Year One
Self-Evaluation Report

**Prepared for the
Northwest Commission on Colleges and Universities**

**Green River Community College
March 1, 2014**

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Institutional Overview

Green River Community College is a two-year public college centrally located between Seattle and Tacoma in Auburn, Washington. It began as an outgrowth of the Auburn School District, which, in 1945, started an adult evening education program. The state legislature approved the startup of a community college in 1959. By 1963, the State Board of Education approved the establishment of Green River Community College. Since 1965, the College has been located on its current site—a heavily wooded hilltop campus of 250 acres. As community needs expanded, the College added branch campuses in downtown Kent (1986) and in Enumclaw (1996).

Dr. Eileen Ely has served as the president since 2010. Dr. Ely was raised in the College's district and had even attended the College for a brief period. She served as president of Western Nebraska Community College in Scottsbluff, Nebraska for five years and is well versed in the many roles of a community college president. Dr. Ely has brought an experienced skill set to the College. Her strong communication skills and deep understanding of severe budgetary challenges in a community college system are serving the College well.

Green River offers courses and programs leading to a variety of associate degrees and certificates in college transfer and Career and Technical fields. The College also offers developmental and adult basic skills programs, including high school completion, and a range of continuing education noncredit courses for professional growth and personal enrichment. In 2012-2013, the College employed 149 full-time faculty, 421 adjunct faculty, and 358 classified and exempt staff. In October 2013, the Northwest Commission for Colleges and Universities (NWCCU) granted candidacy status for Green River's first Bachelor of Applied Science degree in Information Technology. The college launched the program in Winter Quarter 2014.

In 2012-2013, the College served approximately 19,200 students, representing over 9,000 annualized full-time equivalent (FTE) students. The FTE enrollments were distributed across the College's mission areas (i.e., core themes) as follows:

- College Transfer Education – 50%
- Career and Technical Education – 29%
- College Readiness Education – 11%
- Continuing & Community Education – 10%

Shifting populations in the College's service area over the last five years have changed the demographics of students attending Green River. Since the 2008-2009 academic year, the student population of color has grown 27 percent. Currently, over 36 percent of the student body is of color, and the two largest minority groups are Asian at 15 percent and Hispanic at 9 percent.

Since 2007, the College has added several new buildings at the main campus to accommodate expanding enrollment and programs. The **Marv Nelson Science Learning Center,** which centralizes the College's "wet lab" science programs within one location, was completed in spring 2007. **Zgolinski Welcome Center,** completed in spring 2008, was created to align all student entry services around a comprehensive service model and to better prepare prospective and new students for college entry regardless of point of entry and level of preparedness. The

Salish Hall building; which replaced the aging Humanities (HS), Social Science (SS) and Business & Industry (BI) buildings; opened in 2011. This facility houses faculty and staff from Social Science, Humanities, Fine Arts, English, and Business programs. It is the cornerstone of the College's cultural and historic connection to the community. A most recent addition was the completion of a complete renovation of Cedar Hall, formerly known as the Science, Mathematics and Technology building (SMT). It houses Mathematics, Technology, Natural Resources and Early Childhood Education. The **Kent Campus**, which is the largest branch campus, tripled its capacity in 2009.

Construction of a new Student Life Center will begin in late January 2014 and will house student programs, athletics, food service, bookstore, conference services, a large dining hall and conferences rooms, as well as a new fitness center. Construction of a new Trades replacement facility will begin in April, 2014 and will house Automotive, Auto Body, Carpentry, Manufacturing, and Welding. Both the Student Life Center and the Trades facility will be completed in the summer of 2015, in time for the College's 50th anniversary.

Green River operates as a publicly-funded comprehensive community college. Based on the Revised Code of Washington (RCW), the state of Washington has mandated community and technical colleges be open to all citizens, and comprehensive — providing college transfer and career and technical courses; basic skills and literacy training; plus opportunities for community involvement of an educational, cultural and/or recreational nature.

Preface

Brief Update on Institutional Changes Since the Last Report

The NWCCU approved Green River's substantive change request in October 2013, which gives Green River Community College candidacy status to offer their new Bachelor of Applied Science program in Information Technology. A fully enrolled program was launched in Winter Quarter 2014.

Over the past three years, Student Affairs (formerly Student Services) has been restructured to address current and future needs of the division. Additional responsibility and support areas were assigned to the Vice President of Student Affairs, and the two dean structure (i.e., Dean of Student Success and Retention, and Dean of Enrollment and Completion) became inadequate to meet the needs of a growing division. Consequently, a third dean position (Dean of Campus Life was added.

Several major modifications in the last year reflect Student Affairs changes which meet current and future needs:

- Student Affairs focus on service learning improved collaboration with Instruction
- director of Campus Veteran Resources was hired to provide leadership and direction for Green River's growing veteran student population
- intentional focus about diversity, equity and inclusion has led to further collaboration
- additional resource shifts required dedicated leadership from Student Affairs in transitioning to a new statewide data system

Overall, this new, enhanced structure supports the access and retention of our students and has increased interactions among departments. The result is a "student-centered" and "learning-centered" approach to student learning and support. This leadership team of Student Affairs purposely collaborates closely with instructional leaders, developing intentional and responsive college-wide initiatives to improve and simplify services that lead to student success.

Since the 2008-2009 Academic Year, the fiscal climate has been uncertain with state budget reductions and the looming threat of each year bringing more – either in normal budget cycles or emergency cuts. Fortunately, so far in 2013-14, no cuts in state funding have occurred. However, the College is still vigilant and continuing its strategy of being conservative with budgeting and using revenues from non-state-supported areas such as Running Start and International Programs to supplement operating expenses. This strategy will continue to play an increasingly significant role for the College to offset the severity of any future state budget cuts.

Response to Recommendations/Issues Requested by the Commission

Green River received two commendations and five recommendations at the end of its Year Seven Peer Evaluation in July 2013. The NWCCU Year Seven Peer Evaluation provides details on the recommendations.

Recommendations:

Recommendation 1. The evaluation team recommends that the College ensure the alignment between the mission statement and the core themes – that the core themes "individually manifest" and "collectively encompass" the College mission statement (1.B.1), that the core theme objectives and verifiable indicators be sufficient to evaluate the accomplishment of core themes (1.B.2), and that the evaluation of programs and services be holistically informed by indicator data for each core theme objective (3.B.3, 4.A.4).

Since receiving this recommendation in July 2013, Green River has updated its mission in Board Policy CO-1 to reference the four core themes as "comprehensive educational programs", in which the term "comprehensive" refers to the four types of education offered by the College. Educational programs are specifically defined as College Transfer Education, Career & Technical Education, College Readiness Education, and Continuing & Community Education. The core themes encompass "comprehensive" with respect to the College mission. Washington State law also defines comprehensive educational training under RCW (Revised Code of Washington) 28B.50.020, with which Green River's core themes align. This law is also referenced in Board Policy CO-1.

The 2012-2013 monitoring reports to the Board of Trustees outline the plan for operationalizing the indicators for 2013-2014 implementation year of the College Strategic Plan, which purposefully aligns with the mission, core themes, and core objectives. The Department of Institutional Effectiveness is leading this work in collaboration with the Continuous Improvement Committee and the core theme councils. The College will address this recommendation fully in its Year Three Self-Evaluation.

Recommendation 2. The evaluation team recommends that the College clarify and operationalize its system of governance with particular attention to communication regarding process and decision-making with all college constituencies (2.A.1).

After a Board of Trustees resolution to adopt a Participatory Governance Policy in November 2013, the College will begin work in operationalizing this policy in Spring 2014. Per the request of the NWCCU, the Addendum of this Year One Report contains further information on this recommendation.

Recommendation 3. The evaluation team recommends the Board reviews regularly, revises as necessary, and exercises broad oversight of institutional policies (2.A.7).

Starting in August 2013, the Board of Trustees, in collaboration with the Executive Director of Marketing and Communications, has conducted major revisions of Board Policy on a monthly schedule. Per the request of the NWCCU, the Addendum of this Year One Report contains further information on this recommendation.

Recommendation 4. The evaluation team recommends that the College undergo an external financial audit for each year of operation (2.F.7).

Green River is working with the Washington State Board of Community and Technical Colleges (SBCTC) and the Washington State Auditor's Office (SAO) to resolve this recommendation as part of a Washington State system wide effort. The College is currently working with the SBCTC on developing GAAP (Generally Accepted Accounting Principles) compliant audited financial statements at an institutional level.

As this is a Washington system wide effort, the current projected audit schedule is prioritized by the accreditation schedules of the other Washington State community and technical colleges. Green River will follow Walla Walla Community College and Shoreline Community College in the state audit. This recommendation will be completely addressed in an ad hoc report that will be submitted to the NWCCU on September 2, 2014.

Recommendation 5. The evaluation team recommends that the College move aggressively to implement an effective and comprehensive system of direct and authentic assessment that appraises student accomplishment of existing course, program, and college-wide learning outcomes from which are derived meaningful results that provide clear direction for curricular and instructional improvement. (4.A.3, 4.A.6, 4.B.1, 4.B.2)

In July 2013, the Department of Institutional Effectiveness hired an Institutional Assessment Coordinator to support the work of the Learning Outcomes Committee. The position roles are: 1) serving as a methodology consultant for faculty teams who lead the College-wide learning outcomes assessment, and 2) working with the Learning Outcomes Committee to help faculty focus on department and program level outcomes assessments and documenting curricular improvements based on these assessments.

A major goal of the Learning Outcomes Committee is to blend organically direct assessment of student work with the structures already developed in the past 10 years to help minimize the additional faculty workload arising from direct assessment and documentation of curricular improvement. The College will address this recommendation fully in its Year Three Self-Evaluation.

Commendations:

Green River received two commendations in the following areas: its employees' passion and dedication to student success, teaching and learning; plus its campus facilities and environment.

Chapter One: Mission, Core Themes, and Expectations (Standard 1)

Executive Summary of Eligibility Requirements 2 and 3

ER 2. Authority
Green River is a publicly funded comprehensive community college and is authorized to operate as an institution of higher education by the State of Washington under the Community College Act of 1967 (revised as the Community and Technical College Act of 1991). Green River is approved to award associate degrees and certificates as a higher education institution under the Revised Code of Washington (RCW 28.B.50). The NWCCU has granted the College candidacy status for the Bachelor of Applied Science degree, following approval by the State Board of Community and Technical Colleges under the Revised Code of Washington (RCW 28B.50.810).

ER 3. Mission and Core Themes
Green River's mission statement was adopted by the Board of Trustees under Board Policy CO-1 in 2013. The mission guides the College in its planning and operations. The College's four core themes derive from the mission statement and represent the educational interests of its students and community. The core themes were adopted by the Board of Trustees in 2013.

Standard 1.A Mission

1.A.1 - Mission Statement

The Green River Community College mission statement is:

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

> **Comprehensive educational programs: College Transfer Education, Career & Technical Education, College Readiness Education, Continuing & Community Education*

The Board of Trustees approved the mission and the 2013-2020 Strategic Plan in March 2013, adopting the mission in its college outcomes under Board Policy CO-1. The mission statement is widely published, appearing on the College's website, the Board Policies, in its catalog, and on posters in all classrooms and offices. The mission statement is also included in various documents accessible and shared with students, employees, and community members.

The College will review mission, core themes, and core objectives on a seven-year cycle as part of its strategic planning process. This review aligns with the seven-year strategic planning cycle, purposefully designed to match the accreditation cycle.

1.A.2 - Interpretation of Fulfillment of the Institution's Mission

Green River defines fulfillment of its mission by demonstrating an acceptable level of performance of its core themes, individually and collectively. Table 1A2-1 shows the College's four core themes with their definitions as described below and in the 2013-2020 Strategic Plan.

Table 1A2-1. Core Themes and Definitions

Core Theme	Core Theme Definition
College Transfer Education	Provide programs and services that prepare learners for transition to and success in further degree programs
Career & Technical Education	Provide programs and services that prepare learners for professional and technical career readiness, transitions, and advancement
College Readiness Education	Provide pre-college programs and services that prepare for successful transition to college
Continuing & Community Education	Provide programs and services that reflect a commitment to the professional, social, and personal enrichment needs of the community

The scorecard method of evaluating College performance applies each core theme's share of the College's total full-time equivalent (FTE) enrollment. This weighting method was implemented in the 2011 Year One Report for Green River's first iteration of the current accreditation standards in its condensed accreditation cycle from seven years to three years (2009-2010 through 2011-2012).

This new accreditation cycle employs a fixed baseline average of five years' FTE enrollments for a percentage weighting among the core themes. The baseline's years comprised academic years 2008-2009 through 2012-2013, as they represent the state of the College before adoption of the Strategic Plan. Generally, a fixed five-year baseline average will be the heuristic that permeates all quantitative core indicators and core indicators that evaluate core objectives to the weighting of the summed and summarized core themes values for mission fulfillment. The fixed five-year baseline average is designed to smooth out unusually high or low academic years that may possibly be associated with environmental factors, such as state funding reductions or unusually high or low enrollment possibly influenced by economic conditions or changes in service area population.

The core indicators themselves are evolving each successive year as the institution learns from implementing the Strategic Plan and aligning operational and annual planning with the Strategic Plan. If a core theme council decides to change a core indicator through knowledge gained from implementation and ongoing review, the baseline for that indicator will be readjusted to reflect that definitional change — in other words, changes made by operationalizing or putting the core indicator into practice. The Department of Institutional Effectiveness expects most major indicator changes will take place during the first two years of the Strategic Plan implementation and diminish in the latter five years of the accreditation cycle. Any such changes will be detailed in the Year Three Self-Evaluation Report in 2016 and documented throughout the accreditation and strategic planning cycle.

In general, enrollment and cohort based indicators use a five-year baseline average to compare the seven implementation years of mission fulfillment and the College Strategic Plan. Deviations from this five-year baseline heuristic are a result of data availability and collection issues. This report discusses each deviation in Section 1.B of this report, as well as the status of development of each core indicator and its respective baseline.

Table 1A2-2 shows the baseline points derived from each core theme's weighting of the mission based on FTE distribution. The points correspond to percentages with the total mission fulfillment figure out of 100 points. The core theme reports to the Board of Trustees for each implementation year will show the progress-to-date. In addition to core theme reports addressing each core theme separately, the College Board of Trustees will receive a yearly progress report for mission fulfillment for each year in the seven-year accreditation and strategic planning cycle.

Table 1A2-2. College Mission Fulfillment Scorecard

5-Year Baseline* plus 7 Academic Years Performance			
Core Theme	**Points Possible**	**Core Theme Performance**	**Mission Fulfillment**
College Transfer Education	51	X	X%
Career & Technical Education	29	X	
College Readiness Education	12	X	
Continuing & Community Education	8	X	
Total for College	**100**	**X**	**Below, Meets, or Exceeds Expectations**

*Baseline: Points represent proportion of Total Annualized FTE from Academic Year 2007-2008 through Academic Year 2012-2013

The performance within each core theme area is evaluated by the assigned core theme council in consultation with the Department of Institutional Effectiveness to help determine if performance meets, exceeds, or falls short of set criteria. The performance is then given a point value (see Table 1A2-2). Total performance for the College is subsequently determined by computing the performance point values across the four core themes every three years to an initial five-year baseline.

A corresponding scorecard was developed for each of the core themes using a methodology similar to the College-wide scorecard. Section 1B of this report presents each core theme's scorecard in detail, including the weight assigned for each core theme in total, each core of objective's weight in determining its score, and what combination of weightings for each indicator comprises a given core objective.

Articulation of an Acceptable Threshold or Extent of Mission Fulfillment

The evaluation of the College's performance pertaining to mission fulfillment is rated using the following scale: Exceeds Expectations, Meets Expectations, and Below Expectations. The Board of Trustees determined the performance thresholds for each category after careful analysis of five-year trend data. Tables 1A2-3 and 1A2-4 show the mission fulfillment criteria and thresholds:

Table 1A2-3. Threshold Criteria for College Mission Fulfillment for Core Theme Indicators

Threshold Category	Performance Range
Exceeding Expectations	More than 5% above baseline after seven academic years.
Meets Expectations	Plus or minus 5% from baseline after seven academic years.
Below Expectations	More than 5% below 5% from baseline after seven academic years.

Table 1A2-4. Performance Thresholds for Overall College Mission Fulfillment

Threshold Category	Performance Range
Exceeding Expectations	Higher than 85 percent
Meets Expectations	75 percent to 85 percent
Below Expectations	74 percent or below

The Board of Trustees requires that an acceptable threshold of mission fulfillment should fall within the "meets expectations" or "exceeds expectations" ranges. Progress on mission fulfillment will be reviewed by the Board, via the core theme reports and the mission fulfillment report, each year for the seven-year accreditation and strategic planning cycle.

Standard 1.B Core Themes

1.B.1 Core Themes

Students come to Green River for a variety of reasons; thus the College serves students by providing them with opportunities for developing a wide range of skills and abilities. A student may enroll at the College with the hope of transferring to a baccalaureate institution, seeking training for a changing job market, or gaining the skills needed for everyday life. The identified core themes represent the major instructional mission areas and services necessary to meet the needs of the College's community.

The College's four core themes comprise the key functional areas that support the College mission as defined by the College Outcomes (CO) board policies and the College Strategic Plan:

- Board Policy CO 3 Core Theme - College Transfer Education
- Board Policy CO 4 Core Theme - Career and Technical Education
- Board Policy CO 5 Core Theme- College Readiness Education
- Board Policy CO 6 Core Theme- Continuing and Community Education

Each core theme has five core objectives, which are derived from five of the College's core values. Board Policy CO-8 defines Green River Community College's core values. Specifically, the core themes are evaluated by indicators measuring these five core objectives weaving a "basket pattern" across the four core themes as shown in Table 1B1-1.

Table 1B1-1. "Basket Model" showing Core Themes with Core Objectives.

	Core Themes			
	I. College Transfer Education	II. Career & Technical Education	III. College Readiness Education	IV. Continuing & Community Education
Core Objectives	A. Access			
	B. Success			
	C. Equity			
	D. Responsiveness			
	E. Collaboration			

The College has identified indicators for each of the five core objectives within each of the four core theme measurement schemes, as described below in sections 1.B.2 -1 through 1.B.2 -4.

1.B.2 -1. Core Theme I College Transfer Education (CTE) (Board Policy CO 3):

Green River Community College will provide programs and services that prepare learners for transition to and success in further degree programs.

A major component of the College's mission is to prepare students who intend to transfer to baccalaureate institutions successfully. Green River is well-known for its strong transfer education, especially in the areas of math, humanities, and science. The majority of transfer students who enroll at the College seek an Associate degree with one of various direct transfer agreements (DTAs) with four-year institutions; however, the College also enrolls students who wish only to complete prerequisites for their major prior to transfer to a four-year institution. College Transfer Education is delivered by six academic divisions: Fine Arts, Mathematics, Social Science, English, Humanities, and Science. This core theme accounts for more than half of the College's total enrollment.

College Transfer Education: Core Objectives, Core Indicators, and Rationale for the Selection of the Respective Core Indicators of Achievement (51 points possible for Core Theme: based on 51% of FTE)

				Points Achieved Points out of 10.2
Core Objective I.A Access – increase student access through availability of needed classes, advising, collaboration among programs and alternative educational strategies with special attention to diverse student populations.				
Indicator	**Description**	**Baseline**	**Target**	**Points**
I.A.1	Number and percent of students with an educational plan coordinated to achieving their educational goals.	Under development.	Target under discussion with CTE Council.	Achieved Points out of 2.55
I.A.2	Number and percent of transfer pathways available in multiple modalities and formats.	Inventory of degree and transfer pathways (12), plus degrees and transfer pathways in traditional, hybrid, & online formats (to be determined).	Target under discussion with CTE Council.	Achieved Points out of 2.55
I.A.3	Number and percent of College Transfer learning resources available in multiple languages.	Under development.	Target under discussion with CTE Council.	Achieved Points out of 2.55
I.A.4	Relation of College Transfer demographics to community demographics and associated gaps.	Five-year baseline compared to US Census & K-12 School District Population. College Transfer Students (excluding International Students): 63% White, 31% of Color, 6% Not Reported. Service Area Population: 61% White, 39% of Color. K-12 Population: 46% White, 54% Of Color.	Target under discussion with CTE Council.	Achieved Points out of 2.55
Rationale for Indicators for I.A. Access. These indicators measure holistically access with respect to the changing demographics of the College's service area – in addition to service to these students via academic plans and pathways.				

				Points Achieved Points out of 10.2
Core Objective I.B. Success increase student retention, completion, transfer rates, and proficiency in four-year programs for all students with special attention to diverse student populations.				
Indicator	**Description**	**Baseline**	**Target**	**Points**
I.B.1	Number and percent of students who successfully transfer to a four-year college or university.	4-Year Baseline (2007-2008 to 2010-2011 cohorts allowing for 150% transfer time): 35% (n=17,006).	Target under discussion with CTE Council.	Achieved Points out of 3.4
I.B.2	Grade point average (GPA) of College transfer students in relation to transfer students from other colleges.	Preliminary analysis shows 70% of transfer students with GPA of 2.0 or higher. If college level GPA is the same or higher, this indicator will be removed because it is saturated.	Target under discussion with CTE Council.	Achieved Points out of 3.4
I.B.3	Number and percent of students prepared to succeed at four-year college and university-level educational programs.	Under development. AA-T degree or 45 College Level credits. Note: Gap between transfer and prepared to transfer (e.g., lateral transfer after 45 credits or no transfer).	Target increase to be discussed with CTE Council.	Achieved Points out of 3.4
Rationale for Indicators for I.B. Success. These indicators measure whether students transfer to four-year institutions and/or preparedness to transfer with enough college level credits enabling to transfer.				

				Points Achieved Points out of 10.2
Core Objective I.C. Equity – increase accommodation for our students and communities with diverse needs.				
Indicator	**Description**	**Baseline**	**Target**	**Points**
I.C.1	Disaggregation of students by special populations.	Age, Gender, Ethnicity, Disability, Socio-Economic Status disaggregation of Success & Access indicators and baseline cohorts.	Increase differential success rates per year with aspirational goal of equal success rates to white students by end of seven-year strategic planning cycle. Target increase to be discussed with CTE Council.	Achieved Points out of 5.1

Indicator	Description	Baseline	Target	Points
I.C.2	Survey students from special populations with respect to student engagement & satisfaction.	Normed baseline surveys to be scheduled and run with two to three-year iterations & comparison to the baseline surveys.	To be determined after baseline analysis and discussion with CTE Council.	Achieved Points out of 5.1

Rationale for Indicators for I.C. Equity. A combination of quantitative and qualitative analysis will determine whether improvements in the Equity objective are achieved.

				Points Achieved Points out of 10.2
Core Objective I.D. Responsiveness increase responsiveness to regional, state and national educational and employment needs (e.g., STEM [Science, Technology, Engineering, and Mathematics], applied baccalaureate degrees).				

Indicator	Description	Baseline	Target	Points
I.D.1	Students have mandatory advisory appointments to address their needs, projected further education, and employment opportunities.	Count of advising appointments as a percent of student college transfer student population – five-year baseline.	Target increase to be discussed with CTE Council.	Achieved Points out of 3.4
I.D.2	Students experience efficiency in transfer in terms of time to transfer and number of credits that transfer.	Transfer Ready Ratio comparing 100% Transfer (2 years). Ready time to 150% (3 years).	Target increase to be discussed with CTE Council.	Achieved Points out of 3.4
I.D.3	Number of students transferring into four-year college and university educational programs in high-demand employment fields, including new baccalaureate programs at Green River.	Five-year baseline of students in STEM (Science, Technology, Engineering, Math Fields).	Achieve 5% per year increases in graduation rate in these areas. Target increase to be discussed with CTE Council.	Achieved Points out of 3.4
Rationale for Indicators for I.D. Responsiveness. The combination of advising, efficiency of transfer, and transfer numbers in high demand and STEM fields measures this objective. Advising and efficiency of transfer measure responsiveness to College Transfer students, whereas STEM graduations measure the degree of response to the community to help with local job growth and economic stability.				

Core Objective I.E. Collaboration – – increase external collaboration with four-year baccalaureate institutions involving transfer pathways including course requirements, advising, and curriculum changes relevant to evolving career fields and improve and increase efficiency of internal collaboration to prepare students to be transfer ready.				**Points** Achieved Points out of 10.2
Indicator	**Description**	**Baseline**	**Target**	**Points**
I.E.1	Number of four-year colleges and universities and educational programs where the College's students transfer.	11 public and private universities in Puget Sound area as baseline, where Green River students transfer. Percentage of direct transfer agreements with these universities.	Increase of number of direct transfer agreements per time period as determined by the CTE Council.	Achieved Points out of 3.4
I.E.2	Number of College partnerships with four-year colleges and universities resulting in transfer pathways.	Inventory of current university partnerships with or without direct transfer agreements.	Increase of partnerships as determined by the CTE Council.	Achieved Points out of 3.4
I.E.3	Improvements in existing community connections in terms of frequency and focus that improve the College's responsiveness in areas of economic need.	Inventory of existing connections: K-12 districts and schools, community organizations. Determine number and nature of connections as defined by contact with organizations and frequency of contact.	Increase of connection frequency and types of contact as determined by the CTE Council.	Achieved Points out of 3.4
Rationale for Indicators for I.E. Collaboration. The core indicators examine the types of partnerships in transfer education with respect to incoming students, community organizations, and where the students transfer.				

1.B.1 -2. Core Theme II: Career and Technical Education (C&T) ([Board Policy CO 4](#)):

Green River's Career and Technical programs prepare students for employment in numerous career areas. All programs are guided by industry advisory committees to ensure that training meets the needs of business and industry. Career and Technical Education is delivered by four divisions: Business, Health Sciences and Education, Technology, and Trades; all equally supported by Workforce Education.

Career and Technical Education: Core Objectives, Core Indicators, and Rationale for the Selection of the Respective Core Indicators of Achievement (29 points possible for Core Theme: based on 29% of FTE)

				Points
Core Objective II.A Access – remove barriers to enrollment in career and technical programs and provide relevant training opportunities.				Achieved Points out of 5.8
Indicator	**Description**	**Baseline**	**Target**	**Points**
II.A.1	Number and percent of students who complete their education profile package (e.g., financial aid application, enrollment application, placement, transcripts).	Under development.	Target under discussion with C&T Council.	Achieved Points out of 2.9
II.A.2	Number and percent of students whose time to complete programs aligns with the published program completion time.	Under development. Current status. Certificates/degrees divided into categories: less than 45 credits, 45-90 credits, & more than 90 credits.	Target under discussion with C&T Council.	Achieved Points out of 2.9
Rationale for Indicators for II.A. Access. These indicators are a measurement of student preparedness to enter programs, as well as capacity in the core theme area to allow new students to have available places within C&T programs.				
				Points
Core Objective II.B. Success – increase support for student progress and completion of their goals while at college, achievement of nationally recognized credentials (where available), and placement in family wage-earning employment after college.				Achieved Points out of 5.8
Indicator	**Description**	**Baseline**	**Target**	**Points**
II.B.1	Number and percent of students who achieve credentials certificates or degrees.	Under development. Current status. Certificates/degrees divided into categories: less than 45 credits, 45-90 credits, & more than 90 credits.	Target under discussion with C&T Council.	Achieved Points out of 2.9
II.B.2	Number and percent of students who are working in related employment field after leaving the College.	Five-year graduating cohort based on State Board database reported three quarters after graduation.	Target under discussion with C&T Council.	Achieved Points out of 2.9
Rationale for Indicators for II.B. Success. Graduation and successful entry to the job market are key indicators of student success in Career & Technical Education.				

				Points Achieved Points out of 5.8
Core Objective II.C. Equity – increase accommodation for our students and communities with diverse needs.				
Indicator	**Description**	**Baseline**	**Target**	**Points**
II.C.1	Disaggregation of students by special populations.	Age, Gender, Ethnicity, Disability, Socio-Economic Status disaggregation of Success & Access indicators and baseline cohorts.	Increase differential success rates per year with aspirational goal of equal success rates to white students by end of seven-year strategic planning cycle. Target increase to be discussed with C&T Council.	Achieved Points out of 2.9
II.C.2	Survey students from special populations with respect to student engagement & satisfaction.	Normed baseline surveys to be scheduled and run with two to three-year iterations & comparison to the baseline surveys.	To be determined after baseline analysis and discussion with C&T Council.	Achieved Points out of 2.9
Rationale for Indicators for II.C. Equity. A combination of quantitative and qualitative analysis will determine whether improvements in the Equity objective are achieved.				

				Points Achieved Points out of 5.8
Core Objective II.D. Responsiveness – increase pace of response to current and emerging employment needs of business and industry and student interests.				
Indicator	**Description**	**Baseline**	**Target**	**Points**
II.D.1	Number and percent of programs in high-demand employment fields as defined by Workforce Development Council.	2012-2013 Workforce Development Council (WDC) list of high demand employment fields.	Target increase to be discussed with C&T Council.	Achieved Points out of 2.9
II.D.2	Number of program completers in relation to projected labor market demand in related employment field (local, regional, or state).	Under development. 5-year baseline of number of graduates vs. 5-year local, state, and national labor market projections in C&T program fields.	Target increase to be discussed with C&T Council.	Achieved Points out of 2.9
Rationale for Indicators for II.D. Responsiveness. The holistic evaluation of the two core indicators measure job demand of C&T programs. The programs' ability to meet job demand measures responsiveness in C&T education.				

Core Objective II.E. Collaboration – increase partnerships with K-12 schools, business and industry, community, and College alumni to improve awareness of programs and funding.				Points Achieved Points out of 5.8
Indicator	**Description**	**Baseline**	**Target**	**Points**
II.E.1	Number of partnerships with K-12 schools, business and industry, and community.	Under development. Inventory of partnerships in these core theme areas, plus inventory of advisory committee membership.	Increase of partnerships as determined by the C&T Council.	Achieved Points out of 2.9
II.E.2	Information on where/how students learned about educational program of interest.	2012-2013 or 2013-2014 C&T survey results as baseline.	Target increase to be discussed with C&T Council.	Achieved Points out of 2.9
Rationale for Indicators for II.E. Collaboration. Partnerships inventory and increase coupled with how students gained knowledge of C&T programs provide information on how to better develop future partnerships with their respective communication channels.				

1.B.1 -3. Core Theme III: College Readiness Education (CRE) ([Board Policy CO 5](#)):

College Readiness Education comprises Basics Skills programs and Pre-College programs. Community colleges serve a critical role in providing access to higher education for all learners. Many students who come to Green River lack the basic educational skills they need to succeed in their personal and professional lives. The Basic Skills program opens the door for learners to become more self-sufficient, and increases their knowledge of and contribution to citizenship within the community. It includes Adult Basic Education (ABE), English for Speakers of Other Languages (ESOL), General Equivalency Diploma (GED), and High School Completion (HSC). In addition, the Pre-college program consists of "brush-up" courses in reading, writing, math, and study skills to prepare students for college-level coursework.

Courses in Basic Skills and Pre-college are available at all campuses, are offered to meet a wide range of schedules, and include several options. Basic Skills Education and Pre-college Education account for about 12 percent of the College's total enrollment.

College Readiness Education: Core Objectives, Core Indicators, and Rationale for the Selection of the Respective Core Indicators of Achievement (12 points possible for Core Theme: based on 12% of FTE)

				Points
Core Objective III.A Access – increased student access by strategically locating classes and wrap-around services throughout the community.				Achieved Points out of 2.4
Indicator	**Description**	**Baseline**	**Target**	**Points**
III.A.1	Number of students in community-based classes.	Under development. Five-year Baseline defined as students enrolled in classes that are not located at main campus or branch campuses.	Target under discussion with CRE Council.	Achieved Points out of 0.6
III.A.2	Number and variety of locations for community-based classes.	Baseline under development. Categories of types of organizations hosting community based classes, as well as location as a function of disbursement within the College service area.	Target under discussion with CRE Council.	Achieved Points out of 0.6
III.A.3	Number of community-based organizations/partnerships.	Baseline under development. Inventory of current community based organizations and type.	Target under discussion with CRE Council.	Achieved Points out of 0.6
III.A.4	Extent of wrap-around student services for college readiness in terms of frequency, time commitment, and type of service.	Baseline under development. Inventory of current student support services dedicated to College Readiness.	Target under discussion with CRE Council and Access representative from Student Affairs in CRE Council.	Achieved Points out of 0.6
Rationale for Indicators for III.A. Access. These indicators are a measurement availability of College Readiness disbursement within the service area and the services needed to support students.				
Core Objective III.B. Success – students will demonstrate needed competency in reading, writing, mathematics and technology that prepare them for success with their identified goals and/or college-level courses in a reduced amount of time.				**Points** Achieved Points out of 2.4
Indicator	**Description**	**Baseline**	**Target**	**Points**
III.B.1	Number and percent of students who meet their stated educational goals.	Under development. Five-year baseline of number of students' goal types as stated in database: life skills, job, or college level studies.	Target under discussion with CRE Council.	Achieved Points out of 0.8

Indicator	Description	Baseline	Target	Points
III.B.2	Number and percent of students who move from pre-college to college level classes.	Five-year cohort average baseline under development. Current baseline 78% (n=2845). Parameters being checked & may be changed.	Target under discussion with CRE Council.	Achieved Points out of 0.8
III.B.3	Number and percent of basic skills students transitioning into classes in other college areas within one year, including pre-college education, Career and Technical Education, and College Transfer Education.	Five-year cohort average baseline under development. Current baseline 13% (n=15,744). Parameters being checked & may be changed.	Target under discussion with CRE Council.	Achieved Points out of 0.8

Rationale for Indicators for III.B. Success. All of the above indicators measure transition from Basic Skills to other college areas, job placement, high school equivalency or life skills – which are the primary student success areas of College Readiness.

				Points Achieved Points out of 2.4
Core Objective III.C. Equity – increase accommodation for our students and communities with diverse needs.				

Indicator	Description	Baseline	Target	Points
III.C.1	Disaggregation of students by special populations.	Age, Gender, Ethnicity, Disability, Socio-Economic Status disaggregation of Success & Access indicators and baseline cohorts.	Increase differential success rates per year with aspirational goal of equal success rates to white students by end of seven-year strategic planning cycle. Target increase to be discussed with CRE Council.	Achieved Points out of 1.2
III.C.2	Survey students from special populations with respect to student engagement & satisfaction.	Normed baseline surveys to be scheduled and run with two to three-year iterations & comparison to the baseline surveys.	To be determined after baseline analysis and discussion with CRE Council.	Achieved Points out of 1.2

Rationale for Indicators for III.C. Equity. A combination of quantitative and qualitative analysis will determine whether improvements in the Equity objective are achieved.

Core Objective III.D. Responsiveness – increase variety and innovativeness in strategies to attain basic skills and the clarity, availability and navigational literacy for transition pathways to College programs.				**Points** Achieved Points out of 2.4
Indicator	**Description**	**Baseline**	**Target**	**Points**
III.D.1	Number of students indicating high confidence in coping with the College's culture and learning opportunities.	Develop, pilot, and run baseline survey. Future survey to be compared with baseline survey every two to three years.	Target increase to be discussed with CRE Council.	Achieved Points out of 0.48
III.D.2	Number of students completing high school exiting credentials.	Under development. Five-Year cohort of entering students with intent to complete credential.	Target under discussion with CRE Council.	Achieved Points out of 0.48
III.D.3	Number of pathways to basic skills attainment.	Under development. Four pathways identified so far.	Target under discussion with CRE Council.	Achieved Points out of 0.48
III.D.4	Student gains in basic skills courses.	Under development. Five-Year cohort of entering students with gains in Adult Basic Education and English as a 2nd or Other Language as defined by the Washington Student Achievement Imitative points system.	Target under discussion with CRE Council.	Achieved Points out of 0.48
III.D.5	Number of languages used in our communities and relation to College's language responsiveness in educational programs and services.	Baseline: 10 languages served by College and College materials in three languages.	Target under discussion with CRE Council.	Achieved Points out of 0.48
Rationale for Indicators for III.D. Responsiveness. The holistic evaluation of pathways, languages, and resulting student gains measures responsiveness of College Readiness.				
Core Objective III.E. Collaboration - improve collaboration with K-12 schools and other appropriate community partners to increase college readiness.				**Points** Achieved Points out of 2.4
Indicator	**Description**	**Baseline**	**Target**	**Points**
III.E.1	Number of community partners involved and actively engaged at College in terms of time commitment and type of engagement.	List under development. Inventory of partnerships.	Increase of partnerships as determined by the CRE Council.	Achieved Points out of 0.6

Indicator	Description	Baseline	Target	Points
III.E.2	Number of students served through community partnerships.	Data collection method to be developed that flags students and community partnerships. This indicator will not be ready for 2013-2014. Slated for 2014-2015.	To be discussed with CRE Council.	Achieved Points out of 0.6
III.E.3	Ratio of number of bidirectional requests from K-12 to number of partnerships established between Green River and K-12.	Data collection method to be developed.	To be discussed with CRE Council.	Achieved Points out of 0.6
III.E.4	Number of K-12 School partners indicating satisfaction with College relationship.	Develop and run survey with K-12 districts and schools in service area. First run of survey will serve as baseline.	To be discussed with CRE Council.	Achieved Points out of 0.6
Rationale for Indicators for III.E. Collaboration. Partnerships with schools and community organizations via quantitative data and qualitative satisfaction gage collaboration within College Readiness.				

1.B.2 -4. Core Theme IV: Continuing and Community Education (CCE) ([Board Policy CO 6](#)):

Green River is committed to education as a lifelong process. The Continuing and Community Education program provides opportunities for students to learn new information, update skills, explore different career fields, start a business or pursue a favorite pastime. Many programs serve as preparation to pursue a college degree program. Continuing and Community Education accounts for eight percent (8%) of the College's total enrollment and offers programs/courses in six major areas: Professional Education, Job Training, Small Business and Lifelong Learning, Environmental Training, and Intensive English as a Second Language (IESL).

Continuing and Community Education: Core Objectives, Core Indicators, and Rationale for the Selection of the Respective Core Indicators of Achievement (8 points possible for Core Theme: based on 8% of FTE)

				Points Achieved Points out of 1.6
Core Objective IV.A Access – increase access by offering diverse learning opportunities at multiple locations on and off campus and providing guidance to assist in taking advantage of these opportunities.				
Indicator	**Description**	**Baseline**	**Target**	**Points**
IV.A.1	Number of classes per year offered at a non-College site or alternative delivery mode.	17% of total CCE course offerings.	• More than 17% = Exceeds Expectations • 14%-17% = Meets Expectations • Less than 14% = Below Expectations	Achieved Points out of 0.8
IV.A.2	Number of informational events provided to campus and community to increase knowledge of continuing and community education.	1. Information sessions 2. Newsletters 3. Community forums 4. College/campus presentations or communications Baseline = 15 events annually.	• More than 15 events = Exceeds Expectations • 12-15 events = Meets Expectations • Less than 12 events = Below Expectations	Achieved Points out of 0.8
Rationale for Indicators for IV.A. Access. These indicators measure holistically Continuing & Community Education into the Green River Community College service area via new offerings and informational events to determine course need for the College service area.				
Core Objective IV.B. Success – increase student success in terms of meeting their needs, continued enrollment, and positive recommendations to others and pathways to enrollment in credit-bearing and certificated learning.				**Points** Achieved Points out of 1.6
Indicator	**Description**	**Baseline**	**Target**	**Points**
IV.B.1	Number and percent of repeat students over three years.	5-Year Baseline = 27% returning students (n=11,824).	• More than 27% = Exceeds Expectations • 20%-27% = Meets Expectations • Less than 20% = Below Expectations	Achieved Points out of 0.53

Indicator	Description	Baseline	Target	Points
IV.B.2	Number and percent of continuing and community education students that would refer others.	Baseline: 90% of 100 randomly sampled student satisfaction surveys per year.	• More than 90% = Exceeds Expectations • 85% -90% = Meets Expectations • Less than 85% = Below Expectations	Achieved Points out of 0.53
IV.B.3	Number of outreach events and needs analyses conducted to determine needs.	Baseline: 4 annual events.	Maintain or exceed baseline.	Achieved Points out of 0.53

Rationale for Indicators for IV.B. Success. These indicators measure holistically student success of Continuing & Community Education via triangulation of quantitative and qualitative measurement of students returning to enroll in new courses, student satisfaction, and outreach to prospective students by employees of CCE.

				Points Achieved Points out of 1.6
Core Objective IV.C. Equity – increase accommodation of the diverse needs of our students and communities.				
Indicator	Description	Baseline	Target	Points
IV.C.1	Classes targeted at diverse students and communities.	Classes specifically targeted to non-white students and students under 18 and over 59.	• More than 25% = Exceeds Expectations • 20%-25% = Meets Expectations • Less than 20% = Below Expectations	Achieved Points out of 0.8
IV.C.2	Weighted component of Core Indicators of IV.A.2, IV.B.3, IV.E.1, and IV.E.2 as they apply to Equity.	Under Development with the CCE Council.	Under Development with the CCE Council.	Achieved Points out of 0.8

Rationale for Indicators for IV.C. Equity. These indicators measure holistically the changing demographics of the Green River Community College service area.

				Points Achieved Points out of 1.6
Core Objective IV.D. Responsiveness – increase opportunity for community members to enrich their lives personally, socially, culturally and professionally through relevant and renewing life-long learning.				
Indicator	**Description**	**Baseline**	**Target**	**Points**
IV.D.1	Number of new classes offered.	Based on Industry Standard = 15% new classes annually – includes changes to existing classes and brand new offerings.	• More than 15% = Exceeds Expectations • 12%-15% = Meets Expectations • Less than 12% = Below Expectations	Achieved Points out of 0.8
IV.D.2	Number and percent of courses that run.	Scheduled classes vs. those that ran (courses with more than 0 enrollment divided by total courses).	• More than 80% = Exceeds Expectations • 65%-80% = Meets Expectations • Less than 65% = Below Expectations	Achieved Points out of 0.8
Rationale for Indicators for IV.D. Responsiveness. The combination of these two indicators measures indirectly the response of the community via new offering and mix verses the subsequent enrollment.				
Core Objective IV.E. Collaboration – increase collaboration and partnership with business and industry, K-12 education, community organizations and other continuing education providers to meet community needs.				Points Achieved Points out of 1.6
Indicator	**Description**	**Baseline**	**Target**	**Points**
IV.E.1	Number of partnerships with K-12 schools, business and industry, and community.	Partnerships' inventory as of 2012-2013 in the following community areas: K-12 schools, Business & Industry, Community, Higher Education. Baseline = 45	Increase of partnerships per year as determined by the CCE Council.	Achieved Points out of 0.53
IV.E.2	Number and nature of offerings for business, community groups and organizations. Disaggregation of Core Indicator IV.D.2 into community areas: K-12 schools, Business & Industry, Community, & Higher Education.	Offerings that target business, community groups, and organizations include CCE contract training, SBAC courses, and CCE business and technology classes. Baseline = 300	Increase 3% per year for 7 years.	Achieved Points out of 0.53

Indicator	Description	Baseline	Target	Points
IV.E.3	Number of offerings that qualify or apply to maintaining professional certification/license or enhance post-degree/certificate skills.	2012-2013 inventory of certification/licenses course or series of courses offerings. (includes WETRC, CCE business and technology courses, SBAC courses, CCE real estate and continuing professional education courses).	• More than 50% = Exceeds Expectations • 45%-50% = Meets Expectations • Less than 45% = Below Expectations	Achieved Points out of 0.53
Rationale for Indicators for IV.E. Collaboration. The combination of the four Collaboration core indicators uses four community areas and professional skills as a basis for expansion into these areas within the Green River service area and communities.				

Conclusion

The 2014 Standard One report describes Green River Community College's implementation of its 2013-2020 Strategic Planning process, as well as its alignment with the seven-year accreditation cycle. The detailed measurements of the core themes' core objectives depict a continuous improvement and learning cycle. The core theme councils, as well as the Continuous Improvement Committee, provide participatory development and evaluation of the core themes and mission fulfillment. These bodies form the analytic and evaluative areas of participatory governance.

The time taken reviewing and revising the core theme indicators, as part of the learning process of planning and implementation, will position the college well in its seven-year cycle of self-evaluation — especially during the first two implementation years of 2013-2014 and 2014-2015. The mission, core themes, and core objectives provide a strong framework for this assessment and continuous improvement cycle.

Appendices

Addendum
Responses to Recommendations 2 and 3 of the 2013
NWCCU Response to Comprehensive Year Seven Evaluation Report

Response to Recommendation 2. The evaluation team recommends that the College clarify and operationalize its system of governance with particular attention to communication regarding process and decision-making with all college constituencies (2.A.1).

The College has taken the following steps to operationalize its system of governance. On November 21, 2013, the Green River Community College Board of Trustees adopted a resolution calling for the development of a participatory governance model:

COMMUNITY COLLEGE DISTRICT NO. 10
RESOLUTION NO. 2013-2014/1

RESOLUTION FOR THE
DEVELOPMENT OF A PARTICIPATORY GOVERNANCE MODEL

WHEREAS, the Board of Trustees of Green River Community College embraces the concept of particpatory governance as a fundamental policy of the College, while retaining its sole right and responsibilities as the ultimate authority in all areas defined by State laws and regulations; and,

WHEREAS, the Northwest Commission on Colleges and Universities accreditation team visit in April 2013 identified college governance as one its recommendations for improvement, specifically, to "clarify and operationalize the College's system of governance"; and

WHEREAS, The Board of Trustees believes that effective governance is achieved in the spirit of cooperation, collaboration, civility, respect and collegiality, and involves all levels of the College community including administration, faculty, staff, and students; and

WHEREAS, the implementation of a successful governance system is achieved through the following:

• Board leadership, through policy, clarification of roles, encouragement of collegiality, and

• Presidential leadership, through broad college-wide involvement in shaping of the system, and

• Faculty, staff, and student leadership, through active participation.

WHEREAS, effective governance provides for decision making by the appropriate person or body within the College after solicitation of, and taking due account of, input from those with relevant expertise or information, including all stakeholders through their representative organizations; and

WHEREAS, successful collaboration is made possible by all stakeholders being optimally involved through open communication and access to information, and providing informed feedback; and

WHEREAS, students' educational experiences are made more lasting and relevant in a collegial environment of communication, collaboration, civility, respect and professionalism, which studies have shown can be enhanced by an effective institutional governance structure.

NOW, THEREFORE, BE IT RESOLVED, that the Board of Trustees of Community College District No. 10 does hereby delegate responsibility and authority to the College President to research and develop a participatory governance model, in consultation with and involvement by appropriate college constituencies, and subject to Board review for approval at its April 2014 meeting.

ADOPTED this 21st day of November, 2013.

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BOARD OF TRUSTEES
GREEN RIVER COMMUNITY COLLEGE
COMMUNITY COLLEGE DISTRICT NO. 10

</div>

Subsequent to the Board resolution, the Vice President of Instruction facilitated five open College town hall meetings during January 2014, including one meeting at the Kent branch campus. The goal of these town hall meetings was to gather input for a draft Board Policy on participatory governance. After systematic synthesis of the input gathered in the January forums, the facilitator will draft a policy, which will be submitted to the Board of Trustees at their March 2014 meeting. This policy will further clarify and operationalize participatory governance.

Following the adoption of the policy, the College will start operationalizing the policy during April 2014. More town hall meetings will take place where the participants will review a number of models of participatory governance implemented by other colleges. A model or a hybrid model will be chosen to adapt to Green River. This selection process will take into consideration the College core themes and strategic core objectives – as well as the current governance structure at the College. These factors, in addition to the input from April town hall meetings, will form the basis for the new participatory governance model. The College is currently working on time projections for the completed participatory governance structure, which is estimated to take from one to two years for development and implementation.

Response to Recommendation 3. The evaluation team recommends the Board reviews regularly, revises as necessary, and exercises broad oversight of institutional policies (2.A.7).

Following the recommendation, the Executive Director of College Relations & Special Assistant to the President worked together with the new Chair of the Board of Trustees to draft a comprehensive and regular review of Board Policy. Table 2.A.7-1 shows the schedule and status of completion of Board Policy review.

Table 2.A.7-1. Board Policy Review Schedule and Status

Board Policies	**Administration Review**	**Assistant Attorney General Review**	**Board of Trustees' Review**	**Board of Trustees' Adoption**	**Status**
Section 4 - College Outcomes	August 2013	August 2013	September 2013	October 2013	Complete
Section 1 - Governance Process	September 2013	October 2013	November 2013	December 2013	Complete
Section 2 - BSR	October 2013	November 2013	December 2013	January 2014	Complete
Section 3 - Executive Limitations (1ST part)	November 2013	December	January 2014	February 2014	Complete
Section 3 - Executive Limitations (2nd part)	December 2013	January 2014	February 2014	March 2014	In progress
By-laws	January 2014	February 2014	March 2014	April 2014	In progress

In addition, two new board policies are under development, with College constituent participation. The policies will address civility among College constituents and participatory governance (see **Response to Recommendation 2** in this section of the Year One Report). After the major revision schedule in Table 2.A.7-1 is complete, board policies will be reviewed yearly by the Board members for currency and applicability at the Board of Trustees' Annual Planning Retreat.

Appendix A. List of Acronyms

3DC ....Design, Development and Deployment Council
A.......................Associate
AA....................Associate in Arts
AAA................Associate in Applied Arts
AAS ....Associate in Applied Science
AAS-T..............Associate in Applied Science-Transfer
AB....................Associate in Business
ABE ....Adult Basic Education
ACE ....American Council of Education
ACL ....Access Control Lists
AD....................Administration
ADA.................American with Disabilities Act
ADDA..............American Design Drafting Association
AEAC..............Washington State Adult Education Advisory Council
AEE..................Associate in Elementary Education
AFA ....Associate in Fine Arts
AFL..................American Federation of Labor
AFP ....Association of Fundraising Professionals
AM...................Associate in Math Education
AOTA ....The American Occupational Therapy Association, Inc.
AP ....Advanced Placement
AP-P................Associate Pre-Professional
APreN ....Associate in Pre-Nursing
AS ....Associate in Science
ASC..................Administrative Systems Committee aka ctcLink
ASC..................Alternative Scheduling Committee
ASGRCC ....Associated Students of Green River Community College
ASME ....American Society of Mechanical Engineers
ASPC ....Academic Standards and Progress
ASU ....Asian Student Union
ATC ....Assessment and Testing Center
AtD...................Achieving the Dream
ATE..................Advanced Technical Education
BA....................Business Affairs
BAC ....Business Affairs Commission
BAS..................Bachelor of Applied Science
BCR ....Biennial Capital Requests
BFET................Basic Food Employment Training
BI ....Business & Industry
BIT ....Behavioral Interventions Team
BOT ....Board of Trustees
BSR..................Board Staff Relationships
BSU..................Black Student Union
C&T ....Career and Technical Education
C2C Connect2Complete
CAC ....Career and Advising Center
CAD ....Computer Aided Design
CAFR ....Comprehensive Annual Financial Report

CAP.................Capital Projects
CAP.................Commencement Achievement Program
CAPTE.............Commission on Accreditation in Physical Therapy Education
CAR ....Course Adoption/Revision
CASE ....Council for Advancement and Support of Education
CASAS.............Comprehensive Adult Student Assessment Systems
CAT ....College Articulation and Transfer
CC ....Child Care Center
CC ....Commencement Committee
CC ....Copier Committee
CCA ....Campus Corner Apartments
CCA ....Student Housing
CCE.................Continuing and Community Education
CCCC..............Campus Corner Coordinating Council
CCN ....Common Course Numbering
CCSSE ....Community College Survey of Student Engagement
CE ....Continuing Education
CEO ....Chief Executive Officer
CERT-P...........Certificate of Proficiency
CIC..................Continuous Improvement Committee
CIO..................Congress of Industrial Organizations
CIP ....Classification of Instructional Programs
CLEO ....Community Leadership, Education & Outreach
CLEP...............College Level Examination Program
CO...................College Outcomes
COE ....Center of Excellence
COP.................Certificate of Participation
CRD ....Council for Resource Development
CRE.................College Readiness Education
CRO ....Community Resources Online
CRSA ....Court Reporting Student Association
CSC.................Classified Staff Council
CSO.................Certifying School Official
CT ....Critical Thinking
ctcLink ....ctcLink aka Administrative Systems Committee
CTCNet............Community and Technical College Network
CTE.................College Transfer Education
CEU ....Continuing Education Unit
CWLO..............Campus-Wide Learning Outcomes
DEC ....Degree Exception Committee
DES ....Washington State Department of Enterprise Services
DREAM ....Data, Reform, Equity, Achievement, Movement
DSB.................Department of Services for the Blind
DSHS ....Department of Social and Health Services
DSS ....Disability Support Services
DTA ....Direct Transfer Agreement
DVR ....Department of Vocational Rehabilitation
EHS ....Environmental, Health and Safety Committee
EL....................Executive Limitations
ELC.................eLearning Committee
EMC................Enrollment Management Committee

EOC ....Emergency Operations Committee
EP....................Educational Planner
EPC ....Educational Program Code
ERC.................Employee Recognition Committee
ES....................Enrollment Services
ESOL ....English for Speakers of other Languages
ETP ....Eligibility Training Provider
FAM.................SBCTC's Fiscal Affairs Manual
FC....................Fitness Center
FCRC ....Faculty Curriculum Review Committee
FDC.................Faculty Development Committee
FDLP...............Federal Direct Loan Program
FEC ....Faculty Excellence Committee
FEMA ....Federal Emergency Management Agency
FERPA ....Family Educational Rights and Privacy Act of 1974
FISC ....Faculty In-Service Committee (Training)
FMP ....Facilities Master Plan
FTE ....Full-Time Equivalent
FSC ....Food Services Committee
GA...................General Administration
GAAP...............Generally Accepted Accounting Principles
GAC ....General Advisory Committee
GDEC...............Green River Diversity and Equity Council
GED ....General Equivalency Diploma
GFOA...............Government Financial Officer's Association
GISS.................Government Institutional Student Success
GP ....Governance Process
HEOA ....Higher Education Opportunity Act
HL ....Holman Library
HR...................Human Resources
HRMC..............Human Resources Management Commission
HS ....Humanities & Social Science
HSC.................High School Completion
HSCP ....High School Completion Plus
HPUX...............Hewlett Packard UNIX Operating System
HVAC ....Heating, Ventilation, Air Conditioning
IA ....Intercollegiate Athletics
IAB..................Instructional Academic Brochures
IB ....International Baccalaureate
IBEST ....Integrated Basic Education and Skills Training
IBPD ....Industry Based Professional Development
IC ....Instruction Commission
IC ....Instructional Council
ICRC ....Inter-College Relations Commission
IDC..................Instructional Diversity Committee
IE.....................Institutional Effectiveness
IESL ....Intensive English as a Second Language
iGRAD ....Individualized Graduation and Degree Program
INTEC.............Instructional Technology Committee
IP....................International Programs
IPEDS ....Integrated Postsecondary Education Data System

IDC...................In-Service Day Committee (All Campus)
IT......................Information Technology
ITC...................Information Technology Commission
IV ....McIntyre International Village
L&I...................Labor and Industry
LC ....Legislative Committee
LC ....Lindbloom Student Center
LOC ....Learning Outcomes Committee
LOTS ....Learning Outcomes Tracking System
LU ....Latinos Unidos
ODEI................Office of Diversity, Equity & Inclusion
OEB ....Occupational Education
OG....................Opportunity Grant
MAC ....Master Achiever Center
MC ....Maintenance Center
MLC..................Math Learning Center
MOU ....Memorandum of Understanding
MRP.................Major Related Program
NAEYC............National Association for the Education of Young Children
NASA...............Native American Student Association
NCRA ....National Court Reporters Association (NCRA)
NWACC...........Northwest Athletic Association of Community Colleges
NWCCU...........Northwest Commission on Colleges and Universities
OSPI.................Office of the Superintendent of Public Instruction
PA ....Bleha Center for the Performing Arts
PA ....Peer Advocate
PA&I................Program Assessment and Improvement
PAC..................Program Advisory Committees
PAR..................Program Adoption Revision
PC.....................Program Coordinator
PCD..................Perkins Curriculum Development
PCS ....Pierce County Security
PCT ....Project Coordination Team
PE.....................Physical Education Building
PG ....Participatory Governance
PIC ....Public Information Commission
PIGS.................Program Information Guides
PLA..................Prior Learning Assessment
PLC ....Prior Learning Council
PLO..................Program-Level Outcomes
PPC ....Policies and Procedures Committee
PPMS ....Payroll/Personnel Management System
PN ....Peer Navigators
PTI ....Prime Time Institute
PTK..................Phi Theta Kappa
PVA ....Program Viability Analysis
QSR..................Quantitative and Symbolic Reasoning
R.......................Responsibility
RCW ....Revised Code of Washington
RIC...................Related Instruction Committee
RLC.................Rutkowski Learning Center

RPC..................Research and Planning Commission
RS....................Running Start
RSRPC.............Reallocated Space and Room Priorities Committee
RTI..................Return to Industry
SA ....Student Affairs
SAAM..............Washington State's Administrative and Accounting Manual
SAC.................Student Affairs Commission
SAF..................Society of American Foresters
SAI..................Student Achievement Initiative
SAO ....State Auditor's Office
SBAC ....Small Business Assistance Center
SBCTC.............Washington State Board for Community and Technical Colleges
SBE..................State Board of Education
SC....................Marv Nelson Science Learning Center
SC....................Speaking Center
SENSE ....Survey of Entering Student Engagement
SH ....Salish Hall
SMT ....Science, Mathematics and Technology Building
SOAR ....Student Orientation Advising and Registration
SOTA ....Student Occupational Therapy Association
SBCTC.............State Board for Community and Technical Colleges
SID ....Student Identification Number
SLPT ....Student Life Project Team
SPaAT..............Strategic Planning and Assessment Team
SPTA................Student Physical Therapist Assistant Club
SS ....Social Science Building
SSS..................Student Support Services
STEM...............Science, Technology, Engineering and Mathematics
STEPP..............Student Tuition Easy Payment Plan
SUE..................Student Union Enterprises
T ....Transfer
TAA ....Trade Adjustment Act
TANF..............Temporary Aid for Needy Families
TC ....Technology Center
TC ....Tenure Committee
TC ....Transitions Committee
TFC ....Technology Fee Committee
TI.....................Trades and Industries
TIA..................Transfer Institution Agreements
TRC.................Tutoring and Resource Center
TRPT................Trades Replacement Project Team
UF ....Green River United Faculty Coalition
UI.....................Unemployment Insurance
VC....................Veterans Council
VFA ....Voluntary Framework of Accountability
VLAN ....Virtual Local Area Network
WABERS.........Washington Adult Basic Education Reporting System
WAC ....Washington Administrative Code
WACTC..........Washington Association of Community and Technical Colleges
WAMAP ....Washington Mathematics Assessment and Placement
WAOL ....Washington Online Learning

WC .... Writing Center
WC .... Written Communication
WDA .... WorkFirst Delivery Agreement
WDC .... Workforce Development Council
WEC .... Workforce Education Council
WELA .... Washington Executive Leadership Academy
WETRC .... Washington Environmental Training Center
WFSE .... Washington Federation of State Employees
WFT .... WorkFirst
WISHA .... Washington Industrial Safety and Health Act
WKF .... Workforce
WNCC .... Western Nebraska Community College
WRT .... Worker Retraining
WSCR .... Washington State Capital Request
WSLAD .... Washington State Law against Discrimination
WSSSC .... Student Services Commission
WSCTC .... Washington State Community and Technical Colleges
WT .... Washington Environmental Training Resource Center
ZWC .... Zgolinski Welcome Center