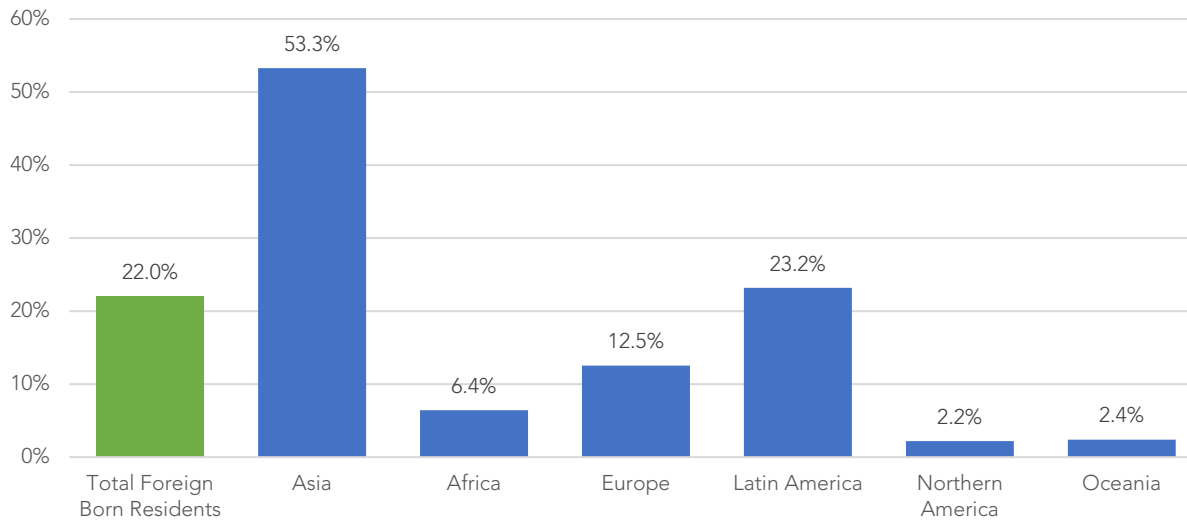
The growth in diversity in the region correlates to another more problematic statistic, due to historically worse health access and outcomes among communities of color in the U.S. Green River's Service Area, in the southern sections of this map of King County, includes communities where the rate of confirmed COVID cases is greater than 20 per 1,000 residents.

According to the Seattle Times, Black and Hispanic/Latino residents contract COVID-19 at higher rates than whites and Asians in King County, and at rates greater than their representation in the region's population.<sup>1</sup>

<sup>1</sup> Lewis Kamb, King County has big racial disparities in coronavirus cases and deaths, according to public-health data, The Seattle Times, May 1, 2020, <https://www.seattletimes.com/seattle-news/health/king-county-has-big-racial-disparities-in-coronavirus-cases-and-deaths-according-to-public-health-data/>

## Foreign-Born Residents, Languages Spoken at Home, and English Proficiency

**Figure 20: Region of Birth for Foreign-Born Residents in the Green River College Service Area**

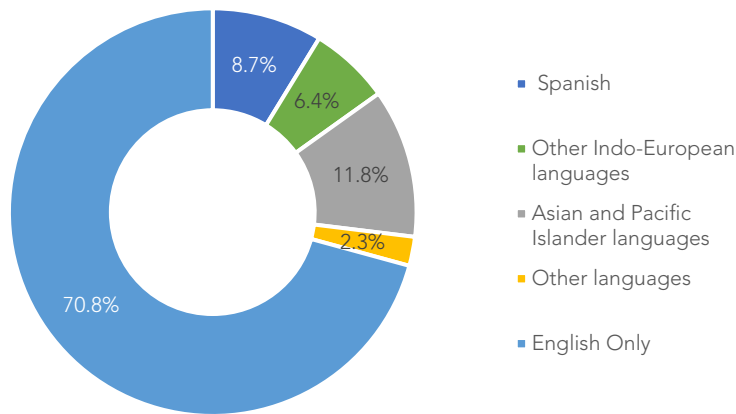


**Source: U.S. Census American Community Survey 5-year Estimates, 2018**

Twenty-two percent of residents in the Green River College Service Area are immigrants, born in another country other than the United States. This is reflected in the student population, where approximately 20 percent of students are immigrants, visa holders or have another similar status. Of foreign-born residents, more than half (53.3%) came from Asian countries, and nearly one in four (23.2%) from Latin America.

Among immigrant foreign-born residents in the service area, nearly half (48.5%) are not citizens.

**Figure 21: Language Spoken at Home in Green River Service Area**

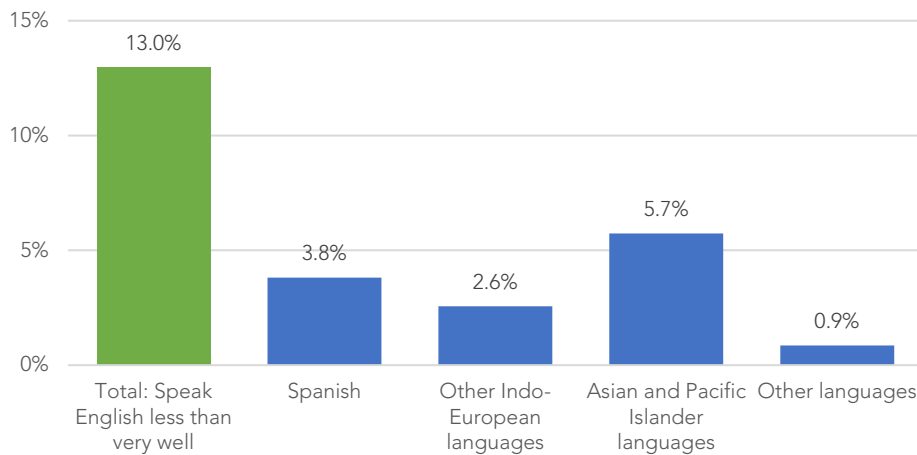


Approximately 30 percent of residents in the Service Area speak a language other than English at home. Of these residents, most speak Asian and Pacific Islander languages (11.8 %) or Spanish (8.7%).

About half of monolingual Spanish speaking residents in the district do not speak English very well (3.8% of all residents). The same is true for those who speak Asian or Pacific Islander languages at home, where approximately half of speakers do not speak English very well.

The Kent and Renton School districts account for most residents who speak Asian and Pacific Islander languages at home; about half of residents in these school districts who speak these languages do not speak English well.

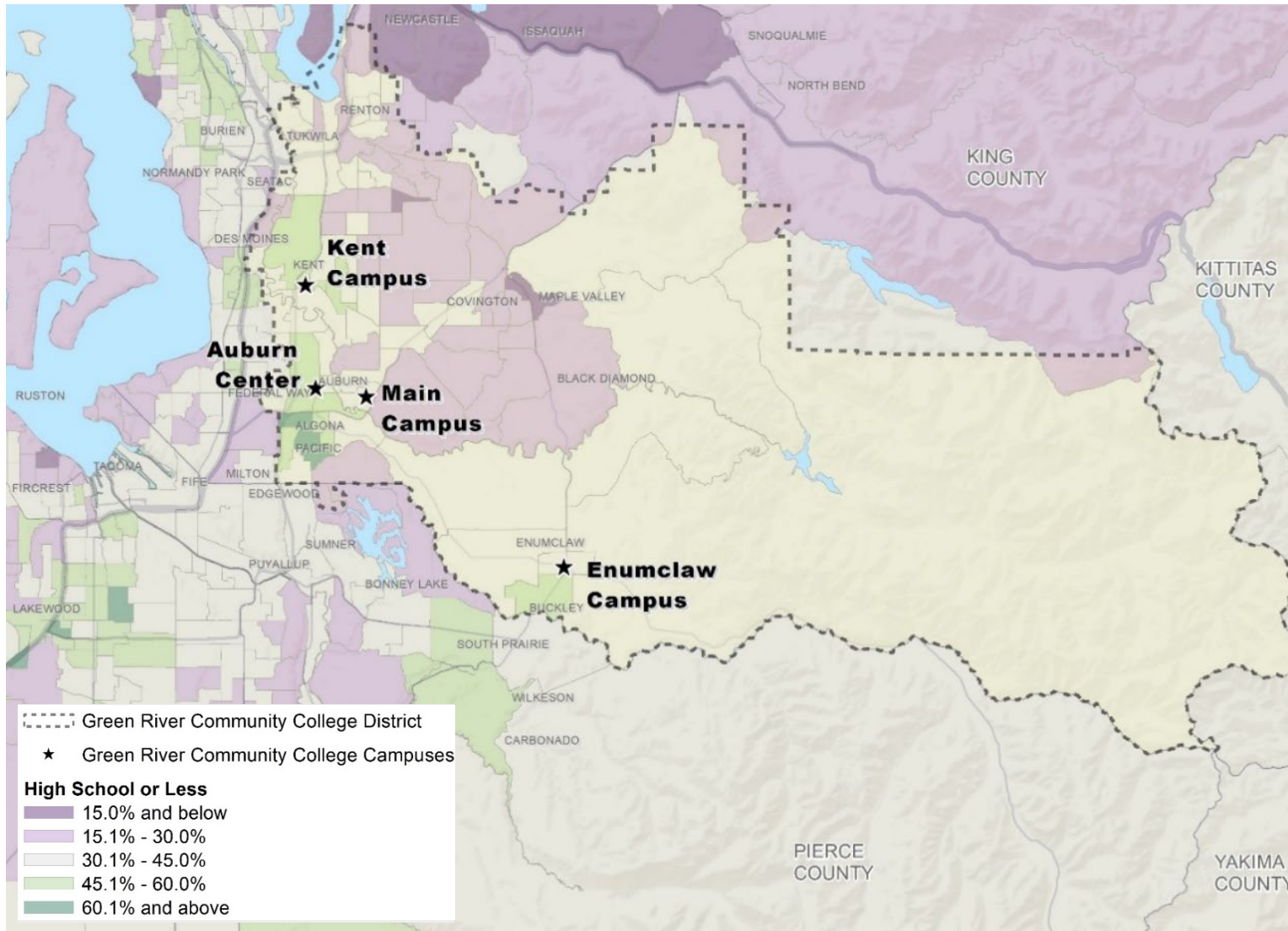
**Figure 22: Service Area Residents with Limited English Proficiency by Language Spoken at Home**



**Source: U.S. Census American Community Survey 5-year Estimates, 2018**

**Educational Attainment**

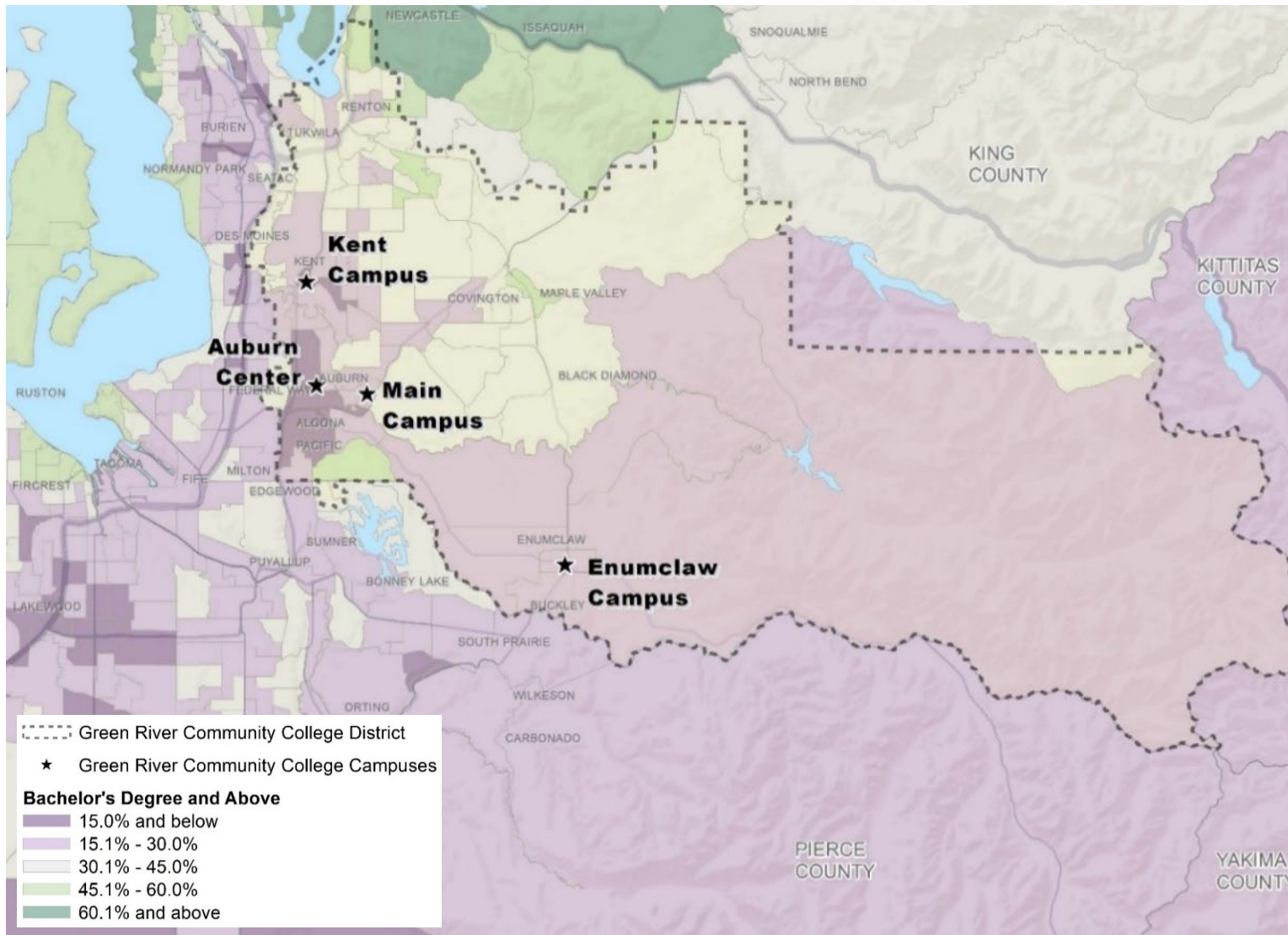
**Figure 23: Map of Rate of Residents Age 25 and Older with a High School Degree or Lower Level of Education**



Source: U.S. Census, American Community Survey 5-year Estimates, 2018



**Figure 24: Map of Rate of Residents Age 25 and Older with a Bachelor Degree or Higher**



Source: U.S. Census, American Community Survey 5-year Estimates, 2018

**Figure 25: Highest Level of Educational Attainment Among Residents 25 Years and Older, Green River Service Area, King and Pierce Counties and Puget Sound Region**

Region	Less than a high school degree	High school graduate	Some college, no degree	Associate degree only	Bachelor degree or higher
Green River College Service Area	8.3%	24.6%	23.5%	10.6%	31.5%
King County	6.1%	15.7%	18.5%	8.2%	50.2%
Pierce County	7.9%	27.4%	26.1%	11.3%	26.2%
Puget Sound Region	7.0%	21.3%	23.0%	9.7%	37.9%

**Source: U.S. Census, American Community Survey 5-year Estimates, 2018**

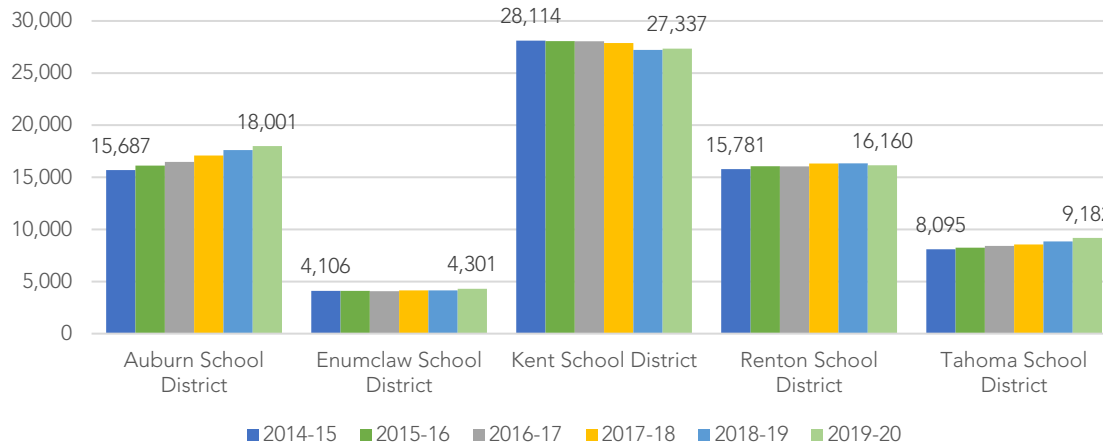
The maps on the previous pages and the chart above show the highest levels of educational attainment among service area, county, and region residents over the age of 25.

A little more than half of Green River College service area residents over the age of 25 have earned less than an associate degree. Approximately one in four service area residents have taken college courses but not finished their studies, which is on par with the region. One in 12 service area residents over 25 have not completed high school level education.

Nearly one-third (or 31.5%) of service area residents over the age of 25 have at least a bachelor degree. This is far less than the King County rate, where half (50.2%) of residents hold a bachelor degree or higher.

## Trends Among Service Area K-12 School Districts

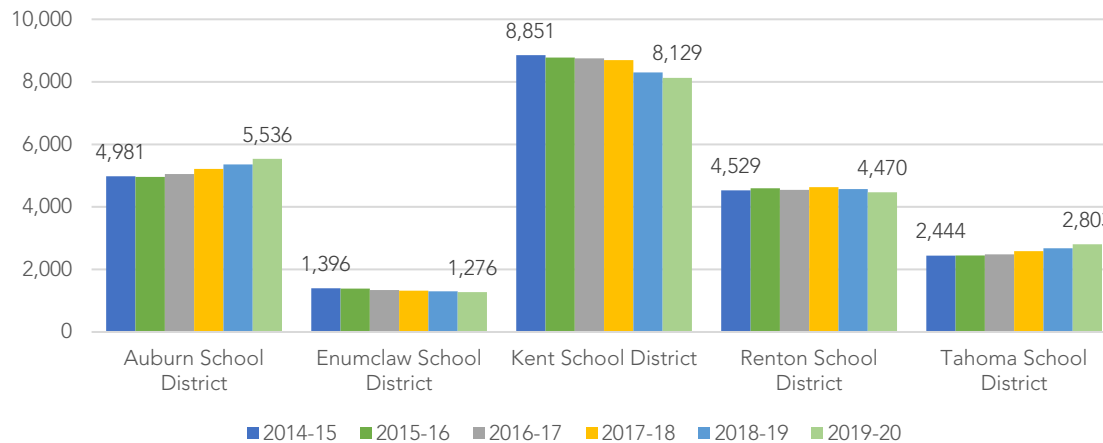
**Figure 26: K-12 Enrollment Trends at Green River Service Area School Districts**



The figures at left show the recent trends in K-12 and high school grade enrollments among Green River’s five service area school districts. All but one district has experienced growth in overall student enrollments over the last six school years. Auburn school district has grown by about 2,300 students between 2014-15 and 2019-20, while Kent’s enrollments have declined by approximately 800 students in the last six years.

The second figure shows largely similar patterns among high school students in these districts. Auburn and Tahoma high school enrollments have experienced consistent rates of growth over the last five years, while Kent and Enumclaw have experienced declines. Most of Kent’s enrollment decline appears to be among high school students.

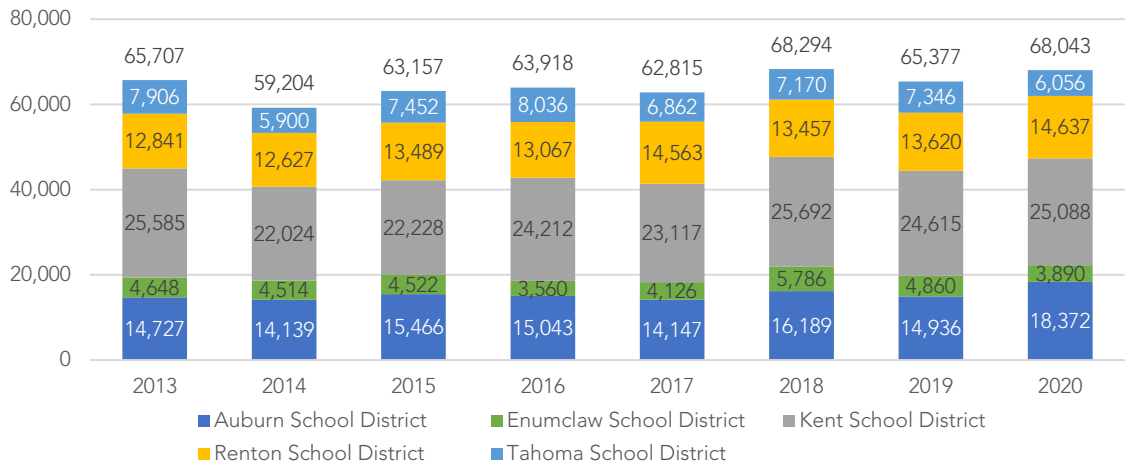
**Figure 27: High School Enrollment Trends at Green River Service Area School Districts**



This data is largely pre-COVID-19, and does not include the effects of remote learning on enrollments which occurred in this current academic year, 2020-21.

Source: Washington State Office of Superintendent of Public Instruction, Access Washington

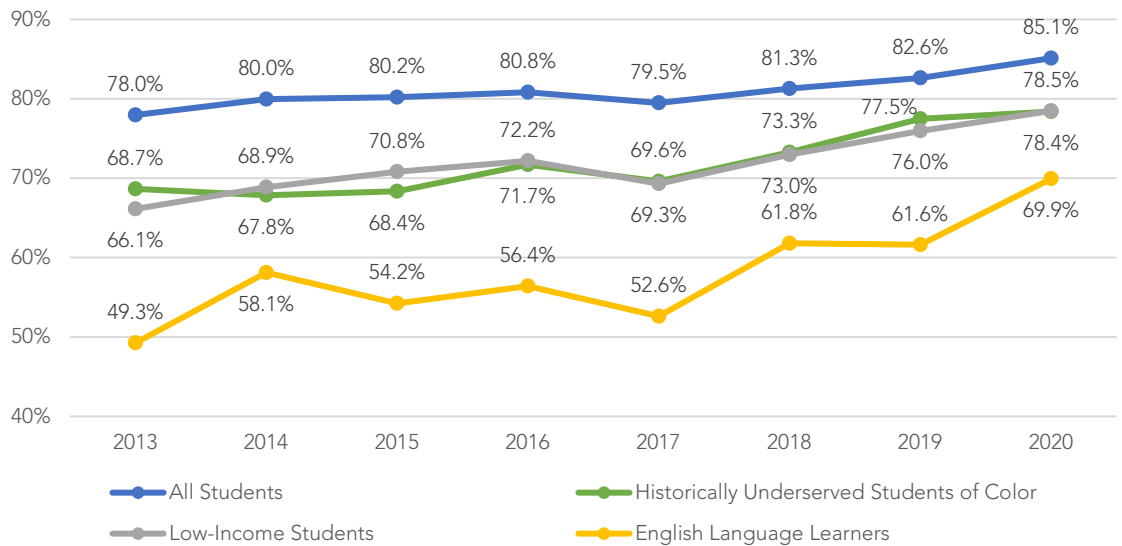
**Figure 28: Total High School Graduations, Green River College Service Area School Districts, 2013 to 2020**



Nationwide, post-secondary educators have been sounding the alarm about a coming “cliff” in high school graduation rates as school age populations fall due to declining birth rates after the Great Recession (See “The Demographic Cliff: 5 Findings From New Projections of High-School Graduates,” Chronicle of Higher Education, December 15, 2020). In recent years, the numbers of students of color graduating from high school have boosted these rates, but starting in 2025, analysts expect to see declines in many parts of the country.

Population projections in King County show strong growth over the coming decades among school age populations, possibly in part due to the growing numbers of immigrant families and families of color in the region.

**Figure 29: Graduation Rates Among Green River College Service Area School District High Schools, 2013 to 2020**

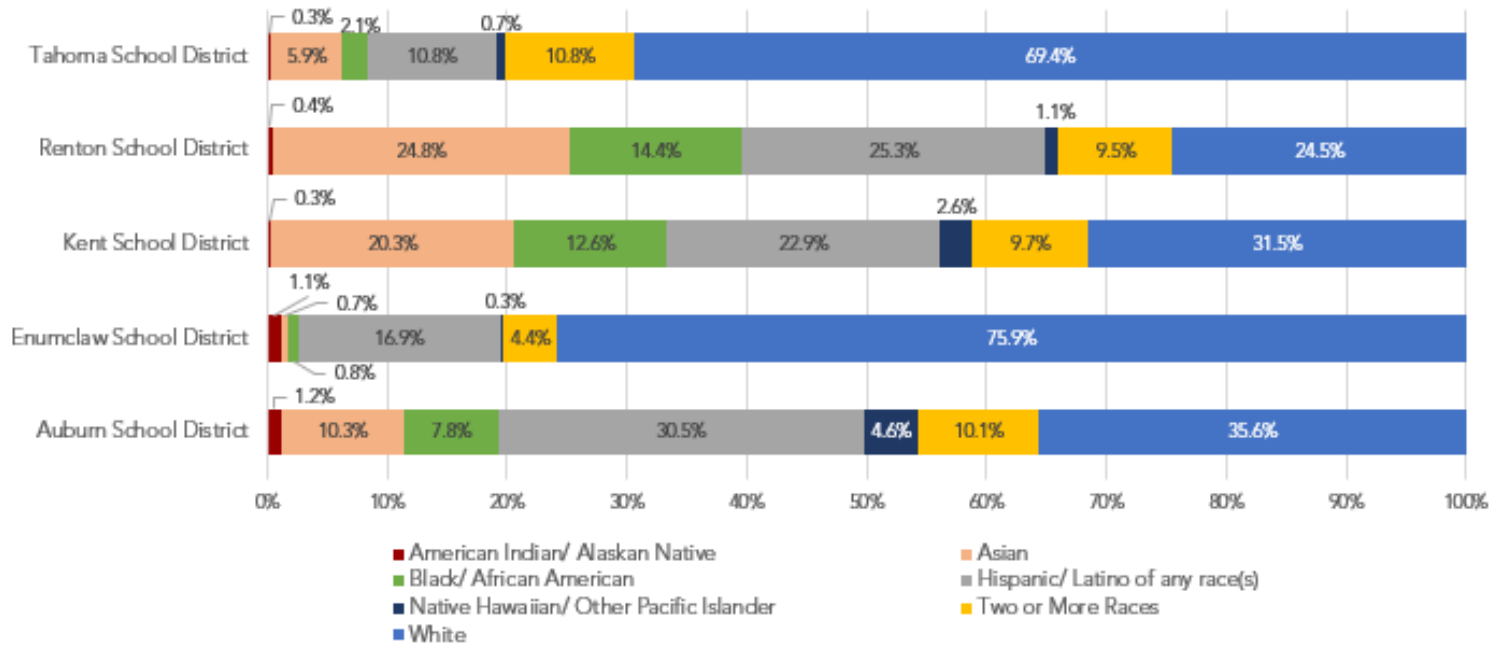


The figures at left show total high school graduations in the service area by school district. Auburn and Renton have experienced growth in graduations over the last eight years. In Kent, which is the largest district, graduations have been flat over the last few years, while Enumclaw and Tahoma have experienced declines.

The second figure shows graduation rates in the service area by selected student groups. Overall, graduation rates have improved since 2013. Rates among low-income students and those from historically underserved communities of color (American Indian and Native Alaskan, Black or African American, Hispanic and Pacific Islander students) have improved 20 to 22 percentage points since 2013, to 78.4 and 78.5 percent, respectively. Rates among English language learners have also improved by 20 percentage points over this time, to approximately 70 percent.

Source: Washington State Office of Superintendent of Public Instruction, Access Washington

**Figure 30: Race and Ethnicity by Service Area School District, 2019-20 Academic Year**



Source: Washington State Office of Superintendent of Public Instruction, Access Washington

**Figure 31: Demographics Among Service Area School Districts, 2019-20 Academic Year**

District/Region	Low-Income Students	English Language Learners	Students with Disabilities	Homeless Students
Auburn School District	58.7%	21.2%	12.4%	1.1%
Enumclaw School District	33.7%	6.2%	17.6%	4.1%
Kent School District	54.6%	21.3%	12.7%	1.4%
Renton School District	51.7%	18.0%	15.9%	3.1%
Tahoma School District	15.4%	3.5%	13.6%	0.6%
Green River College Service Area Total	49.0%	17.5%	13.7%	1.7%

Source: Washington State Office of Superintendent of Public Instruction, Access Washington

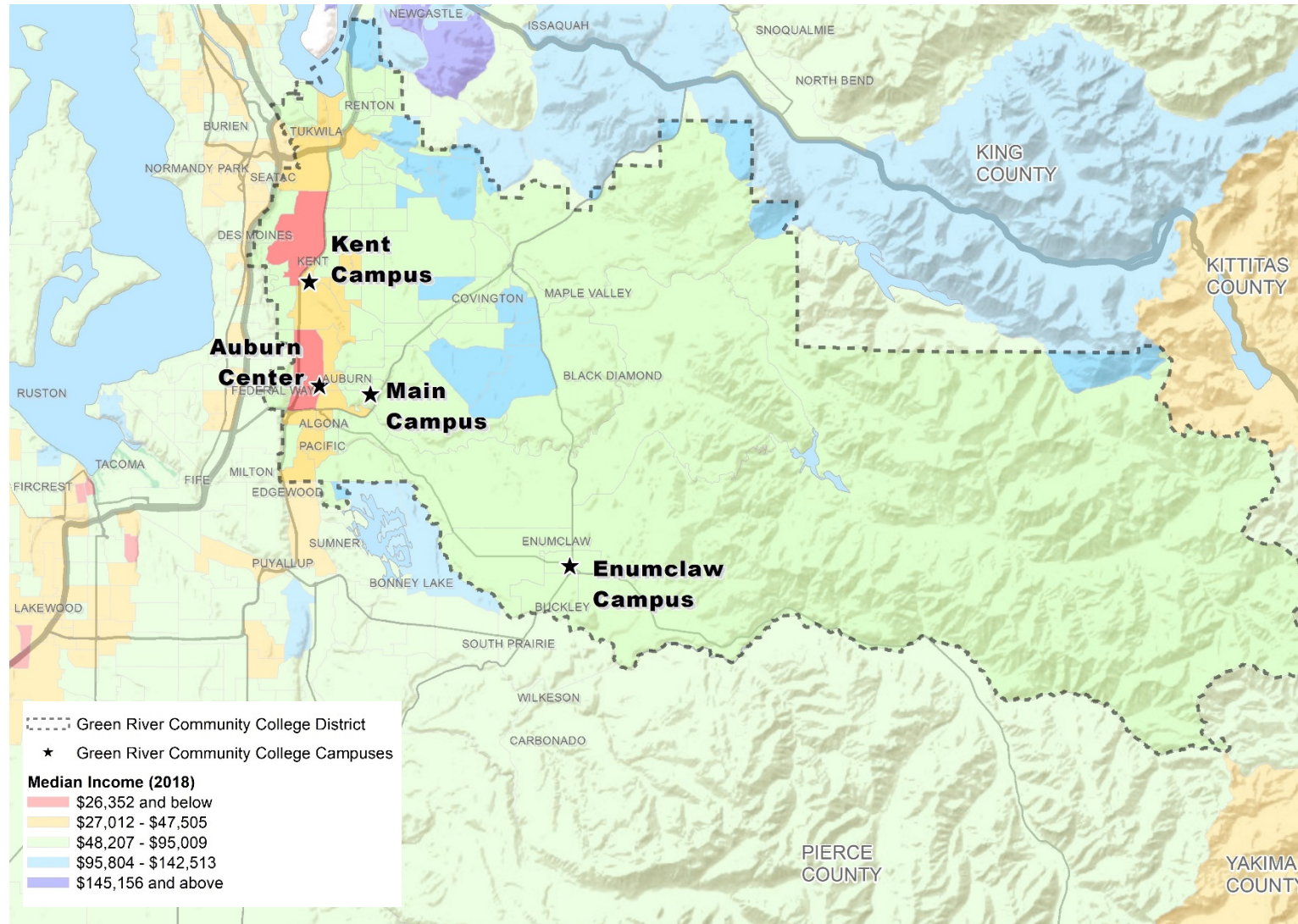
The figures at left show the racial breakdowns of service area school districts, as well as additional key demographics which point to need among prospective college students in the service area.

Nearly half of all students in the service area are considered low-income, and this is especially true in Auburn, Kent, and Renton School Districts. English language learners make up 21 percent of the student population in Auburn and Kent, and 18 percent in Renton. Enumclaw School District has a higher-than-average rate of students with disabilities, as does Renton. These two districts have two and three times the number of homeless students as the rest. Overall, there are 1,700 homeless students in the service area.



## Income and Poverty

**Figure 32: Map of Median Income in Green River College Service Area Communities**



Source: U.S. Census, American Community Survey 5-year Estimates, 2018

Many service area communities have median household incomes that are less than half the King County annual median household income of \$95,009. In the communities in orange and red on the map on the previous page, residents have median household incomes below \$47,500 per year. These communities create a key corridor of low-income residents in South King County, along the western part of the service area, which encompasses Green River campuses in Kent and Auburn.

The first figure at right shows median household income among service area cities. Enumclaw and Pacific have the lowest median household incomes, \$57,769 and \$61,157 per year, respectively.

Communities in the service area closest to Green River College’s campus locations, including parts of Auburn, Kent and Enumclaw, have some of the highest rates of low-income residents in the service area, where one-third or more of residents have household incomes below the poverty level. The map which follows on the next page highlights these areas in green.

These cities also have the highest rates of low-income residents among all service area cities, as seen in the second figure on the right which displays the rate of residents in each city who are experiencing poverty.

**Figure 33: Median Household Income of Cities in Green River Service Area**

Service Area City	Median Income
Algona	\$69,853
Auburn	\$68,947
Black Diamond	\$94,650
Covington	\$98,687
Enumclaw	\$57,769
Kent	\$68,880
Maple Valley	\$107,299
Pacific	\$61,157
Renton	\$74,756

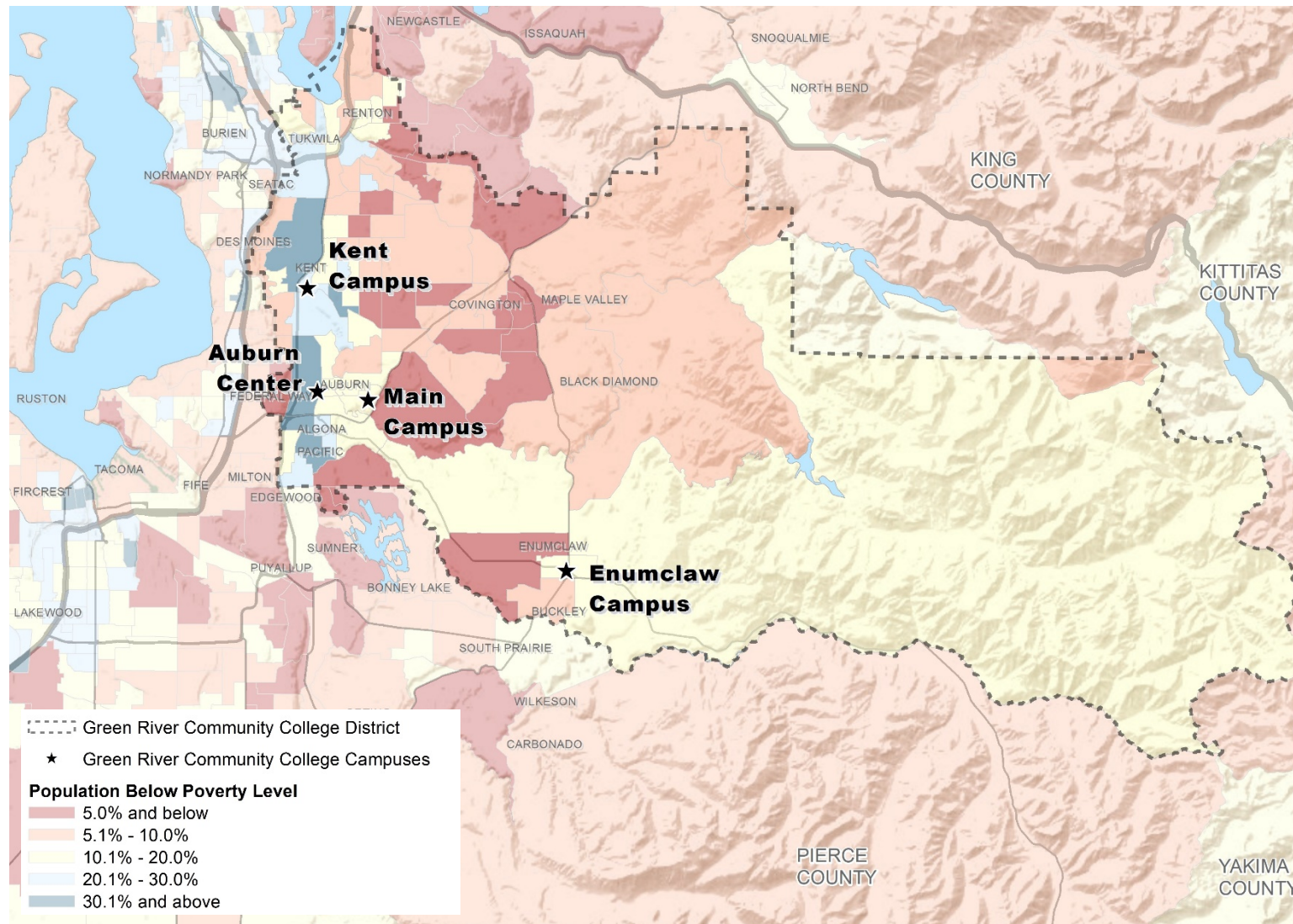
**Figure 34: Rate of Population Experiencing Poverty in Service Area Cities**

Service Area City	Percent in Poverty
Algona	7.5%
Auburn	8.2%
Black Diamond	4.9%
Covington	4.7%
Enumclaw	10%
Kent	9.8%
Maple Valley	3.5%
Pacific	7%
Renton	7.2%

**Source: U.S. Census, American Community Survey 5-year Estimates, 2018**



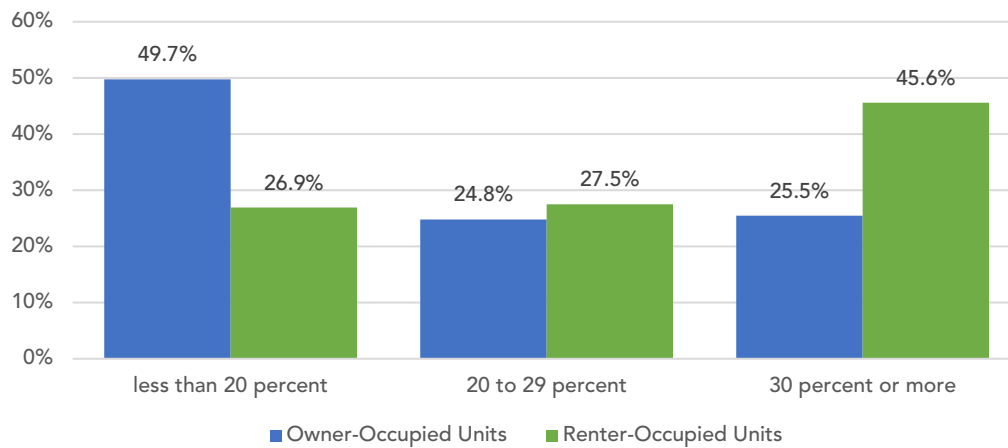
**Figure 35: Map of Low-income Populations in the Service Area**



Source: U.S. Census, American Community Survey 5-year Estimates, 2018

## Housing Costs and Internet Access

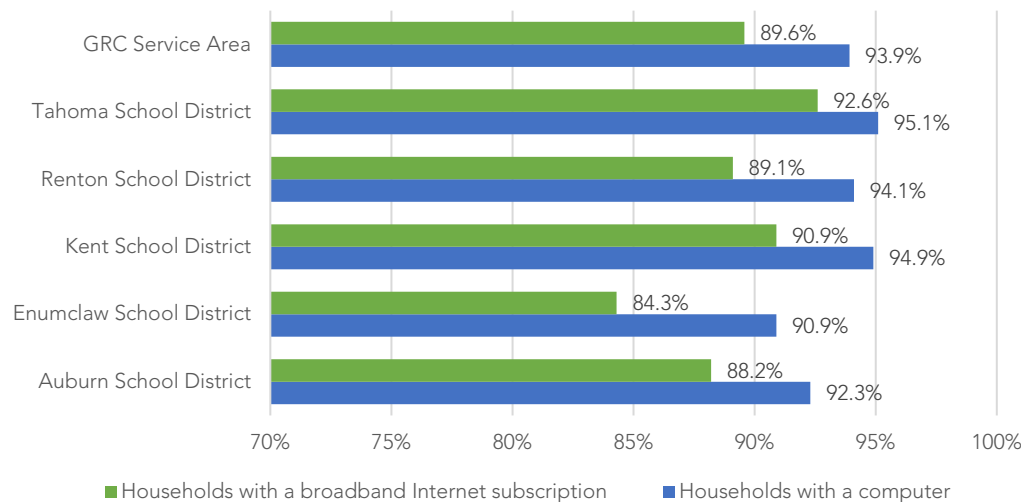
**Figure 36: King County Housing Costs as a Percent of Income**



Nearly half of renters in King County pay more than 30 percent of their monthly incomes on rent and other housing costs while only one-fourth of owners do. Residents across the Puget Sound Region experience similar rates of housing cost burdens as found in King County.

Another key cost for households is internet access. In the Green River College service area, nearly 94 percent of households have a computer, but one in ten do not have access to high-speed internet. The rates of computer ownership and internet access are lowest in Enumclaw and Auburn, and highest in Tahoma.

**Figure 37: Internet and Computer Access in the Service Area**



**Source: U.S. Census, American Community Survey 5-year Estimates, 2018**

### 3 | Green River College Student Enrollment and Faculty Trends

Green River College's service area of southeast King County includes majority white rural communities, such as Enumclaw, and cities like Renton, Kent and Auburn, which have been transformed by immigrant and other families of color seeking affordable housing outside the Puget Sound's nearby metropolitan areas of Seattle and Tacoma. Reflective of changing service area demographics, Green River's enrollment has shifted from being majority white to majority nonwhite.

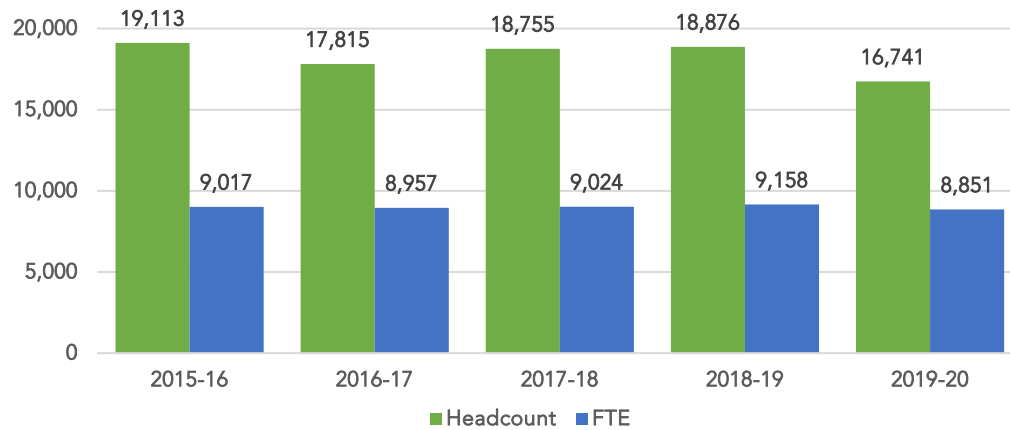
- Currently, **students of color make up 54 percent of the College's domestic enrollment**. More than **one-third of students are first-generation**, and **39 percent receive need-based financial aid**.
- In recognition of its service to students of color from underserved communities, in 2018-19, the Department of Education recognized Green River as an **Asian American Native American Pacific Islander Serving Institution**.
- Green River, like all community colleges, **experienced significant enrollment declines during 2020 due to the COVID-19 pandemic**. These declines have been especially stark among students of color and low-income students.

The College's response so far to the changes in its service area has been mixed.

- While **Green River enrolls more students than any of its regional competitors**, its **rates of student enrollments among historically underserved students of color is nearly the lowest** among its peers, and less than the average rate of enrollments among all Washington community and technical colleges.
- The current racial and ethnic makeup of **faculty and College leadership is not a reflection of the diversity of the community**.
- Most courses have **low enrollment rates among students of color**, between 15 and 30 percent.
- Only about **half of first-time students who place into college-level English and math courses**, and **less than one-third of those who place into basic skills classes**, are able to **complete a college-level course in their first year of school**.

## Student Headcount and Enrollment

**Figure 38: Green River College Student Headcount and Full-time Equivalent (FTE) Students, 2015-16 to 2019-20**

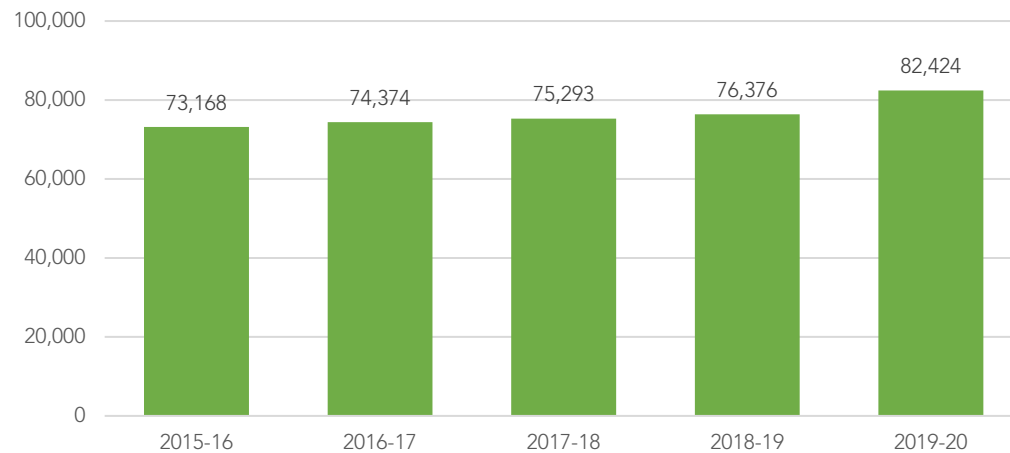


Since 2010, Green River College student headcount, or the total count of students who enroll at the school, has been approximately 19,000 students. Two years are exceptions: in 2016-17, student headcount dipped below 18,000 students, and this last academic year, headcount fell 11.3 percent to 16,741 students. So far in the 2020-21 school year, Green River headcount declined 17 percent in the fall 2020 quarter, or a loss of 1,671 students from fall 2019. See below for more discussion about current enrollments.

The number of full-time equivalent (FTE) students, a combined calculation of all part-time and full-time students at the College, declined slightly in 2019-20 from previous years.

Source: Washington State Board for Community and Technical Colleges, Enrollment Data Dashboard

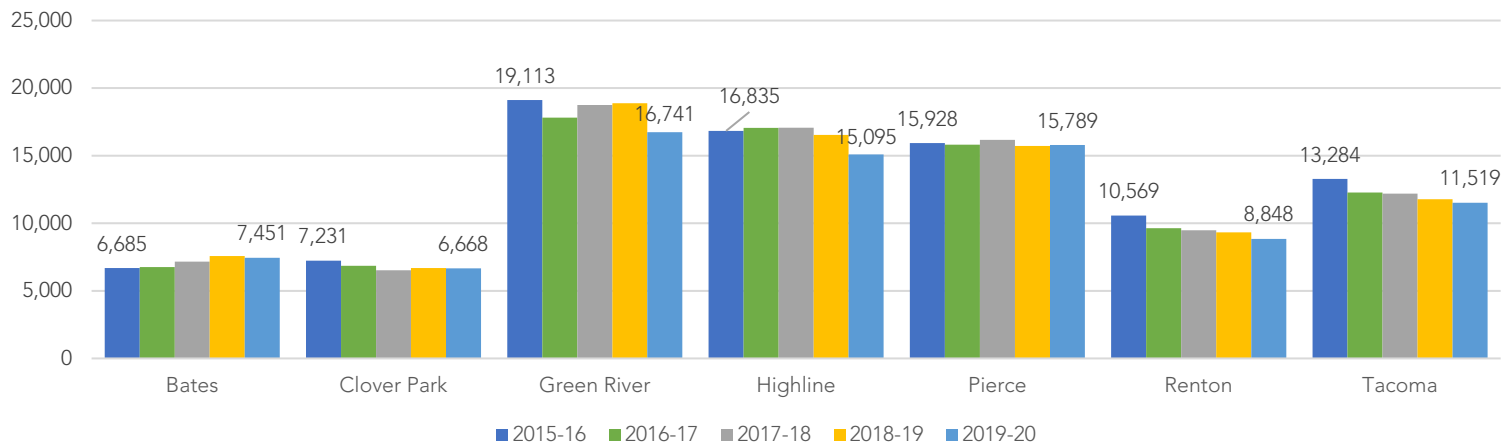
**Figure 39: Total Class Enrollments at Green River College, 2015-16 to 2019-20**



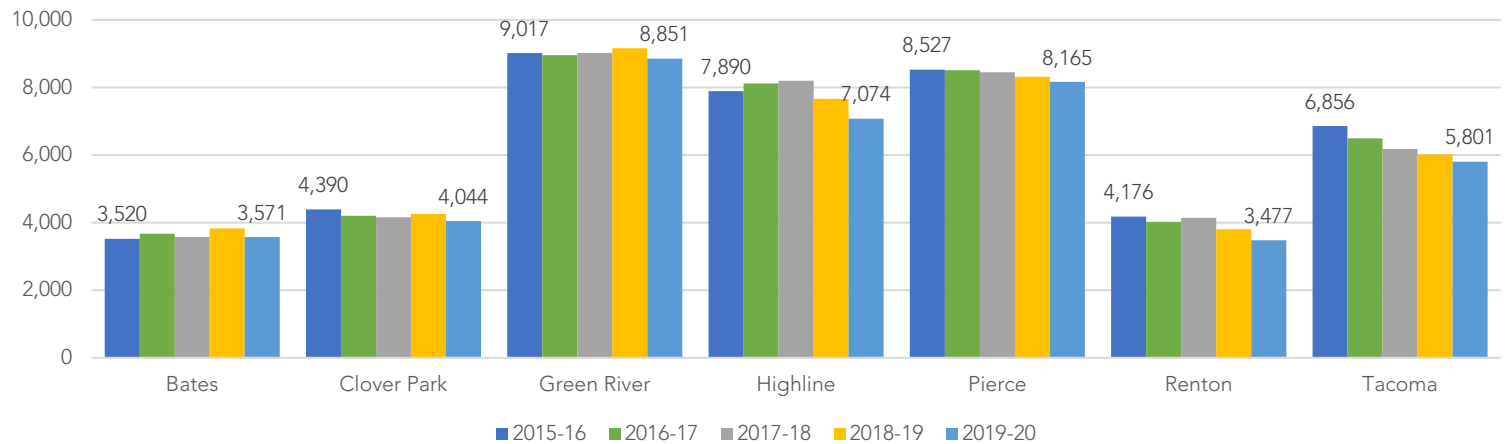
However, class enrollments have continued to grow at Green River. Enrollments, which count every class a student takes in a given academic year, increased by more than 6,000 between 2018-19 and 2019-20 (or 7.9%), and more than 9,000 (12.7%) over the last five academic years.

Source: Green River College, Office of Institutional Effectiveness

**Figure 40: Student Headcount, Green River College and Regional Competitors**

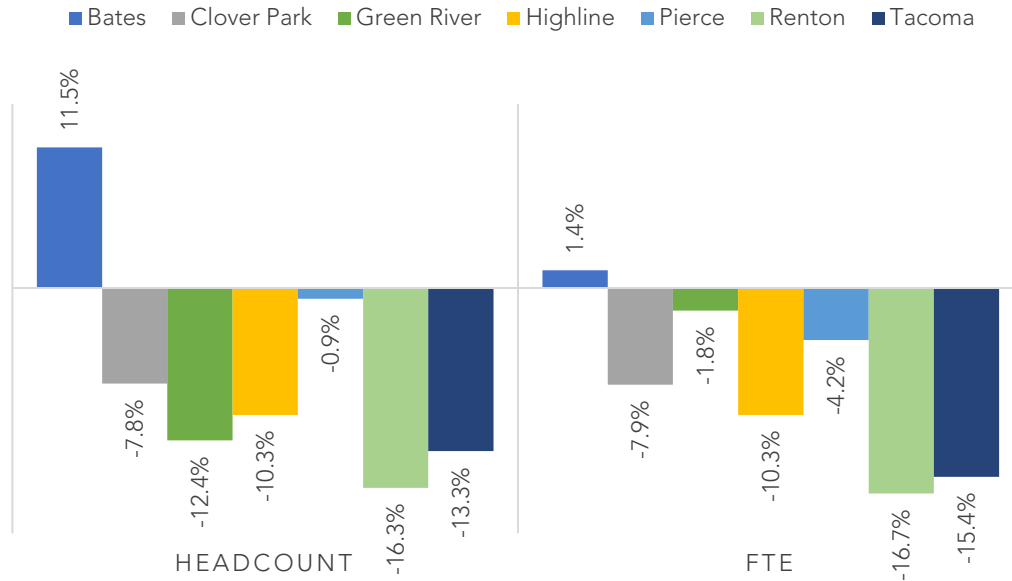


**Figure 41: FTE, Green River College and Regional Competitors**



Source: Washington State Board for Community and Technical Colleges, Enrollment Data Dashboard

**Figure 42: Change in Student Headcount and FTE, 2015-16 to 2019-20, Green River College and Regional Competitors**



Green River College enrolls more students than any of its regional community and technical college competitors (see figures on previous page). Most schools in the region, including Green River College, have experienced a decline in the number of students taking classes over the last five years.

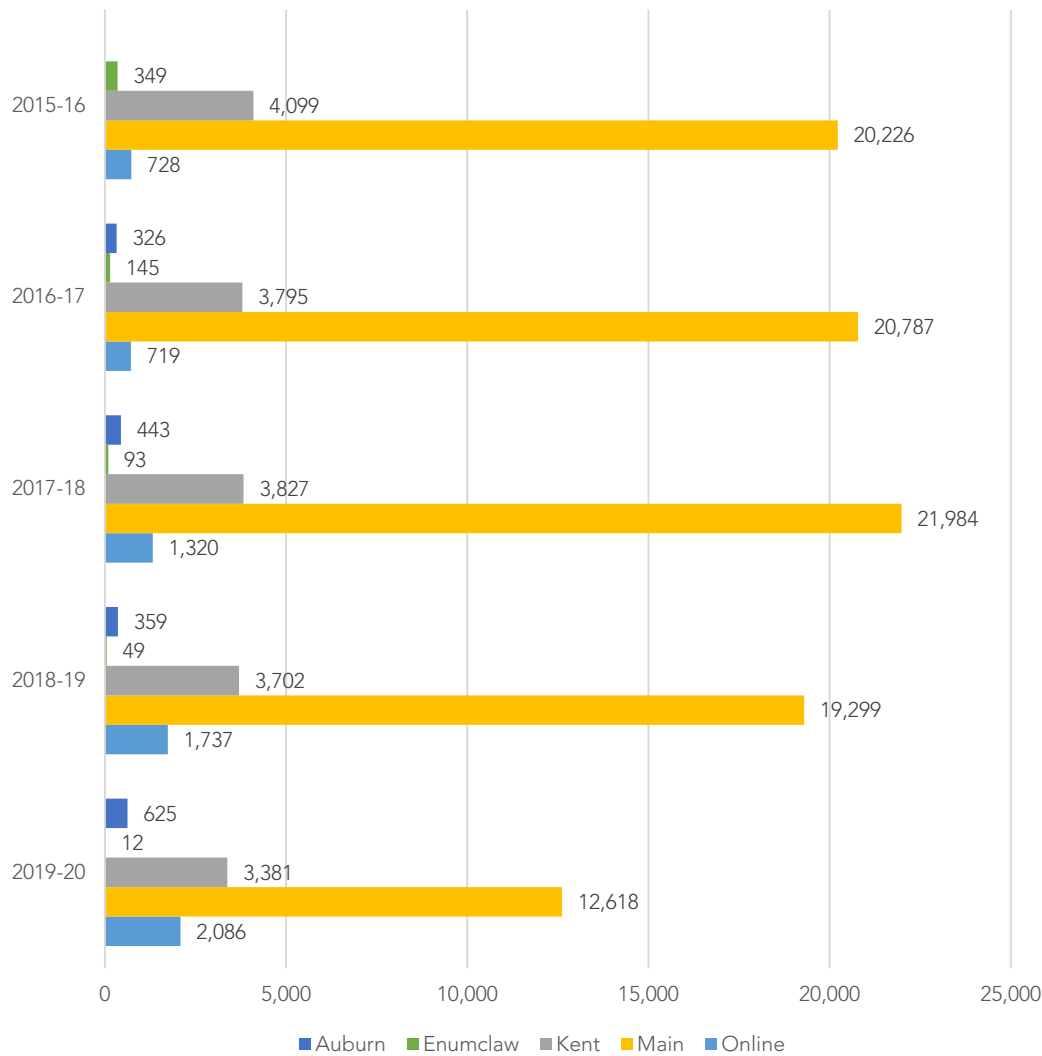
The figure at left shows the rate of decline between the 2015-16 and 2019-20 school years. Green River's student headcounts have declined 12.4% in the last five years. Renton and Tacoma Colleges have experienced the greatest declines in student headcount, losing 16.3 percent and 13.3 percent, respectively, of students over this time.

Green River College's full-time equivalent (FTE) student numbers have remained relatively flat during this time, while most other schools have declined at similar rates to their student headcounts. This may mean that Green River College enrolled more full-time students over this time even as the total number of students has declined.

Source: Washington State Board for Community and Technical Colleges, Enrollment Data Dashboard



**Figure 43: Green River Student Headcount by Campus, 2015-16 to 2019-20**



Most Green River College students take classes at the main campus, though 34 percent less students took classes there in 2019-20 than in 2018-19. The only other location to experience a similar drop in enrollments over the past two years is the Enumclaw campus.

Online student counts have grown nearly threefold (187 percent) since 2015-16, with 1,358 more students taking online classes in 2019-20 than in 2015-16.

At Kent campus, the number of students taking classes was relatively steady until last year, when headcount declined about 320 students, or 8 percent.

The most significant declines have been among student counts at Enumclaw campus, where in 2019-20, only 12 students were enrolled in classes, down 75 percent from 49 students the year before and 349 students in 2015-16 (a 96.5% decline).

The number of students taking classes at Auburn has nearly doubled since it opened in 2016-17.

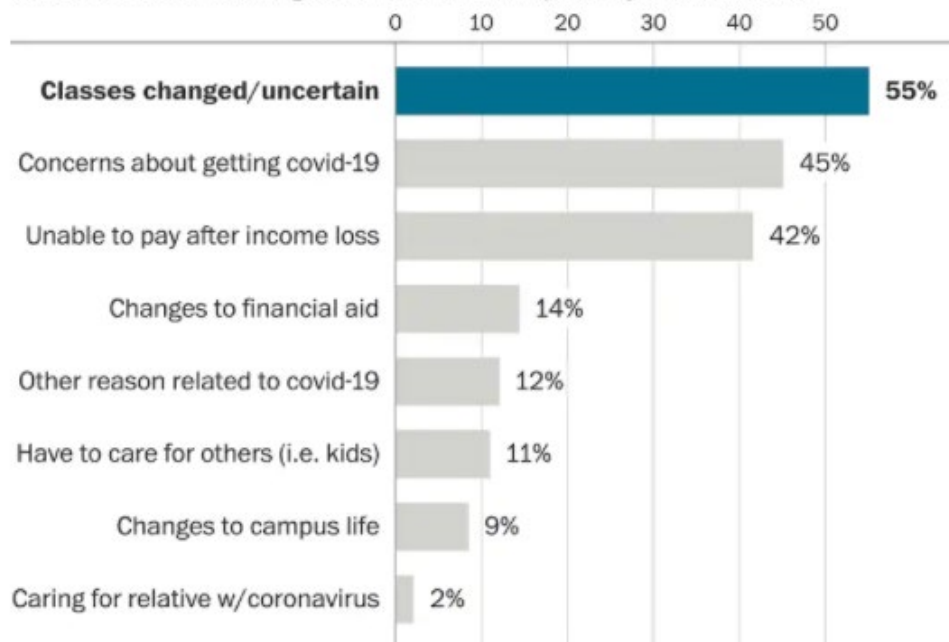
Source: Green River College, Office of Institutional Effectiveness

## Enrollment Declines due to COVID-19

**Figure 44: Survey: The Reasons College Students Are Not Taking Classes this Fall**

### Why students aren't taking classes this fall

A U.S. Census survey of households with college students revealed that many dropped out of school this fall because they didn't want to take virtual classes, they were concerned about catching covid-19, or the family lost a job and income.



Note: Households could indicate multiple reasons for dropping out.

Source: U.S. Census Household Pulse Survey (Aug. 19-31)

Nationwide, community college enrollments this fall declined by as much as 18.9 percent, with the largest first-time student declines are among Native American, Black, and Hispanic students.<sup>1</sup> Enrollments among recent graduates from high-poverty high schools is down nearly 33 percent.<sup>2</sup> In Washington, low-income students are not applying or enrolling.

A U.S. Census Household Pulse Survey conducted in August 2020 and shown in the figure here, shows some of the most common reasons students are not taking classes this fall, including uncertainty about classes, financial issues, concerns about health, and caring for family members. Students whose families made less than \$75,000 a year were more likely to say they dropped out of classes than those whose families made more than \$100,000 per year.<sup>3</sup> In more recent interviews, incoming community college first-time students say that uncertainty about taking classes online, financial fall out and health concerns all contributed to their pushing off school for at least a year.<sup>4</sup> Education professionals are concerned this could lead to a "lost generation" of college students, as the longer high school graduates wait to enroll in postsecondary education, the harder it is to do.

Sources: U.S. Census/The Washington Post; National Student Clearinghouse Research Center; The Seattle Times

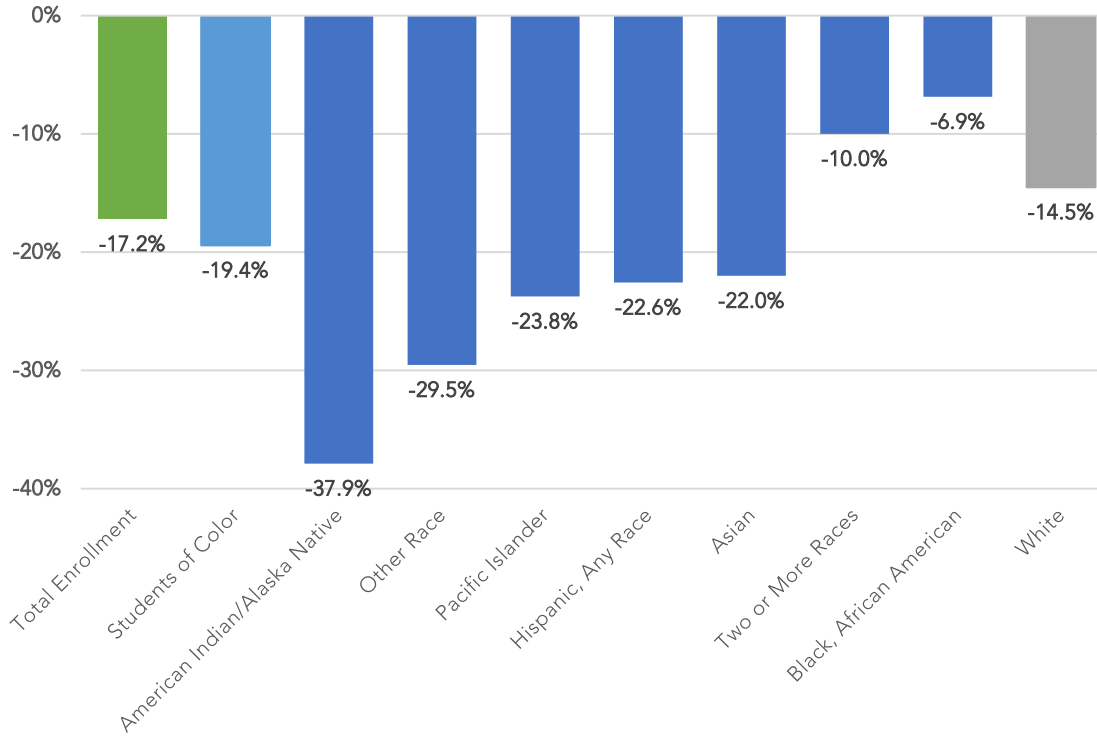
<sup>1</sup> National Student Clearinghouse Research Center, Monthly Update on Higher Education Enrollment, November 12, 2020, <https://nscresearchcenter.org/stay-informed> <sup>2</sup> Elissa Nadworthy, 'Losing A Generation': Fall College Enrollment Plummets For 1st-Year Students, NPR, December 17, 2020, <https://www.npr.org/2020/12/17/925831720/losing-a-generation-fall-college-enrollment-plummets-for-first-year-students>

<sup>3</sup> Cassandra Stone, Low-Income College Students Dropping Out, Not Enrolling in College Due to COVID, The Courier, October 19, 2020, <https://couriernewsroom.com/2020/10/19/low-income-college-students-dropping-out-not-enrolling-in-college-due-to-covid/>

<sup>4</sup> Elissa Nadworthy, 'Losing A Generation': Fall College Enrollment Plummets For 1st-Year Students, NPR, December 17, 2020

## Green River Fall 2020 Enrollment Declines

**Figure 45: Declines in Green River College Student Headcount by Race and Ethnicity, Fall 2019 to Fall 2020**



Source: Green River College, Office of Institutional Effectiveness

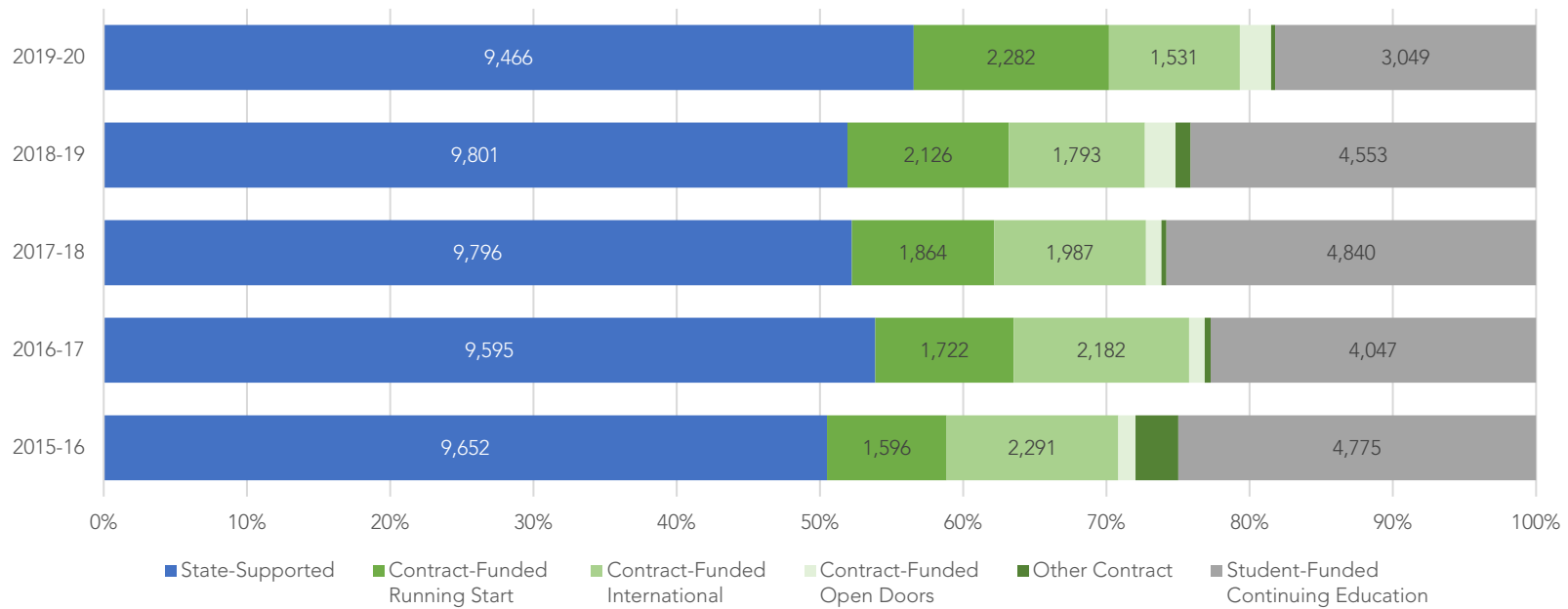
Like the national trends, Green River College has experienced similar declines in student enrollments this year: 17.2 percent fewer students enrolled in fall 2020 than in fall 2019.

There were 19.4 percent fewer students of color in this current fall quarter than were enrolled at GRC last year. Among historically underserved student groups of color, rates of enrollment among Native American/Alaskan students saw the largest drop, by nearly 38 percent. There were 23.8 percent fewer enrollments by students of Pacific Islander descent, and nearly that many by Hispanic and Asian students. Enrollments among Black students declined nearly seven percent between fall 2019 and fall 2020.

Enrollments among older adults, especially those over 45, declined at a higher rate than those of younger populations (28 to 67 percent less students than the previous fall). But the total number of students under 20 enrolled in fall 2020 experienced the largest decline—a loss of nearly 800 students over the previous fall.

Community education enrollments at Green River have experienced significant declines between the current fall quarter and last year. Overall enrollments are down 84 percent: 1,381 students enrolled in community and continuing education classes in fall 2019, while only 221 enrolled in fall 2020.

**Figure 46: Student Headcount by Student Type (Funding Source)**



**Source: Green River College, Office of Institutional Effectiveness**

The figure above displays student counts by type of funding source. More than half of students at Green River College are considered state-supported students—they enroll in courses funded by Washington state legislature funding appropriations and student tuition. State-supported students made up 57 percent of all students in 2019-20.

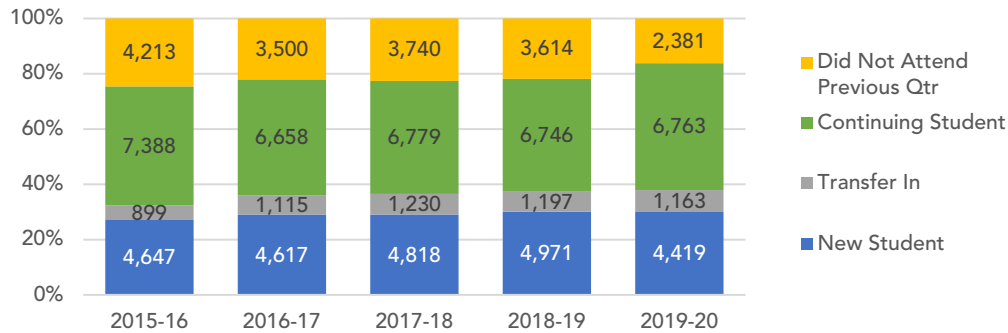
Contract-funded students are enrolled in courses that are funded by grants and contracts with external organizations. The two largest programs among contract-supported students are high school dual-enrollment programs, known as Running Start, and international student programs. The number of Running Start students has grown 43 percent, with 686 more students in 2019-20 than in 2015-16, while the counts of international students have experienced an opposite decline

over this time. Open Doors is a relationship Green River College holds with two high school districts in the service area to re-engage students who dropped out of high school. They can come to Green River College to take classes for free until they are 21 years old. 365 students used Open Doors in 2019-20.

Student-funded students are enrolled in continuing education courses that are funded entirely through fees paid by the students enrolled in them. Examples of student-funded courses are personal enrichment, parent education, and professional certifications such as human resources, project management and IT software. Counts among Continuing Education students have declined by 1,500 students between 2018-19 and 2019-20.

## Enrollment Status and Educational Goals

**Figure 47: Enrollment Status, 2015-16 to 2019-20**



Approximately one-third of students at Green River College each year are first-time students, while nearly half (46%) are returning students.

The number of returning students who did not take classes the previous quarter has declined the last five years by nearly 2,000 students, or 43.5 percent of the total in 2015-16. The number and rate of students transferring to Green River from other schools has grown slightly over this time.

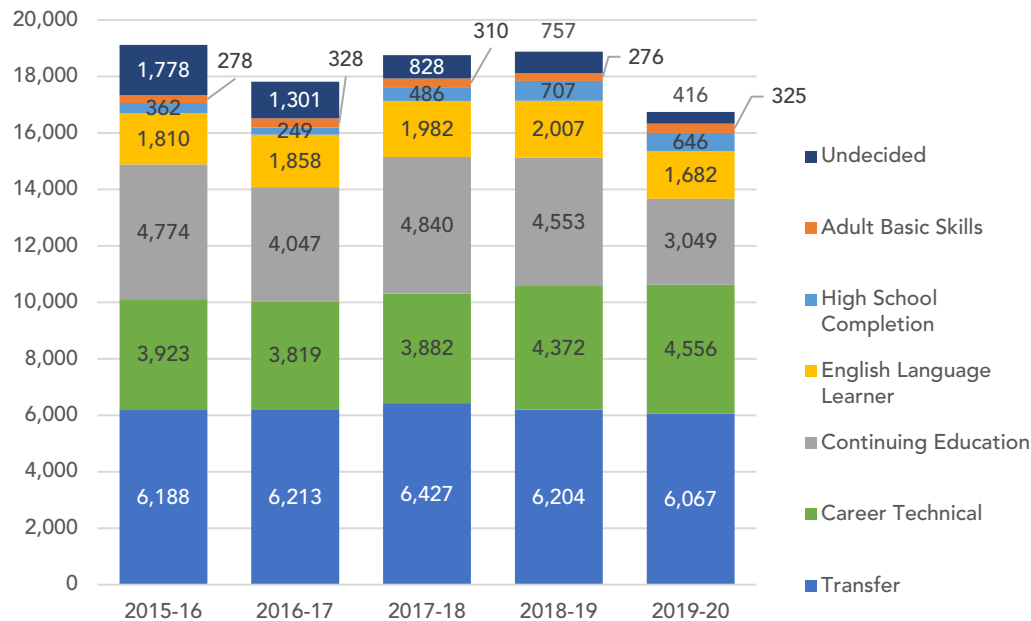
Green River categorizes students into four goal areas: transfer, career technical, basic skills, and continuing education. Thirty-six percent of Green River College students (6,067 students) in 2019-20 declared an intent to transfer to a four-year institution (see second figure at left), and another 27 percent (4,556 students) were pursuing career technical degrees.

Sixteen percent of students (2,653 students) were enrolled in basic education studies in 2019-20, most as English Language learners. Eighteen percent of students (3,049 students) were enrolled in continuing education classes.

While the numbers of transfer and adult basic education student enrollments have remained relatively steady over the last five years, the rate of career technical student enrollments has grown from one in five student enrollments to one in four. Continuing education enrollments have declined by one-third since 2015-16 (36 percent), or 1,725 fewer students since 2015-16.

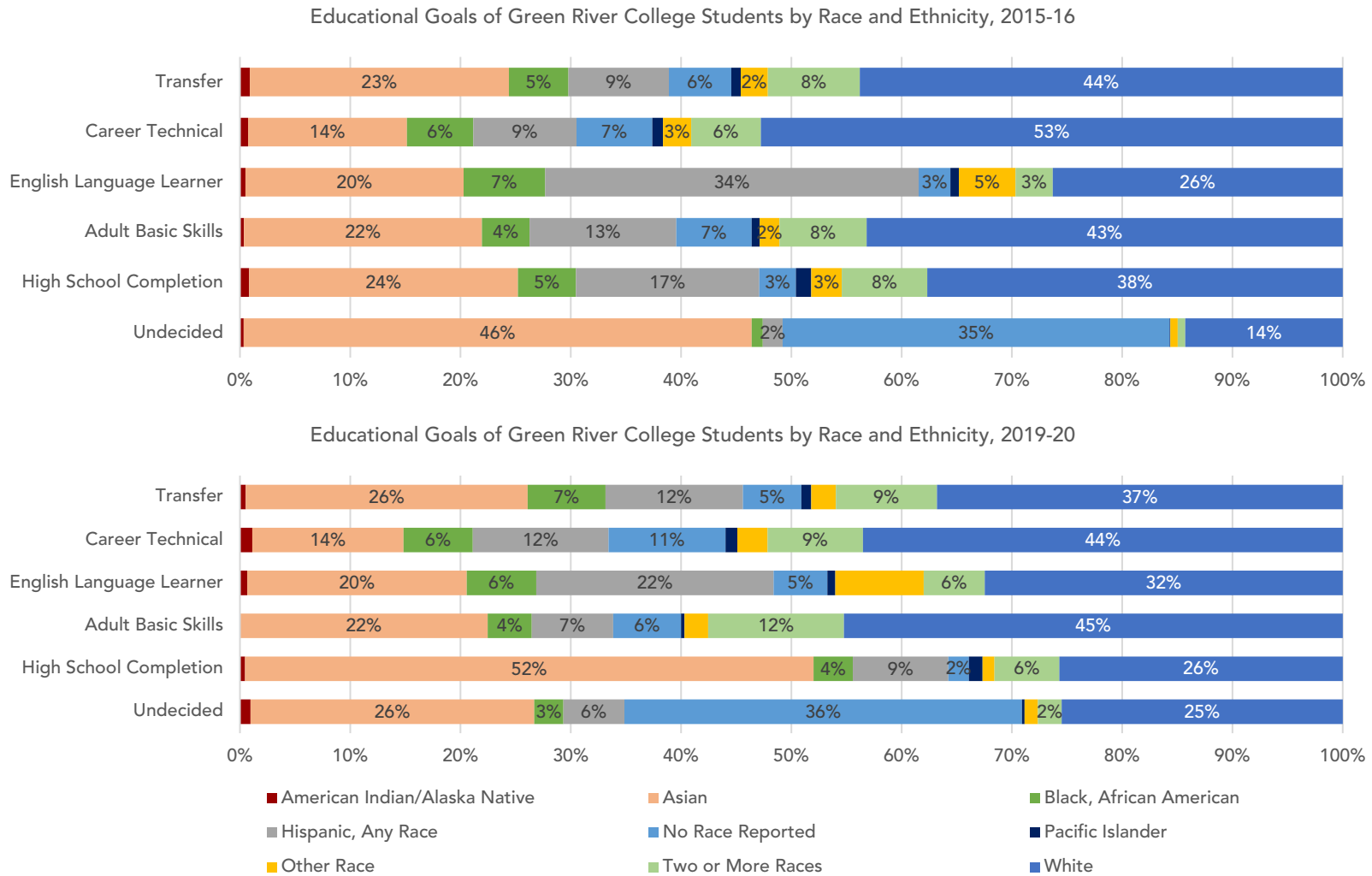
The figure which follows on the next page look at educational goals among state-funded and contract students by race and ethnicity.

**Figure 48: Enrollment by Educational Goals, All Green River Students, 2015-16 to 2019-20**



Source: Washington State Board for Community and Technical Colleges, Enrollment Data Dashboard; Green River College, Office of Institutional Effectiveness

**Figure 49: Enrollment by Educational Goals, State-Supported and Contract-Funded Students, by Race and Ethnicity, 2015-16 and 2019-20**

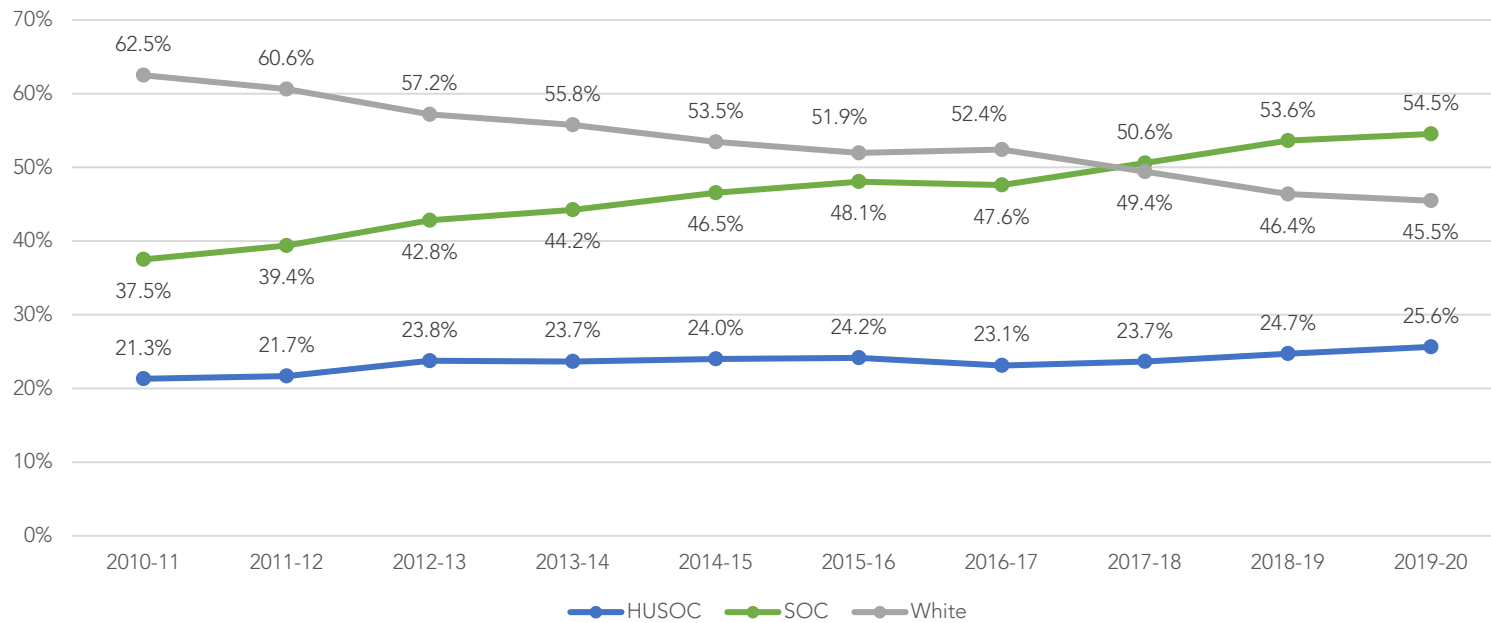


Source: Green River College, Office of Institutional Effectiveness



## Race and Ethnicity in Student Enrollments at Green River College

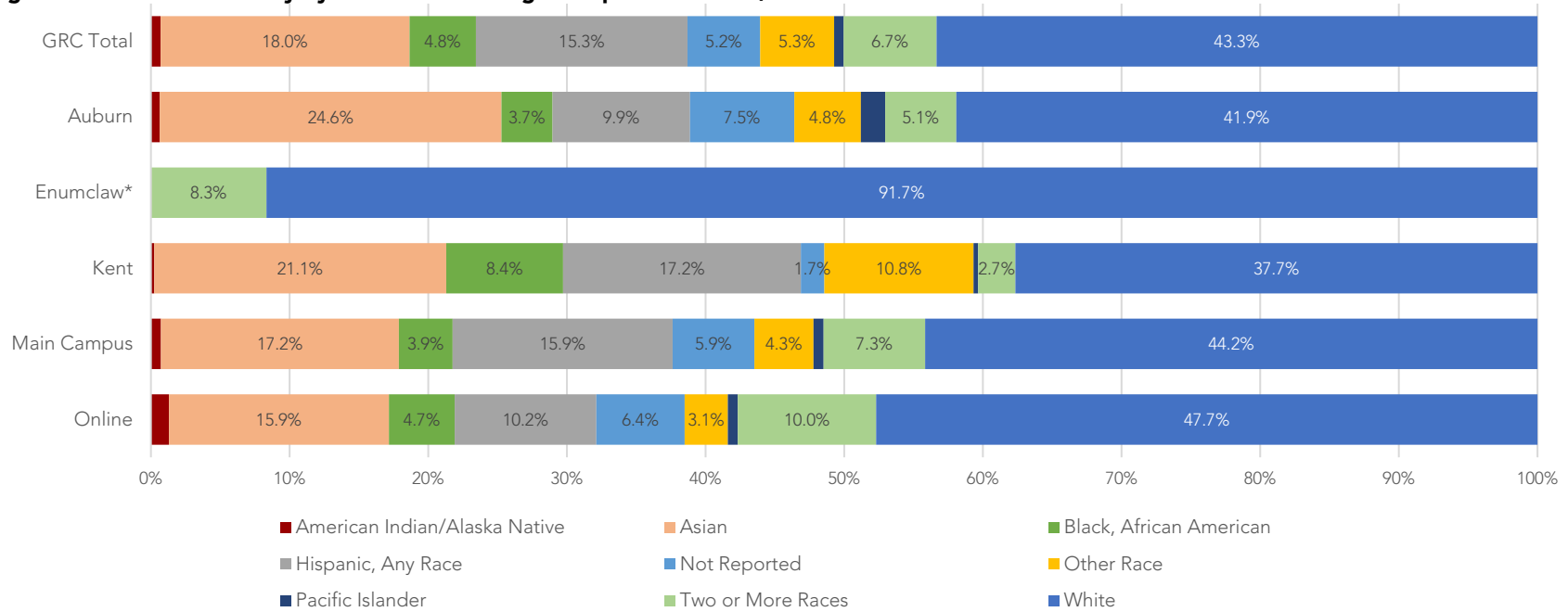
**Figure 50: Rate of Students of Color Enrolled at Green River College Compared to White Students, 2015-16 to 2019-20**



Note: this is only state supported and contract students, does not include continuing education students  
HUSOC refers to historically underserved students of color, and SOC to all students of color enrolled at Green River. Source: Green River College, Office of Institutional Effectiveness

Over the last ten years, Green River College has experienced significant growth among students of color in its student population, expanding from 37.5 percent in 2010-11 to over half of the student body in 2019-20 (54.5%). Rates among students of color from communities considered underserved—American Indian and Native Alaskan, Black, Hispanic and Pacific Islander students—have grown about five percentage points to one in four students (25.6%) in 2019-20. Another one in four students is of Asian descent—among Asian students, approximately 40 percent are international students.

**Figure 51: Race and Ethnicity by Green River College Campus and Online, 2019-20 Academic Year**



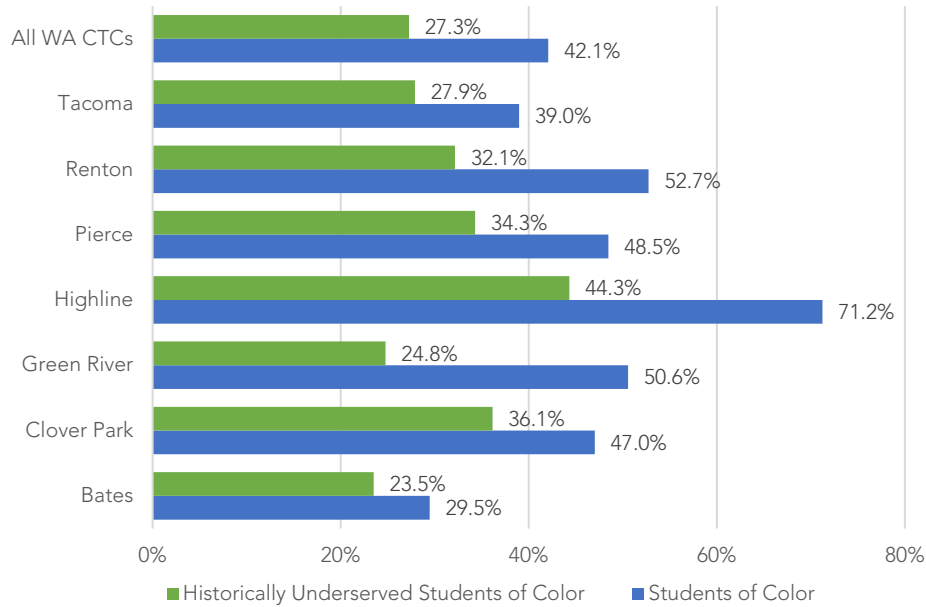
\*Note: Enumclaw represents 12 students

Source: Green River College, Office of Institutional Effectiveness

The figure above compares the overall race and ethnicity of Green River students with those enrolled at each campus and online. Enrollments at most campuses and online reflect the larger College rates of racial and ethnic diversity. In all except Enumclaw, nonwhite students represent the majority of students enrolled.

Green River’s Auburn campus has more enrollments among Asian students (24.6%), while the Kent campus has greater rates of enrollments among Hispanic students (17.2%) and those who identify as “other race” (10.8%). Among online enrollments, more students identify as mixed-race (10%) or white (47.7%) than in the College as a whole.

**Figure 52: Rate of Enrollments Among Students of Color at Green River College, Regional Competitors and at all CTCs, 2015-16 to 2019-20**



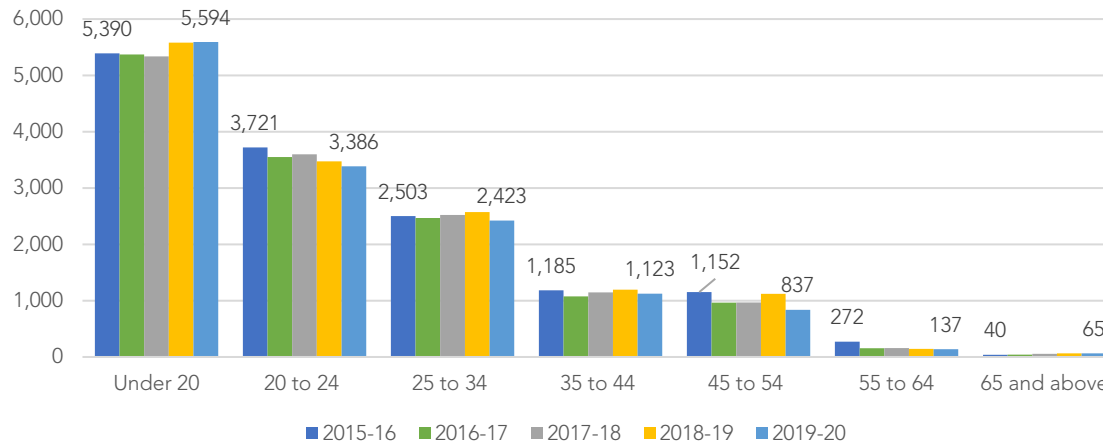
The figure at left shows the average rate of students of color in the last five years at Green River College, its regional competitor institutions and across all Washington community and technical colleges.

While Green River enrolls more students of color than most other nearby schools, its average rate of enrollment among historically underserved students of color (students who identify as American Indian or Native Alaskan, Black or African American, Hispanic or Pacific Islander), 24.8 percent, is among the lowest among its peer group, and lower than the average rate among all CTCs.

**Source: Washington State Board for Community and Technical Colleges, Enrollment Data Dashboard**

### Student Enrollments at Green River College by Age

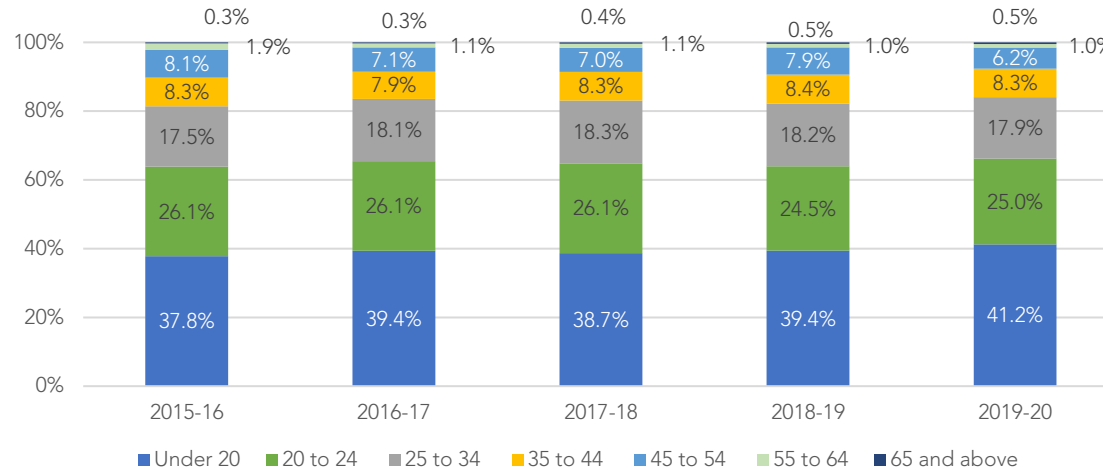
**Figure 53: Enrollments by Age Group at Green River College, 2015-16 to 2019-20**



The figures at left show enrollments at Green River by age group. About two-thirds of students who attend Green River College are 24 years of age or younger, and greater than eight in ten are under the age of 34. Two in five students (41.2%) are under the age of 20.

The College has experienced declines in enrollments among older adult working age students (ages 35 to 64). The rate of students ages 45 to 54 has declined about two percent, while the rate of those under 20 has grown about that amount over the last five years.

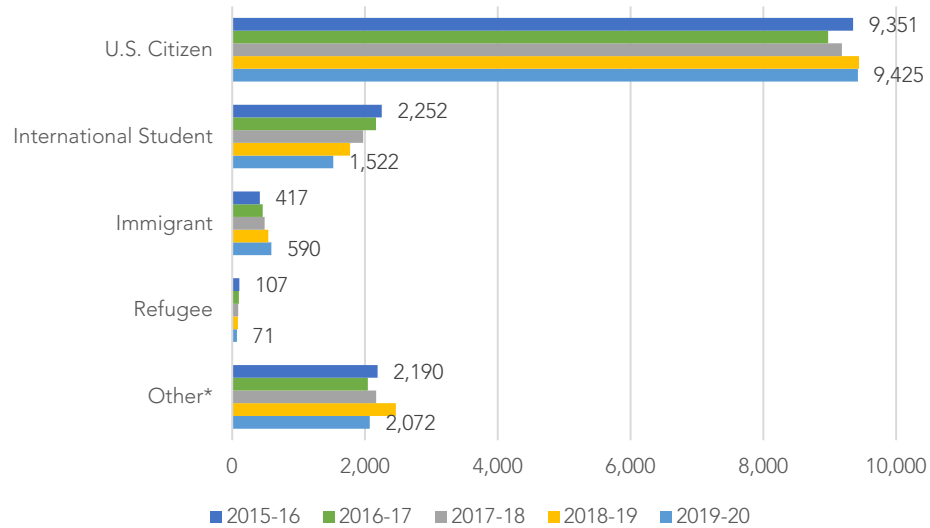
**Figure 54: Rate of Enrollments by Age Group at Green River College, 2015-16 to 2019-20**



Source: Green River College, Office of Institutional Effectiveness

## Citizenship Status

**Figure 55: Green River College Enrollment by Citizenship Status Among State-Supported and Contract-Funded Students**



Most Green River College students are U.S. Citizens. But the College's foreign-born population largely mirrors that of the service area, where one in five residents was born outside of the U.S.

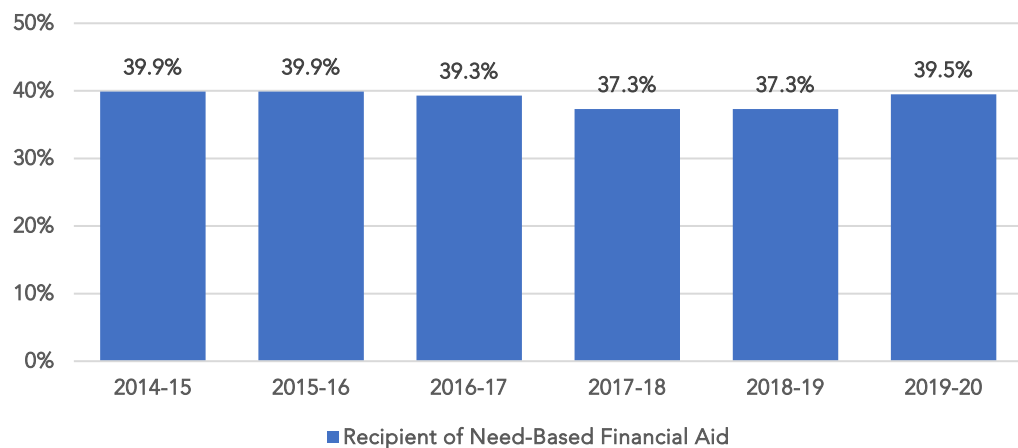
Approximately five percent of Green River students are immigrants or refugees. More than 2,000 students enrolled at Green River College have some other residential status, such as those who are Green Card or other visa holders.

\*Other includes visitors with work visa or exemptions, Green Card holders, and Canadian or Mexican NAFTA visa holders

Source: Green River College, Office of Institutional Effectiveness

## Income, Financial Aid, and the Costs of Attending College

**Figure 56: Rate of Green River College State-Supported Students Who Receive Need-Based Financial Aid, 2014-15 to 2019-20 Academic Years**



**Source: Green River College, Office of Institutional Effectiveness**

Approximately 40 percent of degree seeking, state-supported students at Green River College are recipients of need-based financial aid. Contract-funded and continuing education students, including those enrolled in Running Start, Open Doors, International Programs, Adult Basic Education or English Language Learning, and short-term certificate programs are not eligible for federal financial aid.

While Green River remains an affordable two-year college compared to some of its peer schools (in-state tuition at GRC in 2019-20 was \$4,141), the costs of attending college, including books and supplies and housing and other living costs, increase this annual total to more than \$19,000.<sup>1</sup>

Sixteen percent of all class enrollments are by students who are considered low-income, who live in households in the bottom quintile of income in the region.

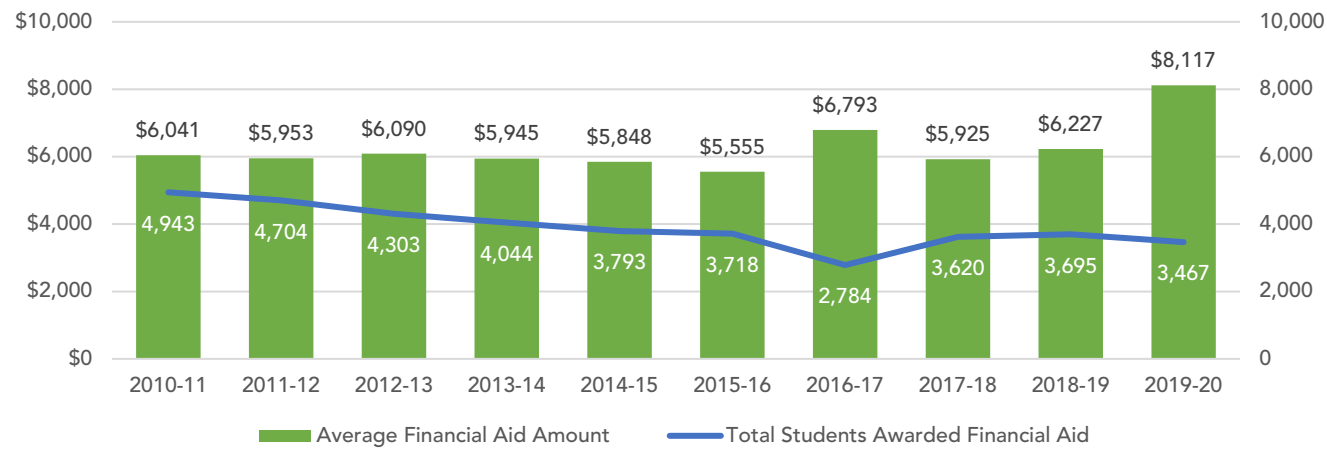
The figures which follow below show the average award amounts over the last decade to state-supported students, and average awards by race over the last five academic years. The number of students receiving awards has experienced a steady decline over this time, with 1,500 fewer state-supported students earning financial aid awards in 2019-20 than in 2010-11, even though the average award was nearly \$2,000 higher in 2019-20 than in any other year in the last decade.

The second figure on the next page shows the cumulative averages of financial aid awards to students by race and ethnicity over the last five years. During this time, Pacific Islander, American Indian, and Asian students have received the least amount of financial aid support on average, while white students and those of an "other race" received the most.

<sup>1</sup> College Navigator: Green River College, National Center for Education Statistics, Accessed September 2020 from: <https://nces.ed.gov/collegenavigator/?q=Green+River+College&s=WA&id=235343>

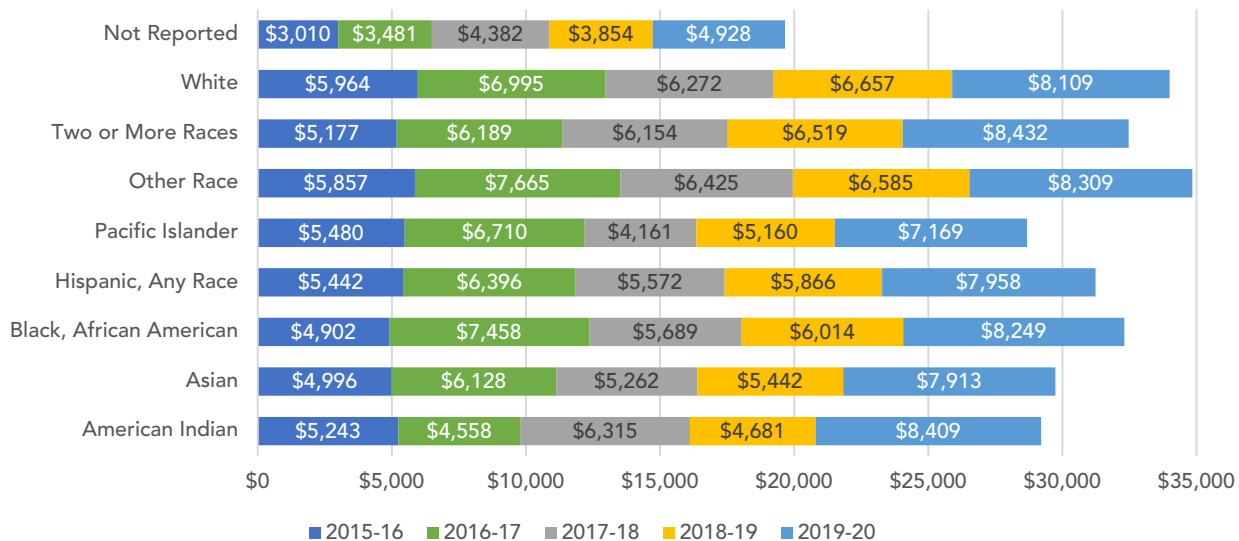


**Figure 57: Average Award Amount and Total Students Awarded Financial Aid, 2010-11 to 2019-20**



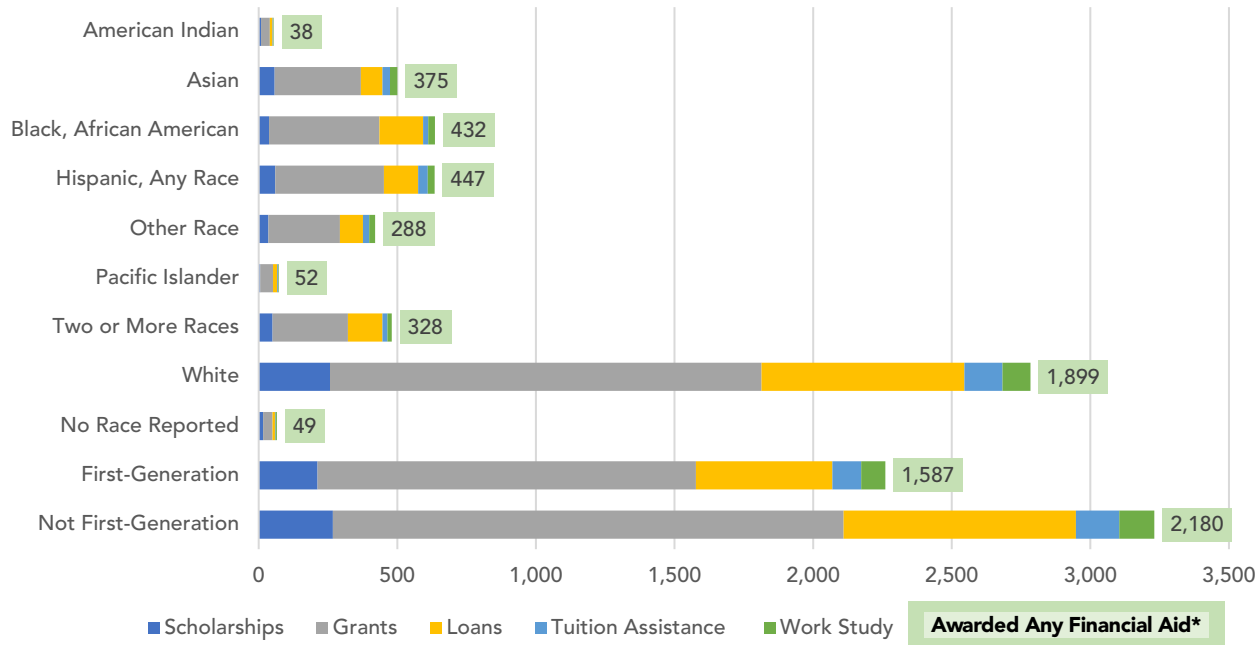
Note: these student totals represent financial aid eligible state-supported students.

**Figure 58: Cumulative View, Average Amount of Financial Aid Awarded by Year to Green River College Students, by Race and Ethnicity**



Source: Green River College, Office of Institutional Effectiveness

**Figure 59: Average Number of Financial Aid Awards Per Year Given to Green River College Students by Award Type and Race and Ethnicity, 2015-16 to 2019-20**



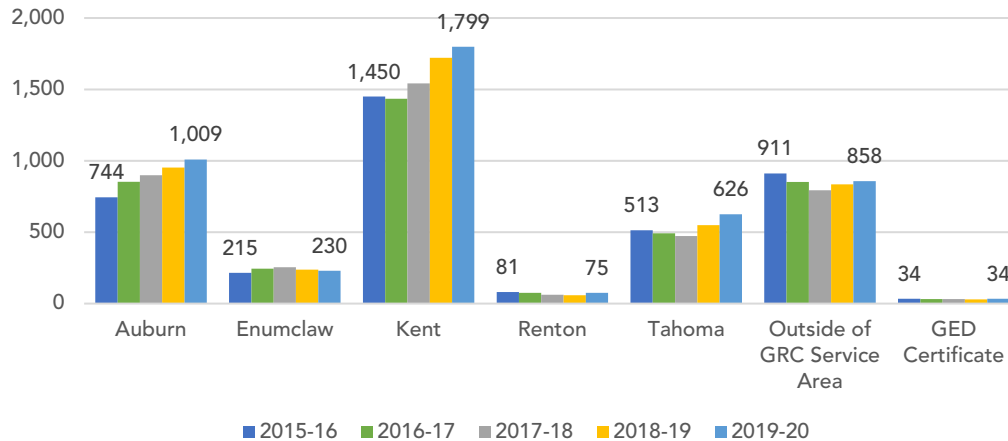
\*Note: Average numbers of students awarded any financial aid is less than the cumulative award totals displayed here, since students often earn multiple types of financial aid awards.  
**Source: Green River College, Office of Institutional Effectiveness**

The figure above displays the average number of awards by type by race and ethnicity of Green River College students, over the last five academic years. It also shows the average number of students by race and ethnicity who received any type of financial aid (in green box).

White students earned many more financial aid awards than students of other ethnicities, earning 49 percent of all financial aid awards during the last five academic years. Hispanic and Black students earned 11 percent of all awards, and Asian students earned ten percent. American Indian and Pacific Islander students earned the fewest number of awards on average during this time. First-generation students earned fewer awards than non-first-generation students.

## High School Student Enrollments

**Figure 60: Recent High School Graduate Enrollments at Green River by School District, 2015-16 to 2019-20**

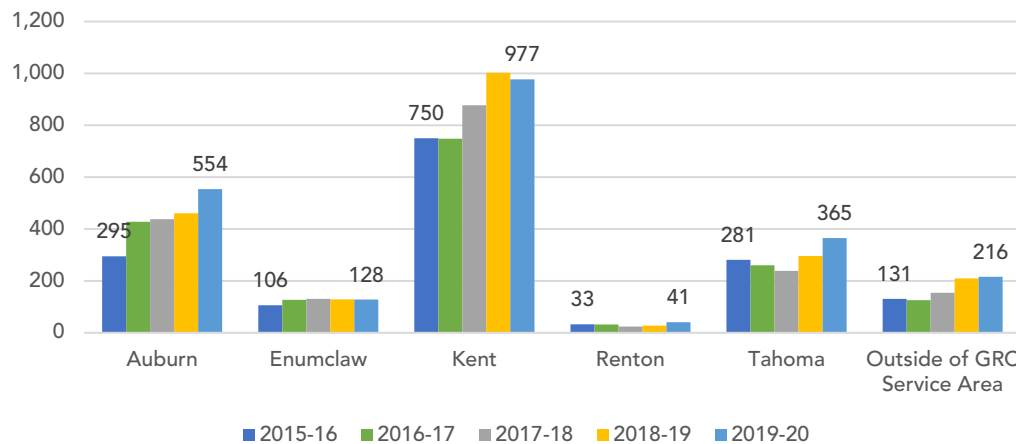


The figures at left show enrollments among recent high school graduates and high school Running Start participants to Green River College by school district.

In the last five years, high school student enrollments at Green River have grown from just over 4,000 students in 2015-16 to 4,744 in 2019-20. Approximately 81 percent of recent high school student enrollments (those ages 20 or younger when they first enroll) come from the five school districts within Green River’s service area. Almost 40 percent come from Kent and nearly 20 percent from Auburn School District. Enrollments from Kent, Auburn and Tahoma school districts have seen substantial increases in recent years, while enrollments among students who graduated from high schools outside of the service area have declined.

In 2019-20, 2,281 students participated in the Running Start program, which allows high school students in their junior and senior years to enroll in college classes for free and earn transferable college credits and/or fulfill high school graduation requirements.<sup>1</sup> Enrollments have grown 40 percent since 2015-16, with much of the increase coming from high school students in Auburn and Kent.

**Figure 61: Running Start Enrollments at Green River by School District, 2015-16 to 2019-20**

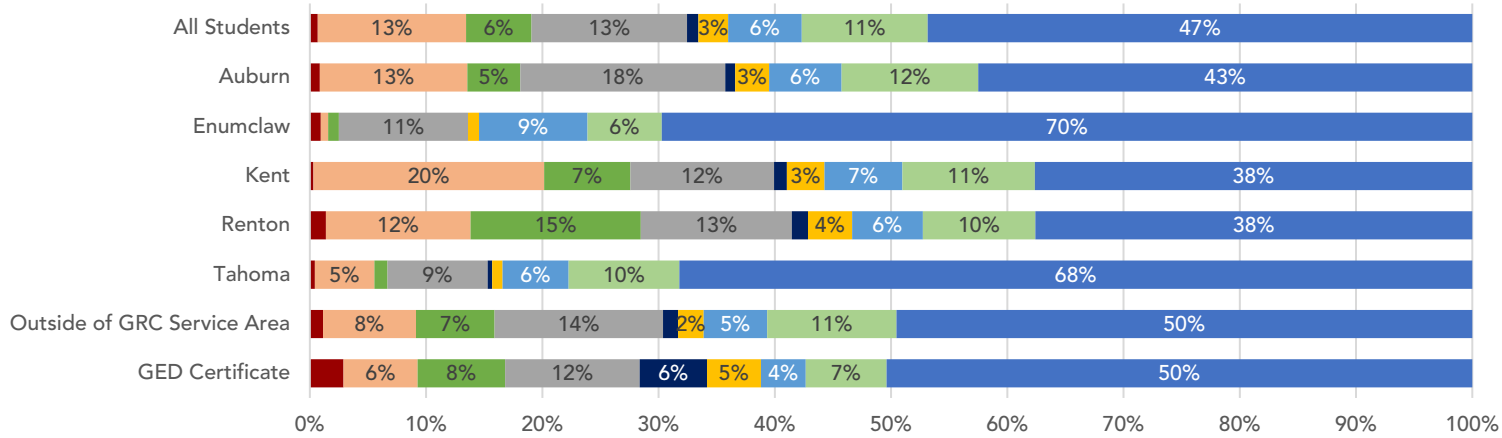


The figures on the next page look at recent high school enrollments at Green River by race and ethnicity. Nonwhite students make up more than half of all enrollments among recent high school graduates, and among Running Start students, thanks to student of color majorities among those who enroll from Auburn, Kent and Renton school districts.

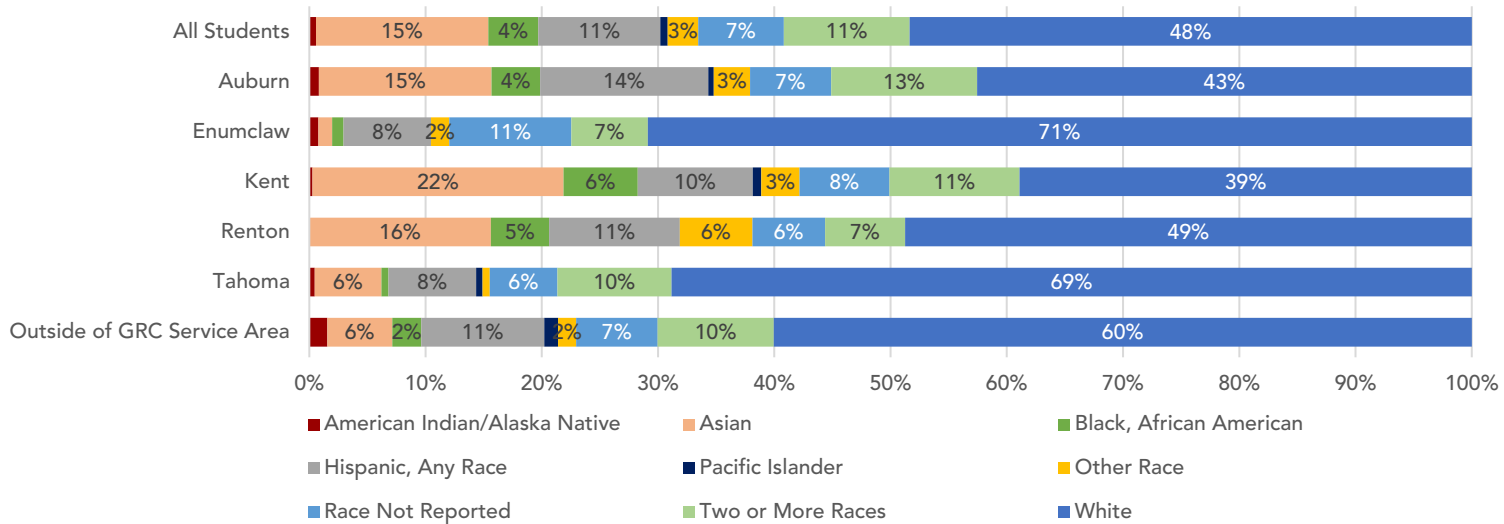
Thirteen percent of recent high school graduates who enroll at Green River and fifteen percent of Running Start students are of Asian descent. Hispanic students make up another 13 percent of high school graduate enrollments and 11 percent of Running Start enrollments. Mixed-race students represent 11 percent of both high school graduate and Running Start enrollments.

Source: Green River College, Office of Institutional Effectiveness

**Figure 62: Average High School Enrollments to Green River College by District and Race/Ethnicity, 2015-16 to 2019-20**



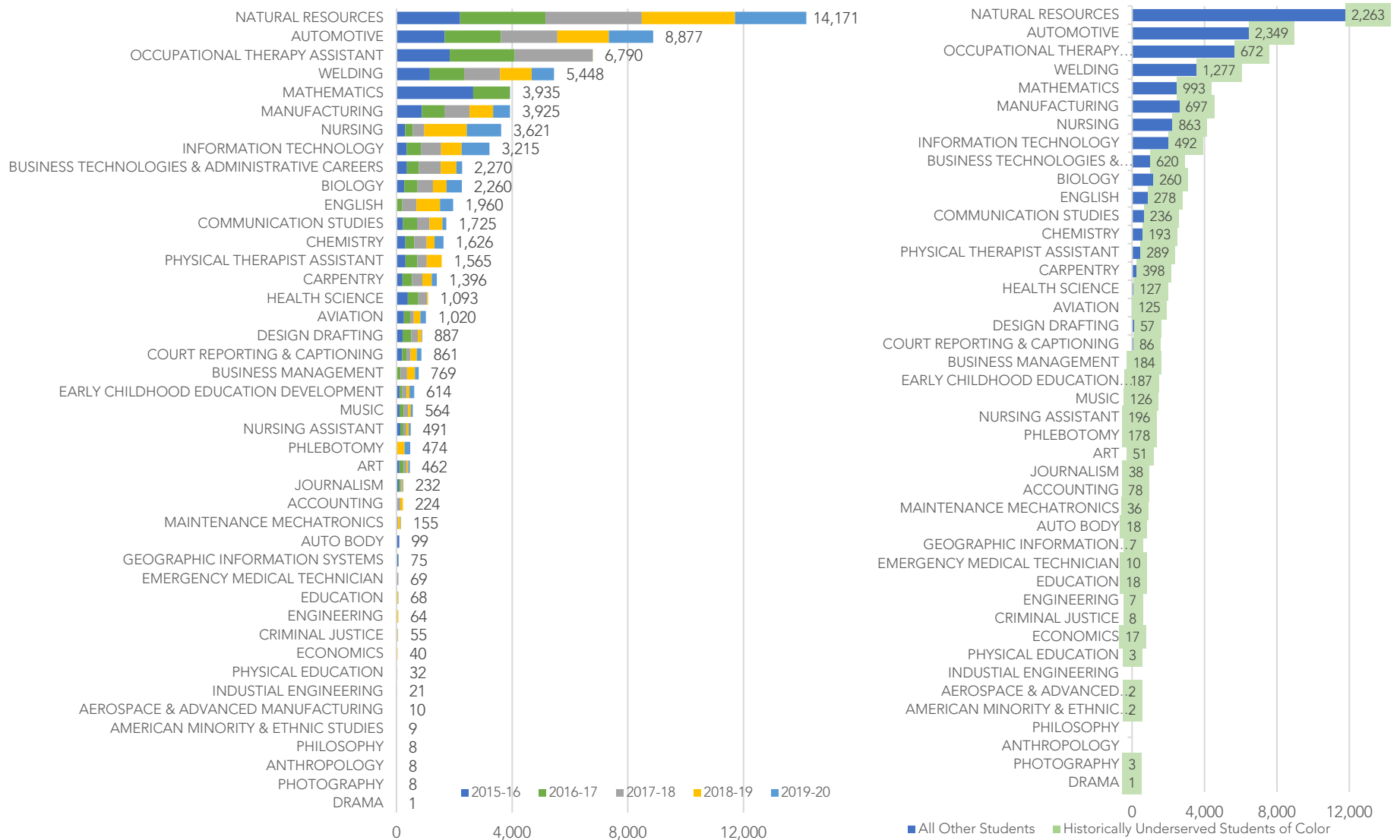
**Figure 63: Average Running Start Enrollments to Green River College by District and Race/Ethnicity, 2015-16 to 2019-20**



Source: Green River College, Office of Institutional Effectiveness

## Enrollments by Program

**Figure 64: Student Enrollments by Green River College Program Among All Students and Students of Color from Historically Underserved Communities, 2015-16 to 2019-20**



Source: Green River College, Office of Institutional Effectiveness

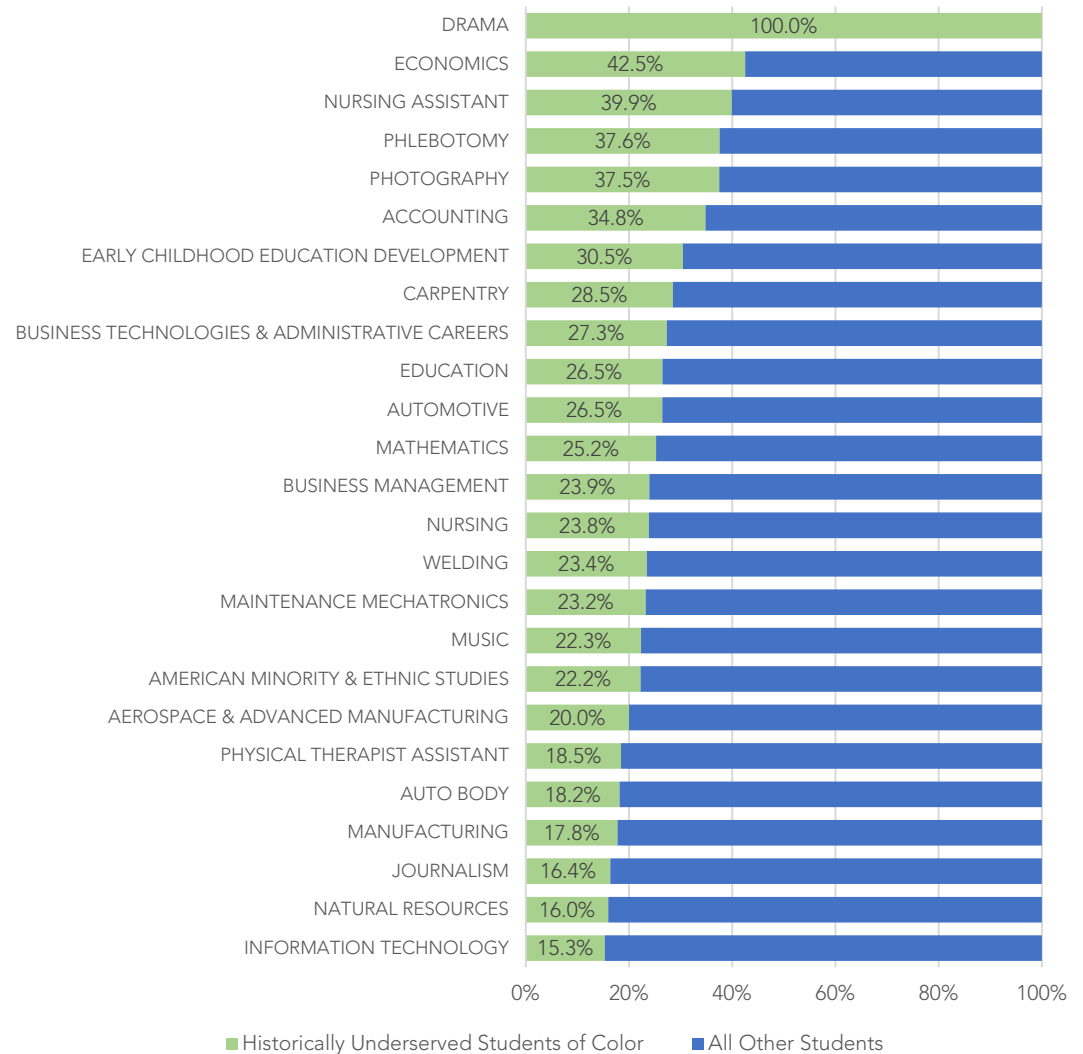
The figures on the previous page display Green River’s programs by total student enrollments over the last five academic years. Natural Resources has consistently had some of the highest student enrollments of any Green River College program, and also has the second highest enrollment (2,263) of students of color from historically underserved communities.

Other top programs with more than 2,000 total enrollments over the last five academic years include Automotive Technology, Occupational Therapy Assistant, Welding, Mathematics, Manufacturing, Nursing, Information Technology, Business Technologies and Administrative Careers, and Biology. Of these, Automotive Technology, Welding, Mathematics, and Nursing have the highest enrollments among historically underserved students of color.

Industrial Engineering, Philosophy and Anthropology have not enrolled students from historically underserved communities of color in the last five academic years; Physical Education, Aerospace and Advanced Manufacturing, American Minority and Ethnic Studies, Photography and Drama have had three or less enrollments among these student groups.

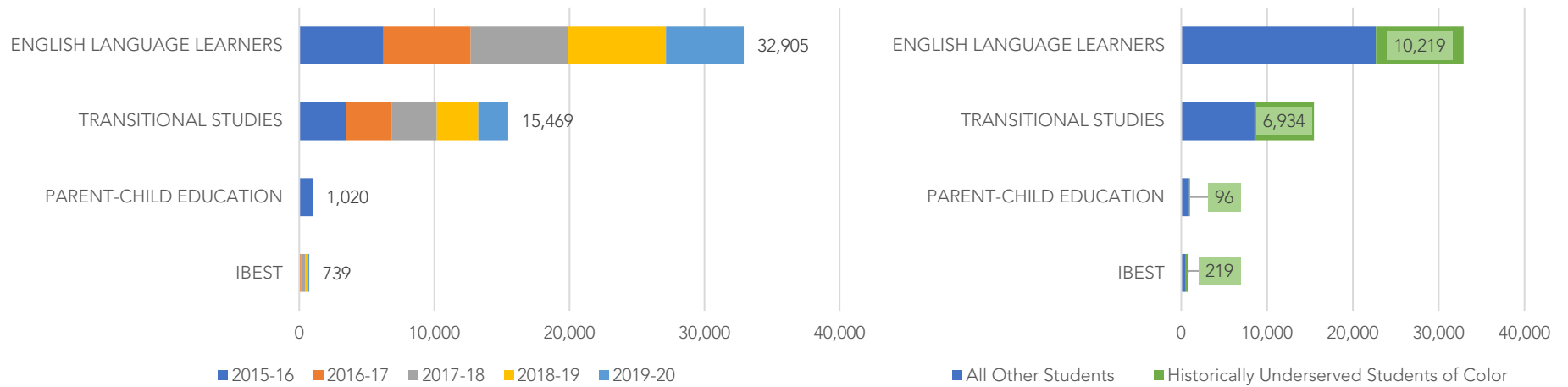
The figure at right shows the rate at which students of color from historically underserved communities are represented among all enrollments. Of the top ten programs by total enrollment, Business Technologies appears first in this list, with 27.3 percent of enrollments among from historically underserved students of color. Drama’s one enrollment over this period was from a student of color from a historically disadvantaged community. Other programs with significant rates of enrollments among these students of color include Economics, Nursing Assistant, Phlebotomy, Photography, Accounting, Early Childhood Education Development, all above 30 percent of student enrollments.

**Figure 65: Top 25 Rates of Enrollments Among Students of Color from Historically Underserved Communities, 2015-16 to 2019-20**

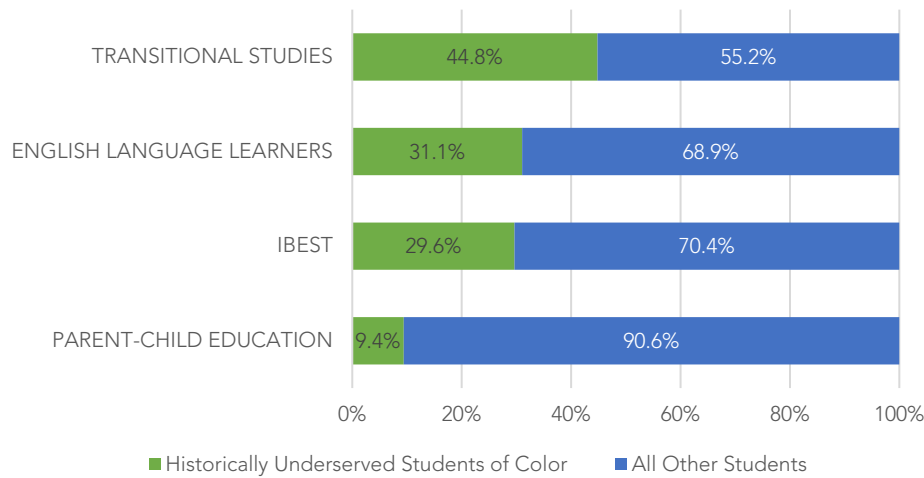


Source: Green River College, Office of Institutional Effectiveness

**Figure 66: Student Enrollments in Green River Adult and Basic Skills Education Programs, Among All Students and Students of Color from Historically Underserved Communities, 2015-16 to 2019-20**



**Figure 67: Rates of Enrollments in Green River Adult and Basic Skills Education Programs Among Students of Color from Historically Underserved Communities, 2015-16 to 2019-20**



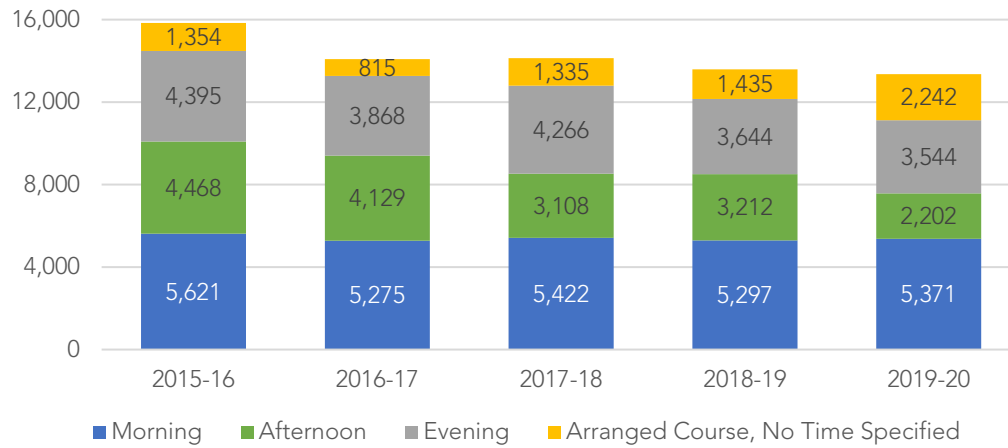
In the last five years, there have been an average of 6,500 enrollments in classes for English Language Learners, and approximately 3,000 annually in transitional studies programs. In ELL classes, nearly one-third of students enrolled have been from historically underserved communities; among transitional studies students, closer to one half of students (44.8%, or 6,934) are students of American Indian, Alaskan Native, Black or African American, Hispanic, or Pacific Islander descent.

Source: Green River College, Office of Institutional Effectiveness



## Enrollments by Time of Day

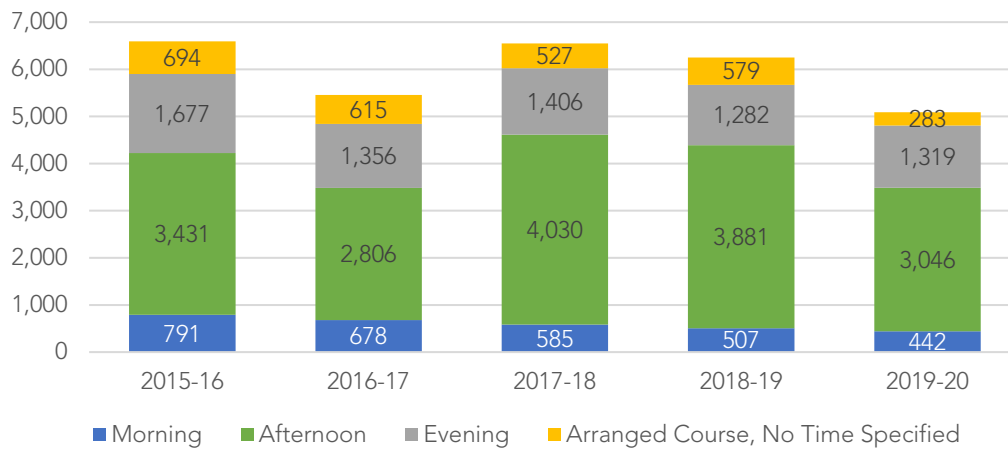
**Figure 68: Enrollments by Class Time, State Supported and Contract-Funded Classes**



Examining enrollments by time of day can provide insights into student demand for classes at particular times during the day and/or evening. Two in five enrollments (40.2%) among state-supported and contract-funded classes at Green River College are in classes which take place in the morning, and another 25 percent of enrollments are in classes that take place in the evening.

Among continuing and community education classes, demand is highest among classes in the afternoon and evening. Sixty percent of class enrollments are in the afternoon, while 26 percent of enrollments are in evening classes.

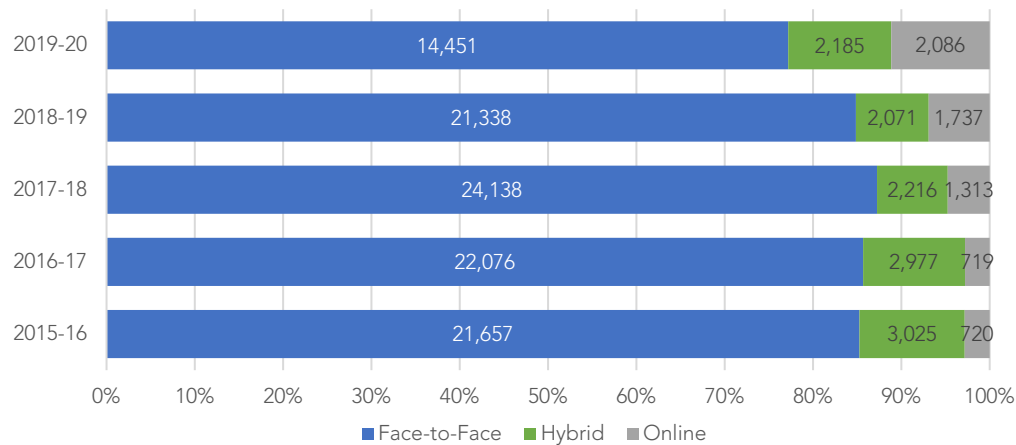
**Figure 69: Enrollments by Class Time, Continuing and Community Education Courses**



Source: Green River College, Office of Institutional Effectiveness

## Enrollment by Instruction Method

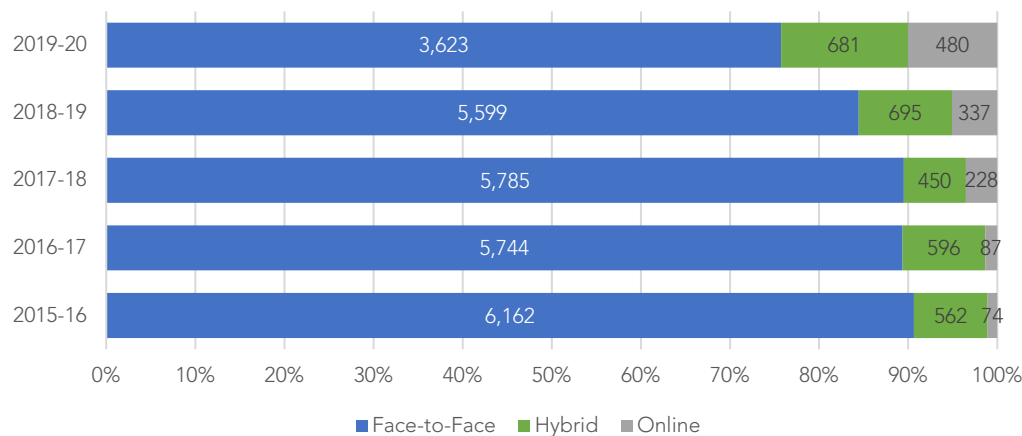
**Figure 70: Green River College Enrollments by Instruction Method, 2015-16 to 2019-20**



In-person class enrollments at Green River College have declined by one-third (33%), or nearly 7,000 enrollments, between the 2018-19 and 2019-20 academic years. Face-to-face enrollments for students of color from historically underserved communities, including students of Native American, Black, Hispanic and Pacific Islander descent, have declined by a similar amount (35%), or nearly 2,000 enrollments, as have in-person enrollments among low-income students (29%), or approximately 1,000 fewer enrollments. Face-to-face enrollments among first-generation students have experienced the starkest decline, with 50 percent fewer face-to-face class enrollments (nearly 4,000 less) in 2019-20 as were the year before.

Hybrid class enrollments have declined approximately 28 percent since 2015-16. Among student populations highlighted here, the largest declines in hybrid course use come from first-generation students, where enrollments have declined by half since 2015-16.

**Figure 71: Enrollments by Instruction Method Among Historically Underserved Students of Color, 2015-16 to 2019-20**

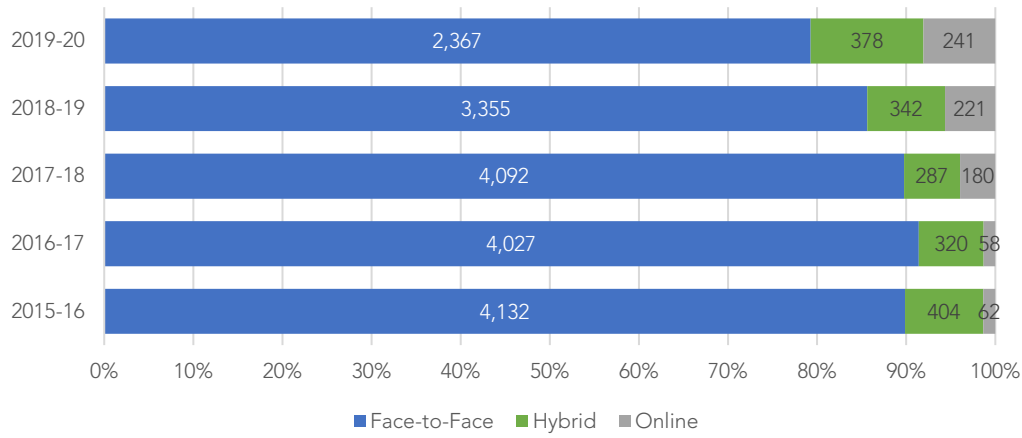


Online enrollments have grown 180 percent among all students since 2015-16. There was a slight uptick in online enrollments between 2018-19 and 2019-20, but these do not make up for the loss of in-person enrollments in 2019-20.

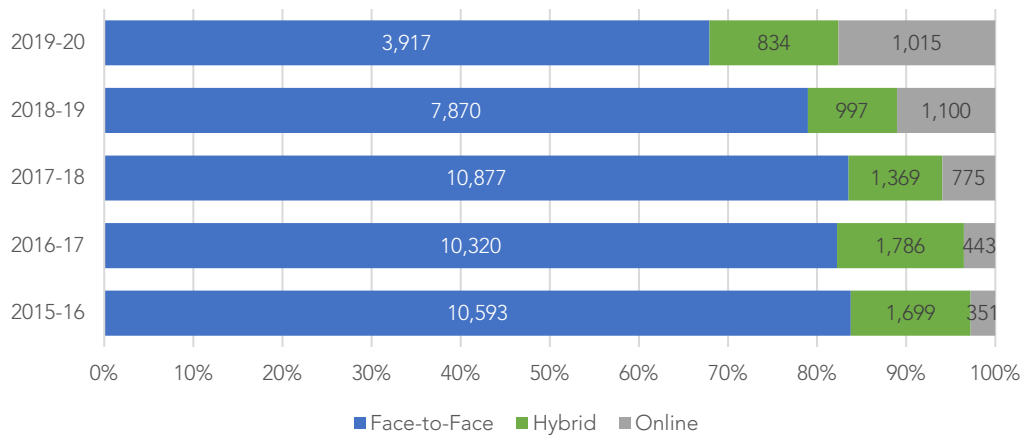
Among historically underserved students of color, rates of online and hybrid enrollments have grown since 2015-16, with online enrollments (480) growing to ten percent of all class enrollments in 2019-20. First-generation online rates made up nearly 18 percent (1,015 enrollments) of all their class enrollments in 2019-20. But as mentioned above, these increases in online enrollments cannot account for the loss of one quarter of all enrollments among students of color from historically underserved communities, and a more than 40 percent decline among first-generation enrollments in the last two academic years.

Source: Green River College, Office of Institutional Effectiveness

**Figure 72: Enrollments by Instruction Method Among Low-Income Students, 2015-16 to 2019-20**



**Figure 73: Enrollments by Instruction Method Among First Generation Students, 2015-16 to 2019-20**

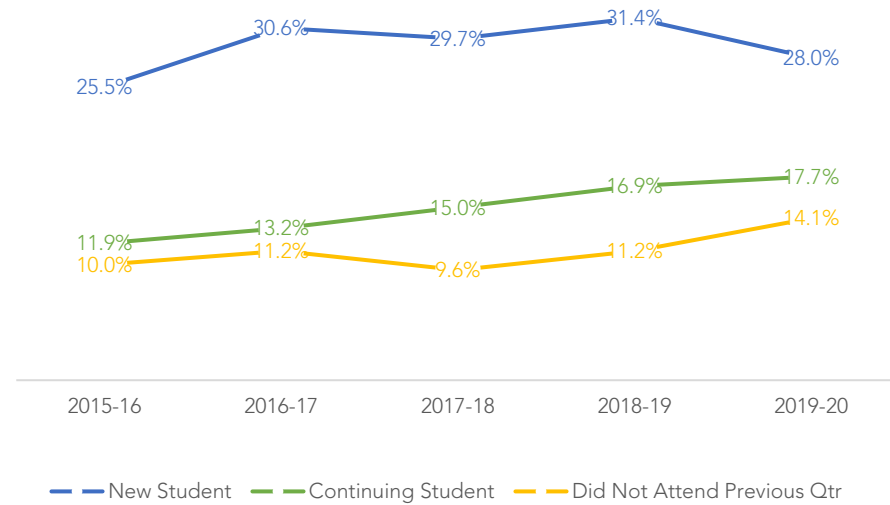
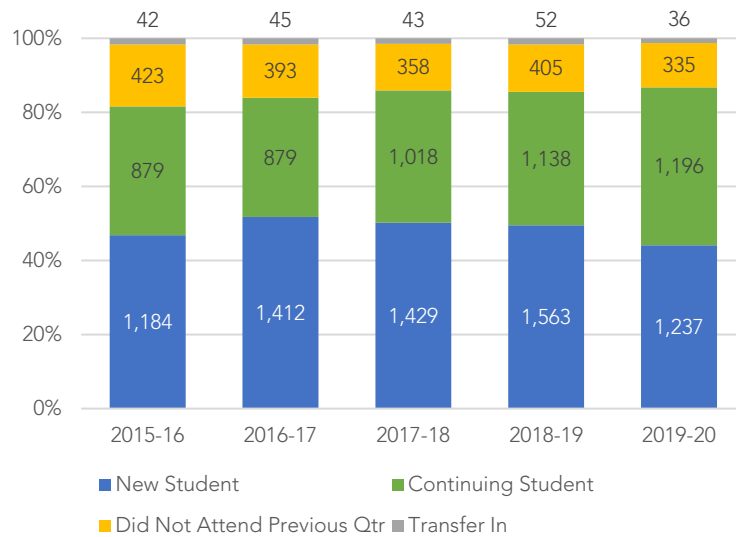


**Source: Green River College, Office of Institutional Effectiveness**

## College Readiness Indicators and Outcomes

### Placement into English and Math Courses

**Figure 74: Enrollments in Basic Skills Classes by Student Type, and Rate of Enrollments Among Student Types, 2015-16 to 2019-20**



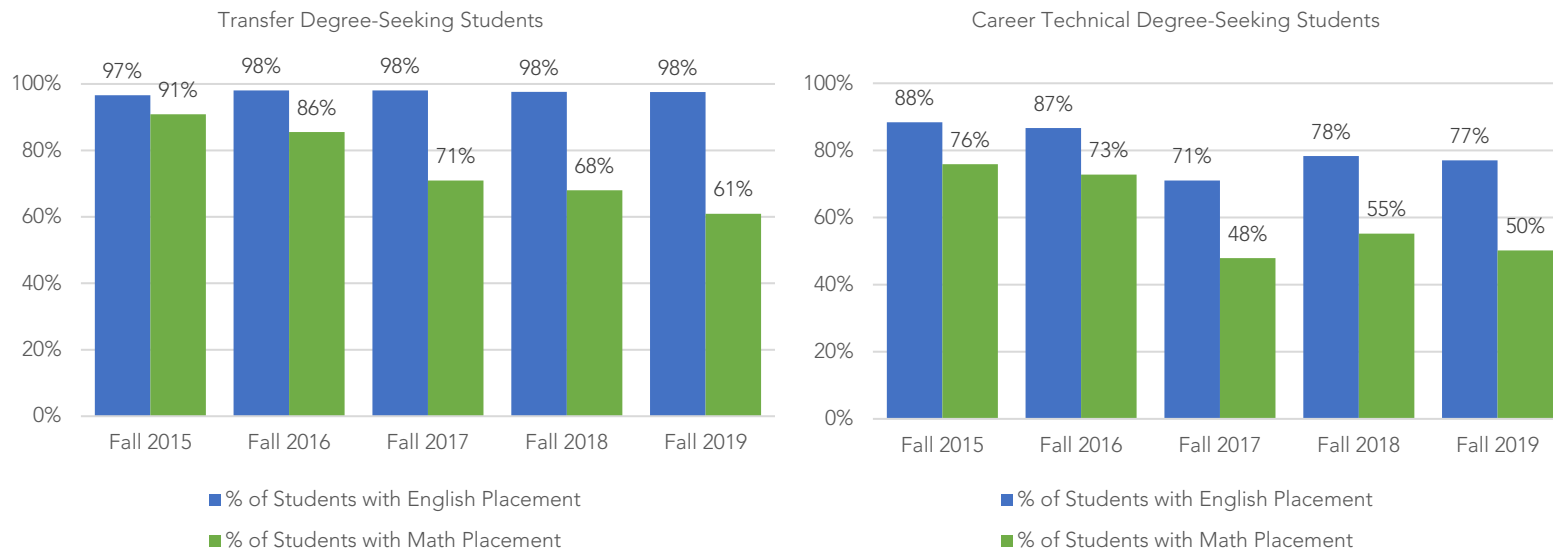
**Source: Washington State Board for Community and Technical Colleges, Enrollment Data Dashboard**

About 17.5 percent of Green River College students enroll in basic skills classes at Green River College each year. The figure above on the left shows the total number and proportion of all enrollments by type of student. About 44 percent of enrollments are from new students, and another 43 percent are among continuing students.

The percentages in the figure on the right show the rate of enrollments by each type of student. Nearly one in three new students at Green River enrolls in a basic skills class, while approximately one in six continuing students and one in seven returning students takes a basic skills class.

The figures which follow below look at the rates of student placements in English and math courses at Green River, and student outcomes in these classes.

**Figure 75: Percent of First-Time Degree Seeking Students with Placements in English and Math**

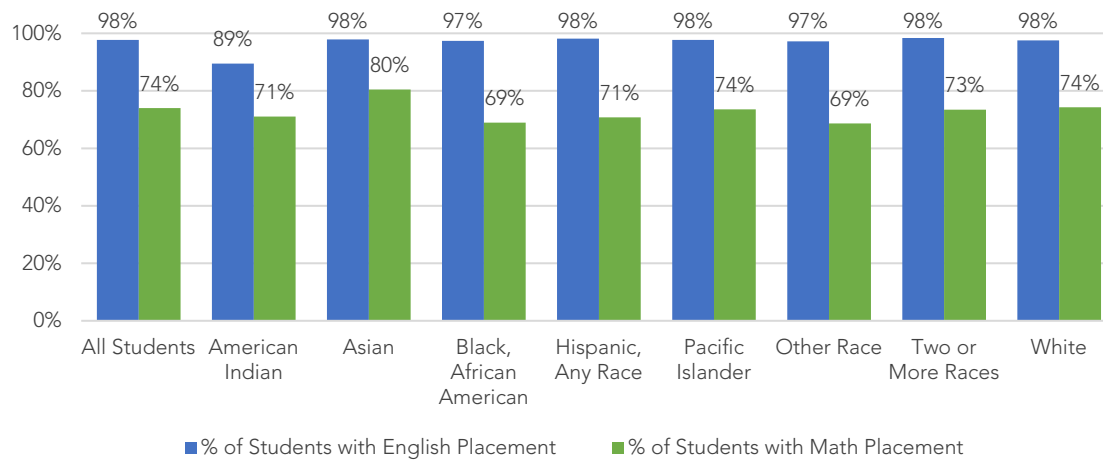


**Source: Green River College, Office of Institutional Effectiveness**

Green River College students are required to take a placement test to into English and math classes, however not all first-time students do so. The figures above show that the rates of transfer and career technical degree-seeking students who take placement tests in their first year has declined in recent years.

Placement rates among transfer degree-seeking students are generally higher than those for career technical degree-seeking students. Math placement rates have been especially low among career technical degree-seeking students, where approximately half were placed into math courses between fall 2017 and fall 2019.

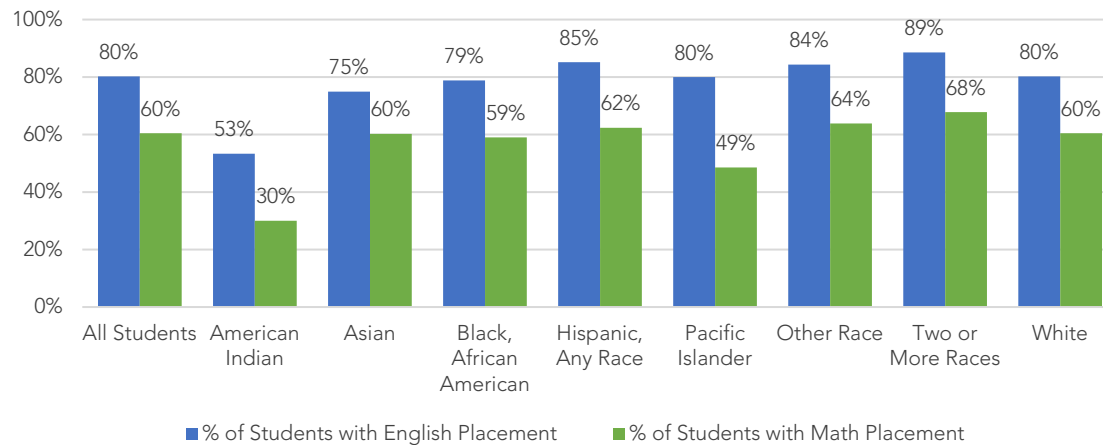
**Figure 76: Rate of Transfer Degree-Seeking Students with English and/or Math Placements, by Race/Ethnicity, Fall 2015 to Fall 2019**



Looking at placement rates by race and ethnicity over the last five fall quarters, English placements have been significantly lower than average among American Indian students, and Asian career technical degree-seeking students.

American Indian students seeking transfer and career technical degrees also have lower than average math placements—this is especially true for career technical students. Career technical students of Pacific Islander descent also have low placement rates in math.

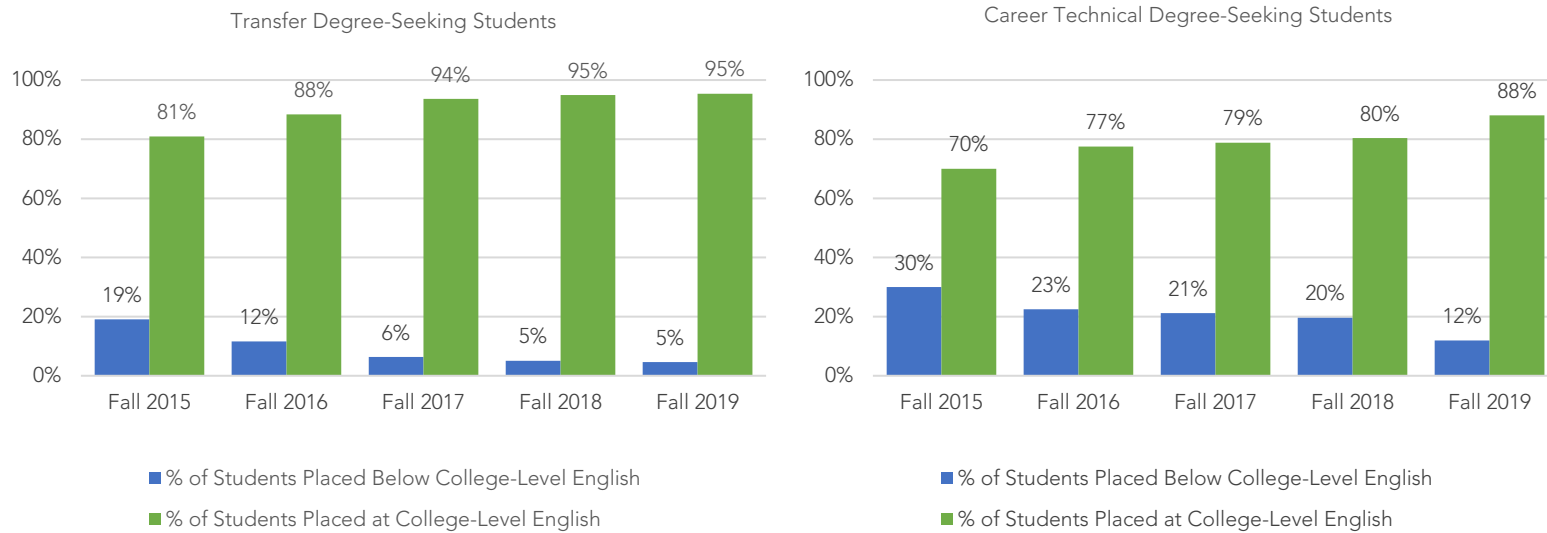
**Figure 77: Rate of Career Technical Students with English and/or Math Placements, by Race/Ethnicity, Fall 2015 to Fall 2019**



Source: Green River College, Office of Institutional Effectiveness



**Figure 78: Rate of English Placements Among First-Time, Transfer and Career Technical Degree-Seeking Students, Fall 2015 to Fall 2019**

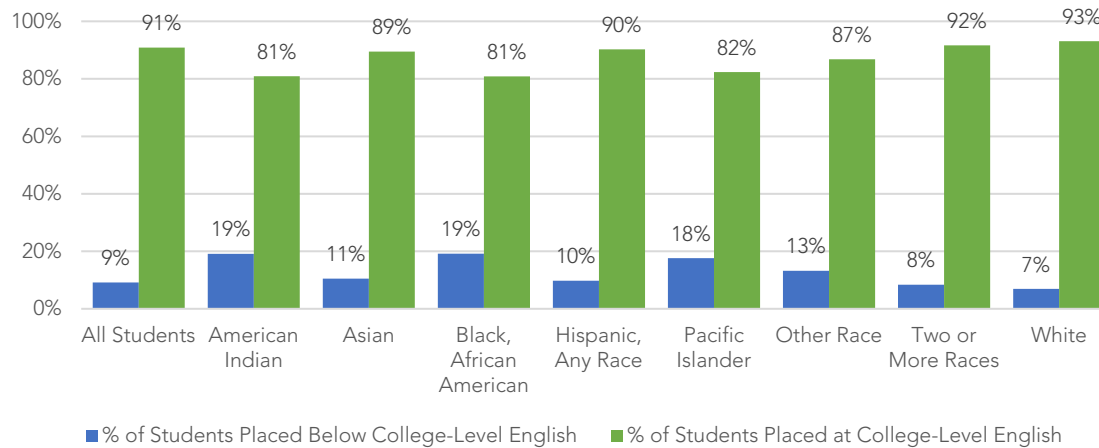


**Source: Green River College, Office of Institutional Effectiveness**

The figures above look at where first-time students were placed into English classes. Among transfer degree-seeking students, 95 percent placed into college-level English classes. Only 88 percent of career technical students placed into college-level courses.

In both cases, these cohorts of students have seen great improvements over the last five years in first-year placements into college-level English classes. The rates of placement into college-level classes for career technical students has improved 18 percentage points since fall 2015.

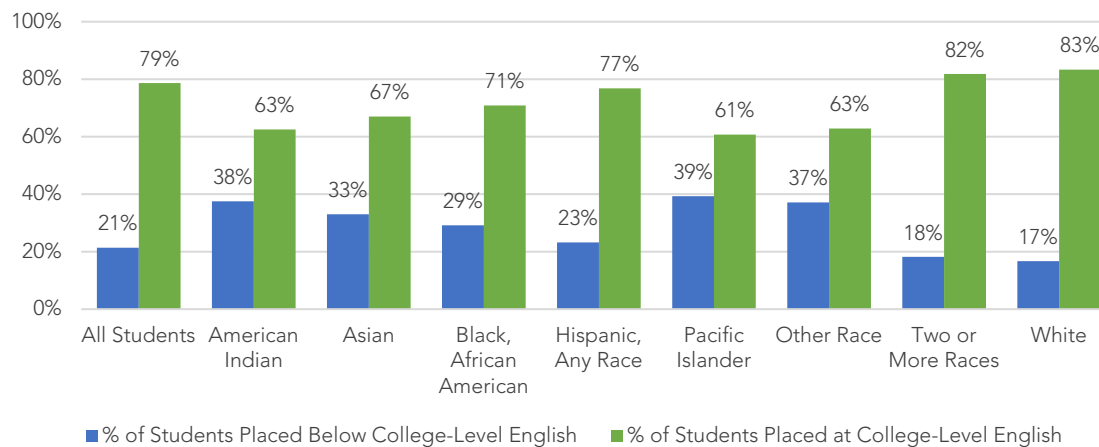
**Figure 79: Rate of English Placements Among First-Time, Transfer Degree-Seeking Students, by Race/Ethnicity, Fall 2015 to Fall 2019**



Looking at first-time student placements into English classes by race and ethnicity, American Indian, Black and Pacific Islander students seeking transfer degrees place into below college-level English classes at about twice the rate of all students.

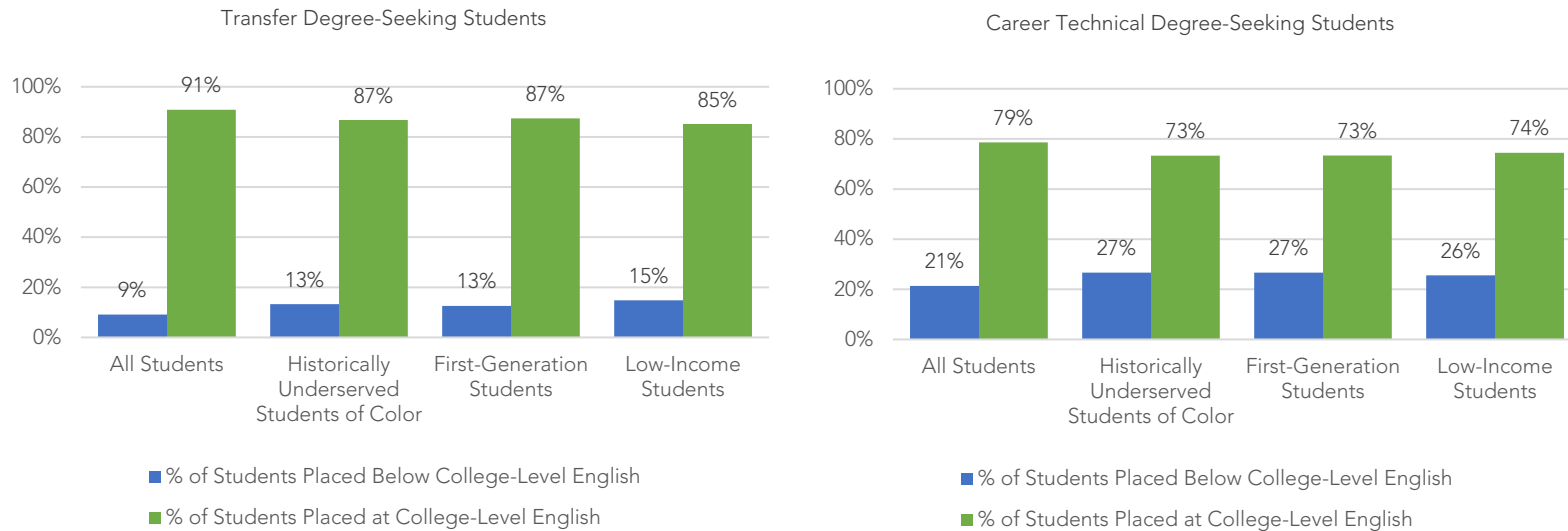
Among career technical first-time students, nearly 40 percent of American Indian and Pacific Islander students and students who identify as “other race” place into below college-level English classes, nearly twice as often as all students. One-third of Asian students place into below college-level English classes.

**Figure 80: Rate of English Placements Among First-Time, Career Technical Degree-Seeking Students, by Race/Ethnicity, Fall 2015 to Fall 2019**



**Source: Green River College, Office of Institutional Effectiveness**

**Figure 81: Rate of English Placements Among First-Time, Transfer and Career Technical Degree-Seeking Students, Fall 2015 to Fall 2019**

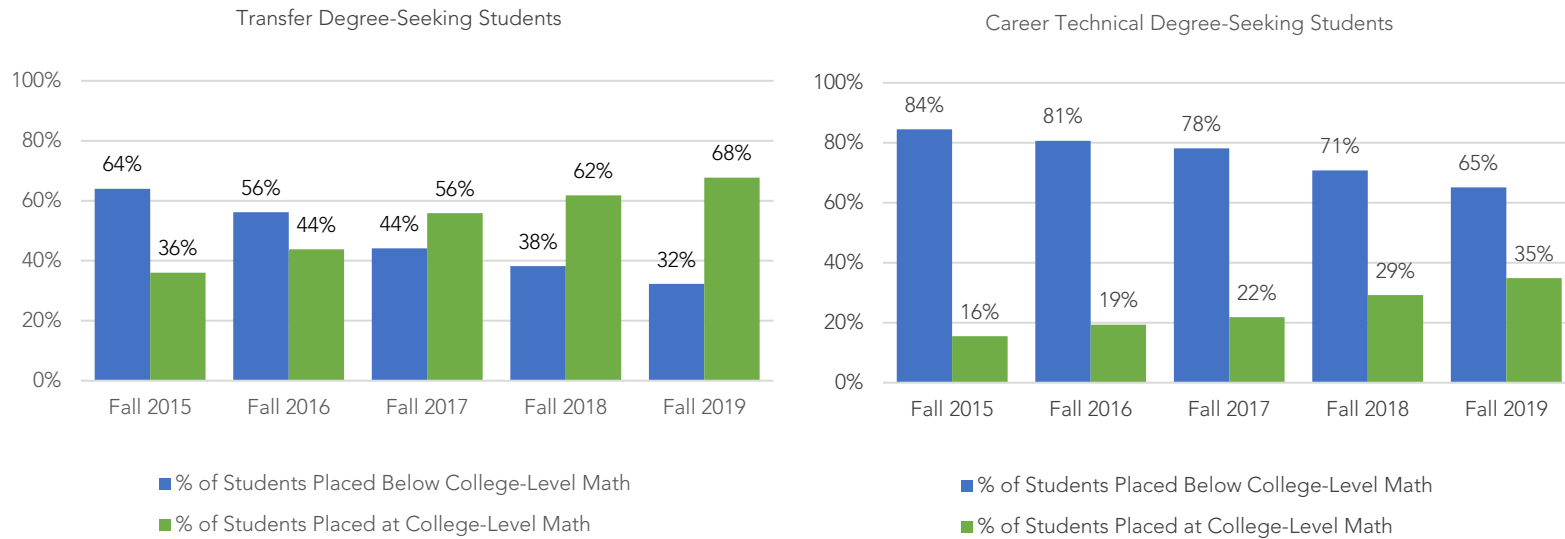


**Note: Historically Underserved Students of Color are defined as Black or African American, American Indian or Alaska Native, Hispanic, or Pacific Islander.**

**Source: Green River College, Office of Institutional Effectiveness**

Looking at the selected student groups displayed above, low-income students, first-generation students, and students from historically underserved communities of color have been more likely to receive placements into basic skills English classes than all students. The rate of placements into below college-level classes among these student groups is greater for career technical students, where twice the rate of students of color and first-generation students place into below college-level courses.

**Figure 82: Rate of Math Placements Among First-Time, Transfer and Career Technical Degree-Seeking Students, Fall 2015 to Fall 2019**

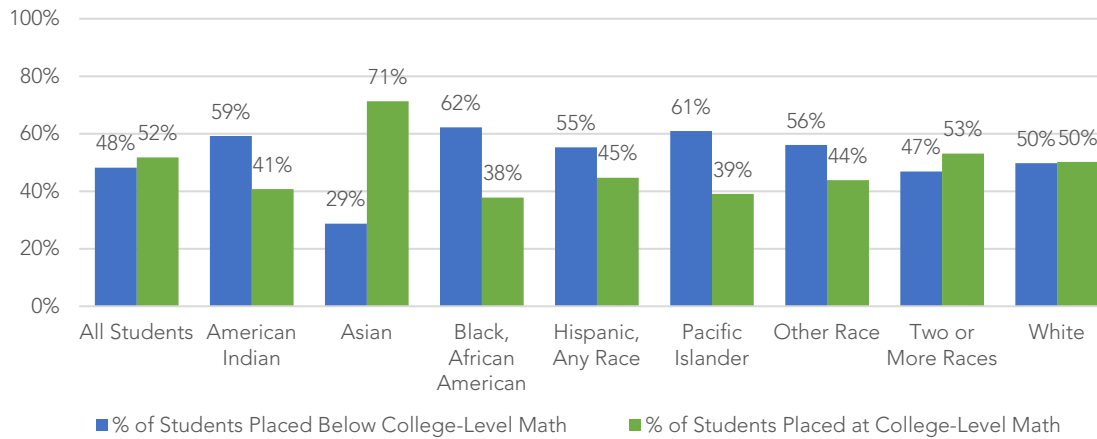


**Source: Green River College, Office of Institutional Effectiveness**

Among math placements at Green River College, the rate of first-year student placements into college-level courses has been improving over the last few years. The rate of placements among transfer degree-seeking students has flipped, from two-thirds of students placed below college-level math in 2015 to two-thirds placed into college-level courses in 2019.

Math placement rates for Career Technical students have improved over the last five years, however two-thirds of first-time students still place into below college-level math courses.

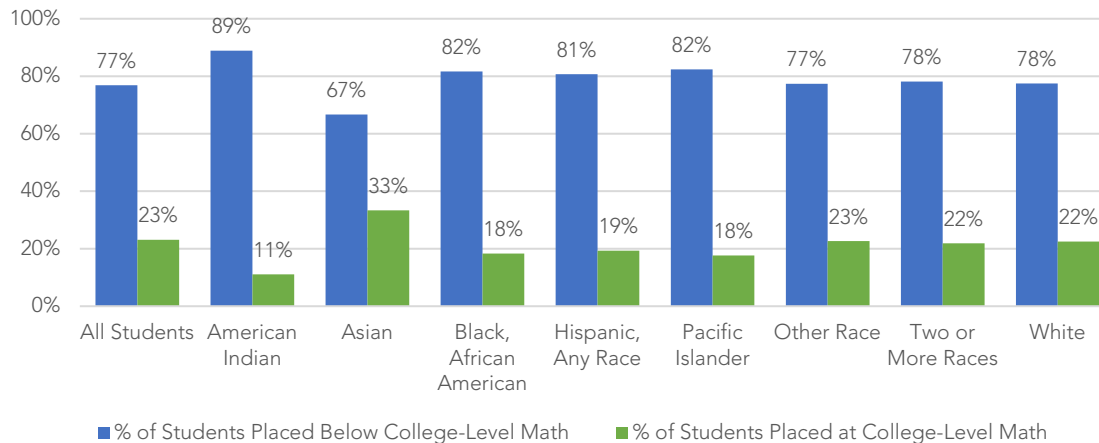
**Figure 83: Rate of Math Placements Among First-Time, Transfer Degree-Seeking Students, by Race/Ethnicity, Fall 2015 to Fall 2019**



Looking at these placements by race and ethnicity, nearly three in five transfer degree-seeking American Indian, Black, Hispanic, Pacific Islander students and those who identify as “other race” place below college-level math, while only about one in three Asian students do.

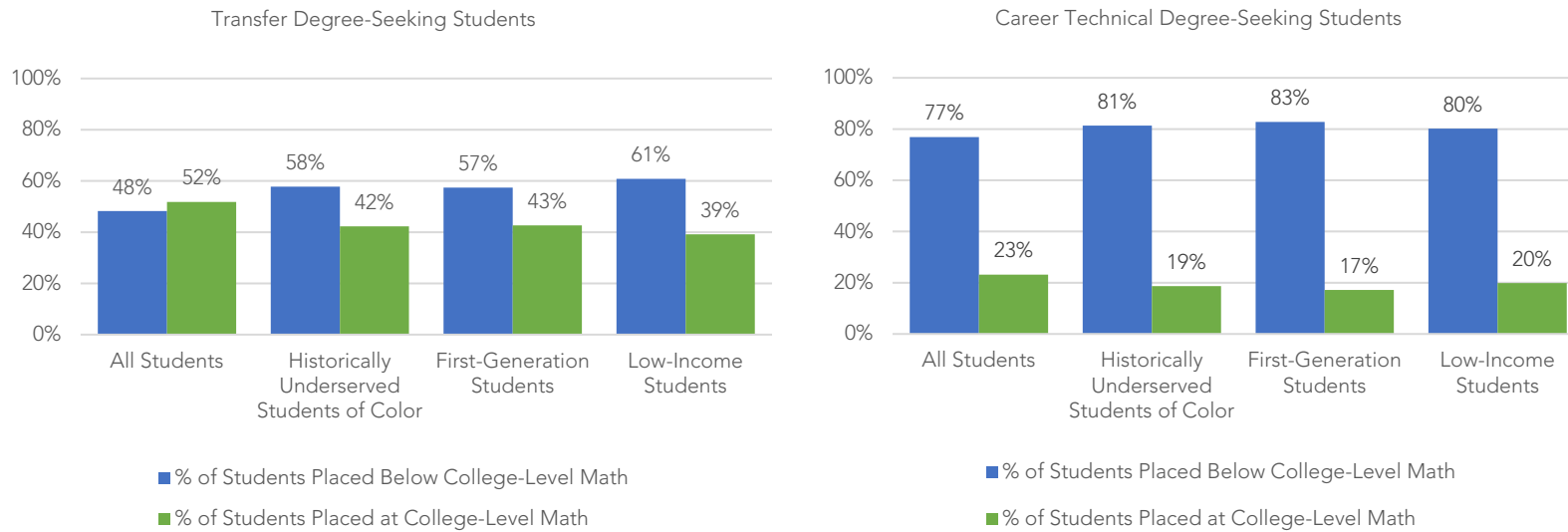
Only one in ten American Indian career technical students place into college-level math courses. The rate among other historically underserved students of color is less than two in ten, however the rate for all career technical students is only 23 percent.

**Figure 84: Rate of Math Placements Among First-Time, Career Technical Degree-Seeking Students, by Race/Ethnicity, Fall 2015 to Fall 2019**



**Source: Green River College, Office of Institutional Effectiveness**

**Figure 85: Rate of Math Placements Among First-Time, Transfer and Career Technical Degree-Seeking Students, Fall 2015 to Fall 2019**



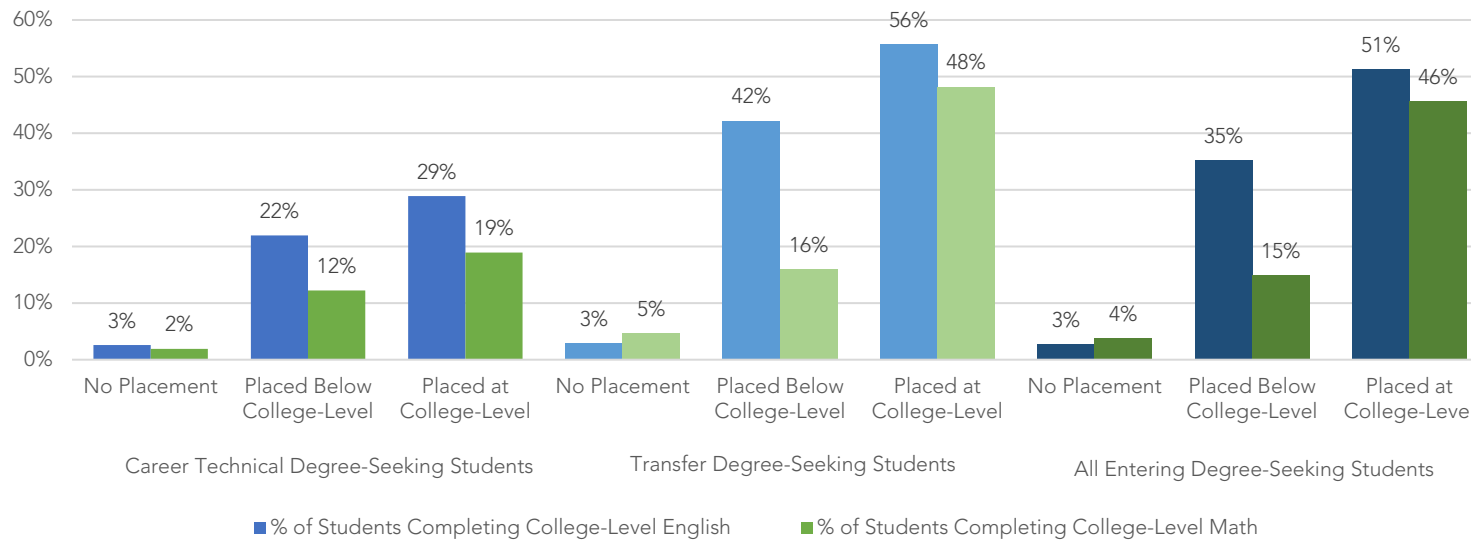
**Source: Green River College, Office of Institutional Effectiveness**

Two in five first-time low-income students, and nearly that many first-generation students and historically underserved students of color seeking transfer degrees place into college level math courses.

Only about one in five historically underserved students of color, first-generation and low-income career technical students place into college-level math classes.

## College-Level English and Math Course Completions

**Figure 86: Percent of Degree-Seeking Students Who Completed College-Level English and Math within the First Year, Fall 2015 to Fall 2019**



**Source: Green River College, Office of Institutional Effectiveness**

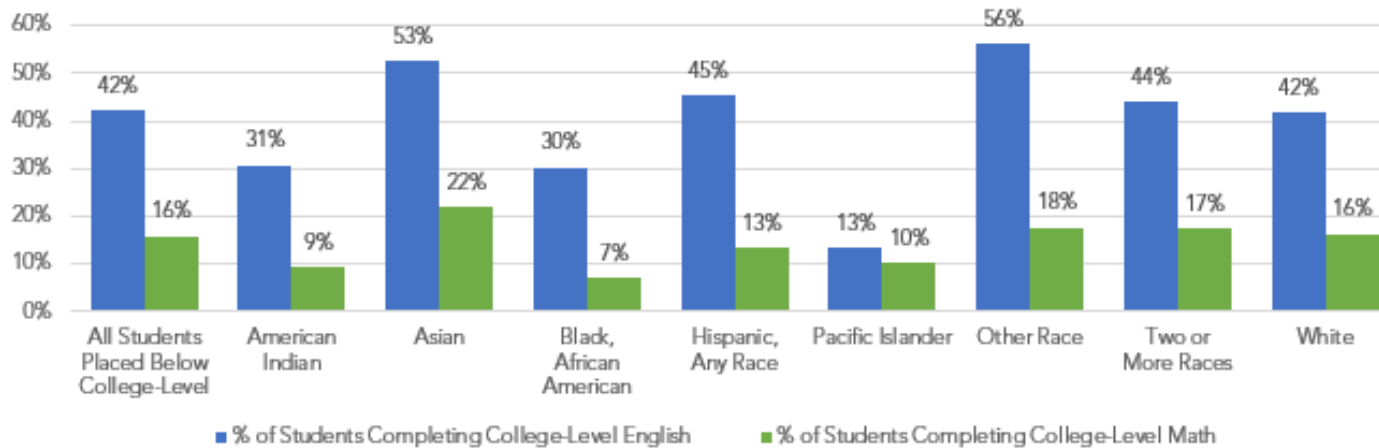
Moving from placements to completions, only about half of first-time students placed into college-level classes complete these courses within their first year of study. These students do better at completing these classes within their first year than those who do not place or who initially place into below college-level courses.

However, 42 percent of transfer degree-seeking students and 35 percent of career technical students who placed below college-level English have been able to complete college-level coursework within their first year.

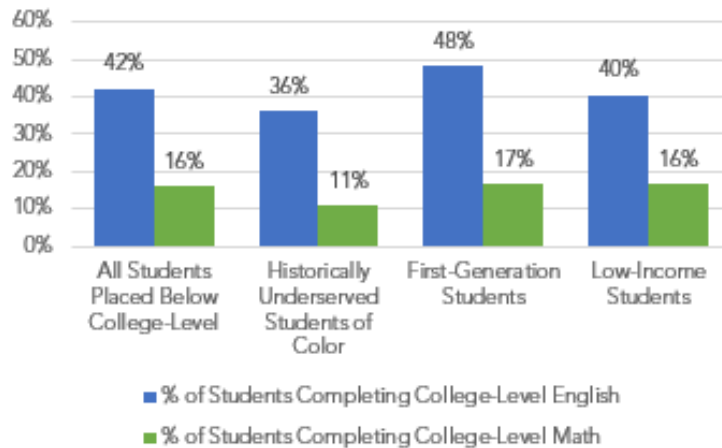
These rates are important, since studies show that students are more likely to finish their studies and obtain a degree if they can move quickly from remedial classes into college-level coursework.



**Figure 87: Percent of Green River College Transfer Degree-Seeking Students by Race/Ethnicity Placed Below College-Level English or Math Who Completed a College-Level Course within the First Year, Fall 2015 to Fall 2019**



**Figure 88: Percent of Green River College Transfer Degree-Seeking Students Placed Below College-Level English or Math Who Completed a College-Level Course within the First Year, Fall 2015 to Fall 2019**



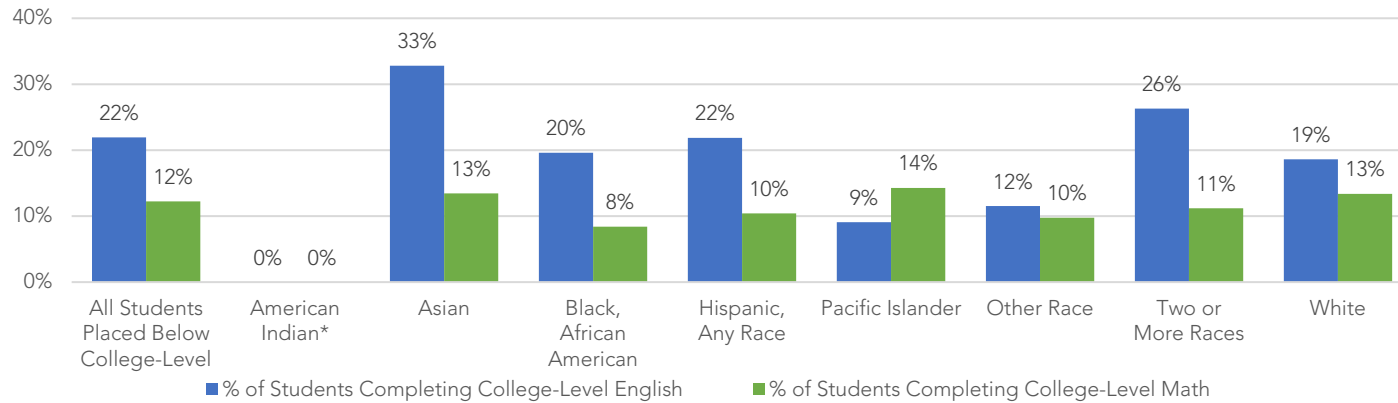
Asian and Hispanic transfer degree-seeking students, and those of "other races" who placed below college-level classes, have had better success rates at completing college-level English coursework in their first year.

American Indian, Black and Pacific Islander transfer degree-seeking students placed below college-level courses have been less successful in completing college-level English or math.

First-generation and low-income transfer degree-seeking students who placed below college-level courses have about the same rate of success as all students in math. First-generation students have completed more English college-level coursework than all students with initial below college-level placements.

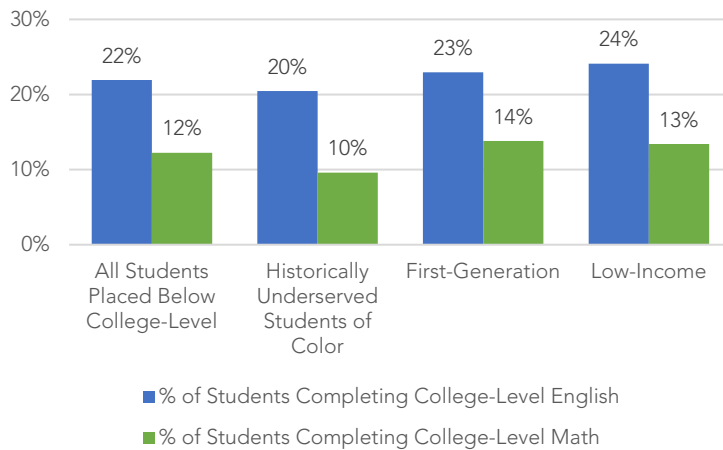
Source: Green River College, Office of Institutional Effectiveness

**Figure 89: Percent of Green River College Career Technical Degree-Seeking Students by Race/Ethnicity Placed Below College-Level English or Math Who Completed a College-Level Course within the First Year, Fall 2015 to Fall 2019**



\* Data for American Indian students withheld due to small sample size

**Figure 90: Percent of Green River College Career Technical Degree-Seeking Placed Below College-Level English or Math Who Completed a College-Level Course within the First Year, Fall 2015 to Fall 2019**



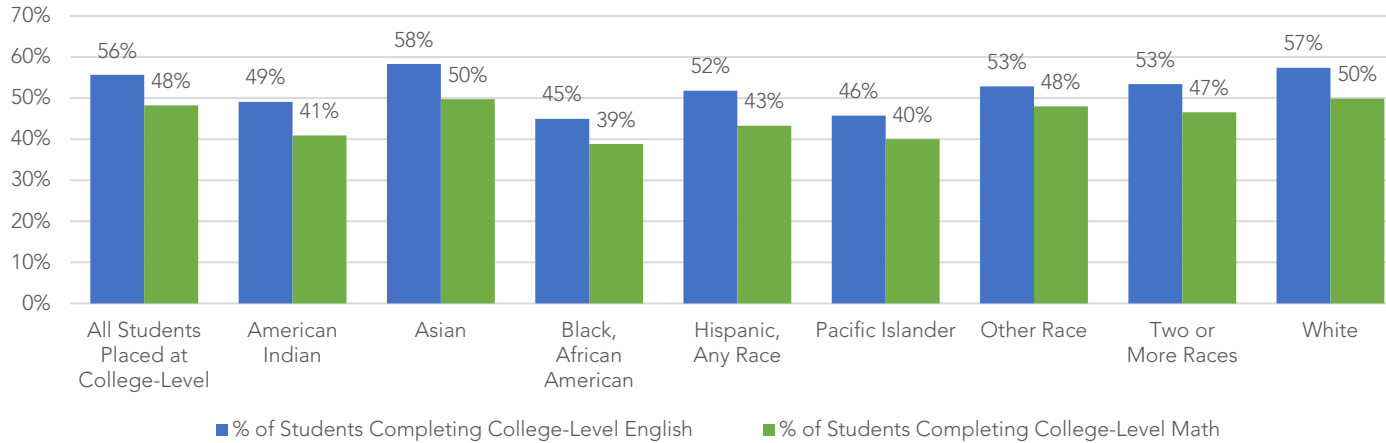
Asian and mixed-race career technical students who initially placed into below college-level coursework have had more success completing college-level English classes in their first year than other students.

Students from historically underserved communities of color, including Black, Pacific Islander and Hispanic students, have had mixed success in completing college-level coursework compared to all students.

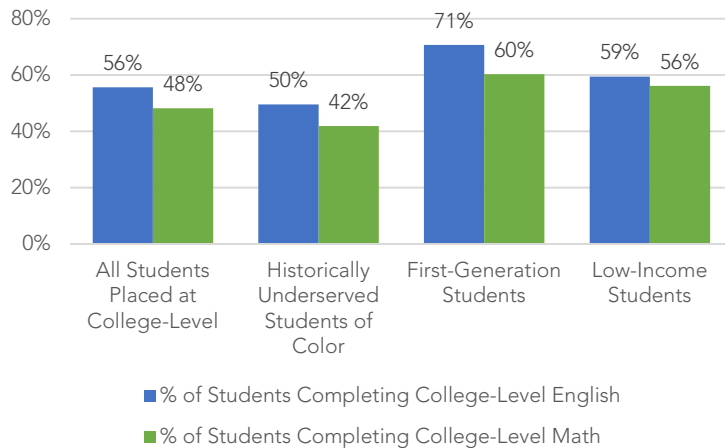
First-generation and low-income career technical students have done better than average in completing college-level work after initial placements in below college-level courses.

Source: Green River College, Office of Institutional Effectiveness

**Figure 91: Percent of Green River College Transfer Degree-Seeking Students by Race/Ethnicity Placed into College-Level English or Math Who Completed a College-Level Course within the First Year, Fall 2015 to Fall 2019**



**Figure 92: Percent of Green River College Transfer Degree-Seeking Students Placed into College-Level English or Math Who Completed a College-Level Course within the First Year, Fall 2015 to Fall 2019**

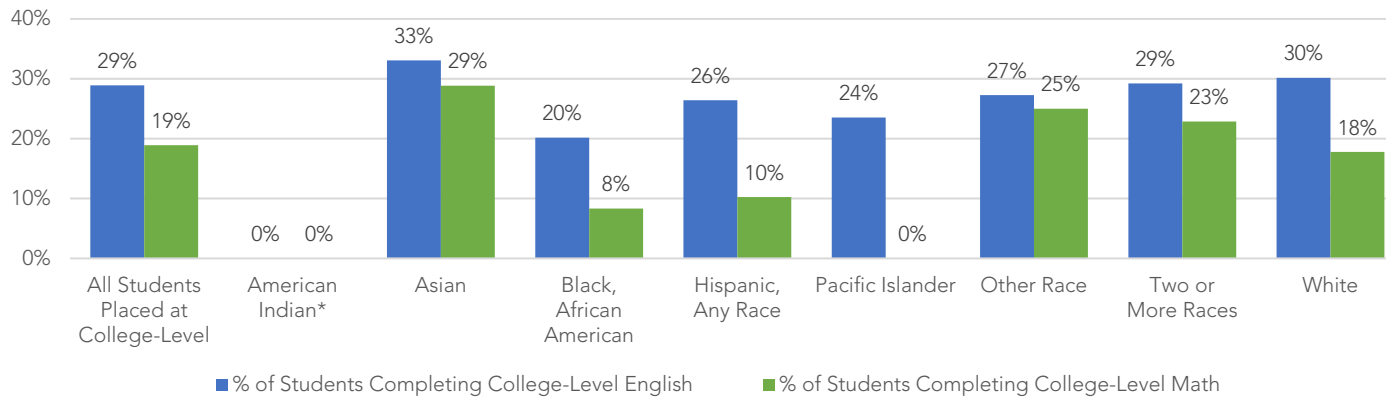


Among transfer degree-seeking students placed directly into college-level courses, first-generation and low-income students, and white and Asian students, have succeeded at rates much higher than all students.

Those of American Indian, Black, Hispanic and Pacific Islander descents have been less likely to complete college-level coursework their first year.

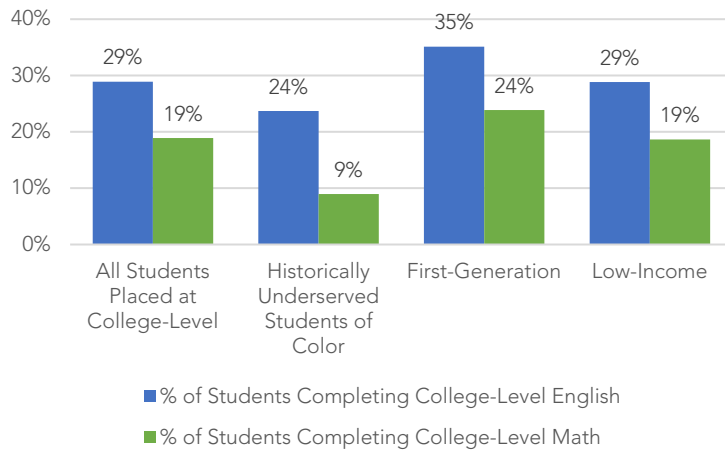
**Source: Green River College, Office of Institutional Effectiveness**

**Figure 93: Percent of Green River College Career Technical Degree-Seeking Students by Race/Ethnicity Placed Into College-Level English or Math Who Completed a College-Level Course within the First Year, Fall 2015 to Fall 2019**



\* Data for American Indian students withheld due to small sample size

**Figure 94: Percent of Green River College Career Technical Degree-Seeking Placed Into College-Level English or Math Who Completed a College-Level Course within the First Year, Fall 2015 to Fall 2019**

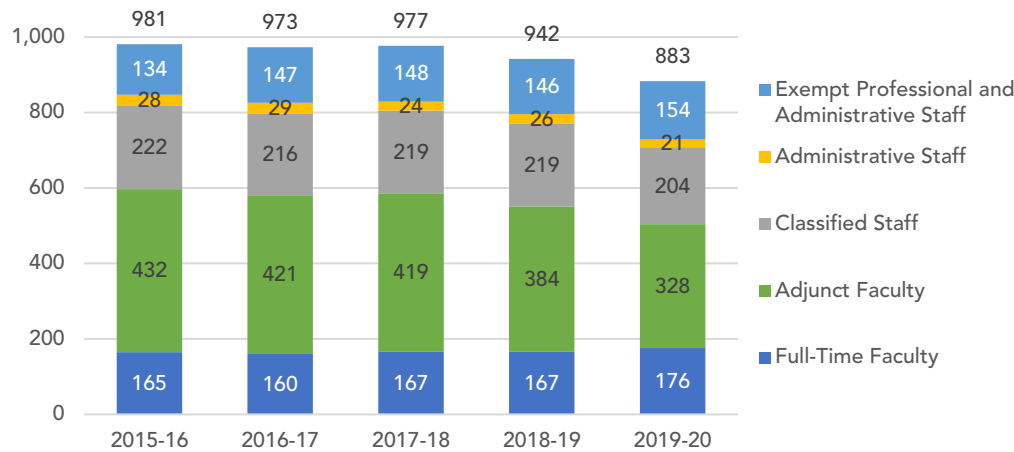


Among career technical degree-seeking students placed into college-level classes, Black, Hispanic and Pacific Islander students have been less likely to complete their coursework in the first year, while first-generation and Asian students have been more likely to do so.

Source: Green River College, Office of Institutional Effectiveness

## Faculty and Staff Trends

**Figure 95: Total Faculty and Staff at Green River College, 2015-16 to 2019-20**

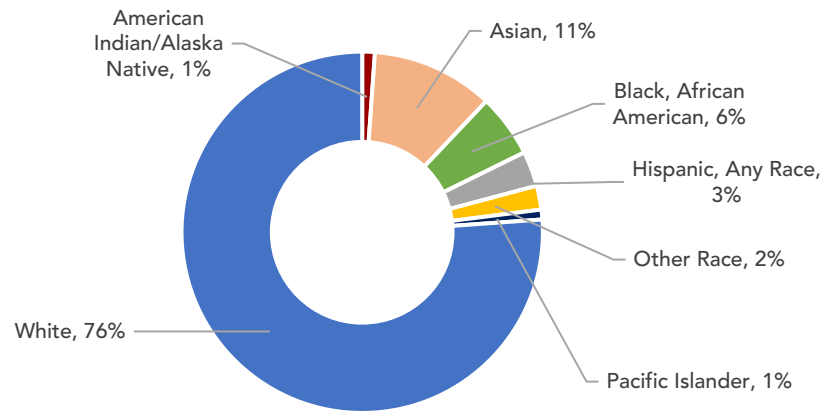


Green River College employed 883 faculty and staff in 2019-20. The total number of employees has declined by 98 since the 2015-16 academic year. Teaching staff make up more than half of employees (58.5 percent in 2019-20); 65 percent of faculty are adjuncts.

The College employed 104 fewer adjunct faculty in 2019-20 than in 2015-16; it hired an additional 11 full-time faculty during this time, and 20 exempt staff.

Looking at the racial and ethnic breakdown of faculty and staff at Green River, approximately 76 percent of employees identify as white, 11 percent Asian, and six percent as Black or African American. This is in contrast to the student population, where only 42 percent of students are white, and 23 percent of students are of Asian descent. Seven percent of students identify as Black or African American.

**Figure 96: Race and Ethnicity Among Faculty and Staff at Green River College, 2019-20**

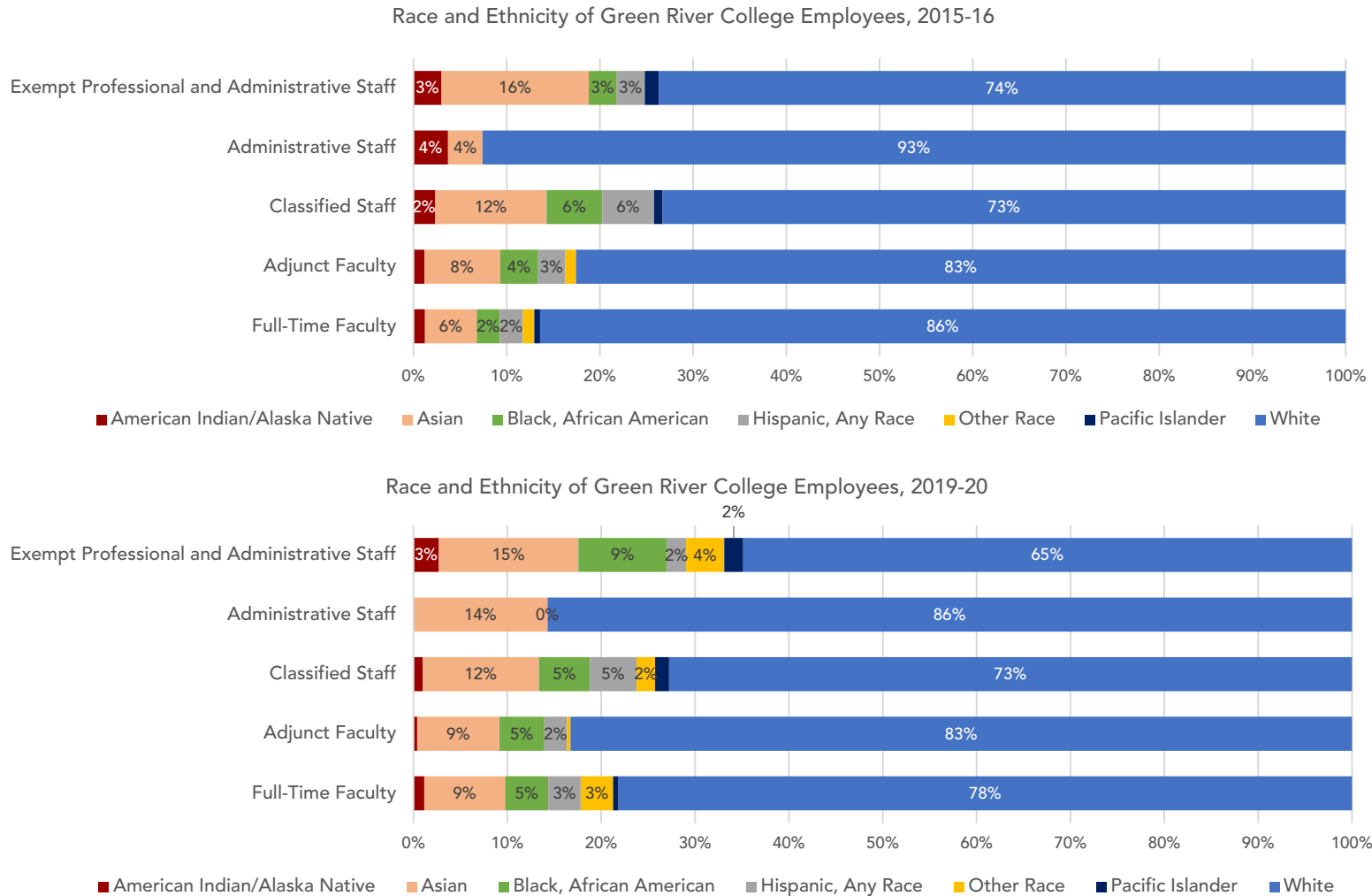


Hispanic employees represent only three percent of staff, while Hispanic students represent 14 percent of Green River's student population. While the College has been recognized as an Asian American Native American Pacific Islander-serving institution, only 14 percent of faculty and staff are American Indian or Alaska Native, Asian, or Asian American or of Pacific Islander descent; 25 percent of students identify as Asian, Native American or Pacific Islander.

The figures on the following page show the race and ethnicity trends among Green River College employees by employee category. In 2019-20, exempt professional and administrative staff and classified employees most closely mirrored the more diverse student population at Green River.

**Note:** These rates exclude approximately 87 employees who did not report their race/ethnicity.  
**Source:** Green River College, Office of Institutional Effectiveness

**Figure 97: Trends in Race and Ethnicity Among Faculty and Staff, 2015-16 and 2019-20**



**Note: These totals exclude 98 employees in 2015-6 and 87 in 2019-20 who did not report their race/ethnic identity.**

**Source: Green River College, Office of Institutional Effectiveness**

## 4 | Student Achievement: Engagement, Retention, Completion and Graduation

In the last several years, Green River student enrollment has become increasingly diverse, reflecting the service area's changing demographics, and many initiatives and services have been added or scaled up to support the success of this more diverse student body.

However, there are still persistent gaps in student achievement, particularly affecting Black, Native American, and other students of color, low-income students, and other vulnerable student groups. These gaps have become even more acute this year thanks to external pressures such as the COVID-19 pandemic and the associated economic recession; the growing visibility of the movement and need for anti-racism and equity; and a contentious and uncertain political climate.

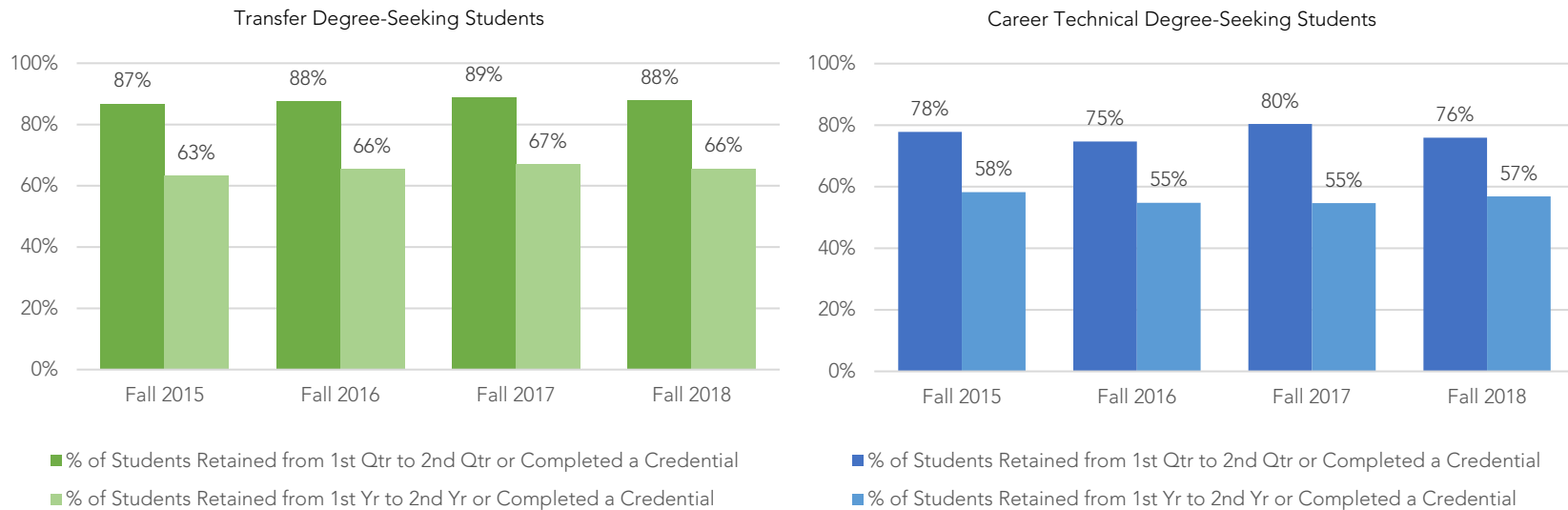
- Among first-time students, **one in four career technical degree-seeking students does not return for a second quarter**, and only about half return for a second year of classes. Retention rates among transfer and career technical degree-seeking students is **especially low among American Indian and Black students**.
- The rate of course completions among historically underserved students of color in most programs are **38 percent success or less**.
- On average over the last five years, **one in four low-income students and one in five students of color completed their courses**.
- **Low-income students and historically underserved students of color have higher retention and success rates in hybrid courses** than those who take classes online or only in-person.
- Green River's rate of awards to historically underserved students of color, approximately **14 percent of all awards, is the lowest among its peers**.



## Retention and Success

### First-Time Student Outcomes

**Figure 98: Retention Rates for First-Time, Degree-Seeking Students at Green River College, by Fall Quarter Entry Cohort**



**Source: Green River College, Office of Institutional Effectiveness**

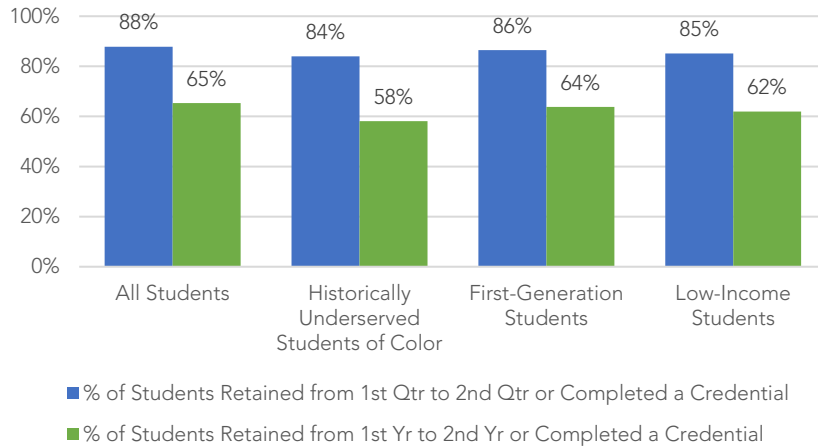
Looking at retention rates among first-time students from first to second quarter and from first year to second year and/or credential completion can help colleges determine how well new students are progressing toward their educational goals. But it can also serve as a bellwether for colleges to determine how much additional support new students may need to make the transition into postsecondary education and continue their studies.

The figures above measure the retention rates among students at Green River College seeking to earn a transfer degree or a career technical degree. Among prospective first-time transfer degree students, 88 percent return to school to take classes for a second quarter or complete their credential during that time.

Two-thirds of transfer degree-seeking students return for a second year of school or complete their credential at the end of their first year.

Among career technical degree-seeking students, approximately three-fourths of first-time students enroll in a second quarter of classes or complete their credential. Only 57 percent of first-time career technical degree-seeking students return for a second year of school or have earned their degree or certificate award after the first year.

**Figure 99: Retention Rates for Selected Populations of First-Time, Transfer Degree-Seeking Students at Green River College, Fall 2015 to Fall 2018**



The figures at left show these retention rates among selected student groups at Green River College, for first-time transfer degree-seeking and career technical degree-seeking students.

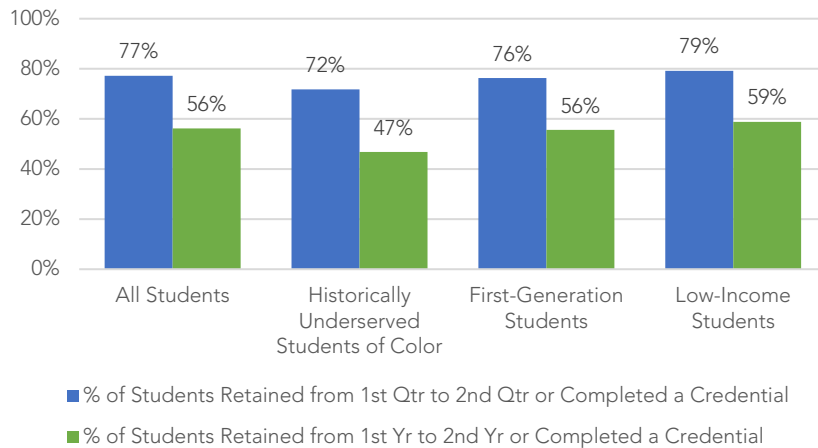
First-time, first-generation students seeking both transfer and career technical degrees return for a second quarter and second year of classes or finish their credential at nearly the same rate as all students.

First-time low-income students seeking career technical degrees return to classes or earn credentials at higher rates than all students, while transfer degree seeking students return to classes or earn their credentials at a rate three percentage points less than all students.

Among first-time students of American Indian, Native Alaskan, Black, Hispanic or Pacific Islander descent (considered historically underserved students of color), 84 percent of transfer degree-seeking students and 72 percent of career technical degree-seeking students return to college for a second quarter or earn their credential in the first quarter. Only 58 percent of first-time transfer degree students and only 47 percent of career technical students return for a second year or finish their program.

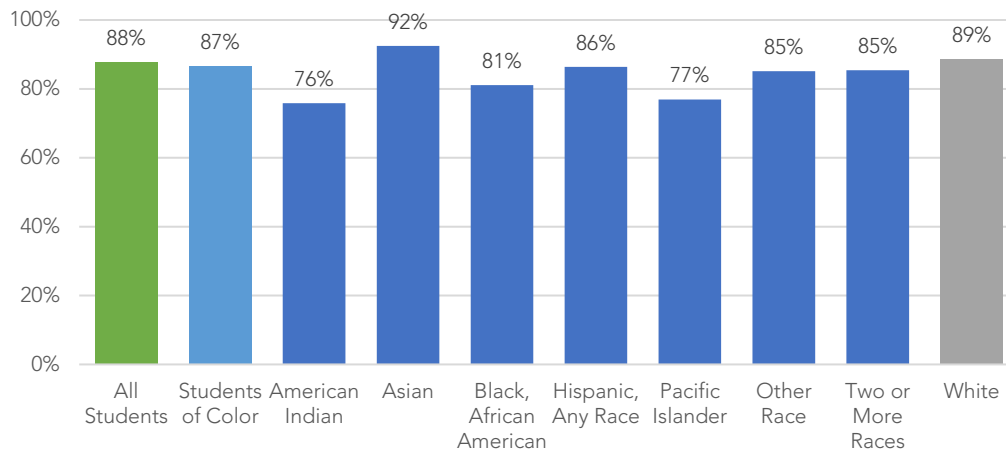
The figures which follow on the next page break out these rates by race and ethnicity.

**Figure 100: Retention Rates for Selected Populations of First-Time, Degree-Seeking Career Technical Students at Green River College, Fall 2015 to Fall 2018**



**Note: Historically Underserved Students of Color are defined as Black or African American, American Indian or Alaska Native, Hispanic, or Pacific Islander.**  
**Source: Green River College, Office of Institutional Effectiveness**

**Figure 101: Average Retention Rates for First-Time, Transfer Degree-Seeking Students at Green River College by Race and Ethnicity: Percent of Students Retained from First to Second Quarter or Completed a Credential, Fall 2015 to Fall 2018**

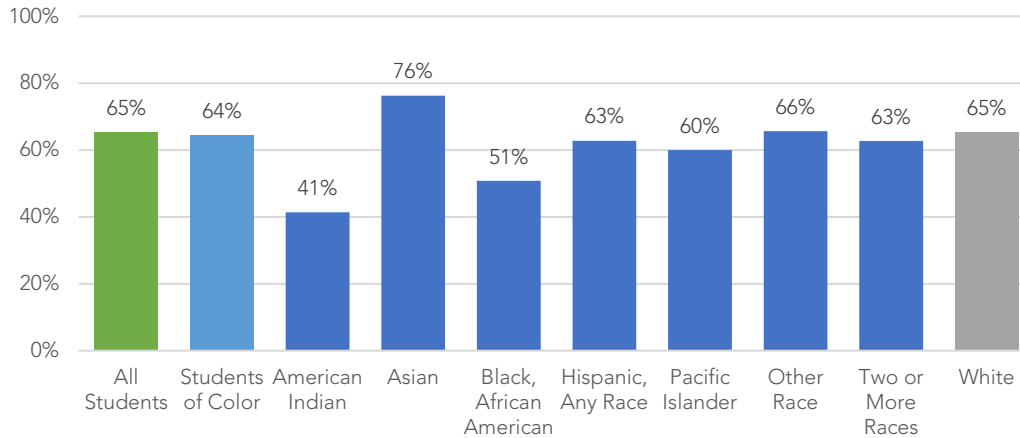


These figures display the average rates of retention among first-time transfer degree seeking students at Green River College by race and ethnicity—from first to second quarter and first to second year, or who completed their credential during this time.

American Indian students, Pacific Islander students and Black or African American students have some of the lowest rates of retention from first to second quarter and first year to second year. These rates include those students who earned their credential and did not need to return for a second quarter or second year.

Two-thirds of American Indian and Pacific Islander students return for a second quarter or earn their credential in the first quarter of studies. Only 41 percent of American Indian and 51 percent of Black or African American transfer degree-seeking students return for a second year of school or earned their credential.

**Figure 102: Average Retention Rates for First-Time, Transfer Degree-Seeking Students at Green River College by Race and Ethnicity: Percent of Students Retained from First to Second Year or Completed a Credential, Fall 2015 to Fall 2018**

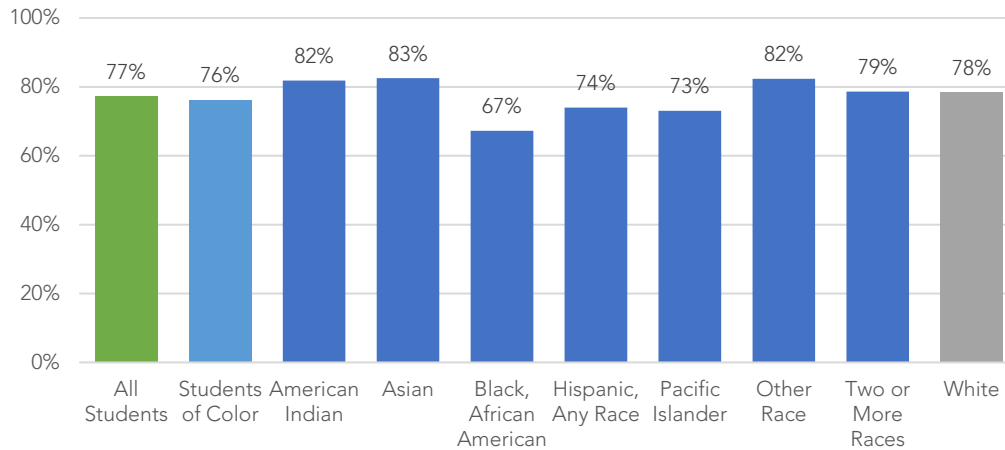


Ninety-two percent of first-time Asian students return from first to second quarter or earn their credential, and 76 percent return for a second year or earn their degree award in the first year, both rates much better than the rate of returns or awards for all students.

First-time Hispanic students and white students seeking transfer degrees return to next quarter and year or earn their credential at about the same rates as the retention rate among all students.

Source: Green River College, Office of Institutional Effectiveness

**Figure 103: Average Retention Rates for First-Time, Degree-Seeking Career Technical Students at Green River College by Race and Ethnicity: Percent Retained from First to Second Quarter or Completed a Credential, Fall 2015 to Fall 2018**

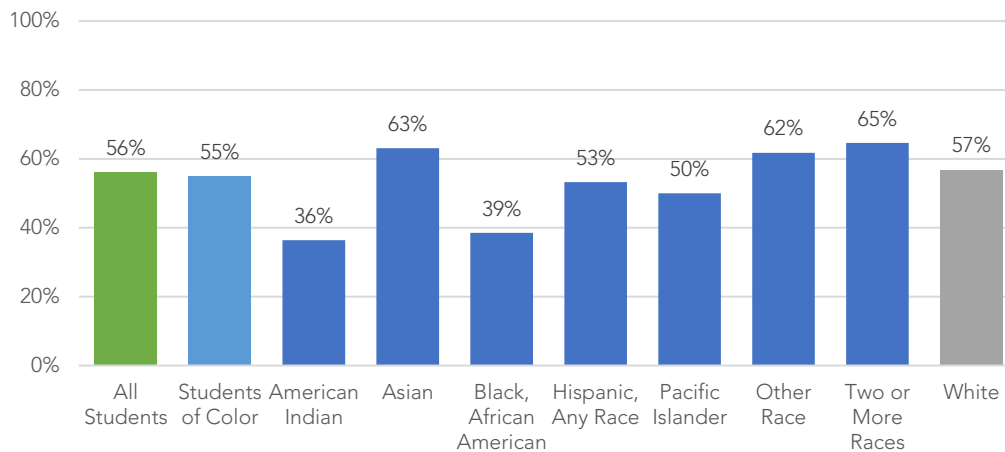


Among first-time Green River College students seeking career technical degrees, Black or African American, Hispanic, and Pacific Islander students return for a second quarter and second year at rates below the average retention rates for all students.

First-time American Indian students seeking career technical degrees return to a second quarter of classes or earn a credential at a higher rate (82%) than the average rate for all students. However, only 36 percent of American Indian students return for a second year of classes or earn their credential within the first year.

Only two-thirds of first-time Black career technical students return for a second quarter or finish their studies in the first quarter, and only 39 percent of students return for a second year of classes or earn their credential.

**Figure 104: Retention Rates for First-Time, Degree-Seeking Career Technical Students at Green River College by Race and Ethnicity: Percent Retained from First to Second Year or Completed a Credential, Fall 2015 to Fall 2018**

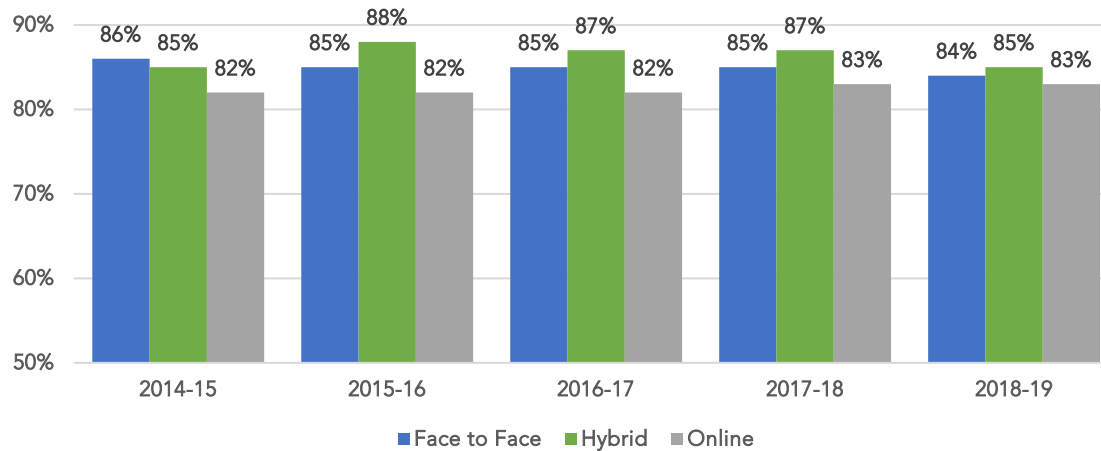


While nearly three-fourths of first-time Pacific Islander (73%) and Hispanic (74%) career technical students return to a second quarter of classes, or earn their credential, only half of these students return for a second year of classes or finish their course of study.

Source: Green River College, Office of Institutional Effectiveness

## Student Outcomes by Instruction Method

**Figure 105: Completion Rates at Green River College, All Students, 2014-15 to 2018-19**



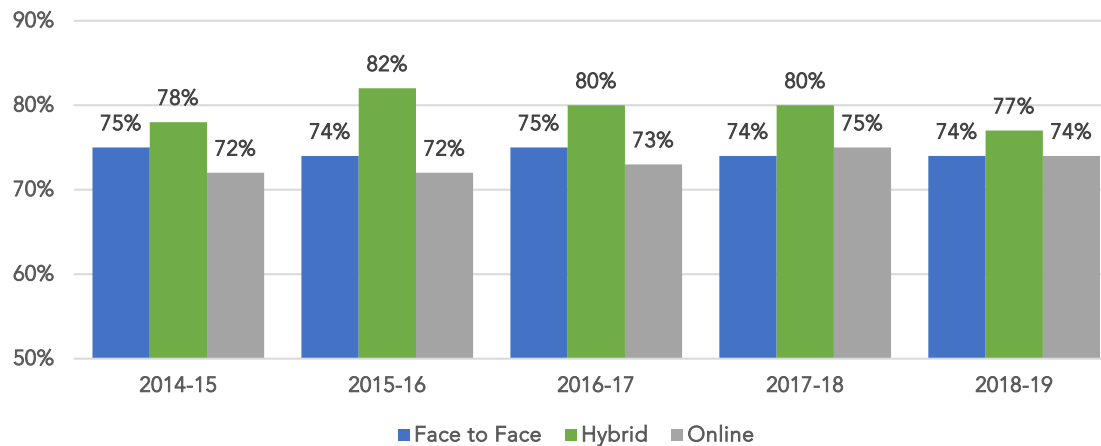
Looking at outcomes among Green River students by instruction method, students who take hybrid classes, which are a mix of face-to-face instruction and online coursework, complete their courses at a slightly better rate than those who take in-person or online classes.

Recent trends in these rates show that hybrid completion and success rates have declined slightly over the last few years, while success rates among students taking online courses have slightly improved.

In 2018-19, 85 percent of students taking hybrid classes finished their coursework, while 84 percent of those in face-to-face classes and 83 percent of those taking courses online completed their courses.

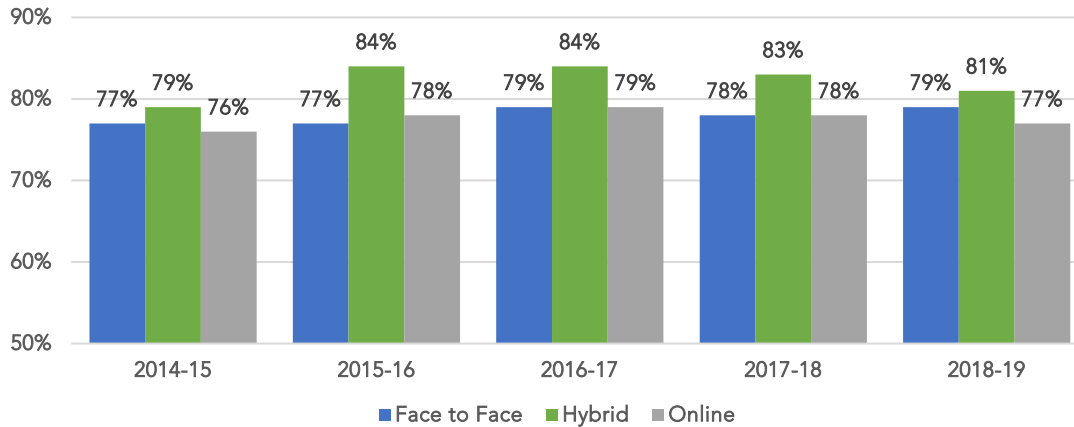
Students who take hybrid classes are also more likely to succeed in their classes. In 2018-19, 77 percent of students passed their hybrid courses, while 74 percent of students succeeded in in-person and online classes. Over the past five years, hybrid students have succeeded at rates as great as eight percentage points higher than face to face studies, and ten percent higher than online courses.

**Figure 106: Success Rates at Green River College, All Students, 2014-15 to 2018-19**



Source: Green River College, Office of Institutional Effectiveness

**Figure 107: Completion Rates Among Historically Underserved Students of Color at Green River College, 2014-15 to 2018-19**

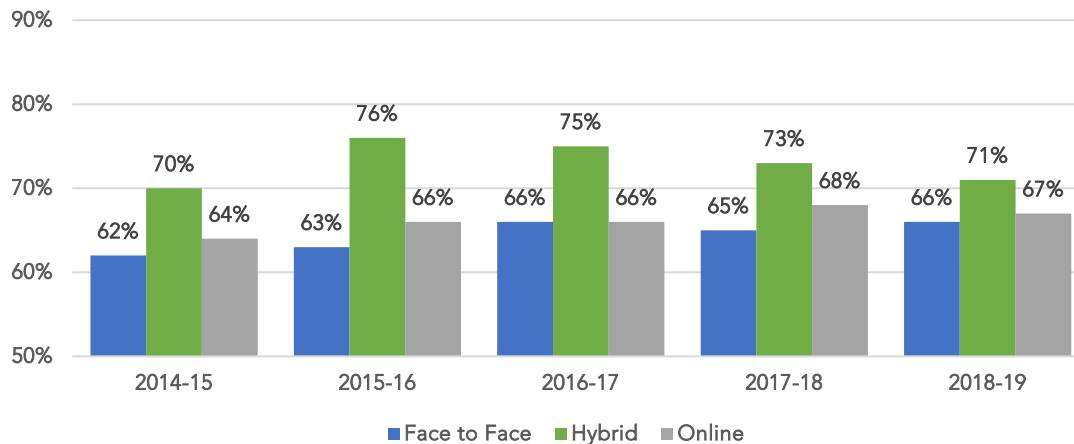


Among students who identify as American Indian or Alaska Native, Black or African American, Hispanic, or Pacific Islander, completion rates are also slightly better in hybrid classes when compared to other instruction modes.

Between 81 and 84 percent of historically underserved students of color completed hybrid classes in the last five years, while only 77 to 79 percent of students completed in-person studies and 76 to 78 percent finished online courses.

Success rates for hybrid classes are considerably better among these student groups than among in-person and online classes, with recent rates of success showing a five to thirteen percentage point difference between hybrid and face-to-face classes, and four to ten percentage points better than online classes.

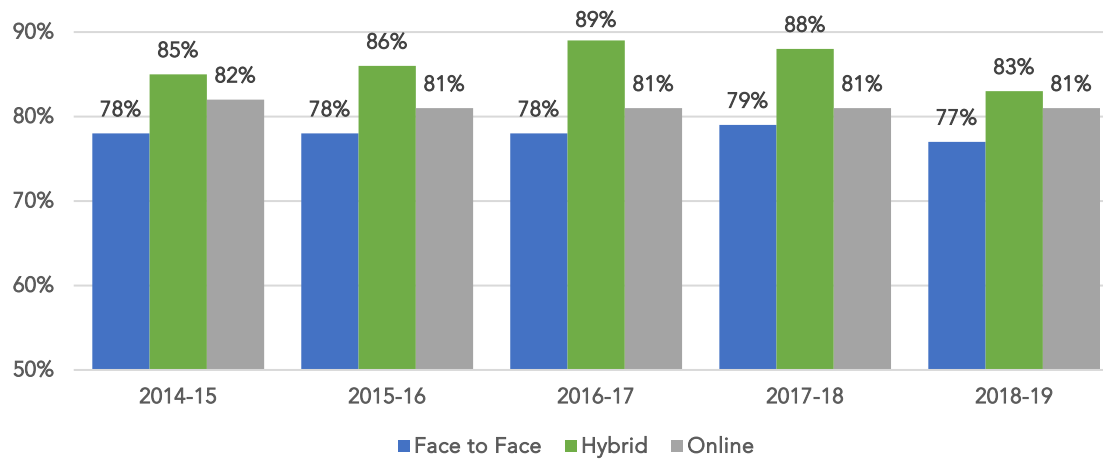
**Figure 108: Success Rates Among Historically Underserved Students of Color at Green River College, 2014-15 to 2018-19**



However, these success rates are six to eight percentage points lower than those for all students, which means that fewer students from historically underserved communities of color are succeeding in their coursework.

**Note: Historically Underserved Students of Color are defined as Black or African American, American Indian or Alaska Native, Hispanic, or Pacific Islander. Source: Green River College, Office of Institutional Effectiveness**

**Figure 109: Completion Rates Among Low-Income Students at Green River College, 2014-15 to 2018-19**

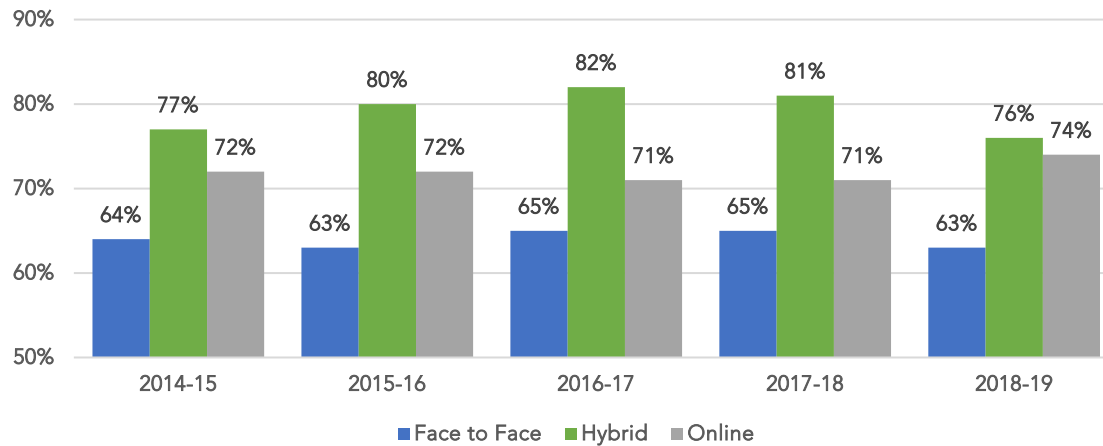


Among low-income Green River College students, completion rates are also better among hybrid classes, with 83 to 89 percent of students completing their courses in recent years. Low-income students are also more likely to do better in online courses than they are in face-to-face classes—over the last five years, online completion rates among low-income students are three to four percentage points higher than those for in-person classes.

These patterns play out among success rates as well, where hybrid success rates among low-income students have been as much as 16 to 17 percentage points higher than those related to in-person instruction, and eight to ten percentage points higher than online success rates.

In 2018-19, hybrid and online success rates among low-income students largely mirror those of all students, with 76 percent of students passing hybrid classes, and 74 percent succeeding online.

**Figure 110: Success Rates Among Low-Income Students at Green River College, 2014-15 to 2018-19**

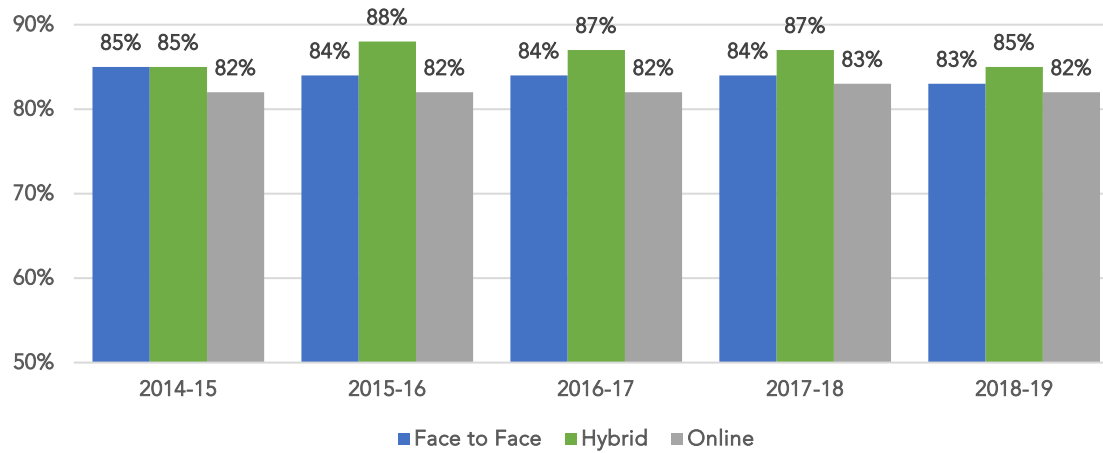


**Note:** Historically Underserved Low-Income Students reside in census block groups in the lowest socioeconomic status (SES) quintile.

**Source:** Green River College, Office of Institutional Effectiveness



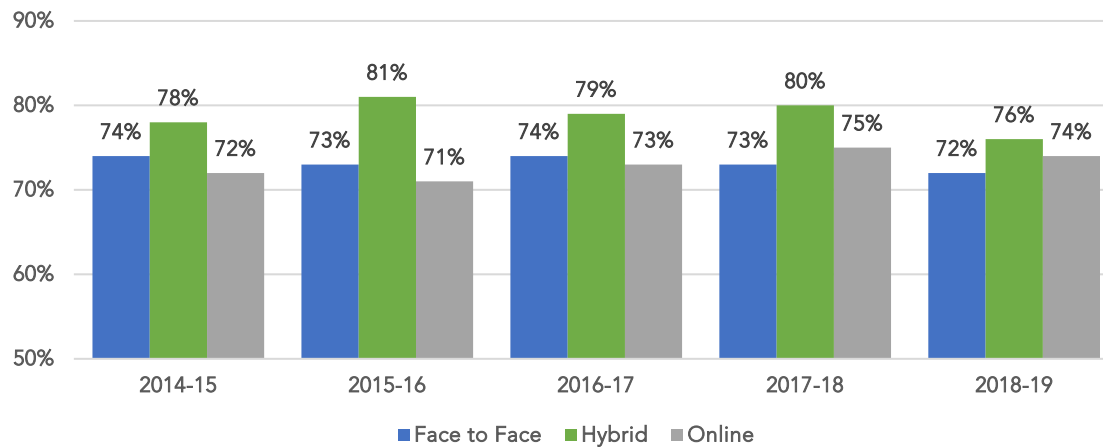
**Figure 111: Completion Rates Among First-Generation Students at Green River College, 2014-15 to 2018-19**



Completion and success rates for first-generation students largely mirror those of outcomes for all students. First-generation students who take hybrid classes are slightly more likely to finish their coursework than those who take in-person or online classes.

In the last five years, between 76 and 81 percent of first-generation students enrolled in hybrid courses passed their classes. This is four to eight percentage points better than those who take face-to-face classes (72 to 74 percent), and between two and ten percentage points better than the rates of those who succeed online (71 to 74 percent).

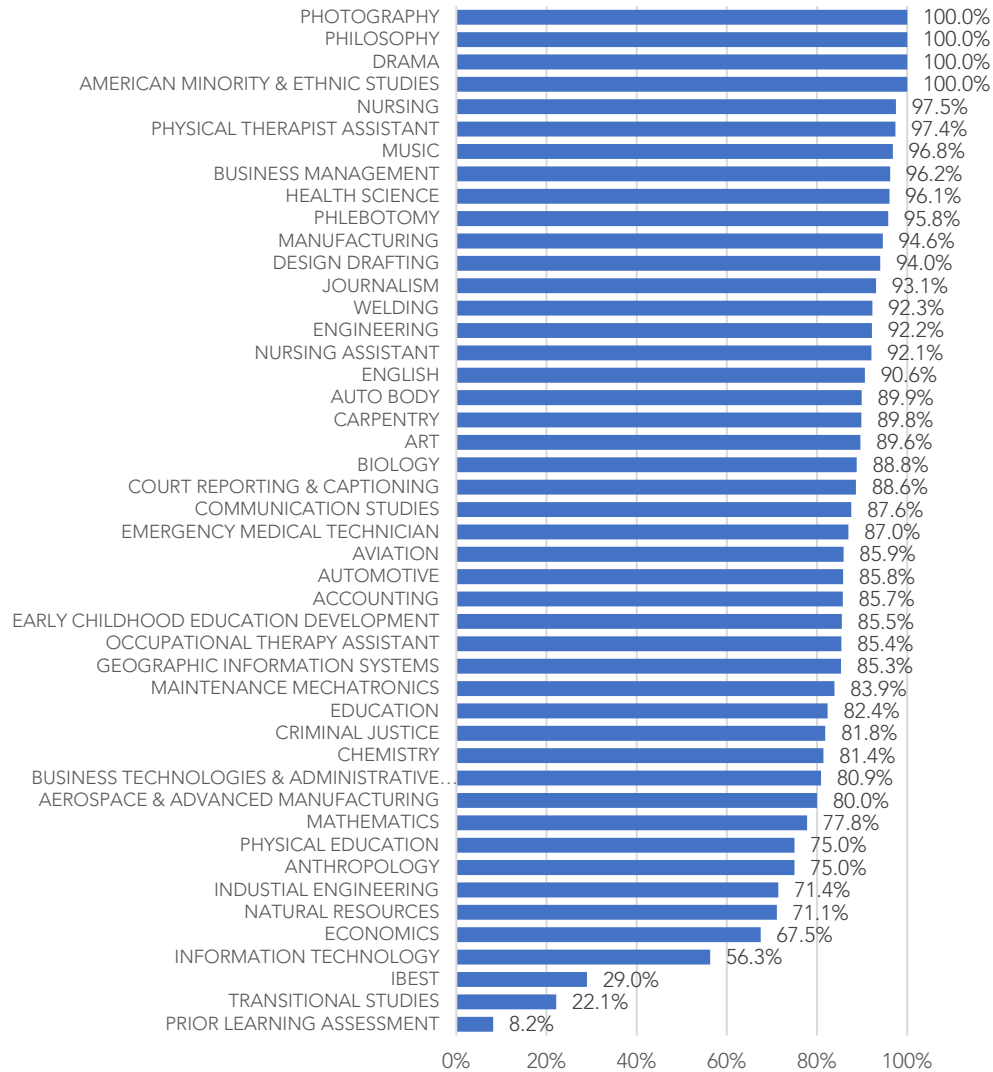
**Figure 112: Success Rates Among First-Generation Students at Green River College, 2014-15 to 2018-19**



Source: Green River College, Office of Institutional Effectiveness

**Course Outcomes**

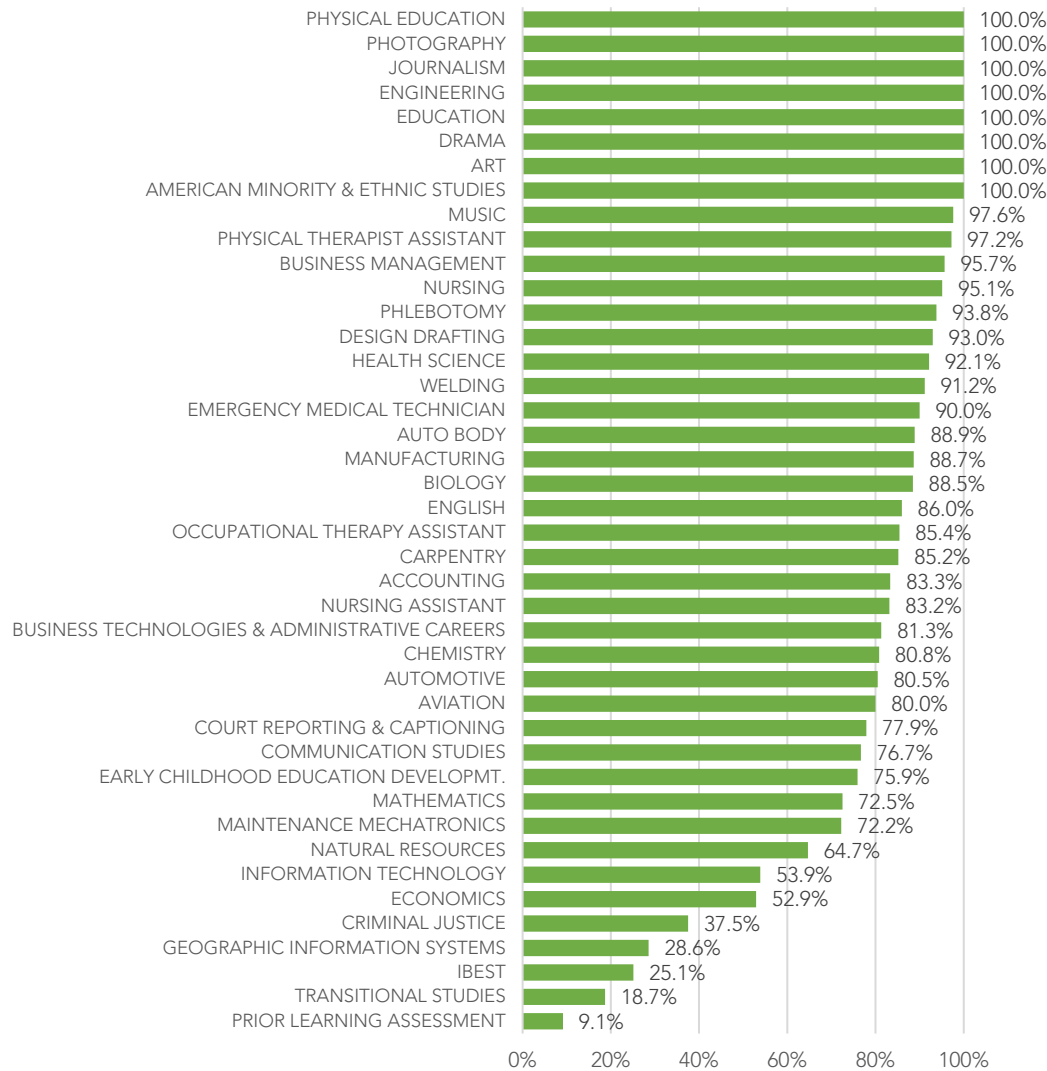
**Figure 113: Green River Programs by Average Rates of Successful Completions, 2015-16 to 2019-20**



The figure on the left displays average completion rates by program over the last five years among all students. A majority of programs at Green River (36) have an average rate of completion above 80 percent. Ten programs have average completion rates of 95 percent or above.

Source: Green River College, Office of Institutional Effectiveness

**Figure 114: Green River Programs by Average Rate of Successful Completions by Historically Underserved Students of Color, 2015-16 through 2019-10**

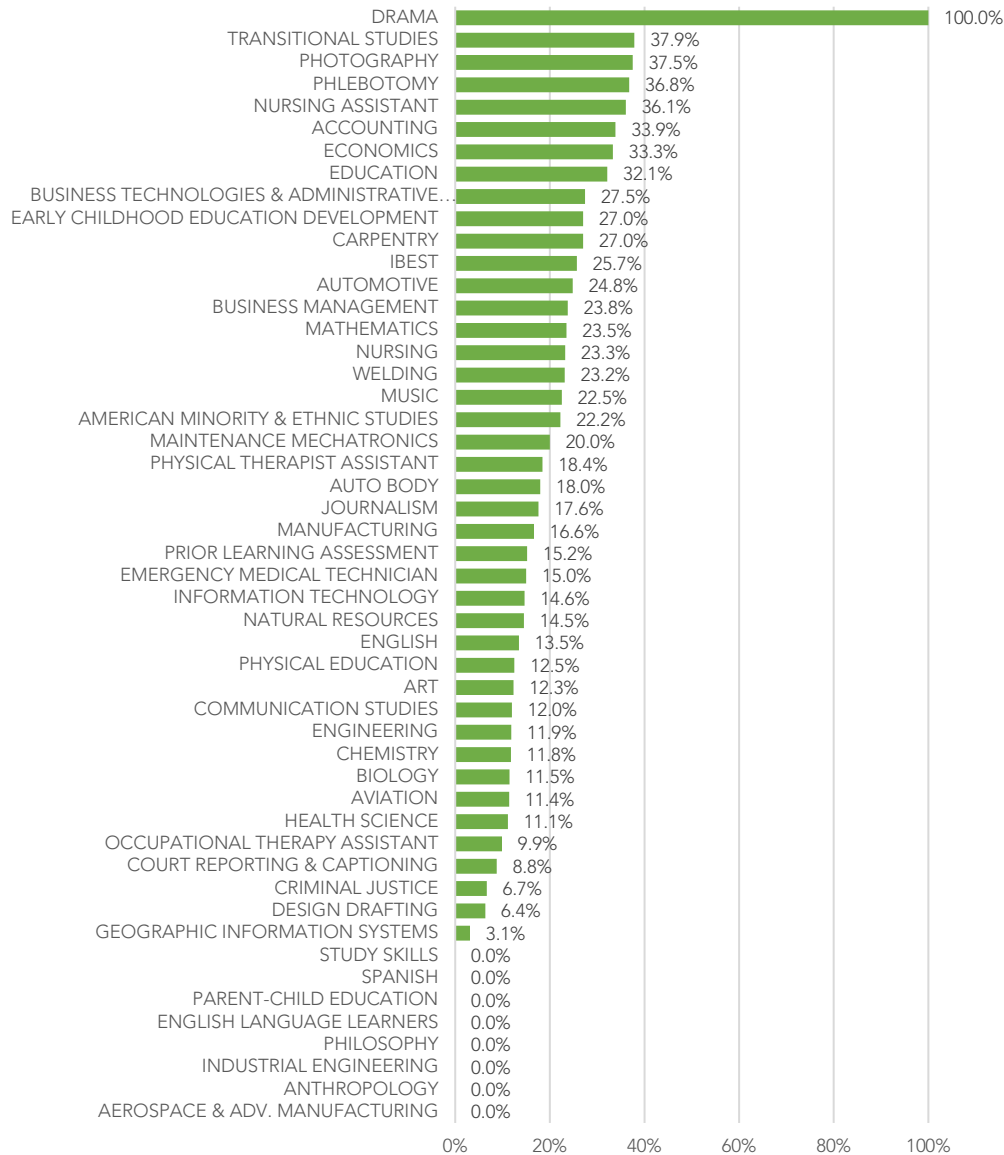


This figure shows the average rates of course completions among American Indian, Black, Hispanic and Pacific Islander American students by program, over the last five academic years. Eight programs have had universal success among these students, while 12 in total have passing rates above 95 percent of students.

Twenty-nine programs have an average successful completion rate above 80 percent among historically underserved students of color.

Source: Green River College, Office of Institutional Effectiveness

**Figure 115: Average Rate of Historically Underserved Students of Color Among All Successful Students, by Department, 2015-16 to 2019-20**

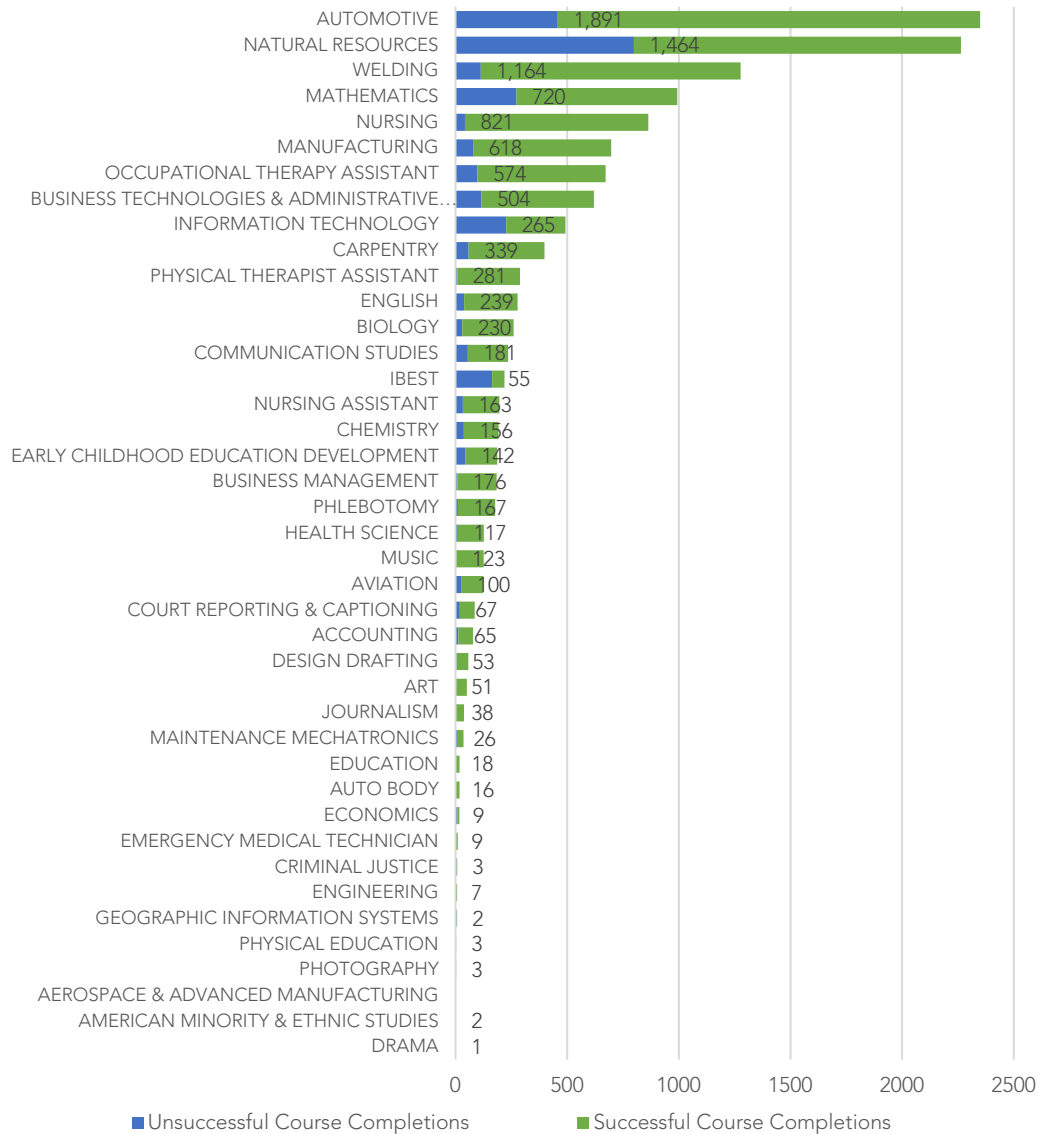


This figure shows the average rates of course completions among American Indian, Black, Hispanic and Pacific Islander students in comparison to all students. For example, historically underserved students of color represent 100 percent of successful drama students, while only 37.9 percent of successful transitional studies students and 37.5 percent of photography students, the next top programs in this list.

Historically underserved students of color represent about a third of successful students in Phlebotomy, Nursing Assistant, Accounting, Economics and Education classes, and less than ten percent of successful students in Occupational Therapy, Court Reporting, Criminal Justice, Design Drafting and Geographic Information Systems classes.

Source: Green River College, Office of Institutional Effectiveness

**Figure 116: Total Successful and Unsuccessful Course Completions by Historically Underserved Students of Color by Program, 2015-16 to 2019-20**



While the previous graph showed the rate of success, this figure shows the count of all successful and unsuccessful completions by American Indian, Black, Hispanic and Pacific Islander students over the last five academic years.

Automotive, Natural Resources, Welding, Math and Nursing have had the most enrollments by historically underserved students of color, as well as the most successful course completions.

Automotive, Natural Resources, Mathematics, Information Technology and IBest courses have the most unsuccessful completions among these students.

Source: Green River College, Office of Institutional Effectiveness

## Student Achievement Initiative Measures

Washington state's system of community and technical colleges, in partnership with the Community College Research Center at Columbia University, devised the Student Achievement Initiative (SAI) to shift some state funding to colleges toward student outcomes, rather than solely based upon student enrollment totals.<sup>1</sup>

The SAI is a performance funding system attached to five percent of total state allocations to community and technical colleges. Colleges receive points and related funding when state-funded students reach key academic milestones, such as finishing college-level English or math, completing their first or second years of college, or earning a certificate or degree. Additional points are given for students from disadvantaged backgrounds, and for those who complete basic skills classes in addition to key college-level academic milestones.<sup>2</sup>

Colleges receive funding based upon three metrics: total points earned minus completion points; completion points; and performance points per student, a measure of the outcomes of basic skills and award-seeking students.

By focusing on student performance at key milestones, the SAI encourages colleges to focus on improving performance among underserved student groups, and it provides incentives for colleges to help students in need of basic skills education move faster to college and transfer-level coursework.

Green River College has ranked among the top ten colleges in Washington Community and Technical Colleges (CTCs) for total SAI points for all academic years from 2013-14 to 2018-19. It ranks lower (bottom 10 to 12 among CTCs) in Performance Points per Student. The highest performing schools range from 2.00 to 2.70 PPS, while GRC has earned an average of 1.45 to 1.61 points per student over this period.<sup>3</sup>

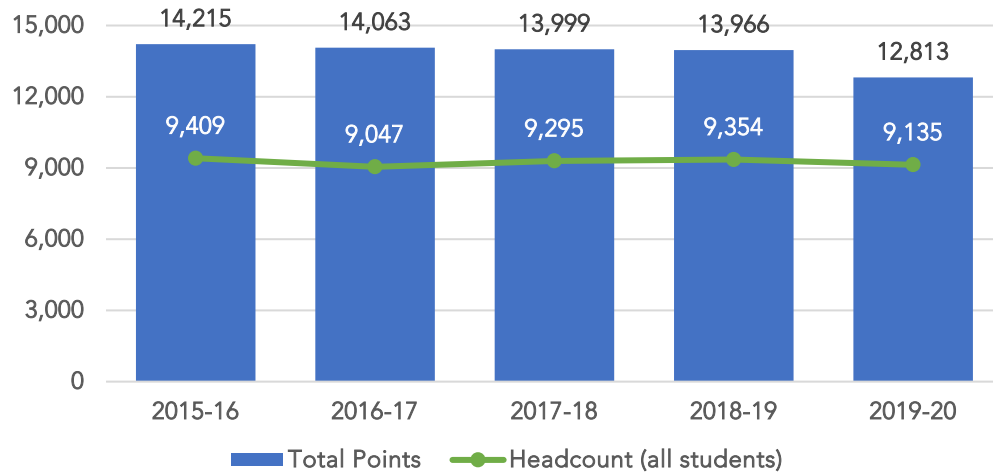
The figures on the following pages look at Green River's progress related to Student Achievement Initiative Measures.

<sup>1</sup> "Student Achievement Initiative," Washington State Board for Community and Technical Colleges, <https://www.sbctc.edu/about/agency/initiatives-projects/student-achievement-initiative.aspx>

<sup>2</sup> "Facts and Figures," Green River College, <https://www.greenriver.edu/campus/institutional-effectiveness/facts-and-figures/>

<sup>3</sup> "Student Achievement Initiative (SAI) 3.0 Points Summary Dashboard," Washington State Board for Community and Technical Colleges, <https://www.sbctc.edu/colleges-staff/research/data-public/sai3-points-summary-dashboard.aspx>

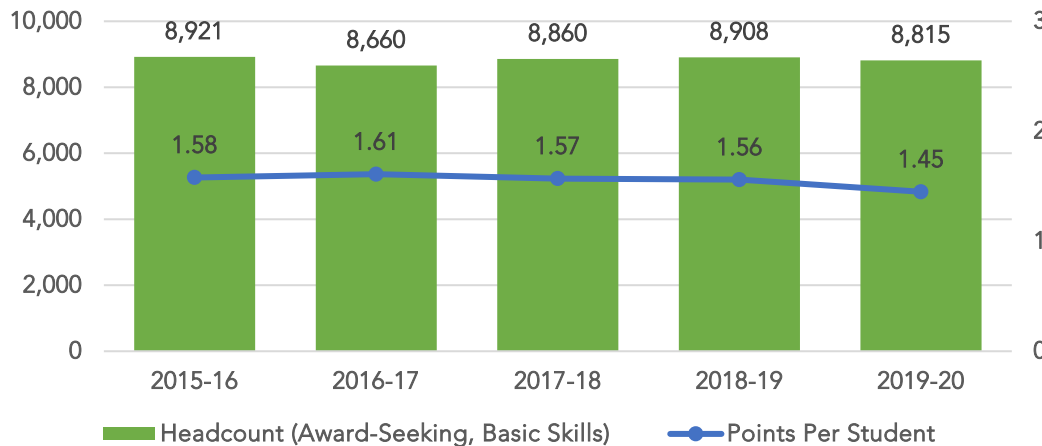
**Figure 117: Green River College Total Student Achievement Initiative Points and State-Supported Student Headcount by Academic Year, 2015-16 to 2019-20**



The first figure at left shows the total Student Achievement Initiative (SAI) points earned by Green River College over the last five academic years, and related headcounts for that year among state-supported students at the College. While total points and headcount have both declined, the relationship between these two has remained about the same, or headcount approximately 66 percent of total points until 2019-20, when headcount represented about 71 percent of these points. This last year, the decline in points was more than the relative decline in headcount.

The second figure looks at points earned per student, one of the key indicators for funding under the Student Achievement Initiative. Points per student are calculated only among students at Green River who are state-funded degree-seeking or basic education students. Green River's points per student has declined slightly in the last year, from a stable range of 1.56 to 1.61 points per student in previous years.

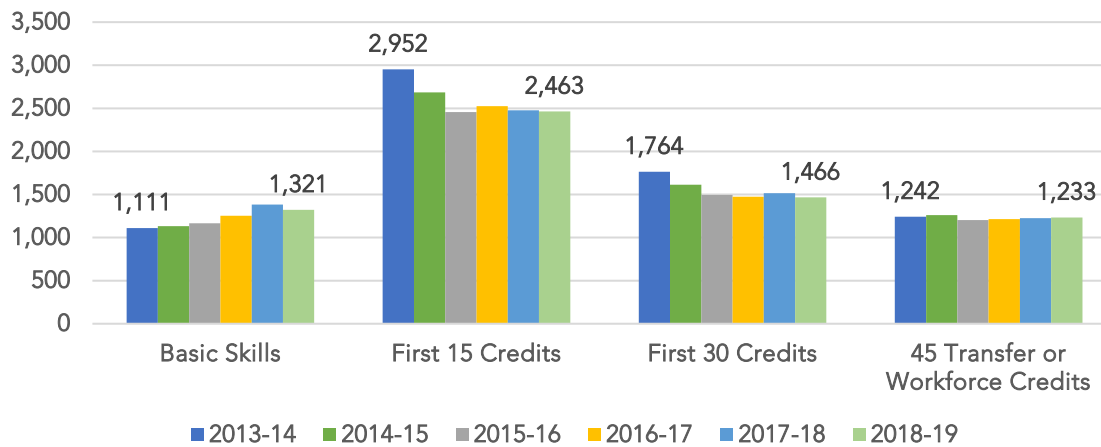
**Figure 118: Green River College Performance Points Per Student (Award-Seeking and Basic Education Students only), 2015-16 to 2019-20**



Source: Washington State Board for Community and Technical Colleges, Student Achievement Initiative v3.0 Points Summary Dashboard



**Figure 119: Green River College Trends by Student Achievement Initiative Performance Funding Point Category, 2013-14 to 2018-19**



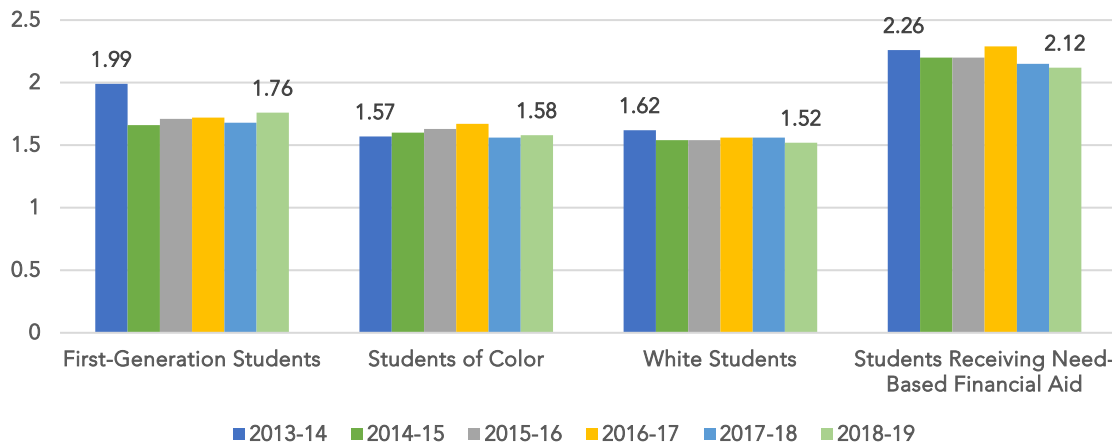
Green River College is among the top ten Washington Community and Technical Colleges for performance points given to students for completing their first 15 and first 30 credits, and for completing 45 transfer or workforce credits.

The trends in points at left show that Green River College is earning less points for first 15 and first 30 credit completions among students, and more points from completions related to basic skills students.

Students of color earn slightly more points per student than white students; low-income Green River students receive greater than two points per student, much higher than the College average of approximately 1.56 in 2018-19.

Note: data was not available for 2019-20 at the time of analysis.

**Figure 120: Performance Funding Points per Student, Trends by Green River College Student Demographics, 2013-14 to 2018-19**



Source: Washington State Board for Community and Technical Colleges, Student Achievement Initiative v3.0 Points Summary Dashboard

**Figure 121: Proportion of Total Points Awarded to Green River College Students for First 15 Credits earned, 2015-16 to 2019-20**

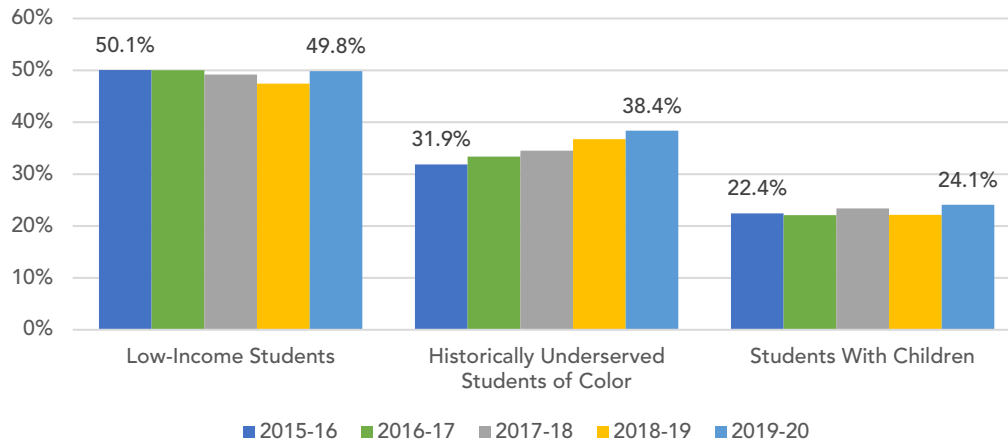
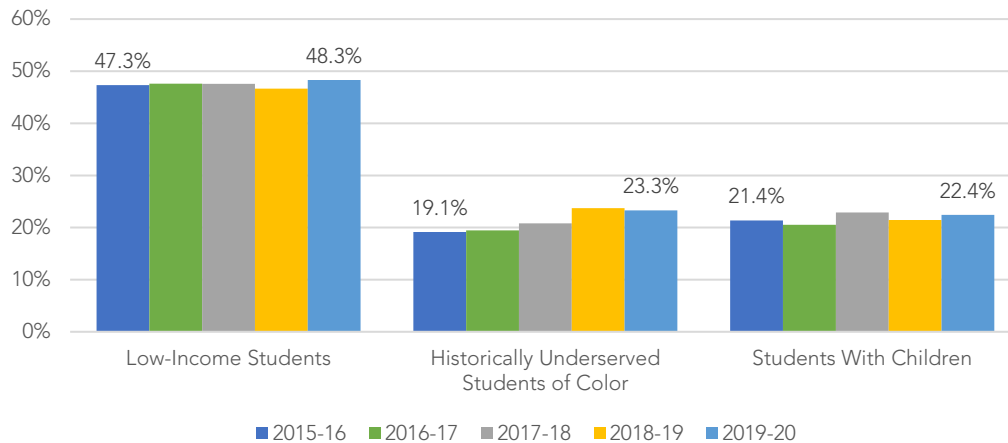


Figure 114 above displays the trend in total points given to Green River College for students who earned their first 15 credits. The figure at left shows the percentage of these points awarded to Green River for first 15 credits earned by low-income students, students of color from historically underserved communities (American Indian and Native Alaskan, Black, Hispanic and Pacific Islander students) and students with children.

In the last five academic years, low-income students earned approximately half of all points awarded to Green River College for students who earned their first 15 credits. Students with children have earned about 22 to 24 percent of points. And the proportion of points earned by historically underserved students of color has grown from 31.9 percent in 2015-16 to 38.4 percent of points in 2019-20.

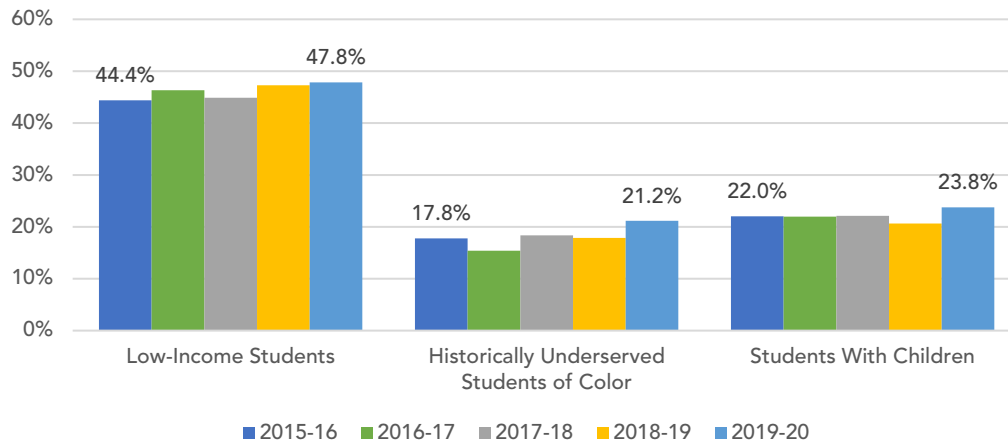
**Figure 122: Proportion of Total Points Awarded to Selected Student Types for First 30 Credits earned, 2015-16 to 2019-20**



Among students who earned points for Green River for earning their first 30 credits, low-income students made up nearly half of these points as well. Historically underserved students of color earned approximately 19 to 23 percent of points and students with children approximately 21 to 22 percent of points for first 30 credits earned by students.

**Source: Washington State Board for Community and Technical Colleges, Student Achievement Initiative v3.0 Points Summary Dashboard**

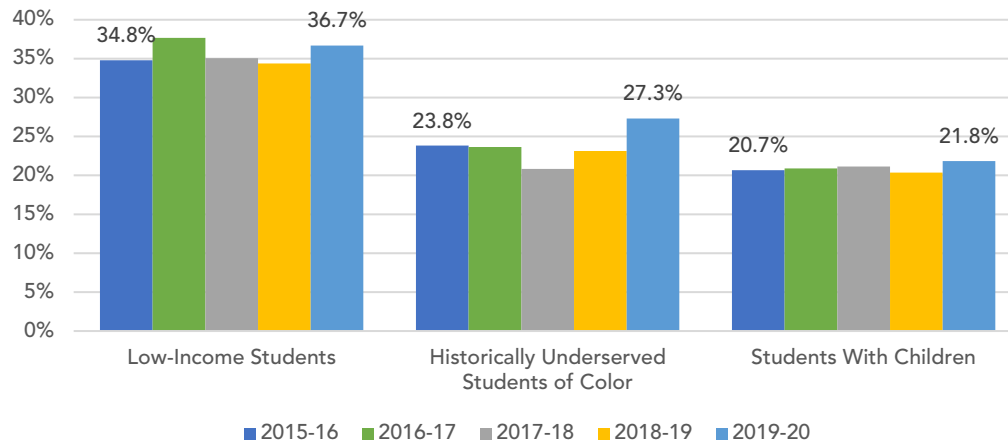
**Figure 123: Proportion of Total Points Awarded to Green River College Students for 45 Transfer or Workforce Credits earned, 2015-16 to 2019-20**



The proportion of points earned by these selected student groups for earning 45 transfer or workforce credits look similar to those above—again, nearly half of points awarded to Green River College students are to low-income students, while between 17.8 percent and 21.2 percent of points were earned by American Indian, Black, Hispanic and Pacific Islander students. Students with children earned between 22 and 23.8 percent of points during these last five academic years.

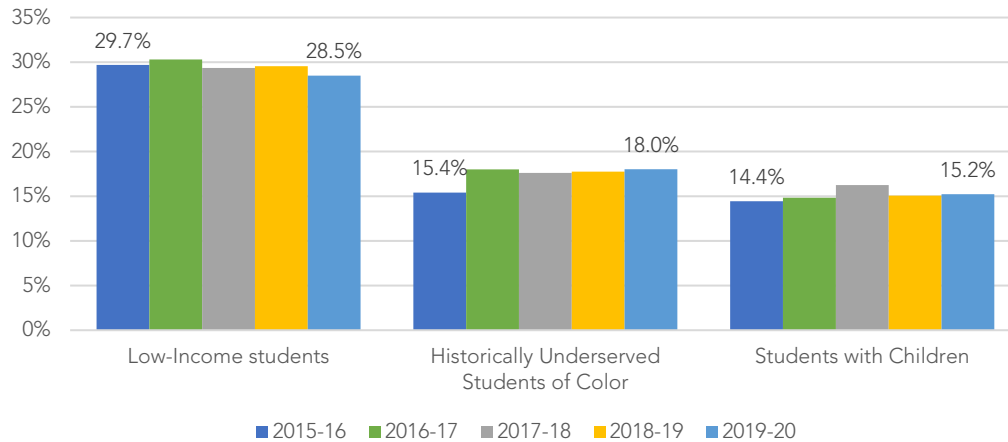
The second figure at left looks at the rate of all completion points awarded to Green River students who are low-income, historically underserved students of color, and/or are students with children. Low-income students represent more than one-third of all completion points; students of color from underserved communities have earned approximately one in four completion points, while students with children have earned approximately one in five completion points.

**Figure 124: Proportion of Total Completion Points Awarded to Green River College Students, 2015-16 to 2019-20**



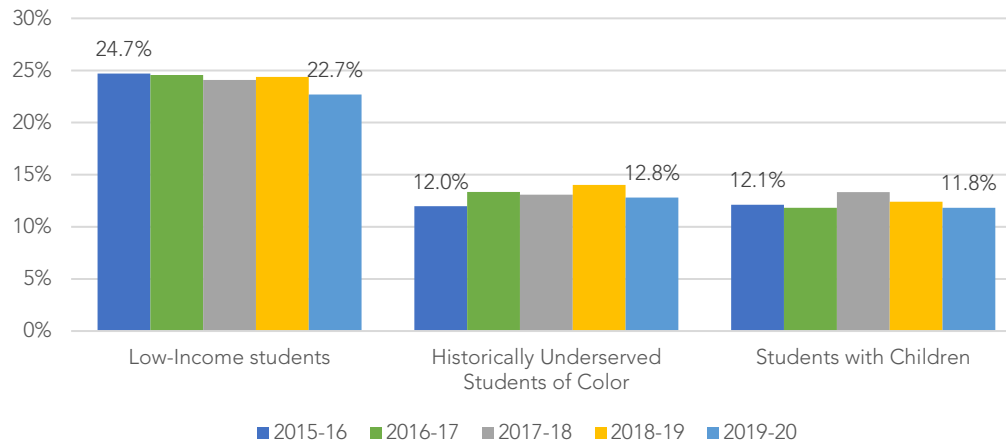
Source: Washington State Board for Community and Technical Colleges, Student Achievement Initiative v3.0 Points Summary Dashboard

**Figure 125: Rate of Students among Selected Student Groups who Earned First 15 credits, 2015-16 to 2019-20**



The first figure at left displays the rate of student success among these student groups in earning their first 15 credits. In 2019-20, 28.5 percent of all state-funded low-income students enrolled at Green River earned their first 15 credits. Eighteen percent of state-funded historically underserved students of color earned first 15 credits in 2019-20, up from 15.4 percent in 2015-16. Approximately 15 percent of all students with children enrolled at Green River in state funded programs earned their first 15 credits in 2019-20.

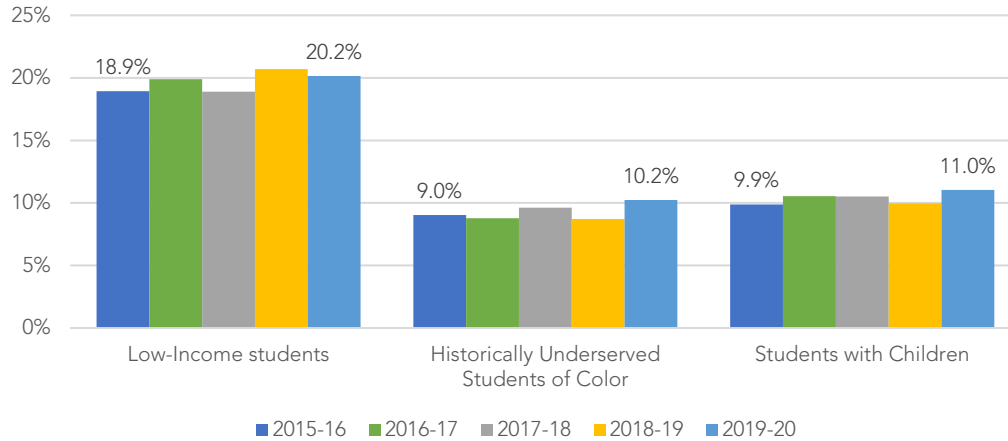
**Figure 126: Rate of Students Among Selected Student Groups Who Earned First 30 credits, 2015-16 to 2019-20**



The second figure at left looks at the rate of student success among these student groups in earning their first 30 credits. In 2019-20, 22.7 percent of all state-funded low-income students, or nearly one in four, enrolled at Green River reached 30 credits. Approximately 12.8 percent of all students of color from historically underserved communities and 11.8 percent of students with children earned their first 30 credits in 2019-20.

**Source: Green River College, Office of Institutional Effectiveness**

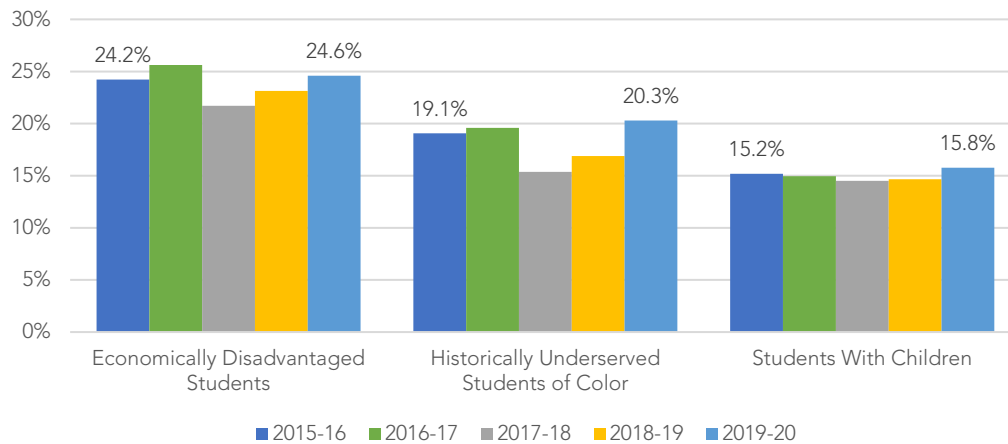
**Figure 127: Rate of Students among Selected Student Groups who earn 45 Transfer or Workforce credits, 2015-16 to 2019-20**



An average of one in five low-income students, and one in ten parents and historically underserved students of color enrolled at Green River earned 45 transfer or workforce credits in each of the last five years.

Overall, approximately one in four low-income students and one in five historically underserved students of color successfully completed their coursework. Rates of completion have been about 15 percent among students with children.

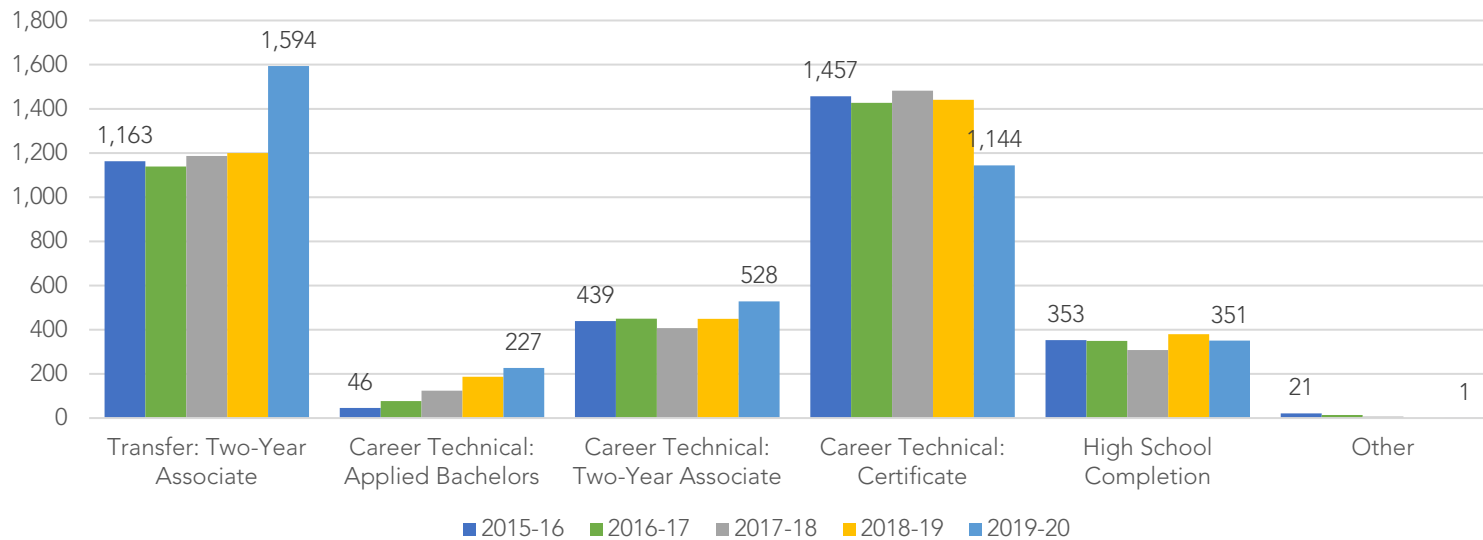
**Figure 128: Rate of Completions among Selected Student Groups, 2015-16 to 2019-20**



**Source: Green River College, Office of Institutional Effectiveness**

## Green River College Degrees and Awards

**Figure 129: Total Green River College Awards Conferred by Year, 2015-16 to 2019-20**



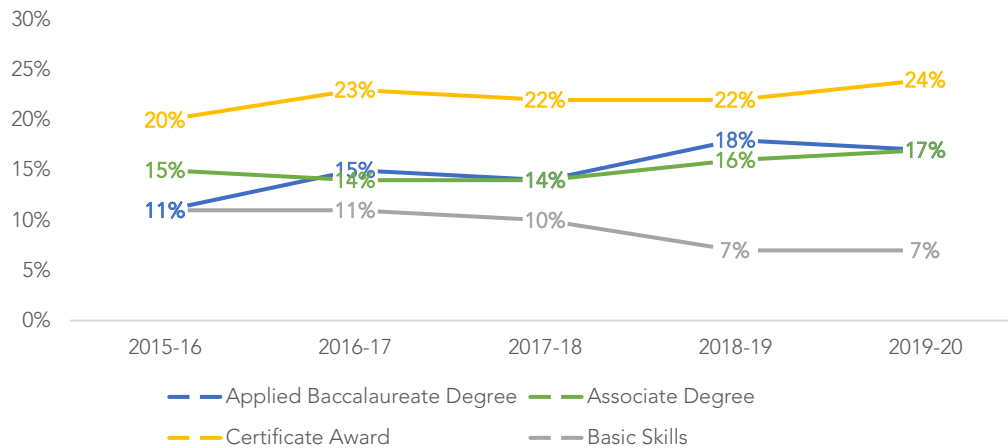
**Source: Washington State Board for Community and Technical Colleges, Credentials Awarded Dashboard**

Green River College awarded 3,845 degrees, certificates, and other credentials in 2019-20, 11 percent more (and nearly 400 more) awards than it awarded in the 2015-16 academic year. Most of the growth in credentials awarded to students have been among transfer degrees and applied bachelor awards.

Green River transfer students earned 430 more credentials in 2019-20 than in any of the previous four years. Awards earned by students in career technical applied bachelor programs has grown by nearly 400 percent between 2015-16 and 2019-20, with 181 more awards conferred in 2019-20.

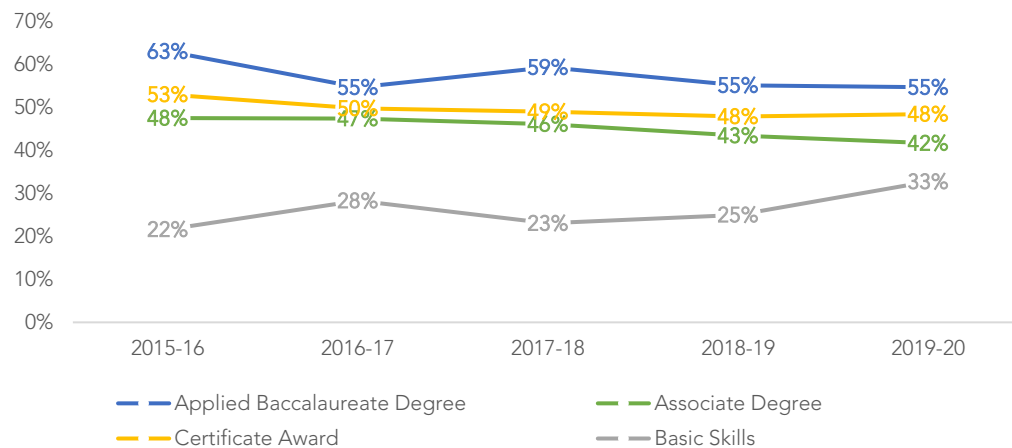
The number of two-year degrees earned by career technical students also grew in 2019-20, but the number of certificates conferred to career technical students was far less than in previous years, down nearly 300 awards between 2018-19 and 2019-20.

**Figure 130: Rate of Green River College Credentials Awarded to Historically Disadvantaged Students of Color**



The figures at left compare the rates of credentials earned by students of color from historically underserved communities to the outcomes of white students at Green River College. In 2019-20, American Indian, Black, Hispanic and Pacific Islander students earned approximately one in four certificate awards conferred by Green River, while white students earned nearly half (48 percent) of certificate awards. Historically underserved students of color earned 17 percent of applied baccalaureate and associate degrees, while white students earned more than half of baccalaureate (55 percent) and earned associate degrees at about 2.5 times the rate of students of color from underserved communities. American Indian, Black, Hispanic and Pacific Islander students earned seven percent of basic skills credentials, while white students earned one-third of these awards in 2019-20.

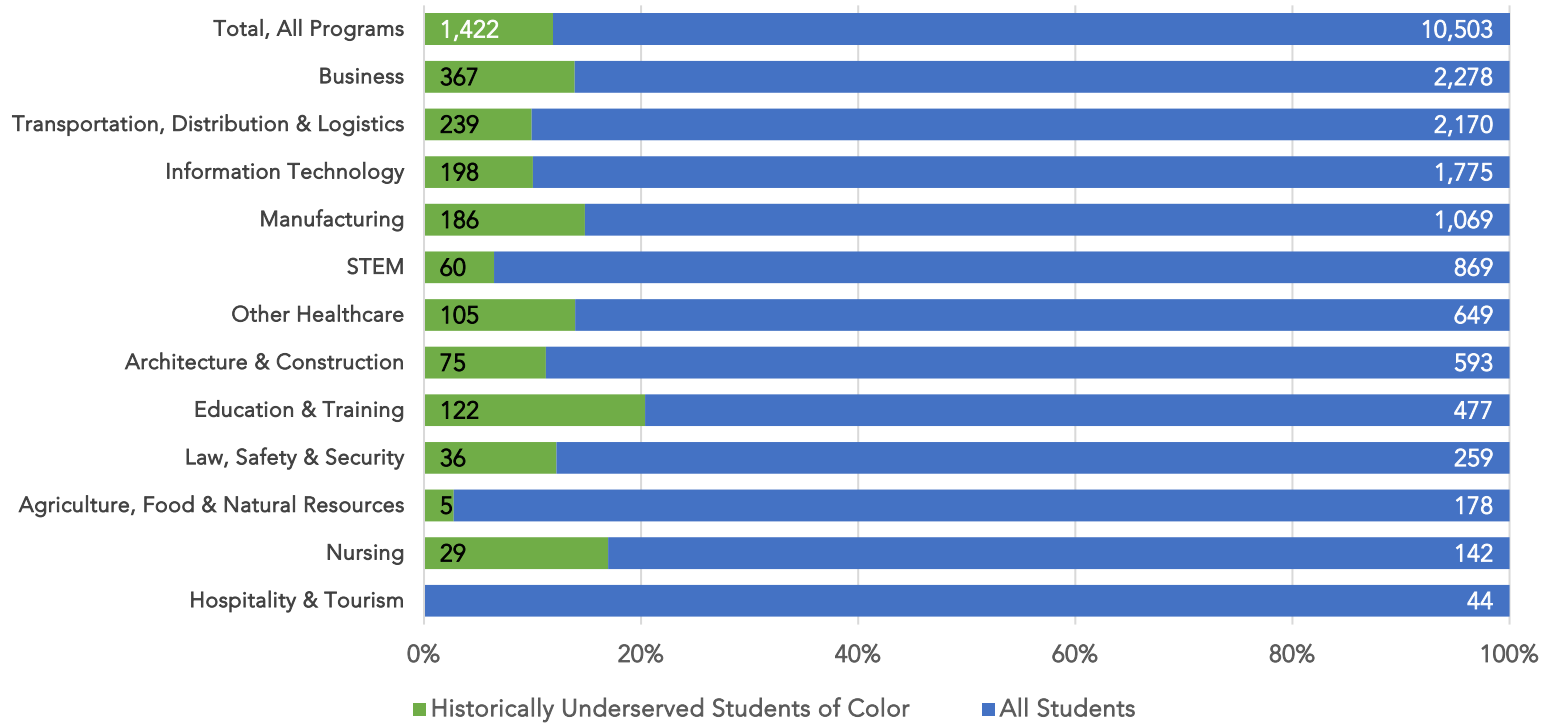
**Figure 131: Rate of Green River College Credentials Awarded to White Students**



Over the last five years, the rates of certificate and baccalaureate credentials earned by American Indian, Black, Hispanic and Pacific Islander students as a group has grown by four and six percentage points, respectively, while rates among white students in these credential categories have declined in similar rates. Students from historically underserved communities of color also earned a greater proportion of associate degrees in 2019-20 than in 2015-16. The rate of awards to white students have declined in all categories except for basic skills.

**Source: Washington State Board for Community and Technical Colleges, Credentials Awarded Dashboard**

**Figure 132: Awards by Green River Career Technical Program Focus Area to Historically Underserved Students of Color, 2015-16 through 2019-20**

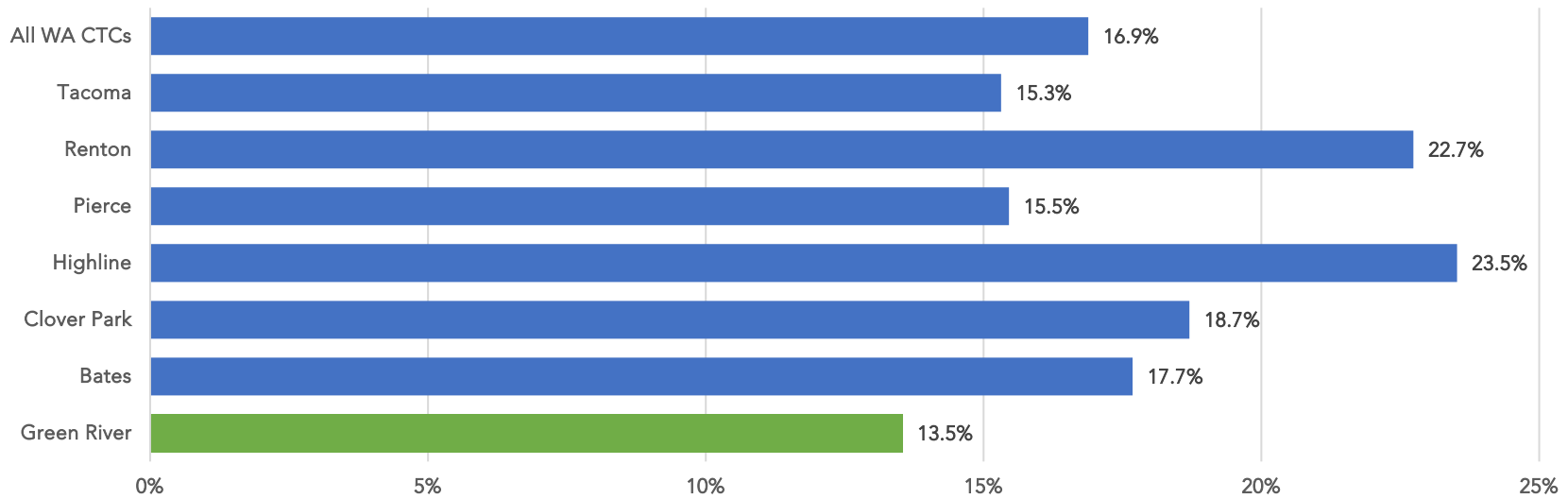


**Note: these categories determined by Washington State Board for Community and Technical Colleges**  
**Source: Washington State Board for Community and Technical Colleges, Credentials Awarded Dashboard**

The figure above displays career technical awards conferred to students of color from historically underserved communities at Green River College over the last five academic years. Among all career technical programs, American Indian, Black, Hispanic and Pacific Islander students have earned 13.5 percent of all awards. The most awards have been conferred to business; transportation and logistics; information technology; and manufacturing students of color. Education and training and nursing programs at Green River have conferred the greatest rate of awards relative to all awards given in the past five years.



**Figure 133: Rate of Awards Given to Historically Underserved Students of Color in the Last Five Academic Years at Green River, Neighboring Colleges, and All Washington State Community and Technical Colleges (CTCs), 2015-16 to 2019-20**

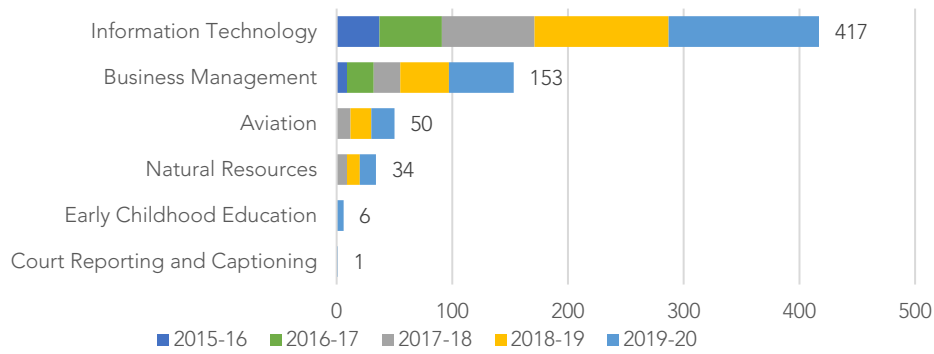


**Source: Washington State Board for Community and Technical Colleges, Credentials Awarded Dashboard**

This figure displays the rate of awards conferred to historically underserved students of color by Green River relative to its peers. The College is last among regional competitors, and its rate of awards to students of color from historically underserved communities are more than three percentage points below the average of all community and technical colleges in Washington state.

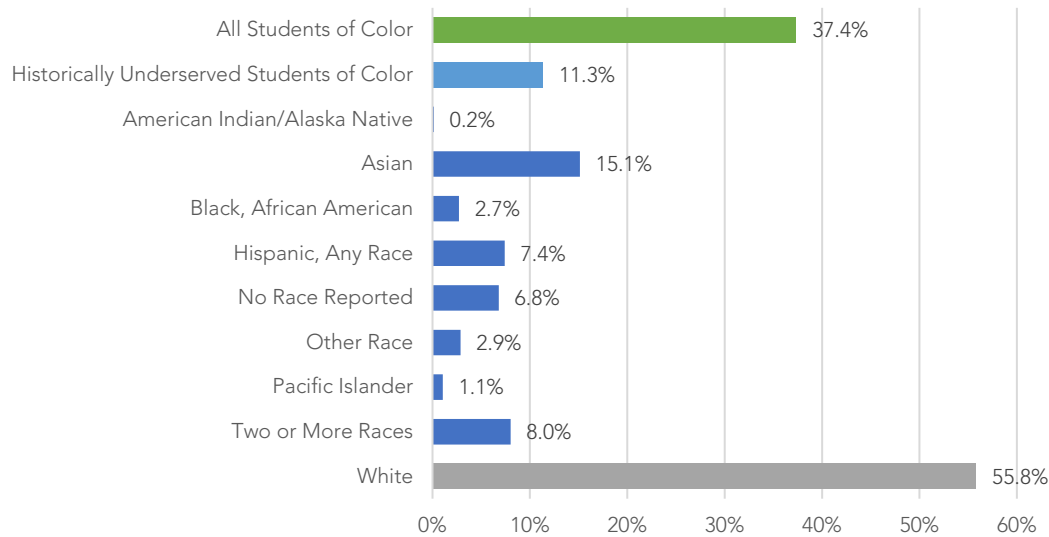
## Green River College Award Outcomes by Program

**Figure 134: Total Applied Baccalaureate Degree Awards in Green River Career Technical Programs, and by Race and Ethnicity, 2015-16 to 2019-20**



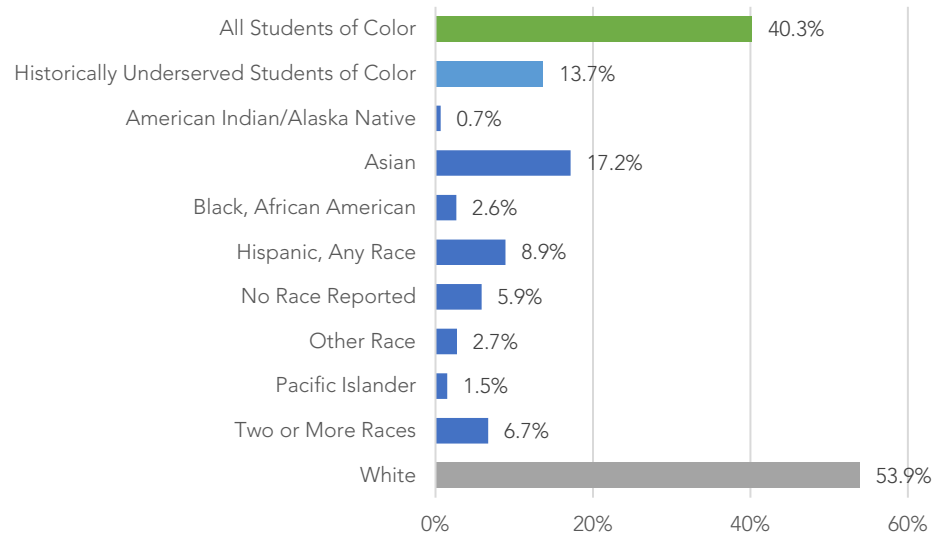
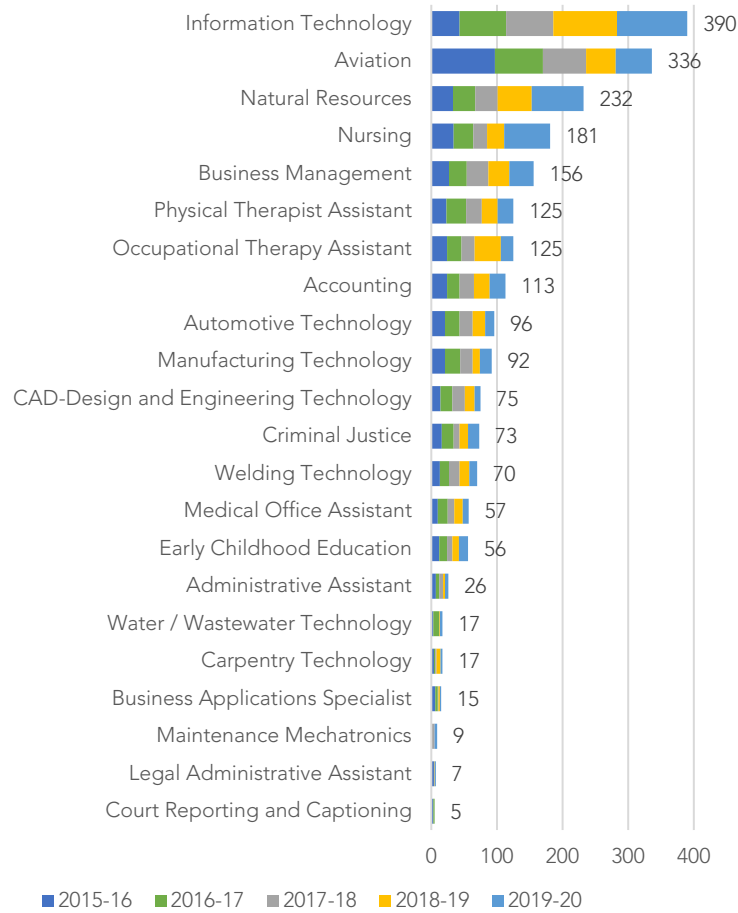
Over the last five academic years, 661 Applied Baccalaureate degrees have been awarded to Green River College students in six different programs. Most of these awards have been to Information Technology and Business Management students.

More than half of Applied Baccalaureate degree awards (55.8%) have been earned by white students. While approximately one-third of all awards have been given to students of color (34.7% of awards), nearly half (15.1%) were awarded to students of Asian descent. Only 11.3 percent of Applied Baccalaureate awards have been given to students of color from historically underserved communities, and most of these have been to Black and Hispanic students.



Source: Green River College, Office of Institutional Effectiveness

**Figure 135: Total Two-Year Associate Degree Awards in Green River Career Technical Programs, and by Race and Ethnicity, 2015-16 to 2019-20**

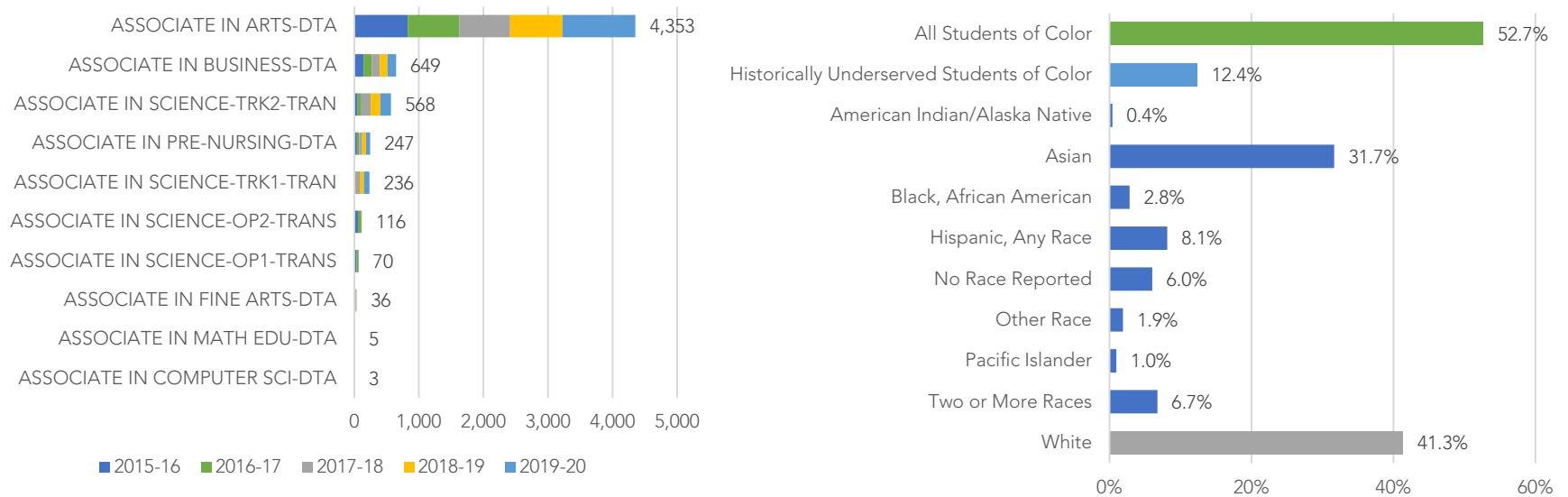


Among the 2,273 two-year career technical associate degrees awarded in the last five years by Green River College, Information Technology, Aviation, Natural Resources, Nursing and Business Management have conferred the most awards.

Green River students of color earned 40.3 percent of all career technical associate degrees between 2015-16 and 2019-20. Only about one in seven associate degrees (or 13.7%) in the last five years have been awarded to students of American Indian and Native Alaskan, Black, Hispanic, and Pacific Islander descent, while 53.9 percent of associate degrees have been awarded to white students.

Source: Green River College, Office of Institutional Effectiveness

**Figure 136: Total Two-Year Associate Degree for Transfer Awards in Green River Programs, and by Race and Ethnicity, 2015-16 to 2019-20**

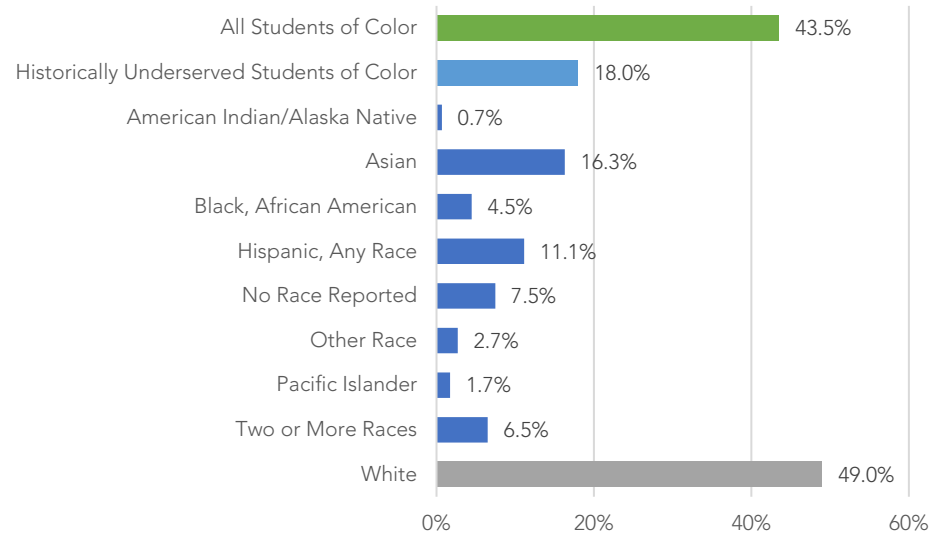
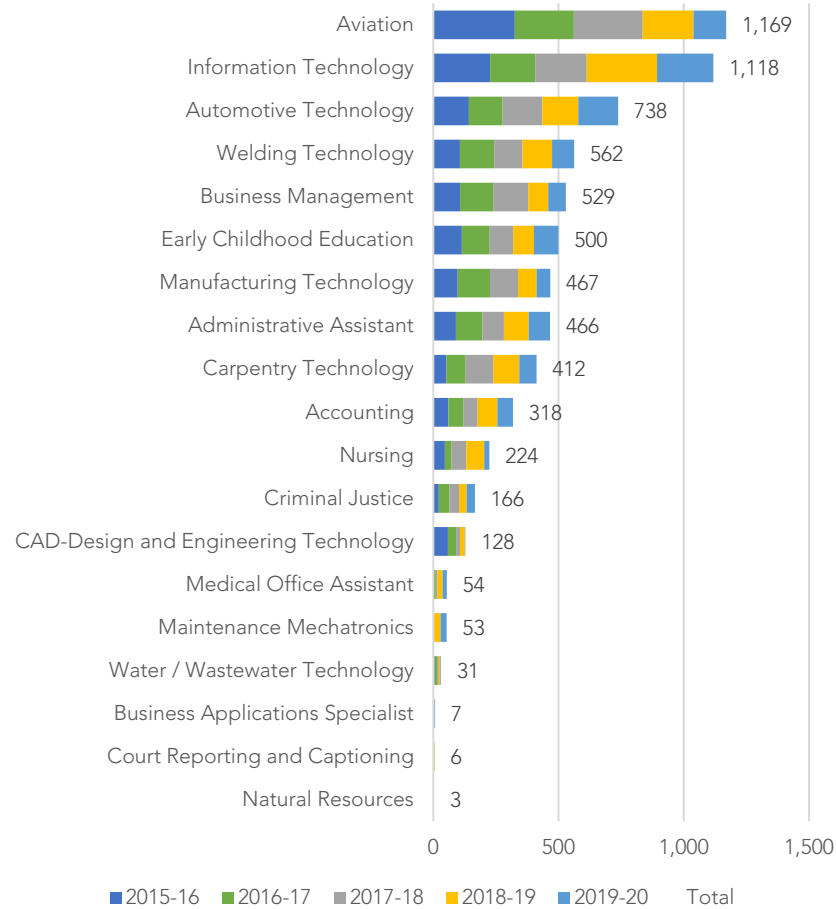


**Source: Green River College, Office of Institutional Effectiveness**

Over the last five academic years, Green River College has awarded 6,283 Associate Degrees for Transfer to its students. The vast majority of these (84.2%) are through direct transfer agreement programs, where students take classes at GRC with the guarantee of a transfer to a four-year program once they successfully complete their course of study.

More than half of transfer awards at Green River between 2015-16 and 2019-20 have been earned by students of color; however, only 12.4 percent of transfer degrees were awarded to American Indian or Alaska Native, Black, Hispanic and Pacific Islander students.

**Figure 137: Total Certificate Awards in Green River Career Technical Programs, 2015-16 to 2019-20**

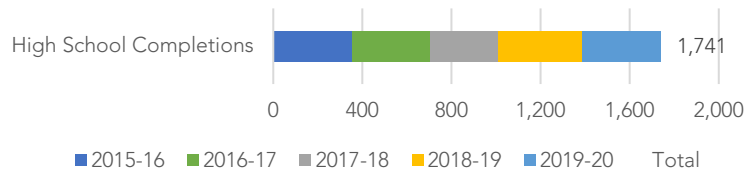


Green River has awarded 6,951 certificate awards to students in the last five academic years, with more than 1,100 each awarded to students in Aviation and Information Technology programs. In recent years, IT has overtaken Aviation in total certificates awarded to students.

Students of color have earned 43.5 percent of certificate awards over the last five academic years, while white students have earned approximately half of all awards (49%). Historically underserved students of color have earned 18 percent of certificate awards, with the bulk of these going to students of Hispanic descent.

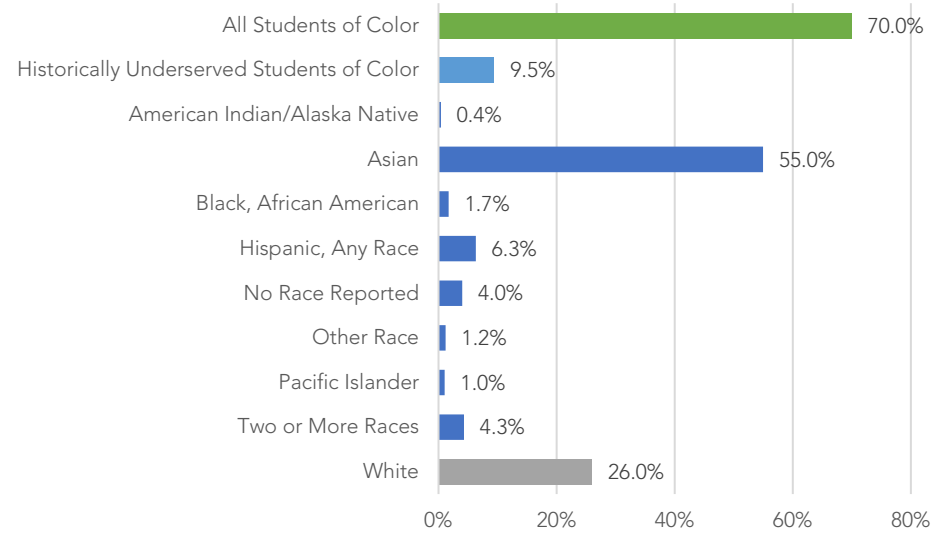
Source: Green River College, Office of Institutional Effectiveness

**Figure 138: High School Completions Awarded by Green River College, 2015-16 to 2019-20**

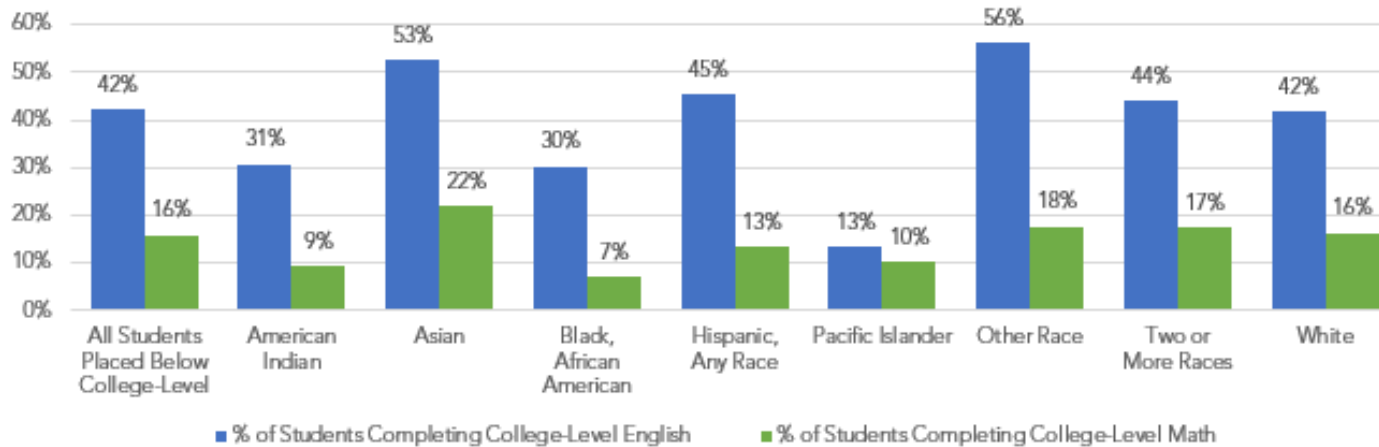


**Source: Green River College, Office of Institutional Effectiveness**

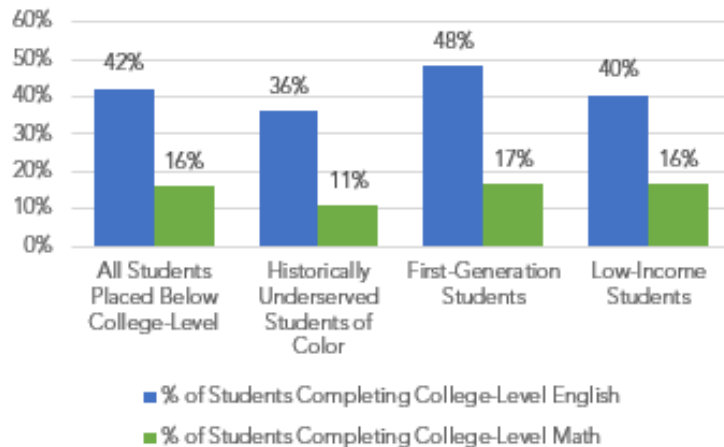
Green River has awarded 1,741 high school completion awards to students over the past five years. Students of color have received 70 percent of these awards, with Asian students earning more than half (55%). American Indian or Alaska Native, Black, Hispanic and Pacific Islander students make up less than one in ten (9.5 percent) of those who have earned a high school completion award.



**Figure 87: Percent of Green River College Transfer Degree-Seeking Students by Race/Ethnicity Placed Below College-Level English or Math Who Completed a College-Level Course within the First Year, Fall 2015 to Fall 2019**



**Figure 88: Percent of Green River College Transfer Degree-Seeking Students Placed Below College-Level English or Math Who Completed a College-Level Course within the First Year, Fall 2015 to Fall 2019**



Asian and Hispanic transfer degree-seeking students, and those of "other races" who placed below college-level classes, have had better success rates at completing college-level English coursework in their first year.

American Indian, Black and Pacific Islander transfer degree-seeking students placed below college-level courses have been less successful in completing college-level English or math.

First-generation and low-income transfer degree-seeking students who placed below college-level courses have about the same rate of success as all students in math. First-generation students have completed more English college-level coursework than all students with initial below college-level placements.

Source: Green River College, Office of Institutional Effectiveness

Figure 140: Exit Codes Analysis of Transfer Credentials Given to All Students by Green River College and Regional Peers, 2015-16 to 2019-20

	Bates	Clover Park	Green River	Highline	Pierce	Pierce District	Renton	Tacoma	Total	Green River as % of total	Green River Position
1 - 19 Credits	2,156	2,182	3,500	1,699	24	942	1,307	1,776	13,586	26%	1
20 - 44 Credits	755	2,531	2,332	378	122	1,139	519	891	8,667	27%	2
45 - 49 Credits	380	1,077	350	528	67	549	1,780	899	5,630	6%	7
> = 90 Credits	144	231	19				272		666	3%	4
Applied Baccalaureate		26	616	192	61	83	55	33	1,066	58%	1
Applied Science AAS-T	53	694	377	33	32	47	419	237	1,892	20%	3
Arts DTA			4,082	2,945	1,159	5,165		2,956	16,307	25%	2
Arts non-DTA								1	1	0%	
AS-T Track 1			242	95	27	112		96	572	42%	1
AS-T Track 2			489	265	33	183		62	1,032	47%	1
Bio/ Chem Eng AS-T/ MRP			19					14	33	58%	1
Biology DTA/MRP				100	48	177		64	389	0%	
Business DTA/MRP			608	521	87	414	16	485	2,131	29%	1
Comp / Elec Eng AS-T/MRP			26					65	91	29%	2
CompSci DTA/MRP			2					42	44	5%	2
Const Mgmt DTA/MRP									0		
Elementry Ed DTA/MRP								18	18	0%	
General Studies			44		15	224		6	289	15%	2
Math Ed DTA			4		1	4			9	44%	1
Mech Eng Tech AS-T-/MRP									0		
Mech, Civil, Aero, Ind & Mat Eng AS-T/MRP			72					114	186	39%	2
Music DTA/MRP					1	2		9	12	0%	
Nursing DTA/MRP									0		
Pre-Nursing DTA/MRP		56	225	336	109	498	29	258	1,511	15%	4
Technology DTA/MRP		1							1	0%	
Workforce non-AAS-T	1,889	1,889	1,635	1,501	183	1,096	861	1,367	10,421	16%	3
<b>Grand Total</b>	<b>5,377</b>	<b>8,687</b>	<b>14,642</b>	<b>8,593</b>	<b>1,969</b>	<b>10,635</b>	<b>5,258</b>	<b>9,393</b>	<b>64,554</b>	<b>23%</b>	<b>1</b>

Source: Washington State Board for Community and Technical Colleges, Credentials Awarded Dashboard

This figure looks at awards conferred to all transfer-degree seeking students at Green River compared to regional peers. Green River is first among its peers in total transfer credentials awarded, giving

nearly one-fourth of all awards among this peer group in the last five years. Green River has conferred the most or second most awards in many AS-T and DTA programs during this time.



## 5 | Program Development and Career Opportunities and Pathways

The Puget Sound region is projected to gain 700,000 new jobs in the coming decades, with much of that growth in health services and information technology and communications sectors.

GRC's current alignment of programs with regional needs and opportunities is mixed.

- The College provides credentials and transfer opportunities for students looking to find work in business, information technology, manufacturing, maintenance, nursing, education, and several other key sectors of the region's economy.
- There are opportunities within many Green River programs for expansion given the increasing demand for jobs in the region in these specialties, and GRC's positioning as one of the few two-year colleges in the region to offer certain specialized training and advanced credentials.
- For instance, Green River is a **center of excellence in education (and according to our focus groups, in cybersecurity as well)**—the College provides **high quality training and specializations** in these programs and provides regional and statewide workforce training leadership in these areas.
- The region is experiencing **substantial demand for software developers and other computer occupations** like web administrators, information security and computer systems engineers, digital forensics analysts.
- There is a **need for expanded programing and regional collaboration** with other programs and companies to **offset teaching and equipment costs to meet demand for nurses** and other health occupations.
- Green River may want to consider a **new hospitality certificate or degree program** to meet needs of **Muckleshoot tribe hotel expansion** in Aurora.

## Employment, Industry and Occupational Trends

### Projected Employment Growth in the Green River College Service Area and Puget Sound Region

Recent estimates by the Puget Sound Regional Council (PSRC) (made before the COVID-19 pandemic) suggest that the region will experience significant employment growth over the next two decades, with almost 700,000 new jobs in the Puget Sound region, and nearly 400,000 in King County.

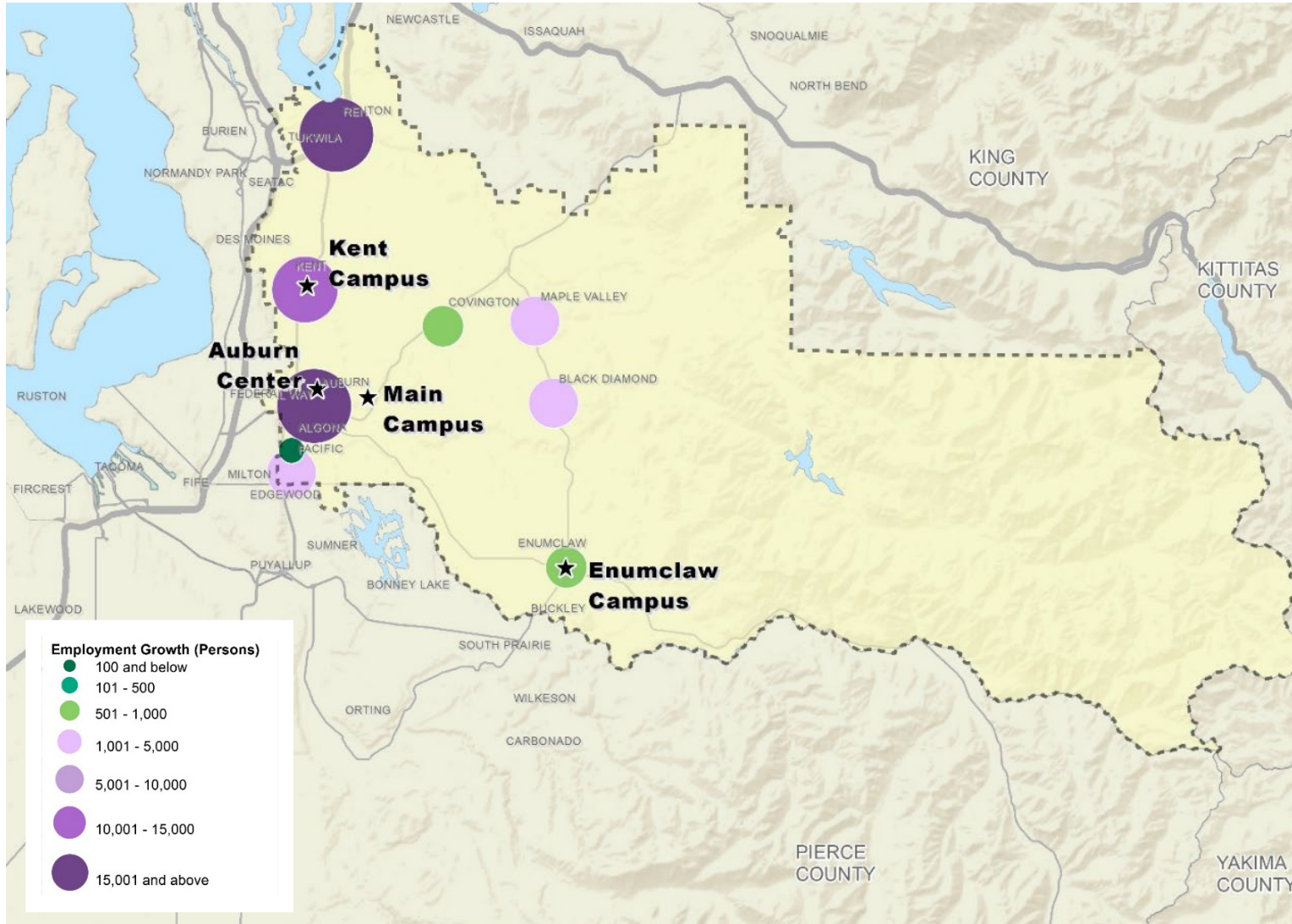
In the Green River service area, the PSRC projects 28.5 percent employment growth between now and 2040, or approximately 63,364 new jobs (see figure below). The map on the next page illustrates the expected growth in jobs by city in the service area. Renton, Auburn and Kent will experience the greatest growth in new jobs, more than 10,000 new openings, over the coming years. Maple Valley, Black Diamond and Pacific will add 1,000 jobs each.

**Figure 141: Projected Employment Growth in the Service Area, King and Pierce County and Puget Sound Region, 2020 to 2040**

Region	Change in Employment, 2020 to 2040	
Green River College Service Area (cities)	63,364	28.5%
King County	394,758	26.7%
Pierce County	129,849	35.3%
Puget Sound Region	692,296	30.2%

Source: Puget Sound Regional Council, 2018

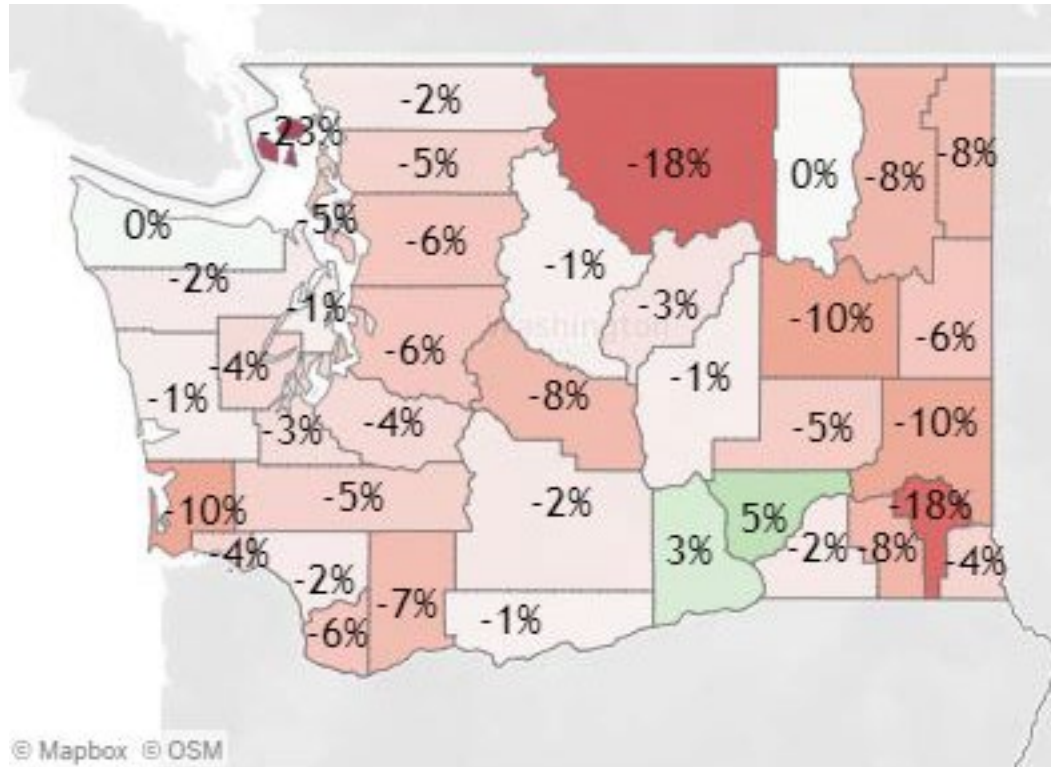
**Figure 142: Map of Projected Employment Growth Among Service Area Cities, 2020 to 2040**



Source: Puget Sound Regional Council, 2018

## Employment Change Due to COVID

**Figure 143: Map of Year over Year Employment Change by Washington County, November 2019 to November 2020**



Source: Washington State Department of Commerce, Economic Recovery Dashboard, November 2020

The contraction in the economy in 2020 due to COVID-19 and stay-at-home orders created massive changes in the labor market, with millions of Washingtonians filing for unemployment due to job losses or furloughs. By November of this year, unemployment in King County stood at 7.4 percent.

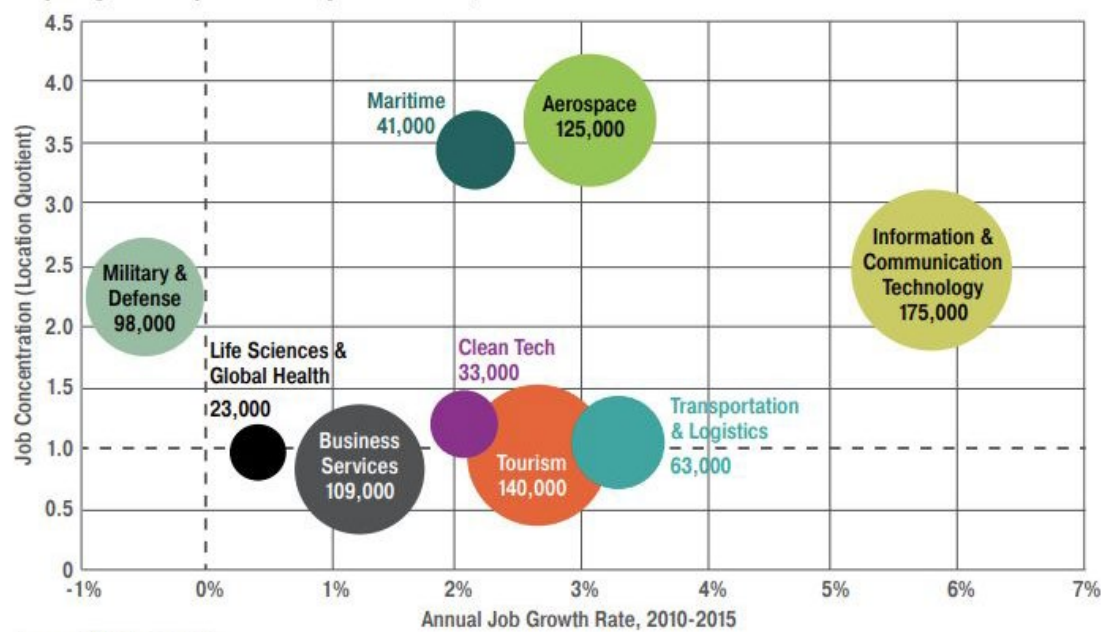
The map at left, from the Washington State Department of Commerce, highlights the change in employment by county between November 2019 and November 2020. In King County, the total number of jobs declined six percent from this time last year. The eastern parts of the Green River College service area, and many rural areas statewide, have experienced significantly more job losses than the greater Puget Sound Region.

Technology companies, which make up a large part of the region's economy, have fared well during the pandemic and related stay-at-home orders, while other industries, like those related to tourism and travel, have not done so well.<sup>1</sup>

<sup>1</sup> Some businesses thrived, many lagged during pandemic in 2020, The Associated Press, December 23, 2020, <https://www.seattletimes.com/business/some-businesses-thrived-many-lagged-during-pandemic-in-2020/>

## Key Industry Sectors and Employment by Industry in the Puget Sound Region

Figure 144: Key Regional Export Industry Job Growth, 2010 to 2015



Source: EMSI, PSRC, DOD

Source: Puget Sound Regional Council

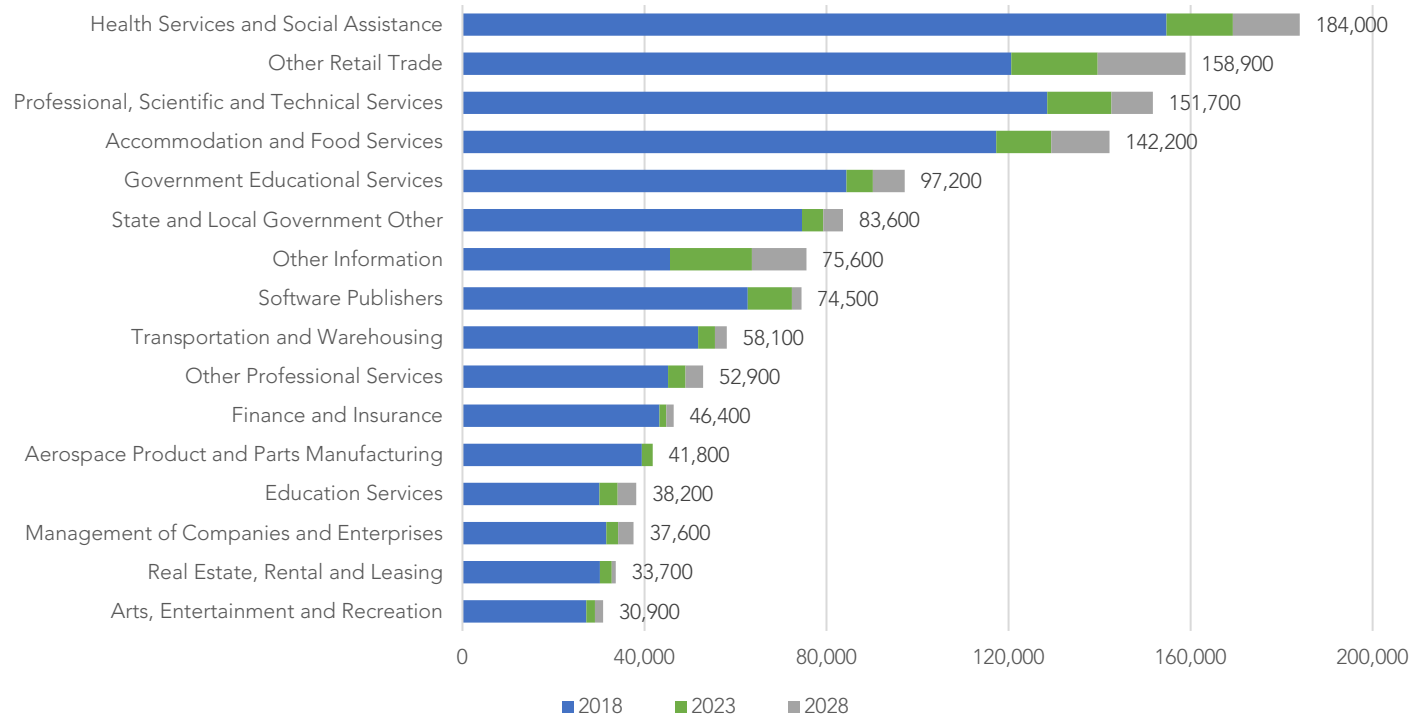
Displayed above are the major exporting industry sectors in the Puget Sound Region, which are large sources of jobs and jobs growth. Those toward the top are key industries with higher location quotients, where the region has a comparative advantage over other U.S. regions in the number of firm locations and job concentration. For example, the Puget Sound region has a high concentration of firms in the Aerospace and Information and Communication Technology sectors. These are also some of the fastest growing industry sectors in the Puget Sound region, with large concentrations of jobs in the region (before COVID). While the Business Services and Tourism sectors employ a lot of people in the region, these sectors are more diffuse across other regions of the United States.

Key industries in the Puget Sound Region:

- Aerospace and Defense
- Information Technology and Analytical Instruments
- Distribution and Electronic Commerce
- Communications, Media, and Marketing
- Clean Technology and Environmental Services
- Tourism
- Business Services
- Biopharmaceuticals
- Life Sciences and Global Health
- Maritime, Trade and Logistics

## Employment Growth Estimates by Industry

**Figure 145: Estimated Employment and Growth in King County, Largest Industry Subsectors**



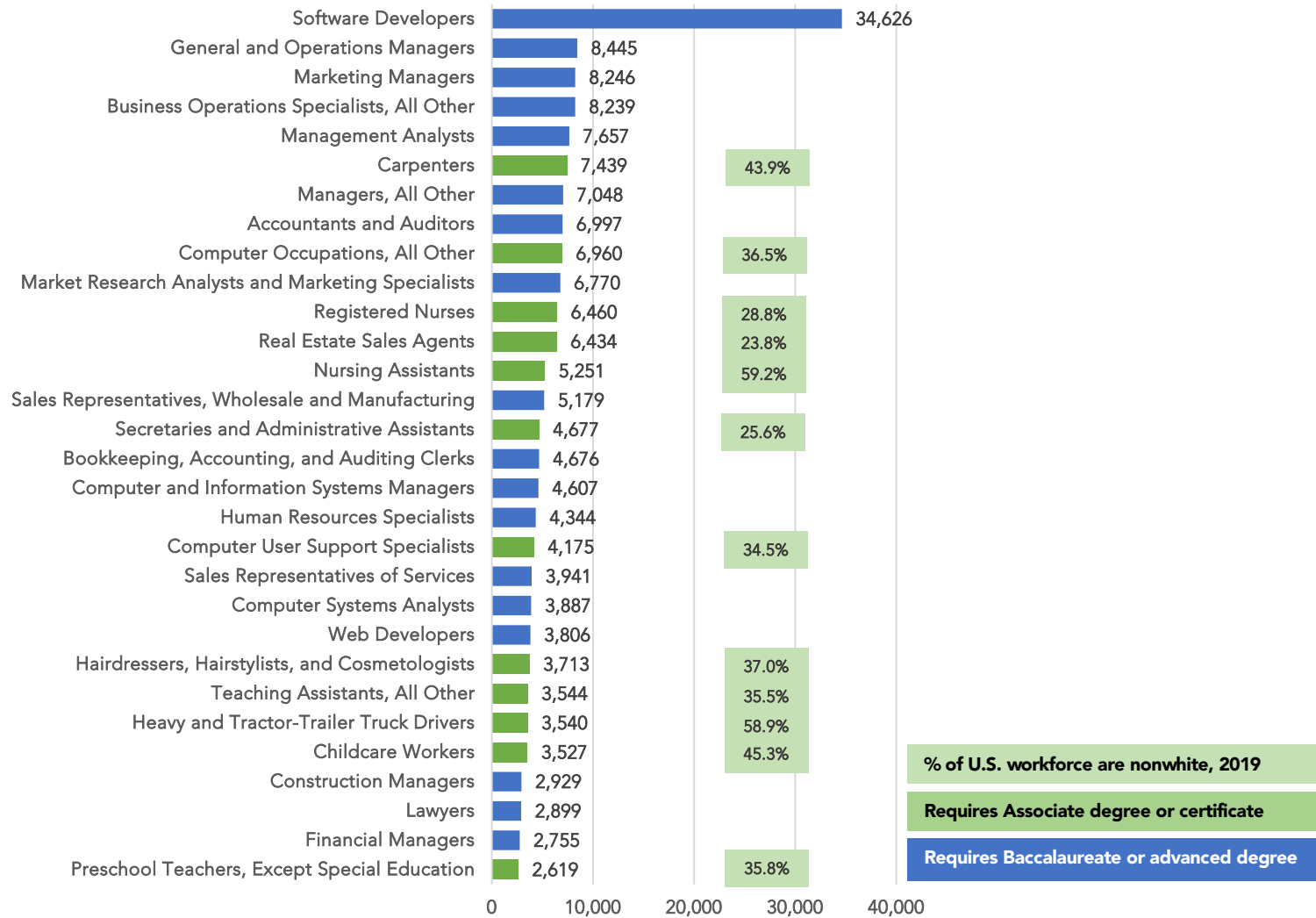
Source: Washington State Employment Security Department, September 2020

The industry sectors listed above are the largest by employment in King County. These key sectors are projected to be the source of an estimated 220,000 new jobs between now and 2028 (see the green and gray bars above).

The sectors expected to add the most new positions in the coming years include "Other Retail Trade," which includes retail other than food and beverage and auto parts stores; "Other Information," firms other than publishers and software publishers which provide information services, including companies like Facebook, LinkedIn and Yelp; and Health Services and Social Assistance.

### Fastest Growing Occupations in King County

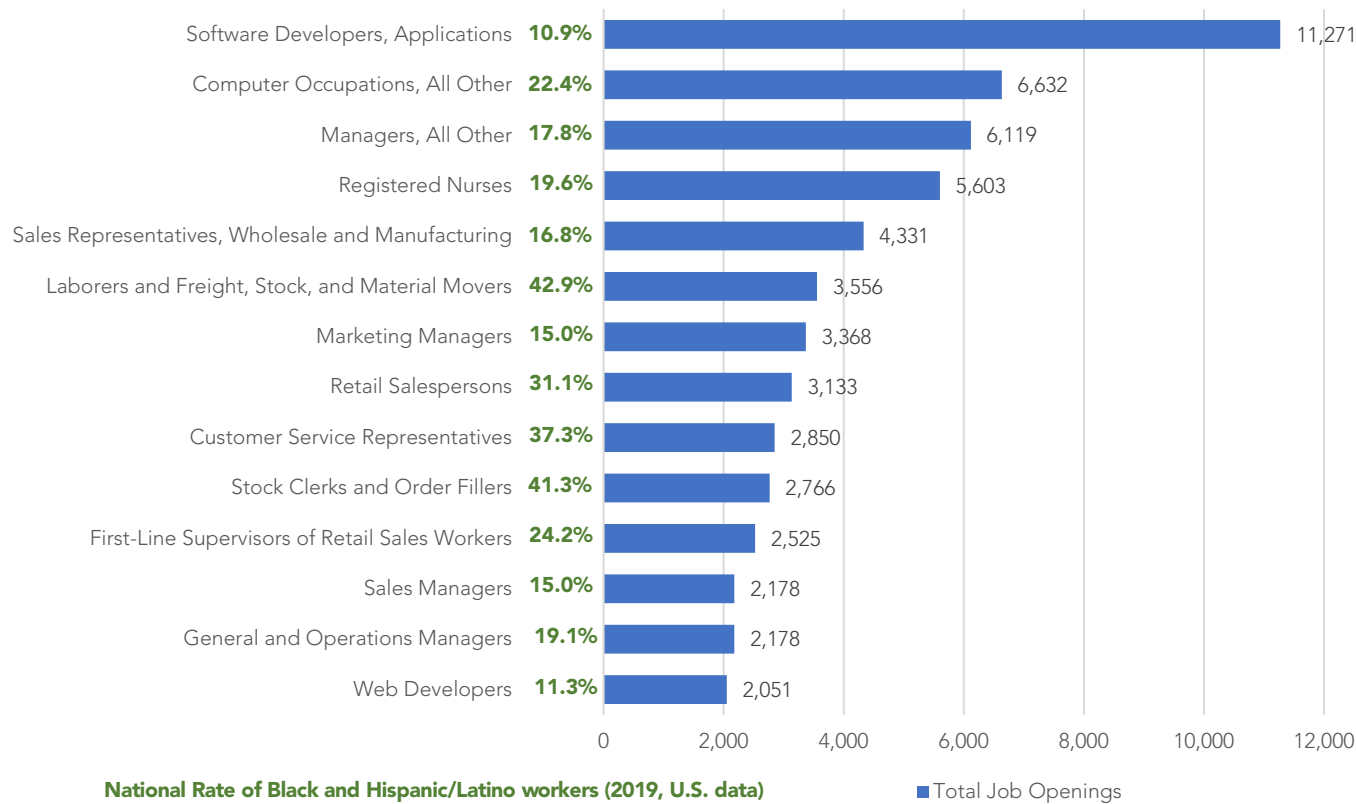
**Figure 146: Average Annual Openings Among Fastest Growing Occupations in King County Requiring Postsecondary Education, 2018 to 2028**



Source: Washington State Employment Security Department, September 2020; U.S. Bureau of Labor Statistics, 2019



**Figure 147: Top Occupations with Most Job Openings in King County, April to September 2020, and Related National Rates of Employment in Field by Black and Hispanic Workers**



**Source: Washington State Employment Security Department, September 2020; U.S. Bureau of Labor Statistics, 2019**

The occupations above are the most in demand in King County according to a list of openings compiled by the Washington State Employment Security Department. Software developer positions have nearly twice as many openings as the next highest on this list, “Computer Occupations, All Other,” which includes Web Administrators, GIS Technologists and Technicians, Information Security Engineers, Digital Forensics Analysts, and Computer Systems Engineers (see ONet Online).

Many of the jobs on this list with the lowest rates of Black and Hispanic workers, such as Software and Web Developers, Managers, Registered Nurses, and those under Computer Occupations, All Other, are also some of the positions which offer better wages and career paths for workers.



## Green River College Offerings and Pathways to Transfer Degrees and Careers

Green River College offers degrees and certificates in 41 programs of study, listed in the chart below. In addition to 19 career technical certificates and 25 associate degrees, the College offers 16 associate degrees for transfer, five with Direct Transfer Agreements (DTA), and 11 applied baccalaureate degrees. The right column in the figure below, “job demand,” correlates Green River programs with growth estimates over the next decade in related occupations projected by the Washington State Employment Security Department.

“High” job demand means programs with related occupations estimated to have 400 or more annual openings per year in King County over the next decade. “Medium” job demand are programs related to occupations which are estimated to have 50 to 400 openings per year, and “low” refers to programs with related occupations estimated to have fewer than 50 openings per year. Those programs with two measures (such as “medium/high”) have job opportunities which straddle estimate categories.

**Figure 148: Green River College Programs and Related Certificates and Degrees**

Program	Certificate	Associate	Transfer	Bachelor	Regional Job Demand
Accounting	Cert	AAA	AB-DTA		High
Administrative Assistant	Cert	AAA			High
Aeronautical Science				BAS	Medium
Art		AFA			Medium/High
Atmospheric Science			AS-T		Medium
Automotive Technology	Cert	AAS			High
Aviation Technology	Cert	AAS		BAS	Medium
Biology			AS-T		Medium/High
Business			AB-DTA		High
Business Applications Specialist	Cert	AAA			High
Business, Marketing & Entrepreneurship	Cert	AAA		BAS	High
CAD-Design and Engineering Technology		AAS			High
Carpentry Technology	Cert	AAS			High
Chemistry			AS-T		Medium
Computer Science			AS-T, ACS-DTA		High
Court Reporting and Captioning	Cert	AAA		BAS	Low/Medium
Criminal Justice	Cert	AAS			Medium/High
Cybersecurity and Networking				BAS	High
Data Analytics and Software Development			AAS-T		High
Early Childhood Education	Cert	AAS	AAS-T	BAS	High
Earth Science			AS-T		Medium
Engineering			AS-T		High
Environmental Science			AS-T		Medium/High

Program (continued)	Certificate	Associate	Transfer	Bachelor	Regional Job Demand
Forensic Technology	Cert	AAS			High
Forest Resource Management				BAS	Medium
Information Technology	Cert		AAS-T	BAS	High
Legal Administrative Assistant		AAA			High
Machining & Manufacturing Technology	Cert	AAS			Medium
Maintenance Mechatronics	Cert	AAS			High
Marketing & Entrepreneurship				BAS	High
Mathematics			AM-DTA		Medium
Medical Office Administration	Cert	AAA			High
Natural Resources		APP / AAS		BAS	Medium/High
Nursing	Cert	AAS	APreN-DTA		High
Occupational Therapy Assistant		AAS			Medium/High
Phlebotomy	Cert				Medium
Physical Therapist Assistant		AAS			High
Physics			AS-T		Medium
Software Development		AAS		BAS	High
Water/Wastewater Technology	Cert	AAS			Low/Medium
Welding Technology	Cert	AAS			High

Source: Green River College; Washington State Employment Security Department

## Green River Program Connections to Priority and Emerging Industries, and Opportunities for Expansion

This section provides a brief review of the connections between Green River programs and growing occupational demand in some of the key industry sectors in the Puget Sound region and considers opportunities for Green River to expand its programs.

Information Technology has some of the highest demand for workers and greatest numbers of openings in King County. Figures 146 and 147 above looking at job openings in King County show that software and web developers, computer systems engineers and user support specialists are in high demand, and there are many more available positions than there are workers to fill them.

The chart below shows employment growth estimates for key information technology and related computer occupations in the coming decade in King County, including expected total growth in these occupations

and average annual openings between 2023 and 2028. Software developers are in greatest demand, but there is significant need for the other occupations mentioned above, as well as systems analysts, administrators, programmers, security analysts, and network architects and support specialists.

Green River already has several IT and computer technology programs, including applied baccalaureate programs in cybersecurity and software development, and associate degrees for transfer programs in these fields as well as in computer science, data analytics, forensic technology, and information technology. Green River is a leader among its peers in awarding applied baccalaureate degrees, and according to Strategic Plan focus group members has unique positioning to provide high quality training in cybersecurity and related fields.

**Figure 149: Estimated Employment Growth and Average Total Openings, Computer and IT Related Occupations, King County**

Occupation	Estimated Employment Growth, 2018 to 2028	Average Annual Total Openings, 2023-2028
Software Developers	25,842	29,708
Computer Occupations, All Other	5,349	7,621
Web Developers	4,359	5,256
Computer User Support Specialists	2,413	4,492
Computer Systems Analysts	2,193	4,062
Network and Computer Systems Administrators	1,337	2,163
Computer Programmers	62	1,474
Computer and Information Research Scientists	903	1,025
Information Security Analysts	762	918
Computer Network Architects	333	786
Computer Network Support Specialists	315	676
Database Administrators	419	652
Operations Research Analysts	548	628
Data Scientists	410	445

Source: Washington State Employment Security Department

Health and Community Services occupations, especially those related to nursing, counseling, and physical therapy, are in high demand. The chart below shows the extensive number of healthcare and community services related occupations that are estimated to have significant numbers of openings over the coming years in the region. While community colleges face barriers in scaling up nursing and other health technology programs which require a lot of costly training equipment and have limited

internship placements, there are other occupations on this list where associate degree training could provide access to decent paying work and career ladders into other health professions. Green River might also look for partnership opportunities with peer institutions and local health care companies to share the costs of nursing and other technical training.

**Figure 150: Estimated Employment Growth and Average Total Openings, Health and Community Services Related Occupations, King County**

<b>Occupation</b>	<b>Estimated Employment Growth, 2018 to 2028</b>	<b>Average Annual Total Openings, 2023-2028</b>
Home Health and Personal Care Aides	4,203	9,552
Registered Nurses	4,223	6,751
Nursing Assistants	1,682	5,424
Massage Therapists	2,111	2,537
Medical Assistants	1,378	2,180
Physicians, All Other	681	1,619
Medical Scientists, Except Epidemiologists	1,074	1,608
Dental Assistants	684	1,441
Physical Therapists	930	1,417
Counselors, All Other	809	1,306
Social and Human Service Assistants	473	1,210
Dental Hygienists	541	1,114
Clinical Laboratory Technologists and Technicians	334	1,013
Licensed Practical and Licensed Vocational Nurses	204	898
Pharmacy Technicians	157	732
Health Technologists and Technicians, All Other	386	693
Child, Family, and School Social Workers	226	692
Pharmacists	203	669
Dentists, General	320	649
Nurse Practitioners	478	643
Veterinary Assistants and Laboratory Animal Caretakers	282	641
Biological Technicians	380	595
Educational, Guidance, School, and Vocational Counselors	464	561

<b>Occupation (continued)</b>	<b>Estimated Employment Growth, 2018 to 2028</b>	<b>Average Annual Total Openings, 2023-2028</b>
Occupational Health and Safety Specialists and Technicians	441	529
Emergency Medical Technicians and Paramedics	196	522
Environmental Scientists and Specialists, Including Health	397	517
Healthcare Social Workers	291	513
Physician Assistants	392	490
Occupational Health and Safety Specialists	401	487
Chiropractors	317	481
Speech-Language Pathologists	305	470
Healthcare Diagnosing or Treating Practitioners, All Other	192	422
Occupational Therapists	245	420
Veterinary Technologists and Technicians	218	406

**Source: Washington State Employment Security Department**

Education, and especially early childhood education, is “one of the fastest-growing professions in the nation,” according to Green River’s program website.<sup>1</sup> And the need for educators right now is growing—nationwide there is a shortage of 100,000 K-12 teachers, and it is possible that this number could double by 2025.<sup>2</sup> This shortage has only worsened thanks to the COVID-19 pandemic, which has forced many teachers to stay home and many experienced teachers to retire early.<sup>3</sup> School districts need many more teachers and substitutes to cover their staffing losses—educators worry about growing learning disparities in lower income districts where experienced substitute teachers choose not to work, and turnover is high.

As the Center of Excellence in Washington state for careers in education, Green River is known for its quality training programs for educators, and its commitment to preparing teachers to succeed in diverse environments. The College offers several associate degrees for transfer, as well as an applied baccalaureate degree in early childhood education and more than a dozen specialized certificates. The figure below shows the need in King County, especially among preschool and elementary school teachers, over the next several years. Green River should consider how the school might scale up its programming and training services to meet the current crisis and the near future need for many more educators.

**Figure 151: Estimated Employment Growth and Average Total Openings, Education Related Occupations, King County**

Occupation	Estimated Employment Growth, 2018 to 2028	Average Annual Total Openings, 2023-2028
Teaching Assistants, All Other	2,827	3,662
Preschool Teachers, Except Special Education	2,116	2,707
Elementary School Teachers, Except Special Education	1,898	2,329
Self-Enrichment Education Teachers	2,072	1,784
Teachers and Instructors, All Other	1,299	1,747
Secondary School Teachers, Except Special and Career/Technical Education	736	1,050
Health Specialties Teachers, Postsecondary	1,083	884
Middle School Teachers, Except Special and Career/Technical Education	556	730
Vocational Education Teachers, Postsecondary	340	488
Kindergarten Teachers, Except Special Education	342	449
Special Education Teachers, All Other	315	447

Source: Washington State Employment Security Department

<sup>1</sup> About our Program, Early Childhood Education, Green River College, <https://www.greenriver.edu/students/academics/degrees-programs/early-childhood-education/>

<sup>2</sup> Emma Garcia and Elaine Weiss, The teacher shortage is real, large and growing, and worse than we thought, Economic Policy Institute, March 26, 2019, <https://www.epi.org/publication/the-teacher-shortage-is-real-large-and-growing-and-worse-than-we-thought-the-first-report-in-the-perfect-storm-in-the-teacher-labor-market-series/>

<sup>3</sup> Natasha Singer, Pandemic Teacher Shortages Imperil In-Person Schooling, The New York Times, January 19, 2021, <https://www.nytimes.com/2021/01/19/us/pandemic-substitute-teacher-shortages.html>

The Recreation and Hospitality sectors have been hit hard by the pandemic, as stay-at-home orders have closed entertainment venues, restaurants, hotels, and other leisure sites. But recent estimates point to growth once the economy is in recovery, and this includes significant expected demand for hospitality, recreation, and personal care services.

One of Green River’s key community employers and partners, the Muckleshoot tribe, is planning to open a 400-room luxury hotel in 2022, expanding its casino into a resort destination. Members of the Strategic Plan’s external focus group recommended that Green River consider

partnering with the tribe to develop a hospitality certificate, to meet its coming need for trained staff.

The chart below shows the estimated growth in King County among personal care and recreation-related occupations in the coming years. There will be considerable future demand for hairdressers and other personal care occupations, and significant estimated need for childcare and recreation workers, fitness trainers and animal caretakers.

**Figure 152: Estimated Employment Growth and Average Total Openings, Personal Care and Recreation Related Occupations, King County**

Occupation	Estimated Employment Growth, 2018 to 2028	Average Annual Total Openings, 2023-2028
Hairdressers, Hairstylists, and Cosmetologists	1,608	3,895
Childcare Workers	2,119	3,614
Fitness Trainers and Aerobics Instructors	983	2,446
Amusement and Recreation Attendants	564	1,841
Manicurists and Pedicurists	668	1,655
Recreation Workers	551	1,171
Nonfarm Animal Caretakers	733	1,151
First-Line Supervisors of Personal Service Workers	324	920
Ushers, Lobby Attendants, and Ticket Takers	220	900
Barbers	321	792
Skincare Specialists	280	658
Gaming Dealers	157	483

Source: Washington State Employment Security Department