MID-CYCLE EVALUATION REPORT

Prepared for
The Northwest Commission on Colleges and Universities
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Introduction

Institutional Overview

Green River College is a comprehensive, public institution of higher education 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 it serves in South King County.

In 2021-22, Green River College served over 12,957 credit and non-credit students. This represents 6,572 annualized full-time equivalent students.

- 54.8% of students declared an intent to transfer to a four-year institution
- 31.3% of students were pursuing career technical degrees
- 605 students were enrolled in applied baccalaureate programs
- 11.0% of students were enrolled in transitional studies
- 1,005 international students
- 1,689 Running Start students

Student Characteristics

Race & Ethnicity

- White: 41%
- Asian: 24%
- Hispanic, Any Race: 15%
- Two or More Races: 10%
- Black, African American: 8%
- Other Race: 0.3%
- Pacific Islander/Hawaiian: 1%
- American Indian/Alaska: 1%

- Female 53.8%
- Male: 45.5%
- Others: 0.7%
- Median Age: 21
- Full time students: 68%
- Part-time students: 32%
- Students with children: 34%
- Degree-seeking: 84%
- First generation: 24%

Updates Since the 2020 Year Seven Mission Fulfillment and Sustainability Report

- The NWCCU reaffirmed Green River College's accreditation status in a July 22, 2020, letter. The College received six commendations and two recommendations. See the Addendum for progress on responses to the two recommendations.
- May 2021. Green River College was selected to receive an IDEAS (Increase and Diversify Education Abroad for U.S. Students) grant from the U.S. Department of State's Capacity Building Program for U.S. Study Abroad. GRC is one of 26 Colleges and universities from across the United States, selected from 132 applicants, to create, expand, and/or diversify American student mobility overseas in support of U.S. foreign policy goals.
- July 2021. Green River College's Board of Trustees approved the College's 2021-2026 Equity-Centered Strategic Plan.
- November 2021. Green River College was named one of the top 150 community Colleges in the country by the Aspen Institute College Excellence Program.
- January 2022. Green River College was awarded the Center of Excellence for Veteran Student Success (CEVSS) grant from the U.S. Department of Education. This newly awarded grant will allow Veteran Services to develop model programs and opportunities that will contribute and support Veteran students' success in postsecondary education by coordinating services to address academic, financial, physical, and social needs.
- August 2022. The College hired a Vice President of Equity, Diversity, and Inclusion to prioritize institutional-wide leadership for advancing equity efforts across the college community in becoming an antiracist organization.
- The Learning & Innovation Center is being designed to support professional development opportunities for staff and faculty. The building itself will provide the most up to date technology, which will provide faculty with the ability to be creative in their approach to teaching students. It will support a culture of inquiry-based teaching and learning and will address barriers to student success. Additionally, the center will provide learning opportunities for all staff members. We are offering leadership development training for middle and upper-level management and professional development courses. We will be working toward certifying the Center through the Truth, Racial Healing, and Transformation Center. Completion is expected winter quarter 2024
- The College has completed an extensive Human Resources Equity Audit. The comprehensive audit was performed by an outside consultant with experience in HR in the SBCTC system, as well as significant expertise in organization equity in policy and process, performance management, compensation, recruiting, retention, and onboarding. Human Resources is undergoing a comprehensive project to address the findings of the audit and implement changes across the entire department.

- November 2022. Green River College was awarded a $400,000 grant through the Strada Education Network Employer and Community College Partnership Challenge. The grant is part of an effort to support innovative collaborations across the country between community Colleges and employers.

Mission Fulfillment

In 2021 Green River College adopted a new strategic plan, the 2021-2026 Equity-Centered Strategic Plan, articulating a clear vision of the College's goals initiating a bold new mission for the College. Central to the strategic plan is an Equity Statement, committing the College to "be an anti-racist institution where all students, faculty, and staff receive the access, resources, and services needed to achieve their educational, career, and personal goals." The result of a 10-month long community engagement process and approved by the College's Board of Trustees in July 2021, the plan creates a blueprint for the College moving forward as a whole college over the next five years. It is a response to the Puget Sound region's growing diversity and the College's mixed record in responding to regional demographic changes. It recognizes that student retention and success rates at Green River vary by race, gender, and other demographic factors. It also recognizes the need for more flexible and consistent students support and ongoing training and support for faculty and staff.

Green River College previously used performance indicators aligned to institutional core themes to assess mission fulfillment. In its 2020 Year Seven Self-Evaluation Report Green River defined mission fulfillment in the context of its purpose, characteristics, and expectations as demonstrating an acceptable level of performance of its core themes, individually and collectively. To measure the extent of mission fulfillment, the College's board of trustees adopted acceptable thresholds for performance at all levels that are assessed annually. Each indicator had performance thresholds of exceeding, meets, or below expectations. In 2018-19, there were 42 total indicators across the four core themes.

With the adoption of an Equity-Centered Strategic Plan, measures of mission fulfillment will be centered on the College's strategic plan rather than core themes. The plan's six strategic goals address these challenges and are centered on removing barriers to student success and assuring the College's structures, systems, and processes are equity-centered with the goal of becoming an anti-racist college. Each of the six strategic goals are supported by actionable objectives and success metrics, which are defined as holistic, measurable, available, systematic performance indicators focused on student success and student learning and eliminating equity gaps.

Refocusing mission fulfillment on the Equity-Centered Strategic Plan, Green River College defines mission fulfillment as achieving consistent and measurable progress in each of the six strategic plan goals, as measured by Success Metrics. Success Metrics will be discussed in more detail below.

The Strategic plan includes six goals. Each goal has objectives (strategies) and success metrics (See Appendix A).

Equity-Centered Strategic Plan

In the spring of 2020, Green River College initiated an Equity-Centered Strategic Visioning and Planning process to develop an integrated Equity-Centered Strategic Plan for the College. The Plan's intention was to lay out a vision, mission and set of values which define the College's work and future pathways toward building and acting within a more equitable community. To ensure that the Plan was inclusive of all voices with a stake in the College's success and future, the College carried out a 10-month long community engagement process with a variety of activities designed to ensure that all student, staff, and community voices were heard. The process was guided by the Strategic Plan Steering Committee, working closely and in partnership with the College's strategic planning consultant. The Plan provides a clear vision of the College's goals for the next five years and includes clearly articulated goals, objectives, and success metrics.

The strategic plan also provides a framework to address key challenges and opportunities for the College's work, incorporating the ideas that have emerged from the Green River community throughout the planning process. The planning process also created a first ever Equity Statement and new equity-centered Vision and Mission statements for the College.

The Equity-Centered Strategic Plan includes the College's Equity, Mission, Vision, and Values Statements (See Appendix B).

Success Metrics

Each of the Plan's goals is supported by objectives and success metrics. With success metrics replacing measures of institutional effectiveness based on the College's core themes as reported in the College's 2020 Year Seven Self-Evaluation Report, evaluation plans and reporting structures are being developed for each of the strategic plan success metrics. Success metrics include a combination of more traditional persistence, retention and completion metrics, metrics aligned to the College's work on Guided Pathways, and metrics specific to the College's move to center anti-racist, equity-centered, and inclusive principles by 2026. This is a meaningful change for the College. None of the Indicators of Achievement in the 2020 Year Seven Self-Evaluation Report mentioned equity or measured equity gaps.

The strategic plan directs that:

> *The proposed success metrics will be refined into a more detailed evaluation plan with clear indicators, data sources, and completion targets, that will be used to assess the College's progress toward meeting its Strategic Plan Goals and Objectives more fully manifesting its Equity Statement, Vision, Mission, and Values. The Strategic Plan will be a living, dynamic, and*

accessible document that will evolve along with Green River College into a future that truly provides equitable opportunities for all.

An evaluation plan for each of the 14 metrics is being developed that meets the following criteria:

- Provide meaningful insights for decision-making
- Balance between quantitative and qualitative metrics
- Shift from using disaggregated data as an end-product to using data as a first step to advancing equity
- Balance between leading vs. lagging metrics
- Flexibility based on context, strategies, and environmental factors

In addition to evaluating progress on strategic goals and providing evidence of institutional quality, metrics need to be effective for the purpose of:

- Informing decision-making
- Prioritizing resource allocation and evaluating efficiency tied to funding
- Facilitating improvements in programs and services
- Demonstrating accountability to federal and state policy makers

Documenting progress and ongoing work on strategic plan objectives and success metrics is coordinated by the Institutional Effectiveness (IE) office under the guidance of the College Cabinet. The IE office is responsible for preparing internal and external reports and maintaining all related dashboards. Strategic plan updates will include narrative updates on the strategic plan objectives with progress and completion benchmarks and dashboards for each of the strategic plan's success metrics. These will be posted on the College's website and form the basis of regular updates to the College's Board of Trustees.

Student Achievement

Peer Comparisons

Dashboards benchmarking GRC's performance against regional peer Colleges are being developed based on data available from the Washington State Board for Community and Technical College's (SBCTC) First-Time Entering Students Outcomes Dashboard. The SBCTC dashboard includes research-based outcome measures including credit milestones, retention, completion, post-College, and post-College employment. It also facilitates benchmarking against regional peers within Washington State. Regional peers are being selected based on student demographics and program mix.

Dashboards benchmarking the College's performance against national peers using data available from the Voluntary Framework of Accountability (VFA). GRC has participated in the VFA since 2018. VFA metrics encompass the full breadth of the community College mission and the diversity of students' goals and educational experiences. VFA metrics gauge student progress and outcomes including pre-collegiate preparation (such as developmental education and Adult Basic Education), academic progress and momentum points, completion and transfer measures, and workforce outcomes for career and technical education.

Regional Benchmarking

Regional peers have been selected based on several factors, including student demographics, institution size, geographic location, program mix, and availability of quality data for benchmarking.

The districts for Tacoma Community College, Highline College, and Pierce College border Green River College's district making these colleges logical choices. Because of geographic proximity there are Green River College students who take classes at these neighboring colleges. The other regional peer colleges, Everett Community College and Clark College are similar in size, program mix and demographics to Green River College. Because of their distance from Green River College, they are less likely to share students with Green River College.

College 2021-22	FTE	Headcount	SoC	HU-SOC	Need-Based Aid	Full-Time	Part-Time	Prof-Tech
Green River College	6572	12957	45%	23%	14%	50%	50%	29%
Tacoma Community College	4863	9245	48%	35%	35%	57%	43%	31%

Highline College	5994	12983	54%	36%	52%	36%	64%	20%
Pierce College	6896	13008	47%	36%	31%	53%	47%	21%
Everett Community College	6651	14816	39%	26%	12%	47%	53%	22%
Clark College	5659	11511	32%	24%	30%	49%	51%	17%

While the College has more recently begun the work of creating publicly available dashboards with benchmark comparisons, GRC has previously developed internal dashboards analyzing enrollment trends, success and completion rates by student characteristics, equity gaps in course completion, and graduate transfer outcomes, among others.

The focus of these internal dashboards is to be tools for faculty and staff. One example is the Success and Completion Rates by Student Characteristics dashboard. This dashboard includes course completion and course success rates by modality. Data can be scaled down to the department level and disaggregated by historically underserved student of color, historically underserved low-income, degree-seeking, first generation, full-time, and part-time.

College Overall Course Success Rates:
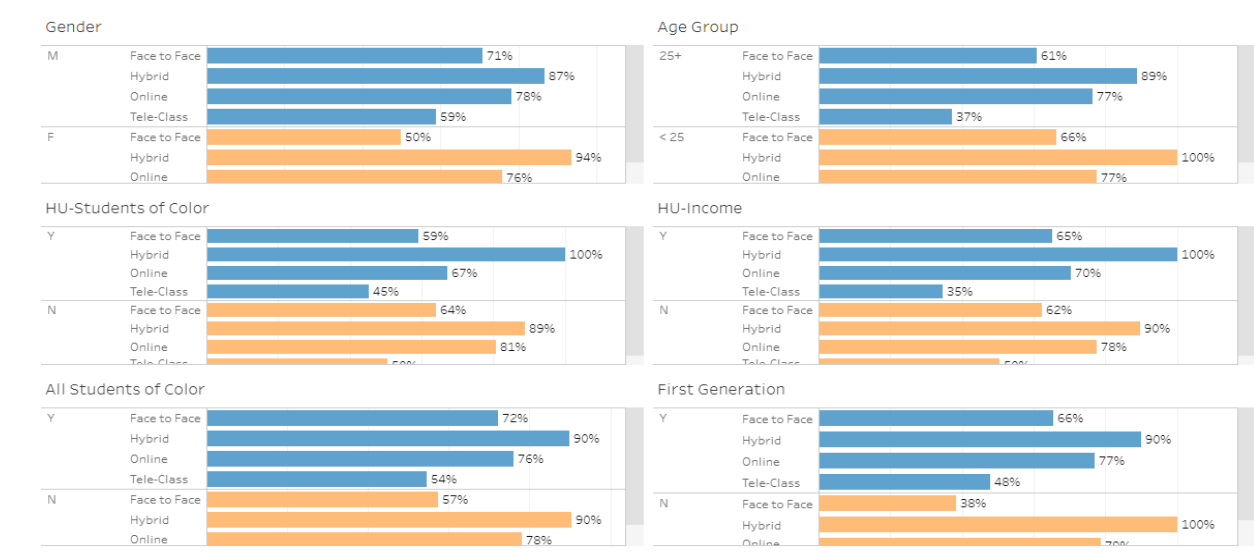
Another example is the Equity Gaps in Course Completion dashboard. This dashboard shows equity gaps in course completion and success rates and allows for greater disaggregation by race/ethnicity and gender. Data can also be scoped to a specific program.

Three Years Completion and Success Rates by Race/Ethnicity and Gender
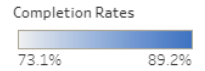(2019-20 to 2021-22 Academic Years)

	Female			Male			Grand Total		
	Dept/Prog Completion	Dept/Prog Success	Enrollment	Dept/Prog Completion	Dept/Prog Success	Enrollment	Dept/Prog Completion	Dept/Prog Success	Enrollment
American Indian/Alaska Native	77.1%	69.3%	589	78.3%	70.8%	520	77.6%	70.0%	1,109
Asian	89.2%	80.1%	21,491	87.0%	80.4%	25,605	88.0%	80.2%	47,096
Black, African American	77.9%	65.9%	6,507	73.5%	60.5%	5,061	76.0%	63.6%	11,568
Hispanic, Any Race	80.7%	67.8%	13,582	81.0%	69.9%	9,884	80.8%	68.7%	23,466
Other Race	85.8%	62.3%	2,388	81.1%	66.6%	1,523	84.0%	64.0%	3,911
Pacific Islander	78.0%	68.0%	777	73.1%	62.2%	569	75.9%	65.5%	1,346
Two or More Races	82.9%	74.2%	8,901	82.0%	73.3%	7,265	82.5%	73.8%	16,166
White	88.4%	78.1%	40,309	85.1%	76.7%	33,866	86.9%	77.4%	74,185
Not Reported	87.4%	74.3%	5,923	85.6%	76.6%	5,164	86.6%	75.4%	11,087

Note. Enrollment less than 10 is suppressed.

Division (All)

Department/Program (All)

Modality (All)

Completion Rates 73.1% — 89.2%

Success Rates 60.5% — 80.4%

% Completion by Race/Ethnicity

Race/Ethnicity
- [ ] American Indian/Ala...
- [ ] Asian
- [x] Black, African Ameri...
- [x] Hispanic, Any Race
- [ ] Other Race
- [ ] Pacific Islander
- [ ] Two or More Races
- [x] White
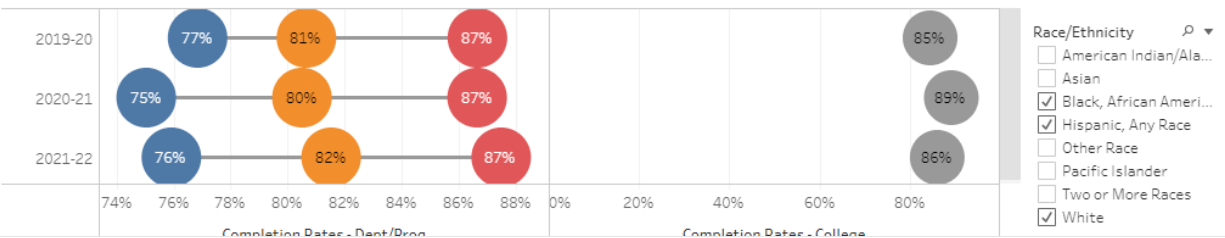
The strength of these internal dashboards is their capacity for narrowing results in many cases to program and course level. External dashboards based on the SBCTC's First-Time Entering Students Outcomes Dashboard will also be important operational tools because of the broader scope of the success metrics.

National Benchmarking

Green River College has been participating in the Voluntary Framework of Accountability since 2018. However, the College has only recently made the decision to use VFA data for national benchmarking and is selecting colleges as the basis for peer comparison. A dashboard comparing retention, persistence and completion disaggregated by race/ethnicity, gender, socioeconomic status, full time/part time status and age group will be published.

Until that dashboard has been developed and published, the VFA Public Outcomes Report is available on the College website.

Programmatic Assessment

Assessment Overview

Over the past year, the Learning Outcomes Committee (LOC) leadership, in partnership with instructional and institutional effectiveness leaders, have examined the larger goals of outcomes assessment at the College and outlined strategies for improving institutional meaning and assessment approaches that directly lead to changes in teaching practices over the 2022-23 academic year.

- LOC leadership, institutional effectiveness leadership, and the LOC members informed committee discussions by developing a summary document of the status and purpose of existing outcomes assessment processes at the course, program, and College levels.
- Discontinued non-implemented contract for outcomes assessment tracking software and placed focus on developing internal procedures that are more meaningful for faculty, both individually and collectively within departments and programs.
- Implemented a common assessment tool for the quantitative and symbolic reasoning (QSR) College-wide outcome across different College departments and programs. Lessons learned included that the tool was not specific enough to courses and programs, leading to a lack of value in the process for faculty and students. There is a desire from faculty to tailor the assessment tools to their discipline, leading to a more meaningful approach with the potential for changes to teaching practices and assessments.
- A framework for faculty to use when determining whether to select the recently approved diversity and equity campus-wide outcome for their course was developed. Faculty have begun implementing this outcome into their courses, opening the door for assessment of this outcome to begin soon.
- The members of the Learning Outcomes Committee, representing faculty from different instructional divisions, provided feedback that there is significant faculty interest in assessing the diversity, equity, and inclusion College-wide learning outcome and that the most valuable part of the College-wide and degree/level assessment processes occurs with collaboration with departmental/divisional/program colleagues on review of the results.
- Faculty continued to complete program assessment projects with these occurring in specific areas that were preparing for programmatic accreditation or were interested in extending work started in previous assessment projects. This level of assessment continues to be a place where faculty have found meaning in doing assessment and will be a place to continue to leverage for future, scaled assessment efforts.
- Convened numerous meetings of assessment leaders to plan the next year. Discussions included timeline, budget, integration with the Program Assessment and Improvement Process (PA&I) and implementation strategy.

Two instructional program assessment examples are provided, representing significant work being done in the English department and nursing program.

Program Review Example 1: English 101 Grounded Theory Assessment

The goal of the assessment project was to better understand what was actually happening for students in English 101 classes and to compare these observations with stated program outcomes. To do this, the project leads examined student work in context by asking faculty to provide a variety of materials. They also conducted student surveys and focus groups. The raw data was compiled, and a qualitative analysis was conducted to look for trends, patterns, similarities, and differences.

Project Goals

- Institute a new way of thinking about and measuring outcomes across divisions, one that is grounded in current assessment and composition theory, relies on "thick description," and not separating writing from its context (practicing what we teach).
- Work from the ground up (student) rather than the top down (instructor); let the materials guide our understanding of 101 classrooms rather than imposing preconceived notions onto them.
- Notice whose student voices and needs are not present or addressed and the conditions that are preventing them from being so, with the ultimate goal of closing the achievement gap.

Learning Outcomes Measured

- Students will produce effective written communication, which demonstrates critical thinking; writing and research processes; and knowledge of genres for workplace, expository, or research writing.
- Students will demonstrate College-level reading skills by summarizing, analyzing, interpreting, synthesizing, and evaluating College texts; and develop an awareness of the approaches writers use for different audiences, genres, and rhetorical situations.
- Students will evaluate how social, economic, and/or political situations can affect the way ideas are produced, distributed, and received.

Process

- Asked instructors to submit: all assigned materials from a major assignment sequence, pre-writing assignments and rubrics, student submissions, final drafts of major projects, reflection journals, attendance sheets, instructors' peer observations.
- Collected data through: student focus groups, a student survey, and a faculty survey.

Findings

- Pre-knowledge/Expectations of 101: Students generally did not seem to have a clear notion of what to expect, though many identified taking a leap of faith anyway. This raises the question of whose voices are not present in 101 due to unclear messaging. Many expressed surprise at how much hands-on support they received, both in and outside of the class, especially those who took the 117 support class.
- Reading/Engagement with the texts: Instructors encouraged a thoughtful reading process by asking students to critically engage with texts, often comparing them and relating them to their own writing. The textbook They Say/I Say was frequently mentioned for helping students implement rhetorical approaches into their own work.
- Research: About a third of assignments (including persuasive writing, annotated bibliographies, podcasts, rhetorical analysis, etc.) required outside research, often three to five sources. Instructors varied in their explanation of how to find and define reliable sources.
- Skills Learned: Faculty focused on teaching writing, research, and editing skills, as well as skills that would help them in other classes. Most emphasized description, thesis-driven argumentative writing, sometimes involving multiple perspectives and/or research, rhetorical analysis, and persuasive writing techniques. Instructors generally prioritized stylistic and rhetorical skills over grammar. Many attempted to teach students "soft skills," such as time management and navigating resources; it seems English 101 has become a catchall for college success skills students may not learn in other courses.
- Class Culture: Instructors frequently involved texts with political and social themes, fostering student engagement and applicability outside the classroom. They also worked to open dialogue with students by having them help create rubrics, calling on them by name, and collecting feedback midway through the quarter. Many noted the difficulty in engaging all students and not just relying on the most vocal ones, which some mitigated by conducting one-on-one conferences in and outside of class.

Barriers to Student Success I'm noticing that all the barriers listed seem to be student deficit focused – were there not barriers outside of the student?

- Students' lack of confidence in their writing ability, or inability to convey their verbal ideas in writing.
- Differences in learning styles and needs within the classroom, especially in students with disabilities, international students, and in classes with a wide age range.
- Students sometimes struggled with the leap between high school and college, navigating the support resources available, and balancing their outside lives with school.

Findings: Outcomes

- Students frequently engaged in analytical writing, especially when expectations for analysis were most explicitly stated in assignments or most clearly built into classroom activities. In particular, students excelled at visual and rhetorical analysis.
- We were hoping to see the reading processes that happen in class but are invisible in the final essay (especially when only embedded quotes are considered). Students DO engage in in-depth reading processes and exhibit strong analytical reading techniques - the issue seems to be that students lack the expertise to fully integrate reading into expository academic writing.
- We interpreted this outcome here to include the analysis of systems of power and oppression, specifically looking for social justice themes in the course content. Very nearly every instructor did touch on social justice in one way or another

Promising Alternative to Traditional Assessment

- Traditional assessment (i.e. reading essays) has excluded many important indicators of learning - e.g., students engage in analysis more when instructors explicitly call for it in assignments, and they often read deeply but struggle to express themselves in writing.
- Can draw out best practices for teaching English 101, including previewing the class at the start of the quarter, de-emphasizing grammar, and emphasizing support services, etc.
- Project could be streamlined and adapted, including simplified material collection, for replication in English and across divisions.

Next Steps

- Clearer student messaging on what to expect in 101 and also how to navigate campus, college life, and support resources.
- Find opportunities for cross-divisional sharing of knowledge around assessment, best practices, and changing the perception that students who pass 101 are ready for all college work.
- IE support: Help interpret and synthesize our data, as well as provide follow-up data - especially important for disaggregation and addressing achievement gaps.
- Institutional support: Need more support from instructional administration to avoid workload issues and/or invisible, unpaid labor. Additionally, how can adjunct faculty with assessment skills be compensated to do some of this work?
- If this project were replicated in English or another division, it could be streamlined to require less time and effort from those putting it together. Once that happened, this kind of grounded theory assessment could be deployed by faculty in many different disciplines, writing-heavy or not. The most useful part of this project turned out to be the student surveys, focus groups, and faculty journals, too, so collecting those emotional, qualitative data turned out to be an important cornerstone in holistic assessment of our classes.

Project leads were English Faculty Jake Frye and Alicia Bones

Program Review Example 2: Nursing PLO Evaluation

The Nursing program's philosophy on education is to have a collaborative process which values the individuality of each student and when the student is actively engaged in his or her learning. The faculty promote critical thinking throughout the nursing curriculum. The curriculum is designed to foster achievement of delineated student learning outcomes that are specific to the mission, expected program outcomes, and the role of the Practical Nurse.
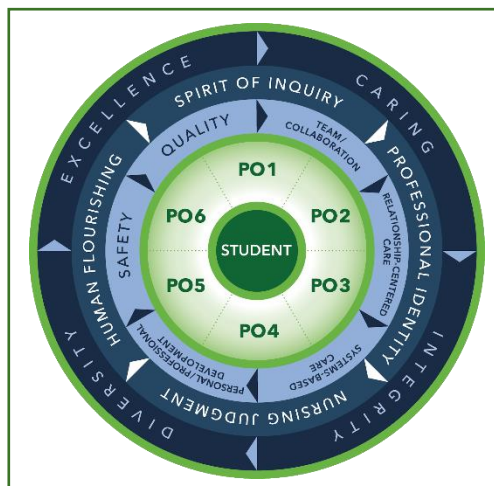
The program's learning outcomes were revised in spring 2018 for the 2018-19 academic year. Directly after her appointment, the ADN reviewed the WACs pertaining to nursing education and found that the curriculum was not in alignment with the requirements. She began working with the nursing faculty to revise the curriculum and learning outcomes to align with the Washington Administrative Code (WAC) and the National League for Nursing (NLN) Practical Nursing Framework as well as industry standards and employer expectations of entry-level proficiency. The revised curriculum changes were accepted by the Washington State Nursing Care Quality Assurance Commission (NCQAC) in spring of 2018 and implemented in fall 2018.

The program created a visual (see Figure V.1) of the program's conceptual framework to show alignment with NLN practical nursing framework. The conceptual framework visual is posted in all Nursing classrooms, labs, faculty offices and hallways.

The program learning outcomes incorporate professional nursing standards and reflect societal and health care trends. Upon successful completion of the Nursing program, a Green River nursing graduate will be able to:

PO 1.   Provide safe, quality, evidence-based, innovative client-centered nursing care to diverse clients across the life span.

PO 2.   Engage in clinical judgement that integrates evidence, nursing, physical and psychosocial science, to ensure healthcare quality and safety, and make client/relationship centered care decisions within the scope of practice of the practical nurse.

PO 3.   Participate in collaboration and teamwork with the inter-professional team, the client, and the client's support persons to provide and improve client care and communication.

PO 4.   Integrate quality improvement activities and advocacy skills to enhance client care.

PO 5.   Utilize information technology and supportive resources to improve client care processes within the healthcare system.

PO 6.   Incorporate legal and ethical guidelines with the scope of practice of a practical nurse to enhance client care and professional development.

Table V.1 provides an overview of the program's curriculum in regard to where students are introduced (I) to each program learning outcome, the program learning outcomes are reinforced (R), and students should be able to demonstrate mastery (M) of each outcome.

Table V.1 Nursing Program Learning Outcomes Curriculum Map															
Nursing Program Learning Outcomes Curriculum Map	**Fall Quarter**					**Winter Quarter**					**Spring Quarter**				
	PNURSE 102	PNURSE 104	PNURSE 103	PNURSE 105	PNURSE 107	PNURSE 112	PNURSE 114	PNURSE 113	PNURSE 115	PNURSE 117	PNURSE 122	PNURSE 126	PNURSE 123	PNURSE 125	PNURSE 127
Students will provide safe, quality, evidence-based, innovative client-centered nursing care to diverse clients across the lifespan.	I	I	I	I	I	R	I	R	R	R	M	M	M	M	M
Students will engage in clinical judgement that integrates evidence, nursing, physical and psychosocial sciences, to ensure healthcare quality and safety, and make client/relationship centered care decisions within the scope of practice of the practical nurse.	I	I	I	I	I	R	I	R	R	R	M	M	M	M	M
Students will participate in collaboration and teamwork with the inter-professional team, the client, and the client's support persons to provide and improve client care and communication.	I	I	I	I	I	R	I	R	R	R	M	M	R	M	M
Students will integrate quality improvement activities and advocacy skills to enhance client care.	I	I	I	I	I	R	I	R	R	R	M	M	M	M	M
Students will utilize information technology and supportive resources to improve client care processes within the healthcare system.	I	I	I	I	I	R	I	R	R	R	M	M	M	M	M
Students will incorporate legal and ethical guidelines within the scope of practice of a practical nurse to enhance client care and professional development.	I	I	I	I	I	R	I	R	R	R	M	M	M	M	M
LEVELS OF MASTERY: "I" = Students are *introduced* to the outcome. "R" = The outcome is *reinforced* and the students afforded opportunities to *practice*. "M" = Students have had sufficient practice and can now demonstrate *mastery*.															

To assess student achievement of program learning outcomes (PLOs), the nursing faculty adopted the programs' clinical evaluation tool, which assesses the students' ability to connect and apply theory to practice in a safe, evidence-based and effective manner. The clinical evaluation tool is in alignment with the PLOs and the NLN practical nursing framework. The clinical evaluation tool assesses students' progressive achievement and mastery of PLOs from quarter to quarter. Each year, the faculty review the tool and the results to determine if it is appropriately measuring student performance and attainment of program learning outcomes.

When the program had to shift from face-to-face instruction and clinicals to online and virtual clinical simulations due to COVID-19, faculty found it difficult to assess student achievement of PLOs using only

the clinical evaluation tool. As a result, the program decided to offer a two-credit NCLEX preparation course utilizing the National Council of State Boards of Nursing (NCSBN) NCLEX review course to all students. The faculty reviewed the NCSBN course materials completed by the students and felt that by successfully completing the review course, the students had met the PLOs.

Review of feedback from students and preceptors during the 2019-20 academic year indicated the clinical evaluation tool needed to be revised to further clarify and differentiate expected proficiencies between written assignments and clinical performance. Students and preceptors felt the clinical evaluation tool created inconsistencies in grading among faculty. To address this feedback, the faculty revised clinical evaluation tool to ensure consistent grading and clarification of expectations for students, faculty, and preceptors. The revised tool was implemented in fall 2020. Results of these changes over three years were evident in an increase in the program's 100 percent time completion rate from 73 percent to 89 percent.

In each course, faculty review the course syllabi with students that outline expected program learning outcomes, course learning outcomes, learning and evaluation strategies. Table V.2 shows an example of how the alignment is listed in the course syllabi.

Table 0.1 Example of Outline in Syllabi Showing Alignment Between Program Learning Outcomes, Course Learning Outcomes, and Assessment Strategies			
CWLO	*PLO*	*CCLO*	*Assessment*
WC, QSR, R, CT, DE	*1,2,3 4,5,6*	*Discuss the role of the nurse, maintaining safety, using the nursing process and clinical judgment, evidence-based practice, and principles of pharmacology to clients across the lifespan.*	*Lecture, Quizzes/In class assignments, Final Exam, Unit Exams, Group Presentations with NCLEX Questions*
WC, R , CT, DE	*1,2,3 6*	*Describe legal, ethical, social determinants of health, cultural and ethnic diversity considerations when providing care for clients across the lifespan.*	*Lecture, Quizzes/In class assignments, Final Exam, Unit Exams, Group Presentations with NCLEX Questions*
R, CT, DE	*1,2,3 6*	*Discuss the health care team and history of nursing including nursing theorists.*	*Lecture, Quizzes/In class assignments, Final Exam, Unit Exams, Group*

			Presentations with NCLEX Questions
WC, R, CT, DE	*1,2,3 4,5,6*	*Describe communication, documentation, and HIPAA regulations as they apply to the care of clients.*	*Lecture, Quizzes/In class assignments, Final Exam, Unit Exams, Group Presentations with NCLEX Questions*
R, CT, DE	*1,2,3 4,5,6*	*Using the nursing process and clinical judgment, discuss basic principles of nutrition, immunology, inflammation and infection control related to the care of clients across the lifespan.*	*Lecture, Quizzes/In class assignments, Final Exam, Unit Exams, Group Presentations with NCLEX Questions*
WC, R, CT, DE	*1,2,3 , 4,5,6*	*Using the nursing process and clinical judgment, discuss care for clients experiencing death and dying, rehabilitation, and pain across the lifespan.*	*Lecture, Quizzes/In class assignments, Final Exam, Unit Exams, Group Presentations with NCLEX Questions*

*Course Unit Exams and Final Exam questions are all individually tied to corresponding PLOs and CCLOs

During clinical rotations, students must correlate theory to what they practice during their clinical experiences. As students progress through the program, they are expected to articulate the relationship of course learning outcomes to program outcomes and how the curriculum fosters their attainment of outcomes. For example, in the first quarter, students are introduced to the PLO on safe, quality patient care and in the second quarter the PLO is reinforced in theory courses through lectures, assignments, and group projects and students get opportunities to practice the skills in labs and clinical. To show students mastered the expected knowledge/behaviors and skills associated with safe, quality patient care, faculty use skills-check offs that get more advanced in subsequent courses and quarters. In the middle and at the end of each quarter, students are asked to evaluate their knowledge and skills related to the PLO against set benchmarks using the clinical evaluation tool. Then faculty, using the same tool, evaluate the students' mastery of the expected knowledge/behaviors and skills.

As the final step, the students and faculty meet to discuss the evaluation and their progression toward achieving the course and program learning outcomes. Table V.3 shows an excerpt from the clinical evaluation tool as it related to the PLO example in the text above.

TABLE 0.2 NURSING PROGRAM CLINICAL EVALUATION TOOL

COMPLETE TO RECEIVE FULL CREDIT (Place a number in the appropriate box using the evaluation guidelines listed above.)	BENCHMARK	STUDENT (Midterm)	INSTRUCTOR (Midterm)	STUDENT (Final)	INSTRUCTOR (Final)
HUMAN FLOURISHING EXPECTED BEHAVIORS Promote the dignity, integrity, self-determination, and personal growth of diverse patients, their families, and oneself to provide individualized, culturally appropriate, relationship-centered nursing care.					
Demonstrate that holistic care is fundamental to patient satisfaction and individualized care.	5	#	#	#	#
Apply national safety standards to patient care recognizing that both the individual and systems are responsible for patient safety.	5	#	#	#	#
Demonstrate respectful communication with patients, their families, and the health care team.	5	#	#	#	#
Respect patient's right to autonomy and self-care decision making.	5	#	#	#	#
Participate in culture changes that empowers patients, families and health care workers to achieve a meaningful work and life experiences.	4	#	#	#	#
Examine personal beliefs, values, and biases in regard to respect for human dignity, equality, and justice.	5	#	#	#	#
Identify barriers to transitions in care including the social determinants of health.	5	#	#	#	#

Moving Forward

College Cabinet

Achieving the College's 2021-2026 Equity-Centered Strategic Plan goals will require a whole college effort and is central to the College's definition of mission fulfillment. In a letter to campus on October 20, 2022, President Johnson invited over 30 college faculty and staff to become part of newly forming college cabinet. She wrote:

> The Cabinet will have oversight of monitoring institutional effectiveness and mission fulfillment as expressed by the College's strategic plan. It is not intended to replace any currently existing workgroup, committee, or council. It is intended to be the group that monitors and integrates the work from various workgroups, committees, and councils from across the College to ensure alignment of multi-level efforts underway at the College to accomplish our strategic plan goals and achieve mission fulfillment. The formation of the College Cabinet is the next step in our work to build a holistic and integrated governance model at the College.

This group of faculty and staff began meeting in mid-November and has been meeting regularly to establish a charter for the cabinet and to address issues around membership and the proper role and scope of the cabinet. Initial concerns about cabinet membership are being addressed but have not been fully resolved. While student representatives and representatives of the Green River Diversity Equity Council (GDEC) and constituent caucuses have been added to the cabinet, faculty concerns about adequate faculty representation have led the faculty chair and co-chair of the Instructional Council to decline to participate. Their concerns centered on the cabinet's role as a shared governance body. Work is ongoing to reengage faculty leadership in the work of the cabinet.

In addition, the College is hiring a consultant to work with college leadership and the College cabinet to further development of cabinet internal working agreements and to create a more positive culture and reduce conflict between administrators, faculty, and staff.

Guided Pathways

Guided Pathways is an equity-centered framework that examines every aspect of the student experience. Green River College's goal is to make the College a more student-ready college and close equity gaps. The work includes studying, reforming, designing, and implementing instructional programs and student support services that help students make informed decisions, improve completion rates, transfer rates, and job attainment in high-demand and high-wage industries and rewarding careers. It

also means building a data-ready culture where any changes that do get implemented are further studied and revised if they are not working to improve student success and close equity gaps. The College's Guided Pathways Work Plan and the Essential Practices are all connected to the College's Equity-Centered Strategic Plan.

Over 110 faculty and staff serve on the Guided Pathways Advisory Team and in seven Action Teams. Each team has at least two Co-Leads, one faculty and one staff, and several Subject Matter Experts and all are expected to share the responsibility of centering equity in the work. The orientation and onboarding processes for everyone working on Guided Pathways requires participation in equity-centered professional development throughout the academic year. The Advisory Team has built a decision-making process for any formal recommendations coming out of the Action Teams. In this process, all College stakeholders are involved, including both faculty and staff unions, the Instructional Council, the Student Affairs Leadership Team, and the Executive Team.

In 2021-2023, the Guided Pathways Advisory Team focused efforts on facilitating a productive work model within the current organizational model. Efforts focused on onboarding new members and liaising with Action Teams to make progress towards monthly and annual goals. Work included the following essential practices: Program Mapping Career and Technical Education and Transfer, Student Engagement, Placement, Progress Monitoring, Structured Exploratory Experience and Data.

The College continues to intentionally engage students in meaningful ways to be involved in Action Teams and centering student voice(s) in broad institutional implementation of Guided Pathways through committee work, surveys, and other focused outreach efforts to include their voices in the equity work.

The Guided Pathways Advisory Board made up of Vice Presidents, Deans, staff, and faculty have provides important opportunities for the campus to understand Guided Pathways through campus-wide forums, presentations, open office hours with the Advisory Team members, provided online access to informative and guiding documents of Guided Pathways Team(s).

Addendum

Recommendation 1

Alongside developing a new strategic plan, the College has been working to develop an effective and widely understood system of governance with clearly defined roles.

In a Town Hall meeting in March 2019, College president Dr. Suzanne Johnson graphically illustrated how many work groups and committees existed outside the College's recognized governance structure. This lack of a coherent governance structure had limited the College's ability to effectively communicate, collaborate, promote inclusive and impactful involvement of staff and faculty across the College, and visibly demonstrate accountability and mutual responsibility. Dr. Johnson emphasized that to move the needle on student completion the College needed a holistic and integrated governance and planning model and shared communication that builds student engagement and collaboration.

Over a series of three Town Hall meetings, between March through May of 2019, the community examined informal governance structures that had evolved over time and indicated an interest in developing a new governance structure. The process revealed a level of disconnection – a lack of awareness among faculty and staff at the College about roles and responsibilities that affected the College's ability to serve students and the community. At the end of spring 2019 and into the fall of 2020 faculty and staff were surveyed to determine which governance model would be the right fit for Green River College. At the end of fall 2019, there were plans to hold follow-up town halls in early 2020 to discuss survey results and next steps in the governance model development. Unfortunately, these plans were disrupted with the onset of the COVID-19 pandemic.

In early 2020, executive leadership made an intentional decision to pause the governance work to provide capacity for navigating pandemic-impacted operations and to focus on the College's next strategic plan.

Governance planning resumed in spring 2022 with a proposal to form a college cabinet. The proposal incorporated lessons learned during the pandemic and the development of the College's equity-minded strategic plan. In a series of two Town Hall meetings in fall 2022, President Johnson reviewed the work done by the governance town hall meetings in 2019 and proposed the College pilot a Cabinet – which had been introduced in the spring 2022 term. This proposal came from the prior town halls and collaborative work across the College in those sessions 0f 2019 and reflected the results of the survey about governance provided to the College spring and fall 2019. The Cabinet is charged with developing systems of communication, collaboration, connection, and shared decision making that lead to mission fulfillment and the successful implementation of the Green River College Equity Centered Strategic Plan.

The Cabinet is a large group of individuals who have mission critical roles with direct/significant administrative responsibilities for college priorities.

The Cabinet's purpose is to monitor institutional effectiveness and mission fulfillment as expressed by the College's strategic plan. The Cabinet does not replace any currently existing workgroups, committees, or council, but will work to ensure the alignment of multi-level efforts underway at the College to accomplish the College's strategic plan goals and achieve mission fulfillment. The Cabinet will also facilitate communication between the Instructional Council (a faculty body), Guided Pathways leadership, the College Council, and the Green River Diversity and Equity Council (GDEC). This work is ongoing and current progress is provided in the Moving Forward section of this report.

Recommendation 2

Outcomes Assessment

There have traditionally been two avenues through which faculty complete Program Assessment on campus. The goal since fall quarter 2022 has been to align these two avenues so they coordinate rather than compete with one another, an effort that was successfully completed since the College's fall 2022 accreditation visit and is currently being implemented.

Historical Context:

The first avenue through which Program Assessment has occurred is through the VPI's office and is called Program Assessment and Improvement (PA&I). This is a comprehensive report that programs complete every 5 years and that focuses on a range of indicators such as enrollments, number of full-time and adjunct faculty, class sections, etc. Part of this report also includes a Program Outcomes Assessment section in which the faculty report on outcomes assessment work completed in their area.

The second avenue through which Program Assessment has occurred is through the Learning Outcomes Committee (LOC). They have funded each division with monies each year to support a program learning outcomes assessment project of their design, and that focused on one or more of their program outcomes. Faculty completed their projects and submitted a report of the process to the LOC yearly.

The initial goal of Program Assessment as administered by the LOC was to support faculty in assessment projects that they could then report in summative form in their PA&I report. However, the separation between the LOC and VPI's office complicated this effort. For example, the two processes were not aligned in terms of timing, so faculty were unclear that one was supposed to feed into the other. Messaging for each of these also came from various places with the outcomes assessment yearly projects coming from the LOC and the overall PA&I coming from the VPI's office.

Revision Process to Program Assessment

The process to coordinate and align the two avenues of Program Assessment began in fall 2022 when the LOC collaborated with both the Instructional Council (I.C.) and the VPI's office to develop and implement a new plan. The following were revisions to the process.

- Change LOC title of Program Assessment to be more narrowly focused on Program Outcomes Assessment. (Faculty were confused between the more global Program Assessment of PA&I and the more instructional/outcomes focus of the projects the LOC was requesting of them. This name change helped to clarify the difference.)
- Clarify for faculty that Program Outcomes Assessment was part of the larger PA&I report, therefore helping to align these two by clarifying that one was housed within the other.
- Allocate monies for Program Outcomes Assessment to PA&I units rather than divisions. This more equitably allocated funding across programs.
- Shift the one-year Program Outcomes Assessment cycle to two years. This supported longer and more meaningful assessment projects for programs as the one-year cycle was too fast for many areas and supported only superficial assessments. It also fits the budget available in the LOC for supporting faculty to do this work.

Coordinate with the VPI's office to align the PA&I schedule with the Program Outcomes Assessment schedule. Faculty in years 1 and 3 of the PA&I cycle would be offered monies from the LOC to support a Program Outcomes Assessment project. They would summarize findings from those projects in their year 5 PA&I report.

Work was done in fall 2022 to get faculty feedback on revisions. The LOC then recommended this revision to the I.C. and the VPI's office who both approved it at the end of fall quarter 2022.

Winter quarter 2023, the LOC reached out to programs in years 1 and 3 of their PA&I cycle, inviting them to complete a Program Outcomes Assessment project for which they would be supported with LOC funds. Faculty who accept this invitation will work with the LOC Co-Chairs and Reps as needed to design a project that fits their outcomes as well as what they want to study about their Program Outcomes. Faculty in these areas will submit a final report of their project by the end of year 2 of the outcomes cycle. This will then support a summative report within the larger PA&I report when they are required to write this for the VPI's office.

Appendix

Appendix A: Strategic Plan Goals, Objectives, and Success Metrics

Goal A: Success for all students
Close opportunity gaps and remove barriers to student success

Objectives

A.1 Implement anti-racist, equity-centered, and accessible practices that remove barriers of placement and course sequencing in developmental English and math to support students' successful transitions to and through college.

A.2 Create a campus-wide mentorship program for the length of students' college careers to increase student engagement, persistence, and completion.

A.3 Reduce students' personal and financial barriers to college access, retention, persistence, and completion.

A.4 Adopt the Guided Pathways framework to support students' pathways and transitions to, through, and beyond the College.

A.5 Implement mechanisms to continuously assess student, employee, and community needs and success barriers, and establish systems for reviewing and acting on this feedback.

Success Metrics

Success Metric [Start of Student's Journey]: The College has implemented a comprehensive student onboarding process by 2026 that includes all students having educational, financial, and career transition plans by their 2nd quarter of enrollment.

Success Metric [Progression of Student's Journey]: Students' opportunity gaps in retention, progression, and completion are reduced or eliminated by 2026.

Success Metric [End of Student's Journey]: Increase the College's student completion rate from 38% to 43% with minimal or no opportunity gaps by 2026.

Goal B: Excellence in Teaching and Learning
Ensure That Teaching and Learning Processes Embody Equity-Centered Principles that Close Opportunity Gaps.
Objectives
B.1: Implement a robust, College-wide program of teaching and learning that supports excellence via professional development in high-impact practices for faculty and staff and ensures that faculty and staff are trained in equity-centered and inclusive approaches.

B.2: Offer multiple modalities of teaching that balance course offerings between on-campus, online, and hybrid classes, to increase student success and to maximize opportunities for students with diverse learning styles and instructional needs.

Success Metrics

All faculty and staff have been trained in anti-racist, equity-centered, and inclusive Diversity, Equity, and Inclusion principles by 2026.

Decrease or eliminate instructional opportunity gaps related to race, gender, economic, and other demographic factors by 2026.

Goal C: Responsive Educational Programs and Support Services
Provide a Full Range of Educational Programs and Support Services that Meet Students Where They Are to Achieve Their Educational, Career, and Personal Goals.

Objectives

C.1: Implement culturally relevant and equity-centered employee training focused on providing effective student services to the College's diverse student population.

C.2: Improve and expand student advising, support service delivery and interventions, as well as student, faculty, and staff engagement in support services, to increase students' engagement, persistence, and completion.

C.3: Provide robust career services and pre-employment activities that prepare all students for professional opportunities and strengthen industry partnerships.

C.4: Provide a full range of learning opportunities, instructional programs, curricula, and modalities aligned with student and community needs.

Success Metrics

The College has fully implemented Guided Pathways by 2026 to help more students achieve their college goals.

Increase the percentage of students who feel like they belong at Green River by five percentage points per year by 2026.

Goal D: Integrated and Effective Organizational Structure, Systems, and Processes

Align the College's Organizational Structure, Systems, and Processes with Equity-Centered Principles and Practices to Become an Anti-racist College and Break Down Equity Barriers for Students, Faculty, and Staff.

Objectives

D.1 Develop the infrastructure and capacity to expect and support all current and future employees to engage in ongoing training, educational and professional development opportunities to become an anti-racist institution that is culturally responsive to the evolving needs of the community.

D.2 Require that all recruitment, hiring, compensation, and retention processes follow equity principles; eliminate biases; and increase the diversity of faculty, staff, and administrators.

D.3 Implement employee onboarding processes that set up new team members for success to retain a diverse and unique talent pool.

D.4 Require that all College locations, employees, students, and stakeholders are treated equitably with respect to campus support and resources, such as funding, policies/processes, programs, facility space, maintenance, safety, and events.

D.5 Establish a well-defined shared and collaborative governance structure aligned with the Strategic Plan that includes robust employee involvement and inclusion.

D.6 Implement new and revise current policies and processes to be an anti-racist, equity--centered institution.

Success Metrics

The College has implemented an equity-centered framework for employee recruiting, hiring, and onboarding by 2026 that include employees having professional development plans incorporating anti-racist and DEI principles.

The College has implemented a comprehensive organizational framework by 2026 that uses equity-centered principles in shared governance, planning, resource allocation, assessment, and policy development.

Increase the percentage of faculty and staff of color to be comparable or exceed that of neighboring colleges by 2026.

Goal E: Accessible and Responsive Facilities and Technology
Optimize Educational Facilities and Technology to Support Student Success and Excellence in Teaching and Learning.

Objectives

E.1 Create a welcoming environment to promote and affirm equity and inclusion for all who enter the main campus, branch locations, and the College's online domains.

E.2 Create an equity-centered Facilities Master Plan with full participation of the campus community that promotes excellence in teaching and learning, and a welcoming and inclusive environment for faculty, staff, and students.

E.3 Create an equity-centered Technology Plan that ensures equal access for students to technology and virtual student support services and improves the quality of and accessibility to college technology for all stakeholders.

Success Metrics

Increase the percentage of students, faculty, staff, and community members who feel welcomed at Green River by 5% per year. [how do we measure?]

The College has adopted a Facilities Master Plan and a Technology Plan that support excellence and equity-centered teaching and learning by 2026. [how do we measure progress?]

Goal F: Impactful Community Connections

Strengthen the Connections Between the College and the Local, Regional, and Global Community to Become the First Choice in Partnership with Those Communities, Their Institutions, and Industries.

Objectives

F.1: Increase and deepen relationships between the College and community stakeholders (K-12, higher education, industry, government, nonprofits, etc.), locally and globally, to improve teaching and learning; student access and success; to advance equity and social justice; and to contribute to community vitality.

F.2: Implement communication strategies, both internal and external, that demonstrate the College's dedication to a quality student experience, services, diversity, equity, inclusion, and anti-racism.

F.3: Strengthen the identity of the college as an institution dedicated to diversity, equity, inclusion, and anti-racism.

Goal F: Success Metrics

Success Metric: Green River is top of mind among institutions of higher education in the region by 2026.

Success Metric: Green River is considered a valuable asset to the community and key stakeholders by 2026.

Appendix B: Equity, Mission, Vision, and Values Statements

Equity Statement

The Green River College Promise:

We commit to be an anti-racist institution where all students, faculty, and staff receive the access, resources, and services needed to achieve their educational, career, and personal goals. Green River College makes social and economic justice, equity`, and inclusion our highest priorities.

The Green River College definition of equity encompasses all identities, including but not limited to race, ethnicity, economic status, gender identity, sexual identity, disability, religion/spirituality, immigration status, age, and culture. We understand individual needs vary widely, and the effects of discrimination and historical oppression must be taken into account while aiming for equitable opportunities and outcomes for all.

Let this be a call to action to all members of the Green River College Community: everyone must contribute to this on-going effort to achieve equity for all.

Mission Statement

Green River College welcomes our diverse local and global communities and is committed to meeting students where they are by providing inclusive, equitable access to innovative and comprehensive educational programs, and individualized support that empowers and prepares students to achieve their personal, educational, and career goals.

Vision Statement

Green River College will be an equity-centered leader in higher education committed to excellence in teaching and learning, to being an anti-racist College, and to advancing social and economic justice.

All members of the College community will feel a strong sense of belonging and, together, build a culture of care. The racial and ethnic diversity of staff, faculty, and leadership will reflect the diversity of the communities we serve.

Green River will be:

- The destination of choice for post-secondary education.
- First choice in partnership with our community, its business and industry.
- Ranked among the best nationally in student achievement, closing all opportunity gaps.

- Recognized for its preparation of students for the global workforce and for civic engagement in an increasingly diverse, interdependent world.

Core Values

- Anti-Racism, Diversity, Equity, and Inclusion: We are committed to becoming an anti-racist college. We examine our own and others' identities (race, ethnicity, economic status, gender identity, sexual identity, disability, religion/spirituality, immigration status, age, and culture), institutional roles, behaviors, and cultural perspectives, as these relate to power and privilege in the advancement of equity and social justice.
- Belonging: We respect difference and make intentional space for the needs, experiences, ways of communicating, expertise, and leadership of those who are most impacted by systemic and structural inequities. We promote a culture of care including love, joy, peace, patience, and kindness in our interactions with students, staff, faculty, and community partners in recognition of the human condition.
- Accessibility: We recognize, respect, and celebrate people with disabilities, including physical, cognitive, sensory, intellectual, developmental, and non-apparent disabilities. We commit to equitable opportunities, including the provision of accommodations, and the creation of welcoming, inclusive, and accessible classrooms, curricula, campus spaces, and virtual environments. We recognize disabilities have no social and economic boundaries.
- Accountability: We develop and implement mechanisms for accountability in the hiring process, teaching, student support services, employee relations, financial stewardship, and governance, in order to ensure the meaningful participation of all constituents, anchored in transparency and respectful interactions.
- Community Engagement: Our multiple campuses in our service areas collaborate to contribute to the educational, economic, and social development of our communities through responsive programs, continuing education, and community and library partnerships.
- Growth and Development: We allocate the required resources towards equitable lifelong learning, professional development, and career advancement of our staff, faculty, and students.
- Global Responsibility: We foster civic responsibility by understanding the critical issues and challenges affecting the diverse communities on our campuses, regionally, nationally, and around the world. We cultivate respect and empathy for cultural difference, honoring the dignity of multiple languages and being mindful of cultural biases.
- Acknowledgement and Stewardship of the Natural Environment: We acknowledge the land on which Green River College sits as the ancestral home of the Muckleshoot Indian Tribe. We commit to the beautification, preservation, and sustainability of our campuses' natural resources.
- Innovation: We develop innovative programs, policies, practices, operations, and infrastructure that respond to evolving needs and opportunities.