GREEN RIVER COLLEGE

Year Seven Self-Evaluation Report

Green River
COLLEGE

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Year Seven Mission Fulfillment and Sustainability Report

March 11, 2020

Prepared for the Northwest Commission on Colleges and Universities

ACKNOWLEDGEMENTS

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INSTITUTIONAL OVERVIEW

INSTITUTIONAL OVERVIEW

Green River College is a public two-year college that offers educational opportunities in transfer, career technical, four-year applied baccalaureate degrees, transitional studies (adult basic education and high school completion), and community and continuing education courses for the communities the college serves. Green River is centrally located between Seattle and Tacoma in Auburn, Washington. The college began as an outgrowth of the Auburn School District, which, in 1945, started an adult evening education program. By 1963, the State Board of Education approved the establishment of Green River Community College. The college's main campus has been in its current location since 1965—a beautifully wooded hilltop campus of 250 acres. In 2014, Green River submitted a substantive change to the Northwest Commission on Colleges and Universities (NWCCU) to change its name officially from Green River Community College to Green River College to better reflect the variety of offerings.

Over time, as community needs expanded, the college added branch locations in downtown Kent (1986), Enumclaw (1996), and downtown Auburn (2016). In 2013, Green River was approved to offer applied baccalaureate degrees which have now increased to include eight bachelor's of applied science (BAS) degrees. Green River is the fourth largest college of 34 community and technical colleges in Washington State.

Green River College's service area spans the cities and school districts of Kent, Auburn, and Enumclaw in South King County, which has seen tremendous growth and rapidly increasing diversity. In 2018-19, Green River served over 18,800 credit and non-credit students, representing 9,158 annualized full-time equivalent students. Forty-four percent of students declared an intent to transfer to a four-year institution, 32% were pursuing career technical degrees, with over 600 students enrolled in applied baccalaureate programs. Nineteen percent were enrolled in transitional studies, and the remaining students were enrolled as non-degree seeking. Green River also served 1,793 international students and 2,126 Running Start students (dual enrollment). Female students represented 51% of the student body and 54% self-identified as students of color. The average age of students was 26 years with a median age of 22. More than one-third of students were first generation and 32% of students received need-based financial aid.

Since the mid-cycle accreditation visit in 2016, Green River has gone through significant internal challenges and transitions related to trust, stability, and sustainability at all levels of the institution. At the same time, the college has been navigating changes in the Washington State higher education system's long-term practices and policies as well as serving its growing and increasingly diverse population. The turbulence during 2013-16 eclipsed the college's focus on mission fulfillment, goals, and operations. After the appointment of Scott Morgan as interim president in summer 2016, the college began the process of healing by focusing on restoring trust and communication. President Suzanne Johnson's arrival in summer 2017 became a significant turning point for the college. With her experience and reflective leadership, President Johnson has created spaces for sustained, college-wide engagement and dialogue around mission fulfillment. As the college is moving forward, faculty and staff are working collaboratively to set forth a vision to increase retention and completion while closing equity gaps. Today, the college is committed to creating a student-centered learning environment where all students feel like they belong and know they have a personal connection to the campus community.

BASIC INSTITUTIONAL DATA FORM

BASIC INSTITUTIONAL DATA FORM

Information and data provided in the institutional self-evaluation are usually for the academic and fiscal year preceding the year of the evaluation committee visit. The purpose of this form is to provide Commissioners and evaluators with current data for the year of the visit. After the self-evaluation report has been finalized, complete this form to ensure the information is current for the time of the evaluation committee visit. Please provide a completed copy of this form with each copy of the self-evaluation report sent to the Commission office and to each evaluator. This form should be inserted into the appendix of the self-evaluation report (see the guidelines).

Institutional Information

Name of Institution: **Green River College**
Mailing Address: 12401 320th Street
City: Auburn
State/Province: Washington
Zip/Postal Code: 98092
Main Phone Number: 253-833-9111
Country: USA

Chief Executive Officer
Title (Dr., Mr., Ms., etc.):   Dr.
First Name: Suzanne
Last Name: Johnson
Position (President, etc.):   President
Phone: 253-288-3340
Fax: 253-288-3489
Email: sjohnson@greenriver.edu

Accreditation Liaison Officer
Title (Dr., Mr., Ms., etc.):   Dr.
First Name: Rolita
Last Name: Ezeonu
Position (President, etc.):   Vice President of Instruction
Phone: 253-833-2565
Fax: 253-288-3489
Email: rezeonu@greenriver.edu

Chief Financial Officer
Title (Dr., Mr., Ms., etc.):   Ms.
First Name: Shirley
Last Name: Bean
Position (President, etc.):   Vice President for Business Administration and Human Resources
Phone: 253-833-3305
Fax: 253-288-3429
Email: SBean@greenriver.edu

Institutional Demographics

Institutional Type *(Choose all that apply)*
☒ Comprehensive
☐ Specialized
☐ Health-Centered
☐ Religious-Based
☐ Native/Tribal
☐ Other (specify):

Degree Levels *(Choose all that apply)*
☒ Associate
☒ Baccalaureate
☐ Master
☐ Doctorate
☐ If part of a multi-institution system, name of system:

Calendar Plan *(Choose one that applies)*
☐ Semester
☒ Quarter
☐ 4-1-4
☐ Trimester
☐ Other (specify): _____

Institutional Control
☐ City
☐ County
☒ State
☐ Federal
☐ Tribal

● Public   OR   ○ Private/Independent
● Non-Profit   OR   ○ For-Profit

Students (all locations)

Full-Time Equivalent (FTE) Enrollment (Formula used to compute FTE: IPEDS)
Official Fall: Fall 2018 (most recent year) FTE Student Enrollments

Classification	Current Year: 2018 19	One Year Prior: 2017 18	
Undergraduate	7,857	7,712	7,719
Unclassified			
Total all levels	7,857	7,712	7,719

Full-Time *Unduplicated* Headcount Enrollment. (Count students enrolled in credit courses only.)
Official Fall: Fall 2018 (most recent year) Student Headcount Enrollments

Classification	Current Year: 2018 19	One Year Prior: 2017 18	Two Years Prior: 2016 17
Undergraduate	8,471	8,048	8,050
Unclassified			
Total all levels	8,471	8,048	8,050

Faculty (all locations)
- Numbers of Full-Time and Part-Time Instructional and Research Faculty and Staff
- Numbers of Full-Time (only) Instructional and Research Faculty and Staff by Highest Degree Earned
  Include only professional personnel who are primarily assigned to instruction or research.

Total Number: 174 Number of Full-Time (only) Faculty and Staff by Highest Degree Earned

Rank	Full Time	Part Time	Less than Associate	Associate	Bachelor's	Masters	Specialist	Doctorate
Instructor	174	392	2	6	10	115		41

Faculty (all locations)
Mean Salaries and Mean Years of Service of Full-Time Instructional and Research Faculty and Staff.
Include only full-time personnel with professional status who are primarily assigned to instruction or research.

Rank	Mean Salary	Mean Years of Service
Instructor	$73,318	11

Institutional Finances

Financial Information. Please provide the requested information for each of the most recent completed fiscal year and the two prior completed fiscal years (three years total).
Please attach the following as separate documents submitted with the Basic Institutional Data Form

- Statement of Cash Flows
- Balance Sheet – collapsed to show main accounts only; no details
- Operating Budget
- Capital Budget
- Projections of Non-Tuition Revenue

Green River College
Statement of Cash Flows
For the Year Ended June 30, 2016

Cash flow from operating activities

Student tuition and fees	$	41,246,384
Grants and contracts		18,245,882
Payments to vendors		(10,817,491)
Payments for utilities		(1,785,634)
Payments to employees		(42,497,247)
Payments for benefits		(13,822,712)
Auxiliary enterprise sales		3,985,623
Payments for scholarships and fellowships		(10,862,940)
Other receipts (payments)		(14,723,661)
Net cash used by operating activities		(31,031,796)

Cash flow from noncapital financing activities

State appropriations	27,340,283
Pell grants	7,040,092
Building fee remittance	(1,718,857)
Innovation fund remittance	(428,336)
Net cash provided by noncapital financing activities	32,233,182

Cash flow from capital and related financing activities

Proceeds of capital debt	617,533
Capital appropriations	5,008,792
Purchases of capital assets	(29,770,232)
Certificate of participations proceeds	14,550,000
Principal paid on capital debt	(2,250,686)
Interest paid	(1,471,088)
Net cash used by capital and related financing activities	(13,315,681)

Cash flow from investing activities

Purchase of investments	(22,846,858)
Proceeds from sales and maturities of Investments	34,833,212
Income of investments	1,140,686
Net cash provided by investing activities	13,127,040

Increase (decrease) in cash and cash equivalents	1,012,745
Cash and cash equivalents at the beginning of the year	21,281,002
Cash and cash equivalents at the end of the year	22,293,747

Reconciliation of Operating Loss to Net Cash used by Operating Activities

Operating Loss	(29,943,978)

Adjustments to reconcile net loss to net cash used by operating activities

Depreciation expense	5,506,934

Changes in assets and liabilities

Receivables , net		(4,817,097)
Inventories		(72,971)
Other assets		30,646
Accounts payable		(1,174,713)
Accrued liabilities		516,398
Unearned revenue		(421,248)
Compensated absences		108,032
Pension liability adjustment expense		(618,827)
Deposits payable		(144,972)
Net cash used by operating activities	$	(31,031,796)

Noncash Transactions

The College acquired capital assets totaling $24,647 by incurring a capital lease obligation.
These assets are not included in the purchase of capital assets amount shown above.

The footnote disclosures are an integral part of the financial statements .

Green River College
Statement of Net Position
June 30, 2016

Assets

Current assets		
Cash and cash equivalents	$	21,958,972
Cash and cash equivalents-Restricted		334,774
Accounts Receivable		5,959,213
Due From State Treasurer-COP Funds		1,687,969
Interest Receivable		209,669
Inventories		660,075
Prepaid Expenses		237,842
	Total current assets	31,048,514
Non-Current Assets		
Long-term investments		36,761,994
Due from State Treasurer-COP Funds		3,686,534
Non Depreciable Capital Assets		18,264,750
Capital assets, net of depreciation		197,957,956
	Total non-current assets	256,671,234
		287,719,748
Deferred Outflows of Resources Related to Pensions		1,604,180
Total Deferred Outflows of Resources		1,604,180

Liabilities

Current Liabilities		
Accounts Payable		3,567,686
Accrued Liabilities		2,185,868
Due to State Treasurer		2,680,781
Compensated absences		1,752,566
Deposits Payable		334,774
Unearned Revenue		7,595,270
Settlement Payable		320,800
Leases and Certificates of Participation Payable		2,654,201
	Total current liabilities	21,091,946
Noncurrent Liabilities		
Settlement Payable		
Compensated Absences		2,038,650
Pension liabilty		8,517,009
Long-term liabilities		49,580,446
	Total non-current liabilities	60,136,105
		81,228,051
Deferred Inflows of Resources Related to Pensions		1,342,509
Total Deferred Inflows of Resources		1,342,509

Net Position

Net Investment in Capital Assets		163,988,059
Restricted for:		
Expendable		129,608
Unrestricted		42,635,700
Total Net Position	$	206,753,367

The footnote disclosures are an integral part of the financial statements.

Green River College
Statement of Cash Flows
For the Year Ended June 30, 2017

Cash flow from operating activities		
Student tuition and fees	$	42,353,682
Grants and contracts		20,653,467
Payments to vendors		(9,608,063)
Payments for utilities		(1,945,784)
Payments to employees		(42,673,601)
Payments for benefits		(14,227,670)
Auxiliary enterprise sales		3,778,326
Payments for scholarships and fellowships		(10,404,964)
Other receipts (payments)		(9,483,209)
Net cash used by operating activities		(21,557,816)
Cash flow from noncapital financing activities		
State appropriations		26,265,107
Pell grants		6,944,387
Building fee remittance		(1,772,274)
Innovation fund remittance		(439,114)
Net cash provided by noncapital financing activities		30,998,106
Cash flow from capital and related financing activities		
Capital appropriations		2,216,960
Proceeds on sale of capital assets		36,088
Purchases of capital assets		(5,925,889)
Principal paid on capital debt		(2,654,201)
Interest paid		(2,241,615)
Net cash used by capital and related financing activities		(8,568,657)
Cash flow from investing activities		
Purchase of Investments		(25,825,897)
Proceeds from sales and maturities of Investments		14,413,851
Income of investments		997,415
Net cash provided by investing activities		(10,414,631)
Increase in cash and cash equivalents		(9,542,998)
Cash and cash equivalents at the beginning of the year		22,293,746
Cash and cash equivalents at the end of the year		12,750,748

Reconciliation of Operating Loss to Net Cash used by Operating Activities

Operating Loss		(29,435,392)
Adjustments to reconcile net loss to net cash used by operating activities		
Depreciation expense		6,555,230
Changes in assets and liabilities		
Receivables , net		1,804,877
Inventories		83,624
Other assets		39,310
Accounts payable		(552,344)
Accrued liabilities		(158,404)
Deferred revenue		5,025
Compensated absences		54,452
Pension liability adjustment expense		85,532
Deposits payable		(39,727)
Net cash used by operating activities	$	(21,557,816)

The footnote disclosures are an integral part of the financial statements.

Green River College
Statement of Net Position
June 30, 2017

Assets

Current assets

Cash and cash equivalents		$ 12,455,701
Cash and cash equivalents-Restricted		295,047
Short-term investments		1,000,000
Accounts Receivable		5,480,815
Due from State Treasurer		147,065
Due from State Treasurer-COP Funds		3,418,900
Interest Receivable		424,093
Inventories		576,451
Prepaid Expenses		198,533
	Total Current Assets	23,996,605

Non-Current Assets

Long-term Investments		46,508,042
Due from State Treasurer-COP Funds		267,634
Non Depreciable Capital Assets		6,081,195
Capital assets, net of depreciation		209,113,295
	Total Non-Current Assets	261,970,166
	Total Assets	285,966,771

Deferred Outflows of Resources Related to Pensions		2,479,412
	Total Deferred Outflows of Resources	2,479,412

Liabilities

Current Liabilities

Accounts Payable		3,189,076
Accrued Liabilities		2,027,464
Compensated Absences		1,755,989
Deposits Payable		295,047
Unearned Revenue		7,600,295
Leases and Certificates of Participation Payable		2,799,744
	Total Current Liabilities	17,667,615

Non-Current Liabilities

Compensated Absences		2,089,679
Pension Liability		15,041,068
Leases and Certificates of Participation Payable		46,780,702
	Total Non-Current Liabilities	63,911,449
	Total Liabilities	81,579,064

Deferred Inflows of Resources Related to Pensions		1,554,203
	Total Deferred Inflows of Resources	1,554,203

Net Position

Net Investment in Capital Assets		165,614,045
Restricted for:		
Expendable		63,134
Unrestricted		39,635,737
	Total Net Position	$ 205,312,916

The footnote disclosures are an integral part of the financial statements.

Green River College
Statement of Cash Flows
For the Year Ended June 30, 2018

Cash flows from operating activities

Student tuition and fees	40,357,567
Grants and contracts	20,352,310
Payments to vendors	(8,890,035)
Payments for utilities	(1,774,482)
Payments to employees	(43,808,962)
Payments for benefits	(15,033,563)
Auxiliary enterprise sales	3,791,268
Payments for scholarships and fellowships	(10,845,522)
Other receipts (payments)	(2,890,702)
Net cash used by operating activities	(18,742,120)

Cash flows from noncapital financing activities

State appropriations	27,798,467
Pell grants	7,857,317
Amounts for other than capital purposes	
Building fee remittance	(1,888,458)
Innovation fund remittance	(466,269)
Net cash provided by noncapital financing activities	33,301,058

Cash flows from capital and related financing activities

Capital appropriations	3,631,172
Purchases of capital assets	(3,839,930)
Principal paid on capital debt	(2,799,744)
Interest paid	(2,120,866)
Net cash used by capital and related financing activities	(5,129,368)

Cash flows from Investing activities

Purchase of investments	(5,935,623)
Proceeds from sales and maturities of investments	3,480,200
Income of investments	407,592
Net cash provided by investing activities	(2,047,832)

Increase in cash and cash equivalents	7,381,737
Cash and cash equivalents at the beginning of the year	12,750,748
Cash and cash equivalents at the end of the year	20,132,485

Reconciliation of Operating Loss to Net Cash used by Operating Activities

Operating Loss	(30,132,933)

Adjustments to reconcile net loss to net cash used by operating activities

Depreciation expense	8,130,618

Changes in assets and liabilities

Receivables, net	1,834,429
Inventories	62,241
Other assets	92,966
Accounts payable	(176,495)
Accrued liabilities	63,412
Deferred revenue	(277,210)
Compensated absences	201,665
Pension liability adjustment	1,452,802
Deposits payable	6,385
Net cash used by operating activities	(18,742,120)

The footnote disclosures are an integral part of the financial statements.

Green River College
Statement of Net Position
June 30, 2018

Assets

Current assets

Cash and cash equivalents	$	19,831,053
Restricted cash		301,432
Short-term investments		5,965,867
Accounts receivable		6,991,393
Due from State Treasurer-COP Funds		284,202
Interest receivable		628,484
Inventories		514,210
Prepaid expenses		105,567
Total current assets		34,622,208

Non-Current Assets

Long-term investments	43,145,351
Non-depreciable capital assets	8,372,172
Capital assets, net of depreciation	202,516,525
Total non-current assets	254,034,048
Total assets	288,656,256

Deferred Outflows of Resources

Deferred outflows related to pensions	2,122,276
Deferred outflows related to OPEB	502,165
Total deferred outflows of resources	2,624,441

Liabilities

Current Liabilities

Accounts payable	3,012,582
Accrued liabilities	2,018,716
Compensated absences, short term	1,946,433
Due to State Treasurer	72,160
Deposits payable	301,432
Unearned revenue	7,323,085
Leases and certificates of participation payable	2,914,981
Total pension liability, short term	74,901
OPEB liability, short term	3,114,830
Total current liabilities	20,779,120

Non-Current Liabilities

Compensated absences	2,100,900
Leases and certificates of participation payable	43,865,721
Net pension liability	8,350,790
Total pension liability	4,014,453
OPEB liability	28,616,280
Total non-current liabilities	86,948,144
Total liabilities	107,727,264

Deferred Inflows of Resources

Deferred inflows related to pensions	3,206,859
Deferred inflows related to OPEB	4,901,613
Total deferred inflows of resources	8,108,472

Net Position

Net Investment in Capital Assets	164,107,995
Restricted for:	
Expendable	162,067
Unrestricted	11,174,899
Total Net Position	$ 175,444,961

The footnote disclosures are an integral part of the financial statements.

Operating Budget Revenue vs Expense

	FY 16-17 Adjusted Budget	FY 17-18 Adjusted Budget	FY 18-19 Adjusted Budget
Operating Revenue			
State Allocation	29,874,195	29,822,978	30,342,182
Lower Division Tuition	12,008,463	13,608,916	12,479,152
Upper Division Tuition	985,000	1,613,564	2,073,656
College Contributors & Transfers	11,695,670	12,726,677	15,396,577
Fund Balance	3,323,085	630,767	443,188
Total Operating Revenue	**$ 57,886,413**	**$ 58,402,902**	**$ 60,734,755**
Operating Expense			
Exempt/Administrators	7,460,556	7,268,883	7,542,607
Classified	6,677,030	6,718,317	6,947,741
Full Time Faculty	10,036,618	10,504,651	11,125,919
1 yr. Temp Faculty	341,324	55,611	433,718
Adjunct Faculty	6,668,019	8,677,654	8,591,167
Hourly/Stipend	844,719	850,887	939,253
Student	34,088	34,831	34,088
Other Salaries	96,587	351,697	219,209
Benefits	10,630,752	12,022,710	13,144,615
Personal Services	28,635	1,160	33,160
Goods & Services	10,680,690	7,772,114	7,872,585
Travel	207,520	218,841	211,461
Equipment	756,530	756,008	748,468
Client Services	1,398,605	286,258	27,334
Debt Service	2,024,740	2,023,340	2,001,540
SBCTC Revolving Funds		859,940	861,890
Total Operating Expenditure	**$ 57,886,413**	**$ 58,402,902**	**$ 60,734,755**

Non-Tuition Revenue

	FY 16-17 Revenue	FY 17-18 Revenue	FY 18-19 Revenue
Self Support			
Instructional Fees (Co-Op)	1,115,436	1,241,979	1,290,534
Continuing Education/Branch Campus	1,985,135	1,665,303	1,840,307
Distance Education	515,574	668,868	580,075
Special Services Fee	226,587	186,326	167,603
Application/Grad/Assessment Fee	302,427	320,867	455,531
Study Abroad	253,380	218,684	408,772
Misc Self Support	784,786	1,415,453	1,437,237
Total Self Support	5,183,325	5,717,481	6,180,060
Auxiliary			
Technology Services	545,935	529,748	3,237
Printing Services	352,610	155,382	154,580
Motor Pool	129,748	162,190	168,853
Bookstore	2,863,053	2,676,802	2,634,970
Parking & Transportation	1,299,740	1,536,656	1,565,200
Conference Services	638,703	743,840	926,378
Total Auxiliary	5,829,789	5,804,618	5,453,218
Other			
Technology Fee	1,460,482	1,404,199	1,364,975
Student Services & Activities Fee	2,794,797	3,721,454	2,886,005
Total Other	4,255,279	5,125,652	4,250,981

New Degree / Certificate Programs

Substantive Changes

Substantive changes including degree or certificate programs planned for _____ - _____ (YYYY-YYYY) approved by the institution's governing body. If NONE, so indicate. *Please feel free to create the list using the headings we have specified and submit it as an Excel spreadsheet.*
      * *This listing does not substitute for a formal substantive change submission to NWCCU*

Substantive Change	Certificate/ Degree Level	Program Name	Discipline or Program Area
None			

Domestic Off-Campus Degree Programs and Academic Credit Sites

Report information for off-campus sites within the United States where degree programs and academic credit coursework is offered. (Add additional pages if necessary.)

- **Degree Programs** – list the *names* of degree programs that can be completed at the site.
- **Academic Credit Courses** – report the *total number* of academic credit courses offered at the site.
- **Student Headcount** – report the *total number (unduplicated headcount)* of students currently enrolled in programs at the site.
- **Faculty Headcount** – report the *total number (unduplicated headcount)* of faculty (full-time and part-time) teaching at the site.

Programs and Academic Credit Offered at Off-Campus Sites within the United States

Name of Site	Physical Address	City, State, Zip	Degree Programs	Academic Credit Courses	Student Headcount	Faculty Headcount
Kent Campus	417 Ramsay Way, Suite 112	Kent, WA 98032	Associate of Arts; BAS in Marketing & Entrepreneurship	**242**	**2,361**	**225**
Enumclaw Campus	1414 Griffin Avenue	Enumclaw, WA 98022		**41**	**256**	**13**
Auburn Center	1221 D Street NE	Auburn, WA 98002	BAS in Software Development; BAS in Aeronautical Science; AAS in Aviation Management; AAS in Air Traffic Control; AAS in Airline Dispatch; AAS in Aviation Technology	**87**	**2,254**	**20**

Distance Education

Degree and Certificate Programs of 30 semester or 45 quarter credits or more where at least 50% or more of the curriculum is offered by Distance Education, including ITV, online, and competency-based education. Adjust entries to category listings below as appropriate. *If your list is longer than ten entries, please create a list using the heading we have specified and upload it in the box provided as an Excel spreadsheet.*

* This listing does not substitute for a formal substantive change submission to NWCCU

Name of Site	Physical Address	Degree/Certificate Name/Level	Program Name	Student Enrollment (Unduplicated Headcount)	On Site Staff (Yes or No)	Co Sponsoring Organization (if applicable)
Green River College	12401 320th St. Auburn, WA 98092	Associate	Associate in Arts-DTA	**565**	**Yes**	**N/A**

Programs and Academic Courses Offered at Sites Outside the United States

Report information for sites <u>outside the United States</u> where degree programs and academic credit coursework is offered, including study abroad programs and educational operations on military bases. (Add additional pages if necessary)

- **Degree Programs** – list the *names* of degree programs that can be completed at the site.
- **Academic Credit Courses** – report the *total number* of academic credit courses offered at the site.
- **Student Headcount** – report the *total number (unduplicated headcount)* of students currently enrolled in programs at the site.
- **Faculty Headcount** – report the *total number (unduplicated headcount)* of faculty (full-time and part-time) teaching at the site.

Programs and Academic Credit Offered at Sites outside the United States

Name of Site	Physical Address	City, State, Zip	Degree Programs	Academic Credit Courses	Student Headcount	Faculty Headcount
Japan (Fall 2018)	NA	Tokyo	Study Abroad	**5**	**10**	**1**

PREFACE

PREFACE

A) UPDATE ON INSTITUTIONAL CHANGES SINCE THE YEAR THREE REPORT

Green River has undergone several significant changes since it submitted its 2016 Mid-Cycle Peer-Evaluation in March 2016. An overview of these changes is included below.

Leadership Changes and Transitions
President Eileen Ely resigned in June 2016 after several years of internal campus turmoil. The vice president of instruction also left the college to accept the presidency at another institution. The board of trustees appointed two acting co-presidents, vice president for business administration and vice president of human resources and legal affairs, to serve until August 1, 2016, when Scott Morgan was appointed as interim president by the board of trustees.

Interim President Morgan discontinued several of the previous administration's initiatives soon after his arrival, including the program prioritization process (PPP), which was described in the 2016 Mid-Cycle Peer-Evaluation as the tool to move towards mission fulfillment. The PPP process negatively impacted the campus culture with regard to governance, stability, communication, and transparency, and led to two votes of no-confidence in the president and one vote of no confidence in the board of trustees. Dr. Rebecca Williamson joined the college in fall 2016 as the interim vice president of instruction and was also appointed the accreditation liaison officer (ALO). After the executive director of institutional effectiveness left the college to accept another position, Fia Eliasson-Creek joined the college in October 2016 as interim director of research and planning.

To restore trust and communication, Interim President Morgan began to meet with faculty, staff, administrators, and students every quarter to share information and to ensure they had input on matters in which they have a direct and reasonable interest. Furthermore, President Morgan charged the interim director of research and planning to reengage the core theme teams and to review and revise the objectives and indicators of achievement associated with each core theme to ensure they were meaningful, assessable, verifiable, and measurable.

At this time, the Commission requested a special report, followed by a special visit to address its concerns about trust, stability, and sustainability at all levels of the institution. NWCCU evaluator Dr. Camille Preus visited the college in October 2016 and noted that she found "the college with a solid leadership foundation, an administration that has engaged the college community and continues to reestablish trust, and confirmed there is currently budget sufficiency and resident expertise to plan for financial sustainability."

After a nationwide search, President Suzanne Johnson joined Green River in July 2017. In her first two years, President Johnson purposefully and thoughtfully worked with the college leadership, faculty, and staff to heal, rebuild trust, and improve the campus climate. In August 2017, the interim director of research and planning was hired permanently as the director of institutional effectiveness. In July 2018, Dr. Rolita Flores Ezeonu joined the college as the permanent vice president of instruction.

Three executive team members left the college during the 2018-19 academic year, including the executive director of college relations, interim vice president of instruction, and vice president of human resources and legal affairs.

Program Prioritization Process
In 2016, the college adopted the PPP as a means to address Recommendation 1 with a comprehensive, summative assessment of programs and services. The immediate goal of the PPP was to tie budgetary planning to summative program evaluation. The college created rubrics for the three pillars: instruction, student support, and institutional support. The college council oversaw the evaluation of the summative assessments.

Green River faculty opposed the PPP from the outset, particularly because the faculty contract already outlined comprehensive methods for program assessment and the rubric for evaluating instruction was designed without faculty input. It was noted in the 2016 Mid-Cycle Peer-Evaluation that the "imperatives of developing and reporting metrics for a recently developed Program Prioritization Process seemed to have sidelined assessment efforts" (p. 5). Although the college had received a Year Seven Recommendation to "aggressively…implement effective and comprehensive systems of direct and authentic assessment," its efforts from 2013-2016 had been executed largely at administrative levels and based on summative institutional data which did not reflect faculty involvement or findings drawn from direct or authentic assessment of student work (p. 10).

Green River faculty went on strike in May of 2016 over unfair labor practice, in part due to implementation of the PPP. Shortly thereafter, President Ely submitted her resignation to the board of trustees. With the resignation of President Ely, the PPP was put on hold. Upon his arrival in 2016, Interim President Morgan discontinued the PPP process and returned to the contractually agreed upon program assessment processes. Given the setbacks of previous years and the distractions of the PPP, the college has made great strides forward in engaging faculty, staff, and administration in planning, assessment, and authentic assessment of mission fulfillment.

Climate Survey
In January 2018, the college administered the National Initiative for Leadership and Institutional Effectiveness Personal Assessment of the College Environment Survey. The purpose of the survey was two-fold: (1) to open dialogue among faculty, staff, and administration with regard to the campus climate and (2) identify areas needing focus and change in order to stabilize the college. The survey was administered to all full-time and part-time employees. Of the 1,084 full-time and part-time employees surveyed, 551 (51%) completed and returned the survey.

The survey findings provided insight into employees' perceptions related to communication, trust, planning, and decision-making. Forty-four percent of the respondents were satisfied with how "information is shared within the institution" and less than half (45%) agreed with the statement "open and ethical communication is practiced" at the college. While 62% of the respondents were satisfied with the extent to which the college's actions reflected its mission, only 33% were satisfied with "their ability to appropriately influence the direction of the institution." Furthermore, employees were less satisfied (39%) with their opportunities to participate in decision-making processes through the college's governance structure, and 43% did not agree with statement that "change at the college occurred according to well-defined plans."

Reorganizations
As a result of the climate survey, the college reorganized several offices to improve accountability and communication. With the departure of the executive director of college relations, the college reorganized the office of college relations to improve collaborations internally and externally at the college. The office was combined with the office of foundation and development into the office of

institutional advancement as a strategic approach in developing and maintaining relationships to increase awareness and support among the college's key internal and external constituents. The executive director of the foundation and the college's development office began serving as vice president of institutional advancement in 2018-19.

With the departure of the vice president of human resources and legal affairs, who left to accept a position at another institution, the college moved human resources under the vice president for business administration whose title was changed to vice president for business administration and human resources. Aligning the offices of human resources and business administration has created functional efficiencies, especially as the college moves forward with the implementation of the system-wide enterprise resource planning software referred to as ctcLink.

eLearning was reorganized and moved from international programs and extended learning to instruction to better facilitate the institution's focus on curriculum and instruction as it centers on student success and builds capacity to support student learning.

Changes in South King County
In the last two years, Green River's enrollment has shifted from being majority White to majority non-White, which is reflective of its service area's changing demographics. Green River College's service area of southeast King County includes rural communities, such as Enumclaw and cities like Renton, that have been transformed by new residents seeking affordable housing outside the Puget Sound's nearby metropolitan areas of Seattle and Tacoma. Enumclaw residents, for example, are 83% White, while 55% of Renton residents identify as non-White. Currently, students of color make up 54% of the college's domestic enrollment. In 2018-19, the Department of Education recognized Green River as an Asian American Native American Pacific Islander Serving Institution.

Focus on Student Success and Diversity, Equity, and Inclusion
In the last two years, the college has focused on mission fulfillment through the lens of equity and inclusion work as key drivers of student success. Administrators, faculty, and staff have systematically engaged with professional development designed to expand institutional capacity in terms of multi-dimensional equity work, such as conferences that focused on Guided Pathways, Strategic Enrollment Management (SEM), Achieving the Dream (ATD), ATD's Holistic Student Support, ATD's Equity Summit, Faculty and Staff of Color Conference, and the National Conference on Race and Ethnicity in American Higher Education. Corresponding initiatives in student affairs, including the development of the progress and completion center, Benefits Hub, and food pantry, have accompanied developments in instruction, such as the implementation of the transparency in teaching and learning project, accessibility training, undergraduate research, and the accelerated learning program. In 2019-20, the president allocated a permanent budget to the Green River Diversity and Equity Council (GDEC) and the One Book program, both of which have an equity and inclusion focus. Furthermore, the college leadership integrated goals related to diversity, equity, and inclusion within each area's 2019-20 operational plan. In addition, the college is exploring the possibility of hiring a vice president of diversity, equity and inclusion.

As the college has heightened its focus on diversity, equity, and inclusion, a number of key initiatives have shifted the landscape. The GDEC and the ODEI now collaborate to lead the diversity educational series, social justice film series, and other training and workgroups. In addition, the ODEI has created or reinvigorated culturally responsive supports, such as student peer navigator positions, identity-focused tutoring, student leadership structures, and identity-group graduation celebrations. As well, the college has also emphasized building capacity in its bilingual services to previously underserved linguistic

groups. With bilingual services for speakers of Somali, Twi, and Arabic also augmented by services in Whulshootseed, Burmese, Somali, Tagalog, Punjabi, Samoan, Nepalese, Indonesian, and so on, the college has continued to build capacity aligned with its Asian American and Native American Pacific Islander-Serving Institution designation. Meanwhile, the college's instructional diversity committee, a subcommittee of the IC, has also expanded the diversity studies concentration with designated courses, an inclusive pedagogy series to support faculty professional development, and mechanisms for faculty hiring support.

Budget
At the time of former President Ely's departure, the college had a budget deficit of $3.3 million. Under the guidance of Interim President Morgan and subsequently, President Johnson, the college focused on reducing its budget deficit. By the start of the 2019-20 academic year, the college had completely eliminated its budget deficit and reliance on fund balance by increasing enrollment, decreasing expenditures, and reorganizing based on staff turnover and attrition. Furthermore, the college annual operating budget is now relying entirely on current year operating revenues, along with local support from contracted programs.

Facilities and Infrastructure
Several significant facilities and infrastructure changes have occurred, including the renovation of the occupational and education building and its reopening as the west building. At almost 50 years old, the building was well past its useful life and was scheduled for demolition. Ultimately, the college partnered with an energy service company (ESCO) and secured funding to fully remodel the building to create effective, energy efficient classrooms and labs.

In February 2016, the college opened the new Lindbloom student union building, with expanded space for intercollegiate athletics, intramural recreation, the recreation and athletics center, student life, office of diversity, equity and inclusion, conference and event services, the bookstore, the cafeteria, and the café. In addition, the building offers spaces for students to study, meet with their classmates or their club or organization, or engage in co-curricular education. Finally, the building offers unique spaces such as the meditation lounge, the Whulshootseed multicultural lounge, and theater seating where students can relax.

With the opening of the new Lindbloom student union building, the former Lindbloom building has undergone a phased remodeling process to reopen as the student affairs and success center (SASC). The SASC is a start-to-finish, holistic student support location, which includes admissions, course placement testing, funding navigation, emergency resource assistance, academic advising and planning, transfer services, career exploration and job readiness, as well as help with complex completion barriers and access to food, housing and transportation needs. Several key offices were reconfigured and updated, such as:
- In 2017, the office of Running Start and college in the high school relocated to a larger space to increase its capacity to efficiently serve students. The college is once again looking at relocating the office as the Running Start student population has grown from about 1,650 students to over 2,200 in the last two years.
- In spring 2017, the assessment and testing center moved from the Zgolinski center into the SASC to increase testing capacity, added lockers for students to securely store their belongings, and added an additional private room for accommodated testing. Co-location with other service areas was intentional and allows for increased efficiency for student onboarding processes
- In June 2018, Green River opened the mathematics, engineering, science achievement (MESA)

student center in the SASC. The MESA student center allows students to build community with other science, technology, engineering, and mathematics (STEM) students, study together, and receive tutoring and mentoring support from staff and faculty partners.

- In spring 2019, the college reconfigured the offices of the registrar and financial aid to improve the flow of student traffic in both offices and to support confidentiality and privacy in student and staff interactions.
- In spring of 2019, Green River opened its violence prevention center. The center includes a confidential meeting space, a gender-neutral bathroom, and welcoming reception area.

Guided Pathways

In 2018-19, the Washington State Board for Community and Technical Colleges (SBCTC) adopted a SEM plan that would identify strategies to improve access and retention within the community college system. One of the strategies in the SEM plan is to implement Guided Pathways as a system-wide framework to "advance racial, social, and economic justice by achieving equitable student aspiration, access, economic progress, and educational and career attainment."

In April 2019, the state legislature passed the Workforce Education Investment Act (HB 2158) and allocated an initial $2 million dollars to the SBCTC for the 2019-20 fiscal year and an additional $30.1 million dollars for the 2020-21 fiscal year for implementation. Green River received $100,000 of the initial allocation to begin its planning stage for implementing Guided Pathways and is participating in the student-centered pathways framework with equity as a primary driver for campus collaborations and implementation. The college submitted a scale-of-adoption assessment report in October 2019 to benchmark where growth and challenges exist in framing the work plan success.

Collaborative work on pathways will assist students with making better course selections, minimize achievement gaps, and increase the number of students who graduate. Students are receiving intensive, targeted advising through our career technical programs, advising day activities, mandatory online and face-to-face orientations, educational planning, and career exploration assessments. Partnerships with local high school district partners on recruitment and outreach efforts, transcript placement, and financial aid efforts have also increased transition from high school to college.

B) RESPONSE TO TOPICS PREVIOUSLY REQUESTED BY THE COMMISSION

Green River received five Recommendations at the end of its Year Seven Peer Evaluation in July 2013.

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).

In response to Recommendation 1, the college updated its mission statement in 2013 to reference the four core themes as the "comprehensive educational programs" as they represent the four types of instruction offered by Green River. They are also defined as "comprehensive" education in Washington state law under Revised Code of Washington (RCW) 28B.50.020.

In the 2016 Mid-Cycle Peer-Evaluation, the evaluators indicated that Green River satisfied the Recommendation relating to Standard 1.B.1, and had made significant progress with regard to Standards 1.B.2, 3.B.3, and 4.A.4. The college made significant changes to the core theme objectives and indicators of achievement since the 2016 Mid-Cycle Peer-Evaluation. To improve evaluation of mission fulfillment, the core theme committees reviewed and revised the objectives and indicators to be meaningful and more informative to the work of faculty and staff in order to provide them with actionable data to improve programs and services. This work included review of various national and state initiatives such as Completion by Design, the College Completion Agenda, and the Washington State Student Achievement Initiative to identify barriers to student success as well as a review of various data sets produced internally at the college and externally by the SBCTC. After careful consideration, the committees recommended that the objectives and indicators, individually and collectively, be outcomes-oriented and assessed at key points in students' educational pathways at the college. The committees reduced the number of indicators from 54 to 34. The board of trustees adopted the recommended changes to the core theme objectives and indicators with set baselines and targets in June 2017. Appendix B provides a cross-walk between the 2014 Year One Report and current core theme objectives and indicators of achievement.

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).

In response to Recommendation 2, the board of trustees adopted a resolution in November 2013 requiring the college to develop a participatory governance model. The board also adopted policy GP-9 Participatory Governance in May 2014 to further clarify and operationalize its participatory governance structure. The college began to review different governance models and with feedback from faculty and staff adopted the college's current governance structure in 2014 consisting of a college council with an employee and student constituent framework.

The college addressed Recommendation 2 in its 2014 Year One Report. The NWCCU communicated to Green River in its July 10, 2014 correspondence that the Commission's expectation for Recommendation 2 was met in their June 25-26, 2014 meeting.

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

The board of trustees established regular review of board policies, and the college addressed Recommendation 3 in its 2014 Year One Report. The NWCCU communicated to Green River in its July 10, 2014 correspondence that the Commission's expectations for Recommendation 3 were met in their June 25-26, 2014 meeting.

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

After receiving Recommendation 4, Green River played an active role with the SBCTC and the Washington State Auditor's Office (SAO) in developing and piloting the state's new financial statements in 2012-2013. The college had a full-scale audit of its 2012-2013 financial statements by the SAO. Since then, the college has contracted with the SAO to conduct financial audits for each year of its operation in addition to the state's compliance audits. The NWCCU communicated to Green River in its February 3,

2016 correspondence that the Commission's expectations for Recommendation 4 had been met in their January 6-8, 2016 meeting and the college was in compliance with Eligibility Requirement 19 and Standard 2.F.7.

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)

Beginning in the 2016-17 academic year, Interim President Morgan created a good faith attempt to reconnect to the learning outcomes committee (LOC) and create an environment in which authentic assessment of courses and programs would be prioritized. The current administration is working to further align core theme indicators with the mission, and "aggressively" support assessment. For example, the college has reinvested in its LOC by supporting course reassignment time for the co-chairs as they work to scaffold program-level learning outcomes assessment and course-level outcomes reporting. There is still much to do in this area but despite past turbulence and changing administration there have been strides especially in program assessment. Most notably:

Program Assessment
- As the 2016 Mid-Cycle Peer-Evaluation noted, the college has created a program assessment form that almost all program areas (defined either as department or division – determined by division preference) use annually to report their program findings.

- The 2016 Mid-Cycle Peer-Evaluation reported that "Although most of the college programs have program outcomes this does not appear to be the case for all, especially for the General Education disciplines, and in the Arts, Humanities and Social Sciences. Evidence of assessment in programs is much more limited" (p. 5). At this time, every program has defined outcome(s) that are documented by the LOC and are published in the current academic catalog (2019-20).

- The results of these assessments and other work are summarized in reports from the LOC chair for 2017-18 and 2018-19.

Campus-Wide Assessment
- The change in college leadership sidelined campus-wide assessment plans devised by interdisciplinary teams in the 2014-15 academic year. Staff turnover in the office of institutional effectiveness affected this as well. The 2016 Mid-Cycle Peer-Evaluation noted,

    "the college has made progress in assessing the College Wide Learning Outcomes (CWLOs). All courses in the college have identified which of the four CWLOs are addressed in the course. The Learning Outcomes Committee has piloted an approach that relies upon identifying students who are close to graduation and uses authentic assessment methods, either by testing or collecting examples of students' work, evaluates their attainment of the CWLOs. There are plans to take the pilot to broader scale" (p. 5-6).

    The previous executive director of institutional effectiveness' departure from the college disrupted the planned execution of this assessment.

- As such, the LOC, comprising representatives from most departments or divisions in instruction, worked with interdisciplinary faculty in the 2017-18 academic year to develop simple rubrics for the assessment of critical thinking and written communication. These rubrics are applicable across disciplines and housed within the college's learning management system, Canvas. In the 2018-19 academic year a small portion of faculty used these rubrics for collecting data. Training for implementing and using these rubrics was developed but never formally deployed because of the shift to a new course approval process and catalog system. Most saliently, the documentation of course alignment with campus-wide outcomes was inconsistent. The faculty worked in the 2018-19 academic year to update and revise these alignments and other outcomes language. Similarly, the quantitative and symbolic reasoning campus-wide outcome has not been fully assessed since the departure of the previous executive director of institutional effectiveness. The college is in the process of purchasing an assessment software tool. Once the tool has been implemented, the LOC will provide training for faculty.

- The redesign of the student responsibility outcome relied on the college's shift to ctcLink which did not occur on the predicted timeline, making the suggested assessment impossible. A new team of four faculty across disciplines selected questions from the 2018 Community College Survey of Student Engagement that were relevant to the student responsibility outcome, set thresholds for these questions, analyzed the data, and developed recommendations based on the findings. The faculty team reported their recommendations to the LOC at a meeting in spring 2018, and the LOC followed up on two of the recommendations. Specifically, the LOC communicated with the leads of the tutoring centers on campus to revise remedial language in their marketing materials as this may be communicating a negative message to students that sets them up with the wrong mindset for tutoring. The LOC also worked with the syllabus template committee to add language around expectations for coming to class prepared, so that students are more consistently made aware of the expectations regarding out of class homework required for college classes.

The 2016 Mid-Cycle Peer-Evaluation states that "while assessment of student learning is acknowledged as an important element in this alignment (of mission and core themes), it has not yet been identified as integral to either process" (p. 6). President Johnson is the first president to acknowledge assessment of student learning as an important element in the alignment of the mission and core themes of the college and proactively support faculty-driven improvement in this area. As such, the LOC, which executes this work, is growing in capacity and capability as a result of the college leadership's support for "the complex conversations that faculty need to have to make assessment make sense across a set of courses that is related by discipline and/or outcome" (2016 Mid-Cycle Peer-Evaluation p. 6). Evidence of this aggressive and necessary investment includes:

- Doubling the number of faculty in the 2017-18 Summer Assessment Institute from 12 to 24.

- Approving a one-third release for an additional LOC chair in the 2018-19 and 2019-20 academic year.

- Approving funding for software that will track and report outcomes assessments at course, program and campus levels.

- Approving full release for two faculty members to serve as resources for faculty on the following projects in the 2019-20 academic year:

- o Review and revise course and program outcomes language to ensure robust, measurable language
- o Support the design or refinement of course and program assessments
- o Work with program faculty to create outcome maps especially in career technical areas
- o Begin the process and conversation around campus-wide outcome review/revision to ensure stronger core theme and mission alignment

The 2016 Mid-Cycle Peer-Evaluation found,

> "Evidence of faculty interest is clearly present in some disciplines, as evidenced by the conversations that took place during the site visit. The conversation is clearly changing, but it will take some work to make it happen. Direct indicators will need to be developed. More faculty, in more disciplines, will need to be engaged in order to develop a culture of assessment. Green River will need to continue to ask the key questions and press the conversation towards meaningful approaches to assessment of student learning." (p. 6)

These investments on behalf of the current college leadership demonstrate movement in this direction. The culture of assessment at Green River is changing and with the full support of the college further change is anticipated.

College leadership's approach to authentic assessment is part of the larger cultural shift underway at the college, demonstrated by the investment of time and resources in faculty professional development and course reassignment time. With the shift in culture and resources, increasing numbers of faculty recognize the benefits of utilizing assessment results to continuously improve course, program, and campus-wide learning. In addition, division discussions increasingly concern the ways in which assessment data—both institutional-level and program- and course-level quantitative and qualitative data—creates opportunities to further initiate equity-framed improvements.

C) RESPONSE TO STUDENT ACHIEVEMENT DATA

Graduation Rate

Green River monitors its IPEDS 150% graduation rate on an annual basis. The graduation rate has increased each year for the last three years. For the most recent cohort (2013), the rate was 38%, up 6% from the 2011 cohort.

Chart 1. IPEDS 150% Graduation Rate
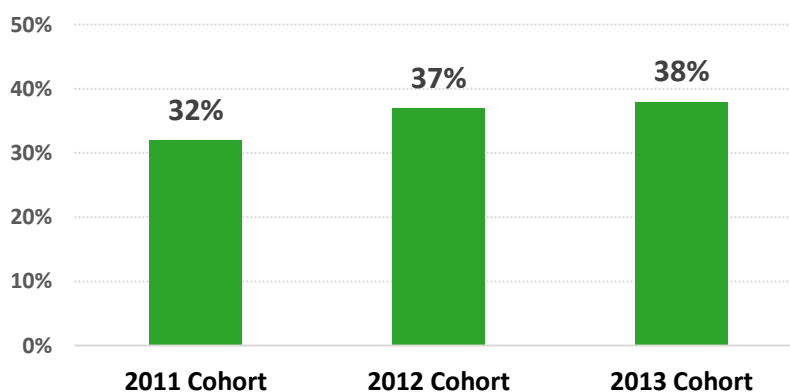
1. **What are the key challenges of the institution related to the institution's graduation rate and other data provided?**

   Green River joined ATD in 2013, but the implementation was unsuccessful due to discord between college leadership and faculty. The new college leadership, together with faculty, are engaging in the major college reform work that will culminate in Guided Pathways.

   Changes in the institutional effectiveness office in 2016 have increased the availability of some data. With the focus on building a data-driven culture, the college has added a third full-time staff person and is in the process of adding a fourth. These staff members will work with faculty and staff to build a culture of evidence as well as a capacity to effectively use data to drive change.

   Green River has experienced rapid changes in the student body as the demographics in the service areas continue to shift. Retention, persistence, and completion rates are an area of growth for the college, and the existing gaps in persistence, retention, and completion disproportionally impact historically underserved or underrepresented students. This remains a key challenge for the college and is tied directly with mission fulfillment. Green River is working to identify specific global ways to reduce these gaps.

   Though the college has made strides in improving the advising process for students, the college still has room for improvement to ensure all students benefit from advising regardless of their point of entry, program of study, and progress at the college. Student affairs and instruction are collaborating to build capacity to meet student needs for advising, especially for students who are at risk of not completing, as noted later in the report.

   While online classes are increasingly utilized by students, the completion rates for online classes is, on average, somewhat lower than that for face-to-face classes. Online testing, in particular, is an equity issue because more secure testing using Respondus testing software can require hardware and environments not always available to students without coming to campus. The college's instructional designer is working with faculty to improve the success in implementation of Respondus.

   The number of Green River students facing housing issues and food insecurities are increasing which affect their ability to stay on track to completion. Although the college has increased its services and resources, it remains challenging to identify students with needs and to connect them with the appropriate resources. In fall 2019, the college participated in the #RealCollege survey conducted by the Hope Center for College, Community, and Justice, based out of Temple University. The hope is that the institution-level survey results (available February 2020) will help the college gauge the extent of the problem in order to scale up interventions.

2. **What is the institution doing to improve graduation rates? What initiatives appear to be effective in improving graduation rates?**

   Green River is beginning concerted efforts to improve student completion rates and building the capacity to collect and analyze data on the effectiveness of interventions. The college has hosted campus-wide town halls to engage faculty and staff in examining data and issues related to equity gaps in persistence, retention, and completion. Some internal steps taken include:

- shortening the developmental education pipeline in English,
- removing internal financial aid paperwork that was required in addition to the Free Application for Federal Student Aid (FAFSA),
- auto-conferring of credentials upon completion of requirements without students needing to apply for graduation,
- implementing a new degree audit system that allows staff to evaluate students' classes over multiple credentials,
- hiring of progress and completion coaches and the progress and completion center, which is housed in the career and advising center,
- creating the Benefits Hub to assist students to remain in school,
- streamlining the associate in arts degree including removing physical education as a requirement as well as removing a required "activity" credit,
- implementing the transparency in teaching and learning project by a number of faculty
- increasing involvement in Quality Matters by faculty to address completion gaps for online courses, as well as a project in English to identify and address disparities,
- reorganizing eLearning with an increase in staff, including the college's first dedicated instructional designer.

Furthermore, Green River is joining the statewide initiative to improve graduation rates. Guided Pathways principles have shown to be effective in increasing success rates, and the college's engagement with Guided Pathways has begun with work to align planning and assessment processes at the college. The college has submitted key planning documents to the SBCTC and created a cross-campus committee comprising faculty and staff to spearhead progress on Guided Pathways in 2019-20.

3. **What might accreditors do to assist institutions to improve graduation rates?**

   Several things that accreditors could do to assist institutions to improve graduation rates are:

   - Emphasize best practices that can become part of larger reform efforts such as Guided Pathways
   - Emphasize the significance of working with partners in the community, especially in terms of working with K-12 partners in the service area and four-year partners in the region
   - Emphasize how creating a culture of shared responsibility and evidence-based practice is foundational to undertaking larger reform initiatives
   - Emphasize the significance of building a culture of assessment and a culture attentive to data, especially as faculty continue to embrace their responsibility for systematically assessing student learning outcomes
   - Emphasize student success as central to mission fulfilment

CHAPTER ONE
Mission, Core Themes, and Expectation

EXECUTIVE SUMMARY OF ELIGIBILITY REQUIREMENTS 1 THROUGH 3

ER 1. Operational Status

The institution has completed at least one year of its principal educational programs and is operational with students actively pursuing its degree programs at the time of the Commission accepting an institution's Application for Consideration for Eligibility. The institution has graduated at least one class in its principal educational program(s) before the Commission's evaluation for initial accreditation.

Green River has continuously offered educational programs since 1965 and has been accredited by the NWCCU since 1967 with no lapses in accreditation.

ER 2. Authority

The institution is authorized to operate and award degrees as a higher education institution by the appropriate governmental organization, agency, or governing board as required by the jurisdiction in which it operates.

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). In 2012, the Washington State Legislature passed E2SHB 2483 authorizing the SBCTC to approve applied bachelor's degree programs offered by community and technical colleges. Green River awards applied bachelor's degrees, associate degrees, and certificates which are approved by the board of trustees under RCW 28.B.50.

ER 3. Mission and Core Themes

The institution's mission and core themes are clearly defined and adopted by its governing board(s) consistent with its legal authorization, and are appropriate to a degree-granting institution of higher education. The institution's purpose is to serve the educational interests of its students and its principal programs lead to recognized degrees. The institution devotes all, or substantially all, of its resources to support its educational mission and core themes.

The board of trustees adopted the college's mission statement in its present form in 2013 as part of the college strategic planning process. The college's four core themes, also adopted in 2013, derive from the mission statement's focus on comprehensive educational programs. The college's mission, core themes, and strategic plan drive college planning, budget allocation, and decision-making.

STANDARD 1.A MISSION

1.A.1 The institution has a widely published mission statement—approved by its governing board—that articulates a purpose appropriate for an institution of higher learning, gives direction for its efforts, and derives from, and is generally understood by, its community.

In 2012-13, the college engaged in a strategic planning process to develop a new mission, vision, values, core themes, to include objectives and indicators of achievement, and overarching strategies. A strategic planning and assessment committee was convened consisting of 50 people representing community members, the board of trustees, students, faculty, and staff. The year-long process culminated in the 2013-20 Strategic Plan and Assessment at which time a new vision, mission, and core themes were adopted by the board of trustees.

Vision:

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

Mission:

> *Ensure student success through comprehensive educational programs[1] and support services responsive to our diverse communities.*

Core Themes:

> *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 learners for successful transition to college.*
>
> *Continuing and community education—Provide programs and services that reflect a commitment to the professional, social and personal enrichment needs of the community.*

Green River's mission statement clearly articulates the college's purpose and is appropriate under RCW 28B.50 establishing Green River as an institution offering comprehensive educational and service programs to meet the needs of the communities and students served.

The mission statement and core themes are widely published, appearing on the college's website, in its catalog, and on posters in classrooms and offices. The mission statement is also included in various documents accessible and shared with students, employees, and community members. Furthermore,

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[1] Comprehensive educational programs: College Transfer Education, Career & Technical Education, College Readiness Education, Continuing & Community Education.

the college's mission is at the center of all college-wide meetings such as opening day, the college address, and town halls.

> **1.A.2 The institution defines mission fulfillment in the context of its purpose, characteristics, and expectations. Guided by that definition, it articulates institutional accomplishments or outcomes that represent an acceptable threshold or extent of mission fulfillment.**

Green River defines 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. The results of the annual assessments are presented to the board.

Indicators of Achievement
For each indicator, the college established a baseline using a five-year average of past performance. When five years of data were not available, the college used the most recent year's data available. Targets were set in a variety of ways. The core theme committees used state and/or national data for comparison when applicable and available. Some targets were established based on the performance of other schools or peer groups. Wherever possible, the college used data disseminated by SBCTC that would allow for annual benchmarking and statewide college-to-college comparison.

Annual results for indicators are evaluated against set performance thresholds. The thresholds are defined as (1) exceeding expectations when performance level is more than 5% above baseline, (2) meets expectations when performance level is between 5% below and 5% above baseline, and (3) below expectations when performance level falls more than 10% below baseline.

Table 1.1. Acceptable Performance Thresholds for Indicators of Achievement

Thresholds	Performance Range	Performance Indicator
Exceeding Expectations	More than 5% above baseline	⊕
Meets Expectations	Plus or minus 5% from baseline	🟢
Below Expectations	More than 5% below 5% from baseline	🔴

Objectives and Core Theme as a Whole
Acceptable thresholds for performance for each objective and core theme as a whole are rated as (1) exceeding expectations when 86% or more of the indicators are rated as meeting or exceeding expections, (2) meets expecations when 75% to 85% of indicators are rated as meeting or exceeding expections, and (3) below expectations when 74% or fewer of indicators are rated as meeting or exceeding expections.

Table 1.2. Acceptable Performance Thresholds for Objectives and Core Theme as a Whole

Thresholds	Performance Range	Performance Indicator
Exceeding Expectations	Higher than 85%	⊕
Meets Expectations	75% to 85%	●
Below Expectations	74% or below	●

Mission Fulfillment
Acceptable thresholds for mission fulfillment are rated as the following:

- Exceeding expectations when 86% or more of all indicators are rated as meeting or exceeding expections,
- Meets expectations when 75% to 85% of all indicators are rated as meeting or exceeding expections, and
- Below expectations when 74% or fewer of all indicators are rated as meeting or exceeding expections.

Results from the 2018-19 academic year show the college is currently fulfilling its mission as 98% of indicators met or exceeded performance thresholds.

Table 1.3. Percent of Indicators Meeting or Exceeding Performace Threshold

Core Theme	Number of Indicators	Number Indicator Thresholds Met or Exceeded	Percent of Thresholds Met or Exceeded
1. College Readiness	9	9	100%
2. Transfer Education	9	9	100%
3. Career Technical Education	9	9	100%
4. Continuing Education	15	14	93%
Total Core Theme Indicators Thresholds Met or Exceeded	42	41	98%

Overall Mission Fulfillment: Exceeds Expectations

STANDARD 1.B CORE THEMES

1.B.1 The institution identifies core themes that individually manifest essential elements of its mission and collectively encompass its mission.

Green River identified four core themes as essential elements of its mission. The core themes collectively represent the college's purpose as a comprehensive community college responsive to its communities.

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 learners for successful transition to college.

Continuing and community education—Provide programs and services that reflect a commitment to the professional, social and personal enrichment needs of the community.

1.B.2 The institution establishes objectives for each of its core themes and identifies meaningful, assessable, and verifiable indicators of achievement that form the basis for evaluating accomplishment of the objectives of its core themes.

While the four core themes have remained the same since the 2014 Year One Report, the core theme objectives and indicators of achievement have continued to evolve based on feedback from the NWCCU.

In the 2013 Year Seven Evaluation, the peer evaluators recommended that the college ensure the "core theme objectives and verifiable indicators be sufficient to evaluate the accomplishments of core themes (1.B.2)" and suggested the college "revisit the definitions and assessment of indicator data to create an empirically supported threshold of mission fulfillment based on its four core themes" (p. 8).

The core theme indicators were originally developed by the strategic planning and assessment team in 2012-13 and tied to the strategic plan. However, the strategic planning and assessment team "recognized that core indicators may need to be revised and refined as they are further developed to include operational definitions, measuring metrics, data collection methods and their feasibility, and performance baselines and goals" (2013-20 Strategic Plan, p. 20). During academic years 2013-14, the college reviewed the indicators and reduced the number of indicators from 54 to 48 to make data collection feasible and sustainable. Furthermore, the college continued to review the validity of indicators with regard to holistically measuring achievement of mission fulfillment.

In the 2016 Mid-Cycle Peer-Evaluation, the peer evaluators found that the majority of revised indicators presented in the 2014-15 core theme reports to the board had baselines and targets; however, the reports were "quite complex" (p. 9). The peer evaluators also noted from their discussion with core theme council representatives that "it was not clear that this process of review and reflection has

happened with regularity. Other issues relating to changes in governance structure and a new process for prioritizing programs appeared to have distracted" the college from continuing its work to review and revise core theme objectives and indicators of achievement (p. 4).

Following the 2016 Mid-Cycle Peer-Evaluation, the new leadership at the college made significant changes to tie the core theme objectives and indicators of achievement to meaningful, measurable mission fulfillment. After his arrival in August 2016, Interim President Morgan recognized that assessing mission fulfillment for an institution as large and complex in scope as Green River presented challenges. Interim President Morgan reconvened the core theme committees with the charge to review and revise the objectives and indicators to be meaningful and more informative to the work of faculty and staff with the goal to provide them with actionable data to improve programs and services.

The core theme committees reviewed various national and state initiatives such as Completion by Design, the College Completion Agenda, and the Washington State Student Achievement Initiative to identify barriers to student success at community colleges. The committees also reviewed various data sets related to these initiatives produced internally at the college and externally by the SBCTC. After careful consideration, the committees recommended the college adopt outcomes oriented objectives and indicators aligned with key points in students' educational pathways at the college. The committees ultimately reduced the number of indicators again, from 48 to 34. The board of trustees approved the recommended changes to the core theme objectives and indicators, as well as the set baselines and targets in June 2017. Appendix B provides a crosswalk between the 2014 Year One Report and current core theme objectives and indicators of achievement.

CORE THEME: COLLEGE TRANSFER EDUCATION

Description: A major component of the college's mission is to prepare students who intend to transfer to baccalaureate institutions. Green River is recognized for its strong transfer education, especially in the areas of mathematics, humanities, and science. The majority of transfer students who enroll at the college seek an associate degree with one of various direct transfer agreements with the public, four-year institutions in Washington. Moreover, the college also enrolls students who wish only to complete prerequisites for their major prior to transfer to a four-year institution. Transfer education is delivered by six instructional divisions: fine arts, mathematics, social science, English, humanities, and science.

Objective 1: Students enrolled in transfer programs are retained.

Indicators of Achievement	Baseline Year 2015 16	Target Year 2020
1.1 % of transfer students retained from 1st quarter to 2nd quarter	81%	82%
1.2 % of transfer students retained from 1st year to 2nd year	51%	53%
1.3 % of transfer students who successfully complete college-level math with a 2.0 GPA or higher within 1st year of enrollment	32%	38%
1.4 % of transfer students who successfully complete English 101 with a 2.0 GPA or higher within 1st year of enrollment	62%	66%

Rationale – Why the Indicators Are Assessable and Meaningful Measures

The indicators for Objective 1 focus on assessing students' progression through the college's transfer programs. Research shows that first-year retention is critical to overall student success. Tracking first-year retention allows the college to assess its ability to retain and support their progress through the first year.

Objective 2: Students enrolled in transfer programs are prepared to transfer.

Indicators of Achievement	Baseline Year 2015 16	Target Year 2020
2.1 % of transfer students who complete a degree within three years (150% of completion time)	24%	25%
2.2 % of transfer students who achieve 45 college-level credits or more with a 2.0 GPA or higher within three years (no degree)	28%	30%

Rationale – Why the Indicators Are Assessable and Meaningful Measures

The indicators for Objective 2 focus on assessing students' preparedness to transfer to baccalaureate colleges and universities. For many students, completion of an associate degree will result in efficient transfer of credits toward their baccalaureate degree as statewide articulation agreements are in place. However, not all transfer students who enroll at the college intend to complete a two-year degree prior to transfer but are considered transfer-ready by the SBCTC after completing at least 45 college-level transfer credits. Tracking completion rates within a three-year timeframe allows the college to assess how students progress in a timely manner.

Objective 3: Students enrolled in transfer programs continue their education at four-year baccalaureates.

Indicators of Achievement	Baseline Year 2015 16	Target Year 2020
3.1 % of transfer graduates who enroll at a four-year baccalaureate (within two years)	56%	59%
3.2 % of transfer-ready students who enroll at a four-year baccalaureate (within two years)	25%	27%

Rationale – Why the Indicators Are Assessable and Meaningful Measures

The indicators for Objective 3 focus on assessing students' success in transferring to baccalaureate colleges and universities. Transfer rates allow the college to assess how well Green River is meeting the needs of transfer-bound students regardless if their intent is to complete a two-year transfer degree or take a number of selected courses prior to transferring.

Objective 4: Students are successful as they transfer to baccalaureates.

Indicators of Achievement	Baseline Year 2015 16	Target Year 2020
4.1 Green River transfer students perform at par or better in their 1st quarter than other CC transfer or native students	3.09	>=3.14

Rationale – Why the Indicators Are Assessable and Meaningful Measures
The indicator for Objective 4 focuses on assessing the success of Green River transfer students at Washington public baccalaureate colleges and universities. Using the SBCTC's Mutual Research Transcript Exchange data system to track Green River students' performance at their transfer institution allows the college to evaluate how successful the college's transfer program is in preparing students for transfer.

CORE THEME: CAREER TECHNICAL EDUCATION

Description: Green River's career technical programs prepare students for employment. Industry advisory committees guide and ensure program curriculum meet the needs of business and industry. Career technical education is delivered by four divisions: business, health sciences and education, technology, and trades.

Objective 1: Students enrolled in career technical programs are retained.

Indicators of Achievement	Baseline Year 2015 16	Target Year 2020
1.1 % of career/technical students retained from 1st quarter to 2nd quarter	83%	86%
1.2 % of career/technical students retained from 1st year to 2nd year	57%	59%
1.3 % of degree-seeking career/technical students who complete related instruction (computation/written communication) within 1 year of enrollment	36%	39%

Rationale – Why the Indicators Are Assessable and Meaningful Measures
The indicators for Objective 1 focus on assessing students' progression through career technical programs. As most of curricula in career technical programs are sequenced so that students build a strong foundation of competencies meeting industry and employers' need for skilled workers, the indicators will track students' progression through their first year of enrollment to identify where along their pathway students are struggling and most likely to leave.

Objective 2: Students enrolled in career technical programs progress.

Indicators of Achievement	Baseline Year 2015 16	Target Year 2020
2.1 % of career/technical who complete a degree or certificate within three years	35%	40%
2.2 % of career/technical students who achieve 45 college-level credits	17%	20%
2.3 % of career/technical programs in high-demand fields as defined by Workforce Development Council	N/A	80%

Rationale – Why the Indicators Are Assessable and Meaningful Measures
The indicators for Objective 2 focus on assessing students' preparedness for employment. Degrees and certificates are developed by faculty and advisory committees with the goal of meeting industry and

employers' need for skilled workers. Many students enter the college's career technical programs with the goal of obtaining the skills necessary to enter the workforce quickly. Green River collaborates with regional economic development organizations to provide South King County with a skilled workforce.

Objective 3: Students graduating from career technical programs secure employment.

Indicators of Achievement	Baseline Year 2015 16	Target Year 2020
3.1 % of career/technical program graduates employed nine months after graduation	73%	>=73%
3.2 % of career/technical advisory committee members surveyed rate Green River career/technical graduates well prepared for employment	N/A	80%
3.3 % of career/technical advisory committee members surveyed agree or strongly agree that Green River career/technical programs meet the needs of the community	N/A	80%

Rationale – Why the Indicators Are Assessable and Meaningful Measures
The indicators for Objective 3 focus on assessing career technical students' success once they leave the college. Employment rates provide meaningful evidence on how well Green River prepares students for the workplace. By using statewide data linking for outcomes assessment data, the college can assess the extent to which students gain employment within nine months of leaving the college. Advisory committees for career technical programs consist of employers who select, employ, and evaluate program graduates on a daily basis in the workplace and thereby indicate their level of satisfaction regarding graduates' preparation.

CORE THEME: COLLEGE READINESS EDUCATION

Description: 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. College readiness programs are an important gateway into college-level learning opportunities. College readiness education comprises transitional studies (adult basic education), English language learners, formerly ESOL, general equivalency diploma, high school completion, and developmental courses in reading, writing, and math.

Objective 1: Students enrolled in college readiness courses and programs complete and transition.

Indicators of Achievement	Baseline Year 2015 16	Target Year 2020
1.1 % of TS/ESOL students who transition from lower level to upper level within same or next year	35%	38%
1.2 % of students who enroll in developmental courses successfully complete (course completion)	75%	80%

Rationale – Why the Indicators Are Assessable and Meaningful Measures
The indicators for Objective 1 assess completion levels of students enrolled in college readiness programs. Levels 1-3 are considered beginning, Levels 4-5 are intermediate, and Level 6 is considered advanced. Students need to transition from the beginning levels into the intermediate levels in order to

have skills that will allow them to be successful in Integrated Basic Education Skills and Training (I-BEST) courses and in the workplace. National research shows that students who are not adequately prepared for college-level coursework, especially in math, reading, and writing, are less likely to persist and complete a degree.

Objective 2: Students in college readiness courses and programs transition to the next level.

Indicators of Achievement	Baseline Year 2015 16	Target Year 2020
2.1 % of TS/ESOL students who transition to developmental math and/or English within same or next year	22%	25%
2.2 % of Open Doors students who transition to 1st college-level course within same or next year	55%	59%
2.3 % of developmental students (Math 097/Engl 099) who transition to 1st college-level math or English 101/109 within same or next year	77%	81%

Rationale – Why the Indicators Are Assessable and Meaningful Measures
The indicators for Objective 2 focus on assessing to what extent students enrolled in college readiness courses and programs transition to the next level of study. For many students, lengthy pre-college sequences become a barrier. Based on national research, a primary focus for the college is to increase the number of students who successfully transition to the next level of study.

Objective 3: Students transitioning from college readiness to the next level successfully complete the level.

Indicators of Achievement	Baseline Year 2015 16	Target Year 2020
3.1 % of TS/ESOL students who transitioned to developmental math and/or English successfully complete	89%	>=89%
3.2 % of TS/ESOL students who transition into any college-level courses within three years	87%	>=87%
3.3 % of developmental students (Math 097/Engl 099) who transitioned to 1st college-level math or English 101/109 complete	80%	85%
3.4 Developmental students (Math 097/Engl 099) who transition 1st college-level math or English 101/109 complete at the same rate or higher as direct-entry students	DevEd: 80% Direct: 82%	>=82%

Rationale – Why the Indicators Are Assessable and Meaningful Measures
The indicators for Objective 3 focus on assessing to what extent students who transitioned from college readiness courses and programs to the next level were able to complete the next level successfully.

CORE THEME: CONTINUING AND COMMUNITY EDUCATION

Description: Continuing and community education provides diverse students, including working professionals, nontraditional learning opportunities in eight major areas, professional development, technical skills training, small Business Development, personal interest, prime time (55+ program), youth

programs, water and wastewater training, and corporate training. Classes are typically held on evenings and weekends and in multiple locations in the service area to suit a wide range of needs and interests.

Objective 1: Health of programs.

Indicators of Achievement	Baseline Year 2015 16	Target Year 2020
1.1 Revenue generation (by program)	$2,379,633	$2,498,612
1.2 Number of Students Served (by program)	6,952	7,300
1.3 Number of new course offerings (by program)	26	32

Rationale – Why the Indicators Are Assessable and Meaningful Measures
The indicators for Objective 1 focus on revenue intake as continuing education programs are fully self-supported. Robust revenue generation ensures that these programs will continue to be offered by the college, and that they are being managed efficiently. Furthermore, tracking the number of students enrolled and courses offered demonstrates how the college is meeting the diverse learning interests of the community.

Objective 2: Responsiveness to community needs.

Indicators of Achievement	Baseline Year 2015 16	Target Year 2020
2.1 Number of offerings that qualify for or apply to getting or maintaining professional certifications or licenses	59	65
2.2 % of students who would recommend the class they are taking to others	94%	95%

Rationale – Why the Indicators Are Assessable and Meaningful Measures
The indicators for Objective 2 focus on the number of courses aligned with professional certifications and licensures. By aligning with the high standards set by national licensing and accrediting bodies, Green River programs ensure that students who complete are better prepared for the workforce. In addition, continuing education uses student feedback as a way to measure programming quality and value to the community.

Objective 3: Collaborations to enhance programs ability to serve constituents.

Indicators of Achievement	Baseline Year 2015 16	Target Year 2020
3.1 Number of Internal Collaborations	7	9
3.2 Number of External Collaborations	22	26

Rationale – Why the Indicators Are Assessable and Meaningful Measures
The indicators for Objective 3 evaluate continuing education's internal and external collaborations and partnerships to better serve students by introducing a pathway to a degree program, providing visible

partnerships between academic and continuing education faculty, and collaborating with external entities to extend the reach of continuing education programs and offer courses in other venues.

CHAPTER TWO
Resources and Capacity

EXECUTIVE SUMMARY OF ELIGIBILITY REQUIREMENTS 4 THROUGH 21

ER 4. Operational Focus and Independence

The institution's programs and services are predominantly concerned with higher education. The institution has sufficient organizational and operational independence to be held accountable and responsible for meeting the Commission's standards and eligibility requirements.

Green River operates under the authority of the Community and Technical College Act of 1991 and is one of 34 colleges under the governance of the SBCTC. However, the college operates independently and is guided by the board of trustees, appointed by the governor and confirmed by the state Senate. As an independent institution of higher education, the college is accountable and responsible for meeting the NWCCU standards and eligibility requirements.

ER 5. Non-Discrimination

The institution is governed and administered with respect for the individual in a nondiscriminatory manner while responding to the educational needs and legitimate claims of the constituencies it serves as determined by its charter, its mission, and its core themes.

The vice president for business administration and human resources monitors institutional compliance with non-discrimination and equal opportunity policies. According to Green River policy HR-22 Nondiscrimination and Harassment, the college prohibits any and all unlawful discrimination and harassment based on race, color, national origin, age, disability, sex, sexual orientation, marital status, creed, religion or status as a veteran of war as required by Title IX of the Educational Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, Title VII of the Civil Rights Act of 1964, the Age Discrimination Act of 1975, RCW 49.60.030 and their implementing regulations. Prohibited sex discrimination includes sexual harassment.

The college is committed to equal opportunity in all its instructional and non-instructional programs, services, policies, and practices. Green River is an equal opportunity employer and operates under an affirmative action plan in accordance with federal and state laws and regulations.

ER 6. Institutional Integrity

The institution establishes and adheres to ethical standards in all of its operations and relationships.

Green River adheres to the highest ethical standards in the management and operations of the college and in its transactions with students, employees, the public, and external organizations and agencies. The college policy GA-23 Ethics is written to ensure employees understand that they "hold a public trust" which obligates them to a) conduct the business of the institution in accordance with the highest ethical standards, b) not use their public office for personal gain or private advantage, and c) avoid activities that conflict with the proper discharge of their duties.

ER 7. Governing Board

The institution has a functioning governing board responsible for the quality and integrity of the institution and for each unit within a multiple-unit institution to ensure that the institution's mission and core themes are being achieved. The governing board has at least five voting members, a majority of whom have no contractual or employment relationship or personal financial interest with the institution.

Green River is governed by a board of trustees consisting of five voting members who reside in and represent the college's service district. Each member is appointed by the governor and approved by the Washington State Senate for a term of five years. Terms are staggered so there is continuity on the board. Trustees may serve up to two terms subject to approval by the governor and the Senate. None of the board members has a contractual, employment, or financial interest in the college. The board carries out its governance authority and duties as described in RCW 28B.50.090 and the board's policy manual. The board ensures the institution's mission and core themes are achieved through regularly scheduled core theme reports.

ER 8. Chief Executive Officer

The institution employs a chief executive officer who is appointed by the governing board and whose full-time responsibility is to the institution. Neither the chief executive officer nor an executive officer of the institution chairs the institution's governing board.

The chief executive officer is Dr. Suzanne Johnson, who is the sixth president of the college. She was hired in June 2017 after a nationwide search, which involved the board of trustees, faculty, staff, students, and community members. The president has full-time responsibility to the college and is accountable to the board, which evaluates her performance annually. All board authority delegated to the staff is delegated through the president.

ER 9. Administration

In addition to a chief executive officer, the institution employs a sufficient number of qualified administrators who provide effective leadership and management for the institution's major support and operational functions and work collaboratively across institutional functions and units to foster fulfillment of the institution's mission and achievement of its core themes.

Green River employs a sufficient number of qualified administrators who collaborate across institutional functions to provide effective leadership and management in order to fulfill the college's mission and core themes. Administrators meet the requirements for their positions and are evaluated by their supervisors.

ER 10. Faculty

Consistent with its mission and core themes, the institution employs and regularly evaluates the performance of appropriately qualified faculty sufficient in number to achieve its educational objectives, establish and oversee academic policies, and ensure the integrity and continuity of its academic programs wherever offered and however delivered.

In 2018-19, Green River employed 174 full-time faculty and 502 adjunct faculty across 11 instructional divisions (see Appendix D) which is sufficient to carry out the college's mission and core themes. Faculty are highly qualified in their respective disciplines to achieve the college's educational objectives, establish and oversee academic policies, and ensure the integrity and continuity of academic programs. The collective bargaining agreement between Green River Board of Trustees Community College District 10 and the Green River United Faculty (UF) Coalition, the faculty contract, outlines the hiring of full-time faculty (p. 11). Once hired, faculty are evaluated in accordance with the faculty contract (p. 66).

ER 11. Educational Program

The institution provides one or more educational programs which include appropriate content and rigor consistent with its mission and core themes. The educational program(s) culminate in achievement of clearly identified student learning outcomes, and lead to collegiate-level degree(s) with degree designation consistent with program content in recognized fields of study.

Green River's educational programs, consistent with its mission and core themes, confer the following degrees and certificates: (1) bachelor's of applied science, (2) associate in arts, (2) associate in business, (3) associate in computer science, (4) associate in math education, (5) associate in pre-nursing, (6) associate in science, (7) associate in applied arts, (8) associate in applied science, (9) career technical certificates. Faculty are responsible for assessing clearly identified course and program-level learning outcomes as well as updating courses and degrees to ensure appropriate rigor, content, transferability, and industry viability and relevancy. Some specialized workforce programs are accredited by appropriate professional bodies.

ER 12. General Education and Related Instruction

The institution's baccalaureate degree programs and/or academic or transfer associate degree programs require a substantial and coherent component of general education as a prerequisite to or an essential element of the programs offered. All other associate degree programs (e.g., applied, specialized, or technical) and programs of study of either 30 semester or 45 quarter credits or more for which certificates are granted contain a recognizable core of related instruction or general education with identified outcomes in the areas of communication, computation, and human relations that align with and support program goals or intended outcomes. Bachelor and graduate degree programs also require a planned program of major specialization or concentration.

General education for transfer degrees at Green River meets standards set out in policies developed by the Washington State Intercollege Relations Commission (ICRC) and the Washington State Joint Transfer Council, ensuring that the college's transfer associate degree programs' general education breadth and depth are appropriate. Degrees and one-year professional technical certificates (45 credits or more) adhere to NWCCU accreditation standards as well as SBCTC policies addressing requirements for workforce programs.

ER 13. Library and Information Resources

Consistent with its mission and core themes, the institution maintains and/or provides access to library and information resources with an appropriate level of currency, depth, and breadth to support the institution's programs and services wherever offered and however delivered.

Consistent with its mission and core themes, Green River provides access to library and information resources with an appropriate level of currency, depth, and breadth to support the college's programs and services. Librarians work collaboratively with faculty to ensure that the library supports instruction and student learning. Extensive online library and information resources are available to students, staff, and faculty on the main campus, branch campuses, and online.

ER 14. Physical and Technological Infrastructure

The institution provides the physical and technological infrastructure necessary to achieve its mission and core themes.

Green River maintains physical facilities that are accessible, safe, secure, and that support teaching and learning. The college continues to update older buildings to ensure accessibility and energy efficiency. Each of the college's four locations has sufficient physical resources to fulfill the college's mission. The main campus consists of 715,837 square feet in 27 buildings, the Kent campus includes 65,718 square feet in one building, the Auburn center campus includes 31,499 square feet in one building, and the Enumclaw campus includes 11,518 square feet in one building. The college's information technology department supports the technology infrastructure necessary to achieve the college's mission and core themes.

ER 15. Academic Freedom

The institution maintains an atmosphere in which intellectual freedom and independence exist. Faculty and students are free to examine and test all knowledge appropriate to their discipline or area of major study as judged by the academic/educational community in general.

Green River supports an atmosphere of intellectual freedom where faculty and students are encouraged to examine and test all knowledge appropriate to their discipline or area of study as judged by the academic/educational community. The college demonstrates this commitment as evident in the faculty contract (p. 104-105) as well as in its policy IN-6 Academic Freedom.

ER 16. Admissions

The institution publishes its student admission policy which specifies the characteristics and qualifications appropriate for its programs, and it adheres to that policy in its admissions procedures and practices.

As a public community college serving students with a wide range of abilities and educational needs, Green River adheres to an open-door admission policy SA-4 Admissions and as required by RCW 28B.50.090. The college publishes its eligibility requirements for enrollment in programs and courses in the college catalog, quarterly class schedule, and on the college website. Specific programs have

special admissions requirements, such as Running Start, international programs, applied baccalaureate programs, and allied health programs. All admissions requirements, including those of special programs, are published in the catalog.

ER 17. Public Information

The institution publishes in a catalog and/or on a website current and accurate information regarding: its mission and core themes; admission requirements and procedures; grading policy; information on academic programs and courses; names, titles and academic credentials of administrators and faculty; rules and regulations for student conduct; rights and responsibilities of students; tuition, fees, and other program costs; refund policies and procedures; opportunities and requirements for financial aid; and the academic calendar.

Green River publishes current and accurate information in its catalog and on its website regarding the mission and core themes; admission requirements and procedures; grading policy; information on academic programs and courses; names, titles and academic credentials of administrators and faculty; rules and regulations for student conduct; students' rights and responsibilities; tuition, fees, and other program costs; refund policies and procedures; opportunities and requirements for financial aid; the college regional accreditation status as determined by the NWCCU; and the academic calendar. In 2018-19, the college adopted an online, interactive catalog management system (e-catalog) to allow for annual publication with quarterly updates to ensure accuracy of information provided to students.

ER 18. Financial Resources

The institution demonstrates financial stability with sufficient cash flow and, as appropriate, reserves to support its programs and services. Financial planning reflects available funds, realistic development of financial resources, and appropriate risk management to ensure short-term solvency and long-term financial sustainability.

Green River is financially stable, with sufficient cash flow and adequate reserve to support its programs and services, as required by board policies (EL4-Financial Planning/Forecasting, EL5-Financial Condition, EL6-Risk Management, and EL9-Reserves). Green River's three major financial resources are state allocations, student tuition and contracted programs. The college covers all current year obligations from current year revenues and maintains a board approved reserve of approximately $21.4 million. Revenue estimates are conservative, and the college manages risk appropriately to ensure that the college is able to meet its financial obligations as well as support innovations in student success.

ER 19. Financial Accountability

For each year of operation, the institution undergoes an annual external financial audit by professionally qualified personnel in accordance with generally accepted auditing standards. The audit is to be completed no later than nine months after the end of the fiscal year. Results from the audit, including findings and management letter recommendations, are considered annually in an appropriate and comprehensive manner by the administration and the governing board.

Green River undergoes an annual external financial audit conducted by qualified independent auditors from the Washington State Auditor's Office (SAO). Audits are performed in accordance with generally accepted audit standards. Effective in 2018-19, financial audits are completed within nine months after the end of the fiscal year. Audit results, including findings, management letter items and exit items, are discussed and reviewed by the college's executive team, as well as with the college's board of trustees. The most recent independent financial audits, for fiscal years 2017 and 2018, resulted in no findings and management letters.

As a state agency, Green River is subject to the Single Audit Act and financial information is reported as part of the Washington State Comprehensive Annual Financial Report.

ER 20. Disclosure

The institution accurately discloses to the Commission all information the Commission may require to carry out its evaluation and accreditation functions.

Green River accurately discloses to the NWCCU any and all information the NWCCU may require to carry out its evaluation and accreditation functions. The college recognizes that it did not immediately notify the NWCCU regarding the resignation of the President Ely nor the appointment of the acting co-presidents in summer 2016. Subsequently, the college worked directly with the NWCCU to comply with all requests for information in order to rebuild trust in the working relationship with the NWCCU. The college continues to work with the NWCCU to build further trust and to maintain disclosure practices as required by the NWCCU.

ER 21. Relationship with the Accreditation Commission

The institution accepts the standards and related policies of the Commission and agrees to comply with these standards and policies as currently stated or as modified in accordance with Commission policy. Further, the institution agrees that the Commission may, at its discretion, make known the nature of any action, positive or negative, regarding the institution's status with the Commission to any agency or members of the public requesting such information.

The college accepts the standards of the NWCCU and its related policies and agrees to comply with these standards and policies as currently stated or modified in accordance with NWCCU policy. Further, Green River agrees that the NWCCU may, at its discretion, make known the nature of any action, positive or negative, regarding the institution's status with the NWCCU to any agency or members of the public requesting such information.

STANDARD 2.A GOVERNANCE

2.A.1 The institution demonstrates an effective and widely understood system of governance with clearly defined authority, roles, and responsibilities. Its decision-making structures and processes make provision for the consideration of the views of faculty, staff, administrators, and students on matters in which they have a direct and reasonable interest.

Green River is part of a state system of 34 public community and technical colleges under the governance of the SBCTC who sets policy and direction for the system. The state board's authority and responsibility are clearly defined in RCW 28B.50.

The college is governed by a board of trustees who delegate administrative authority to the president who oversees the administration of the college through an organizational structure that clearly defines authority, roles, and responsibilities (see Appendix C). Green River's current decision-making structures make provision for the consideration of the views of faculty, staff, administrators, and students on matters in which they have a direct and reasonable interest. The following standing councils and committees guide the college:

Executive Team
The president is supported by a seven-member executive team, comprising vice president of instruction; vice president of student affairs; vice president for business administration and human resources; vice president of international programs and extended learning; vice president for college advancement and executive director of the Green River College Foundation; executive director of information technology; and director of institutional effectiveness. The executive team meets weekly to discuss and make decisions that support the effective operation of the institution. Each vice president is supported by a leadership team that provides input on both the area's operational plan and day-to-day functions, as well as how to operationalize the core themes and objectives.

College Council
The college council is a college-wide body that reviews and considers key college issues and makes recommendations to the president based on a shared understanding of the mission, vision, core themes, core objectives, and values. The council comprises two representatives from each of the council's constituent councils: instructional council, classified staff, exempt staff, administrators, and the Associated Students of Green River College (representing students). The constituent councils engage in discussions on matters in which they have a direct and reasonable interest and make recommendations to the college council or other constituent councils as appropriate for further consideration and action.

The council membership also includes appointed members from key functional areas of the college such as the executive team, business administration and facilities, human resources, college relations, information technology, international programs and extended learning, branch locations, and the Green River College Foundation. The college council meets with the executive team twice a quarter to discuss a chosen topic from each group.

Instructional Council (IC)
The primary governing faculty body is the IC and its subcommittee structure. The IC comprises 11 instructional division chairs (see Appendix D), the international programs' intensive English program (IEP) faculty representative, the vice president of instruction, and the deans of instruction. The IC meets the first and third Mondays of each quarter and acts as the voice of the faculty. The council discusses and makes recommendations on all matters related to instruction to the vice president of instruction. More specifically the council:

- Plans and coordinates inter-campus scheduling for all classes under existing divisions.
- Reviews and presents a majority position of the division chairs and the IEP representative to the vice president of instruction concerning program additions, reductions or changes, including assignment or reassignment of programs to divisions.
- Reviews proposed class offerings.
- Prepares, reviews, and evaluates short- and long-range IC goals.

The IC has 11 subcommittees which include the following:

- Faculty Training/In-Service Day
- Learning Outcomes
- Faculty Curriculum Review
- Adjunct Faculty Advisory
- Assessment and Testing Center
- College Articulation and Transfer
- e-Learning
- Instructional Diversity
- Instructional Technology
- Reallocated Space and Room Priority
- Related Instruction

The IC meets with the executive team once a month to discuss a chosen topic from each group.

Faculty Curriculum Review Committee (FCRC)
The FCRC is a subcommittee of the IC and is comprised of one tenured faculty representative from each of the 11 instructional divisions. Instructional deans serve as non-voting members. The primary charge of the committee is to evaluate all new or revised course and program proposals; avoid duplication of instructional effort; review the impact of course/curriculum proposals on certificates and degrees; review cross-divisional impact of course/curriculum proposals; review assignment of credit hours consistent with state guidelines; and review issues related to transferability of courses.

Development of a New Governance Model
In 2018-19, the college held three town halls on integrated governance and planning to identify and discuss challenges related to governance, planning, decision-making, and accountability. The first town hall clearly revealed that the current governance structure, which includes 128 committees or councils, is a barrier to holistic planning at all levels of the institution. While some committees were organized hierarchically within an area of the college, others existed within particular areas of the college but as independent entities. The lack of a coherent governance structure connecting all these committees and councils has limited the college's ability to effectively plan, communicate, have clear and transparent decision-making, collaborate, promote inclusive and impactful involvement of staff and faculty across the college, and visibly demonstrate accountability and mutual responsibility.

Actual Reality at Green River (N=128)
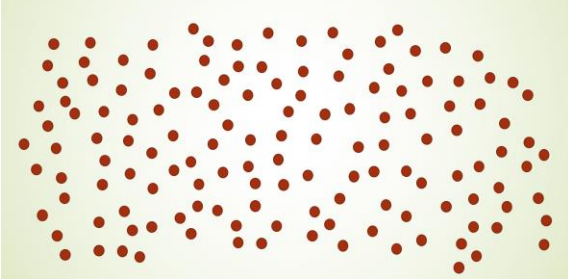
Possible Participatory Governance and Planning Model
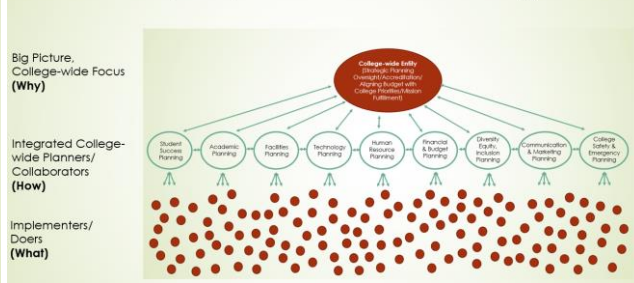
During the second town hall on integrated governance and planning, faculty and staff worked together to align and organize the many committees and councils (red dots) under nine proposed college-wide participatory planning committees. The nine proposed committees would break down silos and barriers to collaborate across areas and functions; focus on being able to scale up impacts for all students; integrate and reconcile competing priorities and efforts; shorten and clarify decision-making pathways; create mutual responsibility for implementing goals; and create visibility for accountability.

Several issues arose while trying to align all the committees and councils. Many "red dots" did not have a clearly stated purpose or charter, and it was also clear that institutional knowledge of the role, purpose, and function of the many committees and councils identified had been lost over the years. To address this situation, the college council collaborated with information technology to create an interactive committee website. The college is in the process of requesting that committee and councils update information on governance type (decision-making, recommending, implementing), decision-making pathway, types of membership representation, and member selection process. In the future, the committee website will also house committee documents such as charters, bylaws, agendas, meeting minutes, and reports.

Two Possible Participatory Governance and Planning Models
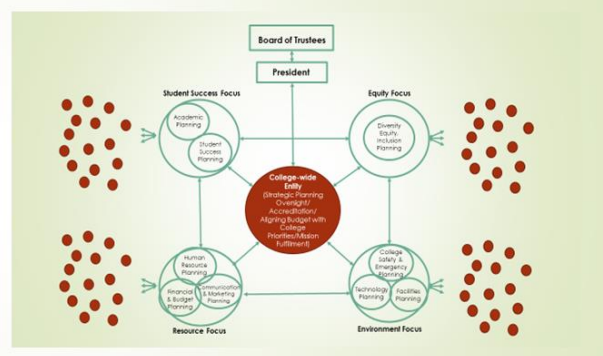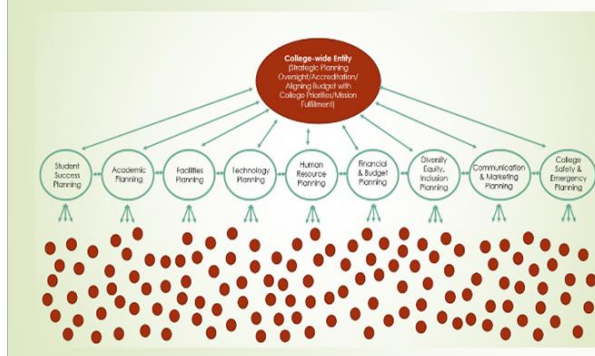
During the third town hall, two conceptual governance models emerged. To ensure all faculty and staff had opportunities to provide feedback on the two models, the college conducted a college-wide survey through fall quarter 2019. The director of institutional effectiveness shared the survey results with faculty and staff at all-campus meetings in fall 2019. Though the town hall discussions were rich and provided robust feedback, indicating an interest from faculty and staff in a new governance structure, they also indicated a need for more processing time to ensure full participation and

transparent decision-making. Two additional town halls are scheduled for winter and spring of 2020 at which the survey results will guide the continued work on integrated governance and planning with the goal of having a new governance structure in place by 2020-21.

2.A.2 In a multi-unit governance system, the division of authority and responsibility between the system and the institution is clearly delineated. System policies, regulations, and procedures concerning the institution are clearly defined and equitably administered.

Green River is part of a state system of 34 public community and technical colleges under the governance of the SBCTC. The state board's authority and responsibility are clearly defined in RCW 28B.50 and the SBCTC Policy Manual, and the SBCTC is governed by its own board of trustees. SBCTC is responsible for general oversight and coordination for the system; however, each college operates independently and is guided by its board of trustees. The state legislature appropriates state funding to the state board, which in turn distributes those funds to the 34 public community and technical colleges in the state system.

The college president is a member of the Washington Association of Community and Technical Colleges, the organization of community and technical college presidents. The association develops policy recommendations to the state board in conjunction with seven commissions and their councils. In addition, the executive team participates as members of the seven commissions, the Business Affairs Commission, Human Resources Management Commission, Information Technology Commission, Instruction Commission, Public Information Commission, Research and Planning Commission, and Student Services Commission.

2.A.3 The institution monitors its compliance with the Commission's Standards for Accreditation, including the impact of collective bargaining agreements, legislative actions, and external mandates.

Green River regularly reviews its compliance with NWCCU accreditation standards, eligibility requirements, and related policies. The college's ALO, the vice president of instruction, is responsible for monitoring compliance with standards and reports regularly to the president and the board.

The college also reviews compliance with its collective bargaining agreements, legislative action, and external mandates. Green River has two collective bargaining agreements:

- For faculty: The collective bargaining agreement between the Green River Board of Trustees Community College District 10 and the Green River United Faculty (UF) Coalition, referred to as the faculty contract.

- For classified staff: The collective bargaining agreement between the State of Washington and Washington Federation of State Employees Higher Education Community College Coalition is commonly referred to as the WFSE CBA.

The president meets monthly with the leadership of each collective bargaining agreement to discuss topics of interest to each party.

2.A.4 The institution has a functioning governing board consisting of at least five voting members, a majority of whom have no contractual, employment, or financial interest in the institution. If the institution is governed by a hierarchical structure of multiple boards, the roles, responsibilities, and authority of each board—as they relate to the institution—are clearly defined, widely communicated, and broadly understood.

Green River has a functioning board of trustees comprised of five members appointed by the Washington State Governor pursuant to RCW 28B.50.100. Trustee appointments are five-year terms and are confirmed by the Washington State Senate. Trustees must reside within the college service area and have no contractual employment or financial interest in the institution. Board duties include establishing college policy, awarding tenure, approving the operating budget, and hiring and evaluating the president. The board ensures the institution's mission and core themes are being achieved through regularly scheduled core theme reports. Board policy GP-3 Board Job Description clearly outlines the board's primary responsibilities.

The board meets monthly, and meetings are announced in accordance with state regulations. All meetings are open to the public. The board may meet in an executive session subsequent to the regular meeting to review personnel issues, confidential, and legal matters, if needed. In addition, the board may also hold special study sessions open to the public prior to the regular board meeting to explore topics at a deeper level.

The board elects a new chair and vice-chair each year at its summer board retreat. The current board chair, Ms. Jackie Boschok, was appointed in 2016. The college is awaiting the governor's appointment of a new trustee to replace outgoing trustee Ms. Linda Cowan, whose term ended in September 2019. Trustee Cowan served on the board for 10 years, and has agreed to continue to serve until a new trustee is appointed.

Trustee Jackie Boschok, Chair
Appointed: October 2016
Trustee Boschok is the current vice president of the Washington State Labor Council and the president of the Washington State Alliance for Retired Americans, and serves as a commissioner for the Washington State Women's Commission. She previously worked as a material processor and resource facilitator for Boeing Commercial Airplane Group and as an elected business representative of Aerospace Machinists Union District 751. Trustee Boschok is also the former vice president of Snohomish County Labor Council, executive board member of United Way of Snohomish County and the National Executive Board of the Coalition of Labor Union Women. She holds a Bachelor of Science in Agriculture from the University of Missouri-Columbia. Trustee Boschok served as board vice-chair during the 2018-19 academic year.

Trustee Linda Cowan
Appointed: January 2011
Trustee Cowan is the retired Superintendent of Schools for the Auburn School District. She is active in the community and serves the following organizations: Auburn Rotary, Past President Secretary and Scholarship Committee Chair; Philanthropic Educational Organization Auburn Chapter; Communities in Schools, Advisory Board; Parent Teacher Association, Lifetime member; White River Valley Museum, Board Chair; Auburn Valley YMCA, Board member; Washington Association of School Administrators, member; Association of Washington School Principals, and Legislative Committee Chair. Trustee Cowan holds a Master of Education from the University of Washington. She served as board chair in 2013-14, and as board vice-chair in 2012-13 and 2011-12.

2.A.5 The board acts only as a committee of the whole; no member or subcommittee of the board acts on behalf of the board except by formal delegation of authority by the governing board as a whole.

The board acts only as a committee of the whole as required by RCW 28B.50.100. No member of the board may act on behalf of the board. Each new trustee attends state and national trusteeship training that covers topics such as concept of board as a unit; board role and responsibilities; related laws and regulations; board policies; structure and operations of the board; code of ethics and conflict of interest; and relationships with the chief executive officer and college employees. The board also participates in state meetings held by its state organization, the Washington State Association of College Trustees.

2.A.6 The board establishes, reviews regularly, revises as necessary, and exercises broad oversight of institutional policies, including those regarding its own organization and operation.

The board exercises appropriate oversight of college policies. The board reviews and revises board policies as necessary. In February 2019, the board reviewed and revised its college outcomes policies (CO-3 through CO-6) to reflect changes made to the college's core theme objectives and adopted the revised policies in March 2019. In October 2019, the board began to review its remaining board policies. Eight policies were revised and two were eliminated to reflect the trust and collaboration that now exists among faculty, staff, administrators, and the board.

2.A.7 The board selects and evaluates regularly a chief executive officer who is accountable for the operation of the institution. It delegates authority and responsibility to the CEO to implement and administer board-approved policies related to the operation of the institution.

The board selects and appoints the college president. The board, through board policy BSR-1 Order Delegating Authority, formally delegates authority to the president to carry out the administration and operation of the college except the authority to hire the president and grant tenure. The president is accountable to the board as a whole, and the board formally evaluates the president on an annual basis in accordance with BSR-3 Monitoring Presidential Performance.

2.A.8 The board regularly evaluates its performance to ensure its duties and responsibilities are fulfilled in an effective and efficient manner.

The board evaluates its own performance annually in relation to its duties and responsibilities prior to holding its annual retreat. The evaluation begins with a self-evaluation performance review completed by each board member. At the retreat, the board reviews and discusses the results of the self-evaluations as well as accomplishments for the past year. The board uses the results to improve board effectiveness and to set goals for the upcoming year.

2.A.9 The institution has an effective system of leadership, staffed by qualified administrators, with appropriate levels of responsibility and accountability, who are charged with planning, organizing, and managing the institution and assessing its achievements and effectiveness.

Green River has an effective system of leadership and continues to demonstrate its commitment to mission fulfillment and student success. The president is supported by her seven-member executive team, comprising vice president of instruction, Dr. Rolita Ezeonu; vice president of student affairs, Dr. Deb Casey; vice president for business administration and human resources, Ms. Shirley Bean; vice president of international programs and extended learning, Ms. Wendy Stewart; vice president for college advancement and executive director of the Green River College Foundation, Mr. George Frasier; executive director of information technology, Ms. Camella Morgan; and director of institutional effectiveness, Ms. Fia Eliasson-Creek.

Members of the executive team are responsible for developing operational plans on an annual basis in order to demonstrate and assess achievement and set goals for the future. The executive team meets weekly to discuss specific focus areas, such as accreditation, strategic and operational planning, policies, SEM, and academic planning. In addition, the executive team discusses critical issues and challenges within their areas related to enrollment, retention, completion, hiring, assessment, and resource allocation.

2.A.10 The institution employs an appropriately qualified chief executive officer with full-time responsibility to the institution. The chief executive officer may serve as an *ex officio* member of the governing board, but may not serve as its chair.

The college's president serves as the chief executive officer and has full-time responsibility to Green River, as outlined in board policy BSR-1 Order Delegating Authority to the president. Following a rigorous national search, President Johnson was recommended by a search committee comprised of faculty, staff and community members. She joined Green River in July 2017 as the sixth president. She replaced Interim President Scott Morgan, who had been appointed by the board in 2016-17 to lead the college during the national search. Interim president Morgan was proceeded by President Eileen Ely, who served as president for six years, and replaced President Rich Rutkowski who retired after serving 26 years as the college president.

President Johnson is deeply committed to the community college mission. She began her career in higher education in 1988 as a psychology instructor at Dowling College in Oakdale, NY, and moved through the ranks to become dean of the college in 2012. She served as the interim campus president

of the Sylvania Campus of Portland Community College in Oregon. Prior to joining Green River, she served as vice president of academic affairs at Suffolk County Community College in New York. Over the course of her career, she was instrumental in accreditation reviews, consistently providing leadership for instruction and student affairs. President Johnson has a doctorate in developmental psychology and a master's degree in psychology from Stony Brook University and a bachelor's degree in psychology from Ithaca College in New York. Since joining Green River, President Johnson served or is serving, in different capacities, on a number of national, state, and local committees and task forces relevant to the college mission, such as the Mayors' Workforce Initiative: Strong Education, Strong Careers, Strong Communities in Auburn, Algona and Pacific, United Way of King County Task Force on Poverty (member), Washington Association of Community and Technical Colleges Strategic Initiatives Committee (co-chair), Community Colleges for International Development, American Association for Community College's Commission on Student Success and Commission on Global Education. (See Appendix E)

> 2.A.11 The institution employs a sufficient number of qualified administrators who provide effective leadership and management for the institution's major support and operational functions and work collaboratively across institutional functions and units to foster fulfillment of the institution's mission and accomplishment of its core theme objectives.

The college has gone through two key organizational changes. In 2018-19, the college established the office of college advancement to create alignment and cohesion for the outward facing image and activities of the college. The college eliminated the executive director of college relations position and promoted the executive director of the college foundation to vice president of college advancement, to oversee and align the offices of college relations and development. To provide overarching leadership for college relations, the college created a senior director of college relations position reporting to the vice president of college advancement.

The college also integrated the offices of business affairs and human resources into one unit in order to coordinate business, finance, payroll, and personnel functions, and support the college's overall business practices. The position of vice president of human resources and legal affairs position was eliminated, and the current vice president of business affairs assumed the role of vice president for business administration and human resources. The college created a senior director of human resources, a position reporting to the vice president for business administration and human resources.

Introduction to Policies and Procedures
Policies at Green River are subject to GA-21 Redevelopment of Policies. The college policy coordinator, currently the vice president for college advancement, oversees the process for policy development and review, and maintains the policy and procedures manual and archives.

Proposals for new policies may originate from any area of the college. A new policy must be sponsored by an executive team member who has the final revision authority prior to adoption. Each policy includes purpose; scope; key definitions; specific policy language; and a history of the adoption, revision, and review process. All college policies are categorized by type, such as instruction (IN), information technology (IT), student affairs (SA), business affairs (BA), human resources (HR), and general administrative (GA). Board policies are categorized as governance process (GP), executive limitations (EL), board staff relationships (BSR), and college outcomes (CO). All policies are available on the college's website in the policies and procedures manual.

Beginning in academic year 2019-20, the college will review all its policies every five years based on the schedule below. Furthermore, policies can be reviewed at any time if and when necessary. The college policy coordinator will notify the executive team sponsor which policies must be reviewed each year by September 30. It is the responsibility of the executive team sponsor to determine if an update is needed and to initiate the policy review process if necessary.

Table 2.1. Five-Year Policy Review Schedule

Policy Area	Academic Year				
	2019 20	2020 21	2021 22	2022 23	2023 24
Business (BA)	BA-1, 2	BA-3, 4	BA-5, 6	BA-7, 8	BA-9
General (GA)	GA-1 to 6	GA-7 to 12	GA-13 to 18	GA-19 to 26	GA-27 to 29
Information Technology (IT)	IT-1	IT-2	IT-3		
Human Resources (HR)	HR-11, 12, 13, 17	HR-21 to 24	HR-25, 31, 32, 33	HR-34 to 37	HR-38, 41
Instruction (IN)	IN-1	IN-2	IN-3	IN-4	IN-5
Student Affairs (SA)	SA-1 to 6	SA-7, 8, 9, 20, 22, 24	SA-25, 26, 89, 90, 91, 13	SA-14 to 19	SA-27 to 31, 92, 93

2.A.12 Academic policies—including those related to teaching, service, scholarship, research, and artistic creation—are clearly communicated to students and faculty and to administrators and staff with responsibilities related to these areas.

Green River's academic policies related to teaching, service, scholarship, research, and artistic creation are clearly communicated to faculty, staff, and students through a variety of sources, including IN-6 Academic Freedom. Information regarding the creation of materials, academic freedom, and faculty rights related to teaching and scholarship are available in the faculty contract (p. 104-105). Policies regarding students' rights and responsibilities related to academic honesty, academic freedom, and creation are found in the student code of conduct, which is published on the website and in the student handbook. Additional policies can be found in the Green River Policies and Procedures Manual, including IN-5 Student Complaint Process and GA-27 Copyright.

2.A.13 Policies regarding access to and use of library and information resources—regardless of format, location, and delivery method—are documented, published, and enforced.

Polices regarding access to and use of library and information resources are published on the Holman Library's website, which includes circulation and borrowing policies as well as guidelines for facilities and equipment. The library's policies on collection development and media collection development are posted on the website. The library also hosts information about copyright and academic honesty. Circulation policies are also posted in the library.

As detailed on the library website, current students, faculty, staff, alumni, and community members may access physical items. Community members may purchase a Green River ID card in order to borrow items from the physical collection. Community members may access databases in person at the library but are unable to access electronic resources remotely.

Library staff consult and follow an extensive internal online procedures manual. In accordance with the electronic database licensing agreements, remote access is granted to all current students, faculty, and staff. Access is enforced through login to a proxy server. The college policies SA-24 Student Acceptable Computer Use and IT-2 Employee Acceptable Use of Technology specifically address honesty, integrity, and hate speech.

2.A.14 The institution develops, publishes widely, and follows an effective and clearly stated transfer-of-credit policy that maintains the integrity of its programs while facilitating efficient mobility of students between institutions in completing their educational programs.

Green River participates in a statewide transfer agreement system which creates smooth pathways for students to transfer among Washington State community and technical colleges and baccalaureate institutions. As a member of the ICRC, all college transfer degrees comply with ICRC recommendations for transfer degrees within Washington. ICRC has developed a direct transfer agreement with participating Washington community colleges and public, four-year institutions that ensures that students who complete a designated direct transfer associate degree at Green River will have satisfied all or most of the general education (or core) requirements at state institutions. The top in-state transfer destinations for Green River students are, respectively, University of Washington, Central Washington University, and Western Washington University. Furthermore, the college also adheres to transfer policies adopted by the SBCTC and the transfer policies adopted by the Washington Student Achievement Council (WSAC).

The office of the registrar serves as the primary evaluator of transfer credits and consults, as warranted, with appropriate faculty and administrators. The college policy SA-89 Transfer Credit is posted on the Green River website, and the students' transfer rights and responsibilities are listed in the catalog. Green River also informs students about transfer degree programs and requirements by offering transfer-related tools and services including advising appointments, resources about degree requirements (for example, transfer equivalency guides which are regularly maintained and updated), four-year university representative visits, and quarterly transfer fairs.

2.A.15 Policies and procedures regarding students' rights and responsibilities—including academic honesty, appeals, grievances, and accommodations for persons with disabilities— are clearly stated, readily available, and administered in a fair and consistent manner.

College policies and procedures regarding students' rights and responsibilities, including academic honesty, appeals, grievances, and disability accommodations are administered consistently and equitably. Green River adheres to WAC 132J-126 (student code of conduct) regarding students' rights and responsibilities, and related procedures are made available to students in the catalog and on the college website. The student handbook (p. 153) directs students to the student code of conduct to learn about students' rights; academic integrity and conduct expectations; and disciplinary procedures, sanctions, and the appeals processes. Judicial Affairs clearly defines grievance and appeal processes in order to ensure processes are administered in a fair, equitable, and consistent manner. New student orientation sessions inform students about the student code of conduct. The vice president of student affairs ensures that the college adheres to Title IX with regard to students, as described by college policy SA-19 Personal Violence, Harassment and Assault.

Holman Library hosts information and additional tools regarding academic honesty for students and faculty, such as library tutorials and online tutorials.

Green River complies with the Americans with Disabilities Act (ADA), and the office of disability support services (DSS) is dedicated to the coordination of appropriate and reasonable accommodations for students with disabilities. DSS collaborates closely with faculty and staff to ensure equal access, accommodations, and support both in and out of the classroom for students with documented disabilities. During DSS's intake process, students are apprised of their rights and responsibilities with regard to accommodations and they are given an outline of the DSS grievance process.

2.A.16 The institution adopts and adheres to admission and placement policies that guide the enrollment of students in courses and programs through an evaluation of prerequisite knowledge, skills, and abilities to assure a reasonable probability of student success at a level commensurate with the institution's expectations. Its policy regarding continuation in and termination from its educational programs—including its appeals process and readmission policy—are clearly defined, widely published, and administered in a fair and timely manner.

The college maintains an open-door, non-discriminatory policy SA-4 Admissions in accordance with WAC 131-12-010. The college admits all applicants 18 years of age or older or who are a high school graduates or equivalent; those who have applied for admissions under the provisions of a student enrollment program such as running start, high school completion, or open doors program; or those under the age of eighteen and seeking admissions by meeting the conditions of policy SA-26 Age Exemption Policy. Specific programs have special admissions requirements, such as applied baccalaureate programs, allied health programs, and international programs. All admissions requirements, including those of special programs, are published in the catalog.

Green River uses multiple measures to assess students' course placement in English and math, including SBCTC's placement reciprocity which allows students to be placed at course levels determined by assessment at other Washington educational institutions. All placement information can be found on the course placement webpage.

2.A.17 The institution maintains and publishes policies that clearly state its relationship to co- curricular activities and the roles and responsibilities of students and the institution for those activities, including student publications and other student media, if offered.

Campus Life at Green River offers a variety of co-curricular activities such as clubs, organizations, on-campus and off-campus activities as well as student leadership opportunities. The Associated Students of Green River College (ASGRC) constitution outlines procedures and eligibility requirements for student interested in getting involved with the student government. Students interested in ASGRC appointed positions can run for office at the beginning of each academic year. The student Clubs and Organizations Handbook includes guidelines for student clubs and organizations and the roles and responsibilities of students and the college. Green River intercollegiate athletics is governed by the Northwest Athletic Conference (NWAC) and the Green River Student Athlete Code of Conduct.

The Current is an award-winning student newspaper that has been the voice of Green River students since 1965. It serves as both a forum for student expression and a learning experience in digital journalism, writing, editing, and design. The college's student-produced, award-winning literary and visual arts journal *Espial*, has allowed students to engage in a variety of activities of free expression and inquiry.

2.A.18 The institution maintains and publishes its human resources policies and procedures and regularly reviews them to ensure they are consistent, fair, and equitably applied to its employees and students.

Human resource policies and procedures are available in the college's policies and procedures manual. Policies will be reviewed and updated regularly, as required by changes in college or state policy, legislative actions, or changes in collective bargaining agreements.

2.A.19 Employees are apprised of their conditions of employment, work assignments, rights and responsibilities, and criteria and procedures for evaluation, retention, promotion, and termination.

College employees are apprised of their rights and responsibilities at their time of hire. Information for faculty and classified staff regarding their conditions of employment and other rights and responsibilities are outlined in their respective negotiated agreements, the faculty contract and WFSE CBA. Administrative and exempt employees receive appointment letters at their time of hire that provide the terms of employment and other information including information on termination for cause or convenience.

All new full and part-time employees attend the new employee orientation provided by human resources. The new employee orientation provides information about the college mission, vision, and core values; an overview of benefits, payroll, required training, additional learning and development opportunities, Family Educational Rights and Privacy Act of 1974 (FERPA), Green River Foundation, parking and security, environmental health and safety, and technology. Orientation sessions are held for new classified, administrative and exempt staff every month. Orientation for new full-time and adjunct faculty is part of the college's opening week activities which take place prior to fall quarter. The goal with the faculty orientation is to build a connection among the new faculty and to engage them as a cohort in best practices for teaching and learning. The orientation also includes information on requirements that affect their work such as students' right to privacy under FERPA, academic policies, and syllabus requirements as well as information they need to know regarding their employment (payroll, contract, and human resources training).

Human resources also provides supervisors of new employees with a new employee checklist outlining topics to be reviewed with the employee.

2.A.20 The institution ensures the security and appropriate confidentiality of human resources records.

Employee files are maintained by human resources and are considered confidential. All records, including those of past employees and recruitments, are kept in locked file cabinets that can only be

accessed by human resources staff. Only authorized supervisors or management have access to employee files, and only on a need to know basis. Human resources records include the employee's official personnel file, payroll and benefits information that may be subject to public disclosure. Green River's human resources adheres to the general retention schedule for the state's community and technical college system.

2.A.21 The institution represents itself clearly, accurately, and consistently through its announcements, statements, and publications. It communicates its academic intentions, programs, and services to students and to the public and demonstrates that its academic programs can be completed in a timely fashion. It regularly reviews its publications to assure integrity in all representations about its mission, programs, and services.

Green River clearly, accurately, and consistently represents itself to students, staff, and the public through multiple mediums. The office of college relations maintains the public website as guided by the GA-29 Web policy and oversees the production of institutional print publications. Information about the college's degrees, certificates, and programs is published to an annually updated online course catalog, which includes course and credit requirements. Information may also be distributed and shared through the college's official social media in accordance with policy GA-26 Social Media.

The college complies with the federal Student-Right-to Know Act by providing a consumer information webpage which includes information on student outcomes, accreditation and reporting, finances, human rights, publications, and so on.

The senior director of college relations serves as the public information officer and oversees official print publications, press releases, statements and information distributed to the public to ensure all information is accurate and consistent. Policy GA-22 College Publications guides the creation of publications aimed at current and potential students along with the community.

Disclaimers and publication statements approved by the SBCTC have been published to the Green River website and are required on all publications, both internal and external, that use the college's name and/or logo. Publications are regularly updated and reviewed for accuracy and consistency.

In 2019, college relations published an updated brand and identity guide to provide a single resource for the visual and verbal elements that represent Green River's brand and identity to be used by faculty and staff. Green River policy GA-19 Logo and Trademarks outlines the basic requirements for appropriate use of the college's logo and trademark in design elements.

2.A.22 The institution advocates, subscribes to, and exemplifies high ethical standards in managing and operating the institution, including its dealings with the public, the Commission, and external organizations, and in the fair and equitable treatment of students, faculty, administrators, staff, and other constituencies. It ensures complaints and grievances are addressed in a fair and timely manner.

Green River is committed to high ethical standards in all institutional matters in its dealings with the public, the NWCCU, and external organizations, and in the fair and equitable treatment of students, faculty, administrators, staff, and other constituencies. The college has policies that ensure that all

campus community members, including board members, college employees, and students, follow policies tailored to their roles at the college.

Board of Trustees
The board adheres to policy GP-6 Board Code of Ethics and RCW 28B.50.100.

College Employees
As employees of a state agency, college employees are subject to the RCW 42.52 Ethics in Public Service as well as the Green River's policy GA-23 Ethics. The college requires all new full-time and part-time employees to attend training on Title IX, nondiscrimination, and ethics. Faculty and staff who come into contact with students and members of the public who may be under the age of 18 are required to attend a child abuse and neglect training.

Students
Students are subject to WAC 132J-126 (student code of conduct). Work-study students and student tutors are required to complete a one-hour, online Title IX training session.

Title IX
Title IX training covers personal violence, harassment, and assault. This training is offered online through an external vendor, EverFi/Lawroom. Title IX violations related to employees are reported to the vice president for business administration and human resources and violations related to students are reported to the vice president of student affairs.

Nondiscrimination, Child Abuse and Neglect and Ethics
Training on nondiscrimination, child abuse and neglect and ethics is offered twice a month and is facilitated in person by human resources.

Nondiscrimination training includes:
- Terms and concepts associated with discrimination issues
- Types of harassment and discrimination
- Employee rights and responsibilities
- Green River Policy HR-22 Nondiscrimination and Harassment
- Title VII 1964 Civil Rights Act
- Age Discrimination in Employment Act of 1967
- Civil Rights Act Amendment (1972) Sexual Harassment
- Pregnancy Discrimination Act of 1978
- Americans with Disabilities Act (ADA) of 1990
- Civil Rights Act of 1991 (Labor Law)
- Retaliation
- Misrepresentation of an animal as a service animal

Sexual harassment training includes:
- *Quid pro quo*
- Hostile work environment
- Retaliation
- Contact information

Child abuse and neglect training includes:
- Mandated reporters and reporting
- Timeframe of reporting
- Consequences of not reporting
- Types of abuse and neglect such as physical, sexual, sexual exploitation, negligent treatment and maltreatment, and emotional abuse

Ethics training includes:
- Violations
- Acceptable use of technology and data policies as it pertains to Green River
- *De minimis* use as it pertains to state resources
- Prohibited *de minimis* use of state resources
- Conflict of interest (incompatible activity and financial interest in a transaction)
- Data breach prevention
- Public records (employee, student, and personal)
- Honoraria (must be authorized by the state ethics board and college)

Complaints and Grievances

Complaint and grievance resolutions are governed by state and college rules and processes. Ethics complaints against public employees are governed by the RCW 42.52 Ethics in Public Service as well as the college's policy GR-23 Ethics. Complaints are also addressed in the faculty contract (p. 33).

2.A.23 The institution adheres to a clearly defined policy that prohibits conflict of interest on the part of members of the governing board, administration, faculty, and staff. Even when supported by or affiliated with social, political, corporate, or religious organizations, the institution has education as its primary purpose and operates as an academic institution with appropriate autonomy. If it requires its constituencies to conform to specific codes of conduct or seeks to instill specific beliefs or world views, it gives clear prior notice of such codes and/or policies in its publications

Green River is an agency of the State of Washington and as a public institution receives no operational support from political, corporate or religious entities. As public employees, Green River faculty and staff are governed by state rules around conflict of interest through the RCW 42.52 Ethics in Public Service. Specific potential conflicts of interest covered by the Act include compensation for outside activities, post-state employment, acceptance of gifts and special privileges. Green River's policy GA-23 Ethics addresses conflicts of interest, requiring all college employees to avoid activities that conflict with the proper discharge of their duties. Furthermore, the board of trustees' GP-6 Board Code of Ethics policy states that

> "board members must avoid any conflict of interest with respect to their fiduciary
> responsibility and that there must be no self-dealing or any conduct of private business
> or personal services between any Board member and the College except as allowed by
> Chapter 42.52 RCW."

2.A.24 The institution maintains clearly defined policies with respect to ownership, copyright, control, compensation, and revenue derived from the creation and production of intellectual property.

The faculty contract (p. 35-36) clearly addresses the ownership of any created materials, processes, or inventions. It addresses instances when the faculty are entitled to full ownership and instances when the college has full or shared ownership. The faculty contract (p. 130) further defines intellectual property created for distance learning courses, included presumption of ownership for independently produced, jointly developed, and college-sponsored distance learning courses. The student code of conduct (WAC 132J-126-080) outlines ownership with regard to student work.

2.A.25 The institution accurately represents its current accreditation status and avoids speculation on future accreditation actions or status. It uses the terms "Accreditation" and "Candidacy" (and related terms) only when such status is conferred by an accrediting agency recognized by the U.S. Department of Education.

Green River accurately represents its current accreditation status with the NWCCU on the college's website and avoids speculations on future accreditation actions or status. Furthermore, the college posts all required reports and responses from the NWCCU on its accreditation website. The college also accurately represents its accreditation status with regard to program-specific accreditation for practical nursing, occupational therapy assistant, physical therapist assistant, and natural resources.

2.A.26 If the institution enters into contractual agreements with external entities for products or services performed on its behalf, the scope of work for those products or services, with clearly defined roles and responsibilities, is stipulated in a written and approved agreement that contains provisions to maintain the integrity of the institution. In such cases, the institution ensures the scope of the agreement is consistent with the mission and goals of the institution, adheres to institutional policies and procedures, and complies with the Commission's Standards for Accreditation.

Green River adheres to state rules for contracting goods and services. The Washington State Attorney General's Office establishes these rules, which are enforced and audited by the SAO. The college follows the Department of Enterprise Services' requirements for solicitation, awarding and reporting of all contracts. All contracts, personal service and client services agreements entered into by the college are approved as to form by the college's assistant attorney general, and are reviewed for accuracy, adherence to the college's mission and vision, and compliance with local, state and federal requirements, including NWCCU standards, by the vice president for business administration and human resources.

2.A.27 The institution publishes and adheres to policies, approved by Its governing board, regarding academic freedom and responsibility that protect Its constituencies from inappropriate internal and external Influences, pressures, and harassments.

Academic freedom is outlined in policy IN-6 Academic Freedom, the faculty contract (p. 104), and the student code of conduct, which is published on the website and in the student handbook. The process

for faculty grievances regarding academic freedom is outlined in the faculty contract (p. 70-72). Due process for students is outlined in the student code of conduct. The college is in the process of adopting a formal policy on academic honesty, which is in review at the time of writing.

2.A.28 Within the context of its mission, core themes, and values, the institution defines and actively promotes an environment that supports independent thought in the pursuit and dissemination of knowledge. It affirms the freedom of faculty, staff, administrators, and students to share their scholarship and reasoned conclusions with others. While the institution and individuals within the institution may hold to a particular personal, social, or religious philosophy, its constituencies are intellectually free to examine thought, reason, and perspectives of truth. Moreover, they allow others the freedom to do the same.

Policy IN-6 Academic Freedom and the faculty contract outline staff and faculty rights and responsibilities related to academic freedom, including defining students' rights to freely engage with ideas (p. 104). The student code of conduct outlines student academic freedom and the freedom to pursue inquiry within appropriate opportunities and conditions. At Green River, faculty and students engage in a variety of activities of free expression and inquiry, such as identity performances by students enrolled in American minority and ethnic studies, the college's student produced literary and visual arts journal *Espial*, the social justice film series, and the global talks series.

2.A.29 Individuals with teaching responsibilities present scholarship fairly, accurately, and objectively. Derivative scholarship acknowledges the source of intellectual property, and personal views, beliefs, and opinions are identified as such.

Green River nurtures an educational environment founded on a culture of openness and freedom of expression in academic inquiry and learning. Students and faculty adhere to high standards of integrity when they present work as their own or integrate sources to support their presentation of ideas. The faculty contract governs faculty use of scholarship and sources of intellectual property (p. 104-105).

2.A.30 The institution has clearly defined policies, approved by its governing board, regarding oversight and management of financial resources, including financial planning, board approval and monitoring of operating and capital budgets, reserves, investments, fundraising, cash management, debt management, and transfers and borrowings between funds.

Green River follows clearly defined board policies regarding oversight and stewardship of financial resources. The board approves the college's annual operating, capital, financial aid, auxiliary services, services and activities, self-support and grant and contract budgets annually, typically during the June meeting. The board has delegated to the president authority to manage the college's financial resources, including operating and capital budgets, reserves, investments, and transfers between funds, as well as to make adjustments to the operating budget throughout the year up to $100,000. Operating budget revisions are reported to the board on a quarterly basis, along with a status report on the overall budget. Green River maintains a board-approved reserve of 10% of annual operating budget expenditures, plus 50% of gross annual Running Start revenue and 50% of gross annual international programs and extended learning revenue.

Board policies that address financial stewardship include [BSR-1 Order Delegating Authority](); [EL-4 Financial Planning/Forecasting](); [EL-5 Financial Condition](); [EL-6 Risk Management](); and [EL-9 Reserves](). As an agency of the state of Washington, Green River also complies with the office of financial management accounting policies and procedures outlined in the [State Administrative and Accounting Manual](), as well as accounting policies and procedures mandated by the [SBCTC](). Compliance with board, college, and state policies is reviewed as part of the college's annual financial audit, conducted by the SAO.

STANDARD 2.B HUMAN RESOURCES

2.B.1 The institution employs a sufficient number of qualified personnel to maintain its support and operations functions. Criteria, qualifications, and procedures for selection of personnel are clearly and publicly stated. Job descriptions accurately reflect duties, responsibilities, and authority of the position.

Green River's human resources supports student success by recruiting, developing, and retaining a qualified workforce devoted to the college's mission, vision, values, and core themes. The college employs a sufficient number of qualified staff across the institution that are selected through a fair and equitable process. In 2018-19, Green River employed 174 full-time faculty, 502 adjunct faculty, 172 administrative/exempt staff, and 222 classified staff. Human resources maintains personnel files on job qualifications and descriptions for all employees.

Human resources ensures that job postings clearly state position responsibilities as well as minimum and preferred qualifications. Job postings reflect the college's commitment to diversity, equity, and inclusion. Employment opportunities are widely posted, both on the college website, as well as other venues, such as employment websites, professional publications or listservs, or national publications such as the *Chronicle of Higher Education* as appropriate. Green River uses the online tool NEOGOV to manage its recruitments.

Hiring processes are collaborative and transparent, involving cross-divisional involvement. The college is encouraging screening committees to include an *ex officio* equity representative, and the college is building its capacity to increase the number of equity representatives available to serve on screening committees. Screening committees at the college also are encouraged to familiarize themselves with and utilize the guidelines set out by the [Diversity and Equity in Hiring and Professional Development]() handbook. The handbook was developed in part by a Green River full-time faculty member, and it has been increasingly used across the state at other colleges.

2.B.2 Administrators and staff are evaluated regularly with regard to performance of work duties and responsibilities.

Green River is committed to employees' professional growth and development. The college's performance assessment process for full-time employees utilizes a strengths-based approach that encourages communication between employee and supervisor with regard to how their job performance aligns with expectations. In addition, the performance assessment process ensures employee and supervisor accountability while highlighting areas for improvement and supporting the setting of professional goals.

The college's performance assessment tool for administrative and exempt staff centers on competency assessments in six areas (five for non-supervisory personnel). The tool also includes a training and development plan that highlights two areas of the position for further development. Sections for employee comments and career objectives are also included.

In accordance with the process outlined in the WFSE CBA, the college performs annual performance assessments of classified staff that are strengths-based and similarly emphasize competency-based assessment. The evaluations give employees and supervisors the opportunity to assess their goals and consider their performance in light of those goals.

Green River recognizes a need to further emphasize continuous growth and development of staff. The college has researched best practices to find a more dynamic approach to development that encourages and supports continuous growth. Human resources has identified a new performance assessment process for administrators and exempt staff and is piloting the process with the executive team during the 2019-20 academic year with the goal of modifying the assessment process to fit the unique needs of each employee group. The new performance assessment process is a move toward creating an ongoing dialogue between the manager and employees and holds both accountable for the work. It focuses on the strengths of the employees and identifies opportunities for employees to grow personally and professionally as well as aligning their professional development to the employees' work and aspirations.

2.B.3 The institution provides faculty, staff, administrators, and other employees with appropriate opportunities and support for professional growth and development to enhance their effectiveness in fulfilling their roles, duties, and responsibilities.

The college has made on-going and meaningful professional development a priority. Administration, faculty, and staff have systematically engaged with professional development designed to expand institutional capacity in terms of multi-dimensional equity work, such as conferences that have focused on Guided Pathways, Strategic Enrollment Management (SEM), Achieving the Dream (ATD), ATD's Holistic Student Supports, ATD's Equity Summit, Faculty and Staff of Color Conference, and the National Conference on Race and Ethnicity in American Higher Education. In addition, the executive team as well as key leadership in the office of diversity, equity, and inclusion (ODEI), IC, and student affairs attended the year-long executive learning series on equity and empowerment.

Faculty
In accordance with the faculty contract, the college sets aside $105,000 for faculty leave (sabbaticals) and faculty development projects, including a minimum of $42,000 allocated for non-leave faculty development projects (p. 52). The faculty development committee oversees the use of the funds and makes recommendations for project funding. In addition, the college and college foundation collaborate to support faculty excellence awards which provide a cash award each year to faculty whose projects are selected by the faculty excellence committee. In 2018-19, the college's foundation invested nearly $42,000 in faculty excellence and distinguished faculty awards.

In accordance with the faculty contract, the college also sets aside $4,000 to provide funding for in-service days, including one day of all-campus development activities and two days dedicated to division-specific curriculum work (p. 53). Faculty may also take at least one professional day per quarter with approval by the appropriate administrator. In addition, each instructional division also

provides funds to faculty for professional organization memberships, subscriptions to professional journals, discipline-specific certifications, and continuing professional education and workshop participation. There are a number of grants that also provide specific funding for professional development for faculty and staff, usually workshop or conference attendance.

In 2015, the college's teaching and learning center was cut for budgetary reasons. Current college leadership has identified professional development as a priority for the college moving forward. In January of 2019, the college leadership charged the IC, under the leadership of the vice president of instruction, to develop an on-campus professional development center for faculty and front-facing staff as well as to more broadly assess the professional development needs of faculty, full-time and adjunct. The IC convened a workgroup with representatives from across all instructional divisions to assess the current state of professional development at the college and identify the best practices for teaching and learning centers at institutions in Washington State and across the country. Subsequently, a smaller group of faculty and administrators attended the ATD's Teaching and Learning Summit to begin planning the next steps.

At the start of fall quarter 2019, an advisory board was convened to begin the second phase of this process. This larger group included representatives from all instructional divisions, the instructional diversity council, student affairs, human resources, and adjunct faculty. This group, led by two faculty members with reassignment time and one instructional dean, was charged with developing a proposal for a fully functioning, on-campus professional development center with its own dedicated physical space, administrative structure, operational budget, and some guidelines for future programming. The college has identified the vacated former childcare center, a building with nearly 6,000 square feet, to be renovated as the future site of the professional development center.

The work for this group is ongoing, and once the proposal is completed, it will go to the executive team for review in spring 2020. After any revisions are completed, the plan will go to the board for their approval. As the college moves towards its vision of improving retention and completion and closing equity gaps, the new professional development center will be instrumental in helping faculty develop high-impact practices.

Staff
In 2018, Green River hired its first learning and development manager whose primary role is to develop a culture of professional development throughout the organization. The learning and development manager is also working with instructional deans and others to enhance development opportunities available to staff and faculty. Both the classified staff training committee and the exempt staff training committee award funds for their respective members to take classes, attend conferences and workshops, and engage in other specific activities to support their professional goals. Each year prior to the beginning of fall quarter, the college presents Opening Week, a four-day long event that includes speakers and workshops. In addition, as state employees, faculty and staff are eligible for tuition waivers at participating colleges and universities. Green River also offers tuition waivers to all permanent staff which have been used to complete baccalaureate, master's and doctoral degrees at universities such as the University of Washington and Central Washington University.

Administrators
Green River provides administrators with institutional as well as divisional budget lines for travel and professional development opportunities. The variety of training opportunities for administrators offers

employees professional growth and development for leading the college. Under the leadership of the learning and development manager, the college has launched a cohort-based new employee orientation and, at this writing, is in the final stages of developing a leadership academy, aimed at providing professional development opportunities for mid-level managers. Workshops and professional development opportunities are provided face-to-face and electronically on and off-campus. Regional and statewide professional development opportunities are also encouraged. The executive staff annually addresses professional development funding through the budget process. Substantial resources are allocated for teams of individuals including administrators, faculty and staff to travel to statewide and national conferences together.

2.B.4 Consistent with its mission, core themes, programs, services, and characteristics, the institution employs appropriately qualified faculty sufficient in number to achieve its educational objectives, establish and oversee academic policies, and assure the integrity and continuity of its academic programs, wherever offered and however delivered.

Green River's faculty are well prepared for their teaching assignments; participate in developing course-level, program-level, and college-level course learning outcomes; and have a significant role in college governance. Green River hires well-qualified faculty, who meet—and many of whom exceed—the minimum requirements of the WAC 131-16-091, which addresses qualifications for community college faculty. A master's degree in the discipline or in a closely related field is required for areas where the degree is widely available and is the norm in transfer areas, 300-level courses required for the applied baccalaureate degrees, and in transitional studies and English language learners. Career technical faculty meet the standard for hiring through a combination of educational attainment and experience and expertise in the industry.

Faculty undergo peer and administrative evaluation and student evaluation, and the college makes mentoring and conference opportunities available for faculty to seek peer support. In addition, per the faculty contact, both full-time and long-standing adjunct faculty can request funding for professional development and training opportunities. Additional funds for faculty development come from the college foundation, various federal, state, and private grants, and the college's employee tuition waiver program, as outlined in RCW 28B.15.558. In addition, tenured career technical faculty are required to create a five-year vocational certification plan for the purpose of professional growth, which is approved and reviewed annually by their dean, in accordance with WAC 131-16-094. Adjunct career technical faculty who teach two-thirds of a full-time load for more than the equivalent of three quarters create three-year vocational certification plans per WAC 131-16-092.

Selection of full-time faculty is initiated through individual program requests. The faculty division chairs bring the requests to the IC which discusses, prioritizes, and gives recommendations for one-year and tenure-track positions to the vice president of instruction. In alignment with the college's mission, vision, and goals, new positions are granted in consideration of several factors, including responsiveness to the changes in the community, the local economy, job outlook for graduates, and enrollment growth within programs. Once a position is approved, a screening committee consisting of faculty and administrators work together to create the job announcement, select candidates for interviews, and make recommendations for hire to the vice president of instruction.
Instruction at Green River comprises 11 instructional divisions (see Appendix D) and IEP administered by international programs and extended learning. Faculty members are assigned to a division, and each division has a division chair responsible for working with the dean on divisional goals, budget

decisions, programs and procedures, teaching schedules, and class loads, among other duties. Faculty are involved in policy development through the IC, made up of division chairs, IEP faculty representative, the vice president of instruction, and the deans of instruction.

The IC acts as the voice of the faculty on all matters related to instruction. Faculty also participate on the college's core theme teams, which are charged with "assist[ing] the College in planning, implementing, and assessing institutional efforts toward fulfilling the college's mission and expectations around the core theme and its objectives." Core theme teams are co-chaired by a faculty member and an administrator.

2.B.5 Faculty responsibilities and workloads are commensurate with the institution's expectations for teaching, service, scholarship, research, and/or artistic creation.

Faculty responsibilities and workloads are outlined in Article V (p. 23-35) and Article VI (p. 36-47) of the [faculty contract](). The contract describes the primary function of an instructor to "teach students and foster a professional and equitable environment, which is conducive to learning and demonstrates an awareness of experiences and needs of the current student population" (p. 23). All tenured and tenure-track faculty are assigned to an instructional division, which requires participation in division meetings, curriculum development and evaluation, course scheduling, program development, textbook selection, and adjunct faculty observations. Faculty serve on numerous committees including screening committees. Librarians and counselors are also assigned to instructional divisions and participate in division activities. As stipulated in the faculty contract, full-time faculty maintain a workload based on instructional units. Typically, an annual load consists of teaching equivalent to 45 quarterly credits.

As instruction aims to fulfill the mission to "ensure student success through comprehensive educational programs and support services responsive to our diverse communities," faculty are encouraged to seek college funding for professional development opportunities to enhance teaching, learning, advising, research, service, and/or artistic creation. In the [faculty contract](), budget is allocated to the faculty development committee (p. 52) and to the faculty training committee (p. 53).

2.B.6 All faculty are evaluated in a regular, systematic, substantive, and collegial manner at least once within every five-year period of service. The evaluation process specifies the timeline and criteria by which faculty are evaluated; utilizes multiple indices of effectiveness, each of which is directly related to the faculty member's roles and responsibilities, including evidence of teaching effectiveness for faculty with teaching responsibilities; contains a provision to address concerns that may emerge between regularly scheduled evaluations; and provides for administrative access to all primary evaluation data. Where areas for improvement are identified, the institution works with the faculty member to develop and implement a plan to address identified areas of concern.

All faculty are evaluated in a regular, systematic, substantive, and collegial manner at least once within every five-year period of service. The evaluation process specifies the timeline and criteria by which faculty are evaluated; utilizes multiple indices of effectiveness, each of which is directly related to the faculty member's roles and responsibilities, including evidence of teaching effectiveness for faculty with teaching responsibilities; contains a provision to address concerns that may emerge between

regularly scheduled evaluations; and provides for administrative access to all primary evaluation data. Where areas for improvement are identified, the institution works with the faculty member to develop and implement a plan to address identified areas of concern.

Probationary full-time (non-tenured) faculty undergo a review for nine quarters to assess their effectiveness as an instructor in accordance with Article IX of the faculty contract (p. 60). The evaluation process specifies the timeline and criteria by which faculty are evaluated, identifies the tenure committee that will conduct the review and delineates committee responsibilities each quarter which include peer observations, student evaluations, and a minimum of one meeting to discuss and reflect on progress. The committee guides the probationer to become an effective instructor. The committee consists of three faculty members nominated by the UF, an instructional administrator, and one student selected by student government. At the end of each three quarter period, the dean and chair of the committee present on progress to the board of trustees which determines whether the probationer will continue employment. Upon completion of nine quarters, the board of trustees decides upon tenure.

All tenured faculty undergo a review to assess their effectiveness once every five years per Article X in the faculty contract (p. 66). The evaluation process specifies the timeline and criteria by which faculty are evaluated, identifies the post-tenure committee that will conduct the review and responsibilities which include peer observations and student evaluations; requires initiation and participation in an engagement project as well as a reflection of that project; contains a provision to address concerns that may emerge between regularly scheduled evaluations through a mid-review check-in within two years after the close of the post-tenure review process; and provides for administrative access to all primary evaluation data. Where areas for improvement are identified, the college works with the faculty member to develop and implement a remediation plan to address areas of concern. Responsibility of implementation of this review resides with the vice president of instruction.

Adjunct faculty undergo a review to assess their effectiveness per Article VI of the faculty contract (p. 38). Beginning the first quarter of employment, faculty and dean observations as well as student evaluations are conducted. Where areas for improvement are identified, the institution works with the adjunct faculty member to develop and implement a plan to address identified areas of concern.

STANDARD 2.C EDUCATIONAL RESOURCES

2.C.1 The institution provides programs, wherever offered and however delivered, with appropriate content and rigor that are consistent with its mission; culminate in achievement of clearly identified student learning outcomes; and lead to collegiate-level degrees or certificates with designators consistent with program content in recognized fields of study.

Green River offers comprehensive curricula that is responsive to the needs of students, employers, and the community. The college's instructional programs (see Appendix D) are delivered by 11 instructional divisions: business and law; English; fine arts; health sciences and education; humanities; mathematics; science; social science; technology; trades; and transitional studies and wellness. These divisions and their faculty provide appropriate and rigorous programs that support the college's mission to "ensure student success through comprehensive educational programs and support services responsive to our diverse communities."

The college offers associate degree programs for transfer students that conform to statewide agreements. These include an Associate in Arts/Direct Transfer Agreement degree; Associate of Arts with major related programs degrees in biology and pre-nursing; and an Associate of Science (statewide) transfer degree, tracks 1 and 2. Transfer course content and levels of academic rigor appropriate to the disciplines and distribution areas within transfer degrees are determined by faculty in compliance with statewide transfer agreements and guidelines for determining transferability identified in Washington State's ICRC handbook. Every four to six years, the ICRC's ongoing articulation review committee audits the transfer degrees to review individual catalogs and advising materials to ensure compliance with community colleges and baccalaureate institutions in the State of Washington to the ICRC associated degree guidelines. Green River's transfer degrees were audited in December 2016, and it was suggested that Green River clarify degree requirements and advising materials. All suggested recommendations were addressed in the subsequent catalog.

The college also offers career technical short-term and long-term certificates, associate degrees, including both an Associate in Applied Science degree and an Associate in Applied Science-Transfer degree, as well as a number of applied baccalaureate degrees.

Program faculty, with input from the advisory committees, determine appropriate content and rigor to ensure that students graduate with the knowledge, skills and abilities to enter the workforce meeting industry standards. Career technical degrees are approved by the college's IC and board of trustees, as well as the SBCTC. The programs comply with SBCTC guidelines and rely on advice provided by their respective career technical education advisory committees. Additionally nursing, physical therapist assistant, occupational therapy assistant, and natural resources adhere to the required curricular content rigor as outlined by their appropriate specialized accrediting agencies.

The college's adult basic education, English language learners, and high school completion are delivered by the transitional studies division. The faculty have developed curriculum aligned with the federal College and Career Readiness Standards for Adult Education and contextualized around required high school subjects such as science, health, and social science.

When new programs or courses are developed by faculty, the proposed program, curriculum, and learning outcomes go through the college's curriculum development process for approval. All program and learning outcomes are generated, maintained, reviewed, and revised by faculty and their instructional divisions. The faculty-led LOC ensures these courses and programs have clearly identified and assessable student learning outcomes that lead to collegiate-level degrees or certificates consistent with program content in recognized fields of study. Changes to outcomes and programs at the college are approved by the FCRC committee, the IC, and the vice president of instruction. New programs and degrees are approved by the SBCTC and the NWCCU.

2.C.2 The institution identifies and publishes expected course, program, and degree learning outcomes. Expected student learning outcomes for courses, wherever offered and however delivered, are provided in written form to enrolled students.

Green River publishes course, program, and college-wide student learning outcomes in written form on the syllabi and in the college catalog. These outcomes enable students to identify scope and content of courses, programs, and degrees. The learning outcomes support faculty in instructional design and ensure consistency among courses, however or wherever offered or delivered.

Campus-wide Outcomes
Faculty have adopted four campus-wide learning outcomes that students who complete a transfer degree or career technical degree or certificate can be expected to have demonstrated proficiency in. The campus-wide outcomes comprise written communication, quantitative symbolic reasoning, responsibility, and critical thinking. The outcomes are published in the college catalog and on course syllabi as modeled in the college's syllabus template.

Program-Level Outcomes:
In career technical programs, faculty have adopted program-level outcomes that are synonymous with degree-level outcomes. See, for example, Practical Nursing. In academic transfer, faculty have adopted program-level outcomes that are discipline-specific. See, for example, Math&141 PreCalculus I. Program-level outcomes are published in the college catalog and in syllabi, as modeled in the syllabus template. Faculty have defined program outcomes at either the departmental or divisional level for assessment in the corresponding areas.

Course-Level Outcomes:
Faculty have adopted course-level student learning outcomes that are published in the college catalog and on course syllabi, in accordance with the college's syllabus template.

> **2.C.3 Credit and degrees, wherever offered and however delivered, are based on documented student achievement and awarded in a manner consistent with institutional policies that reflect generally accepted learning outcomes, norms, or equivalencies in higher education.**

The college assigns credits in a manner consistent with institutional policies that reflect generally accepted learning outcomes, norms, or equivalencies in higher education. Green River awards credit as outlined in policy IN-4 Credit Hours/Credit Equivalents, which adopts the SBCTC policy on credit values and credit equivalency, regardless of location or modality. A student may be awarded college credit as a result of 1) successful completion of prescribed courses or units of instruction, 2) approved transfer of credit policy SA-89 Transfer Credit from another regionally accredited college or university, recognized international college or university, or post-secondary institution, 3) adequate performance on a challenge exam or standardized advanced placement exam, or 4) relevant work experience per policy SA-90 Academic Credit for Prior Learning or other recognized educational experiences such as military training or training approved by the state, industry, or a professional association. There may be limits on approved transferable credits based on residency, degree, and accreditation requirements.

The SBCTC authorizes community and technical colleges to award various degrees and certificates as official indicators of postsecondary program completion, and to award a high school diploma as an indicator of high school-level completion. In addition, the SBCTC requires that colleges identify completion of federal apprentice programs, alternative certifications, and individually tailored workforce programs in the same common administrative system. Green River complies with all SBCTC and NWCCU mandates and expectations in these areas.

2.C.4 Degree programs, wherever offered and however delivered, demonstrate a coherent design with appropriate breadth, depth, sequencing of courses, and synthesis of learning. Admission and graduation requirements are clearly defined and widely published.

The college's degree programs demonstrate coherent design with appropriate breadth, depth, sequencing of courses, and synthesis of learning. In transfer degree programs, faculty model the programs on disciplinarily appropriate program design in four-year public institutions and peer institutions. With regard to career technical degrees, faculty collaborate with local community and industry partners through their advisory boards to ensure that coursework and prerequisite requirements are appropriate for the degree or program.

Green River's admissions requirements are clearly defined and widely published in the Getting Started section of the catalog. Green River also publishes its admissions requirements for general admissions online in policy SA-4 Admissions and on its website.

General graduation requirements are documented in the college catalog and described in policy SA-22 Graduation Criteria. The college's SA-20 Degree Exception policy allows students to petition to make reasonable substitutions. Graduation requirements are published for each program in the catalog. Students can perform degree audits to determine their readiness and seek additional guidance in the career and advising center or in the enrollment services office. Students indicate their intent to graduate by submitting an intent to graduate form, which is available online. Credentials evaluators follow program, degree, and certificate requirements for verifying student completion of their program(s) of study as listed in the catalog.

Admissions and graduation requirements for Green River's selective admissions programs are published and available on each selective admissions program's catalog page:

- Aeronautical Science, BAS (Catalog | Website)
- Applied Management, BAS (Catalog | Website)
- Early Childhood Education: Infant and Child Mental Health, BAS (Catalog | Website)
- Information Technology: Cybersecurity and Networking, BAS (Catalog | Website)
- Information Technology: Software Development, BAS (Catalog | Website)
- Marketing and Entrepreneurship, BAS (Catalog | Website)
- Natural Resources: Forest Resources Management, BAS (Catalog | Website)
- Realtime Reporting: Court Reporting and Captioning, BAS (Catalog | Website)
- Occupational Therapy Assistant, AAS (Catalog | Website)
- Physical Therapy Assistant, AAS (Catalog | Website)
- Practical Nursing, AAS (Catalog | Website)
- Nursing Assistant Certificate (Catalog | Website)
- Phlebotomy (Catalog | Website)

2.C.5 Faculty, through well-defined structures and processes with clearly defined authority and responsibilities, exercise a major role in the design, approval, implementation, and revision of the curriculum, and have an active role in the selection of new faculty. Faculty with teaching responsibilities take collective responsibility for fostering and assessing student achievement of clearly identified learning outcomes.

Green River faculty have collective responsibility for curriculum, assessment, and hiring of new faculty. Through well-defined structures and processes, faculty play a major role in the design, approval, implementation, and revision of the curriculum. The structures, policies, and procedures for design and approval of curriculum are clearly articulated in the [faculty contract](#). The IC and its subcommittee FCRC oversee development and revision of curriculum.

Faculty play an active role in the selection of new faculty as outlined in the [faculty contract](#) (p. 11-13, 122-123). Faculty screening committees are composed of up to three discipline-specific faculty, one full-time faculty member outside of the division, the division chairperson and the dean. *Ex-officio* members, including equity representatives, may be invited to serve on screening committees. The screening committees are responsible for drafting the position announcements, reviewing applications, inviting applicants for interviews, conducting interviews, and recommending final candidates for hire to the vice president of instruction.

During the 2017-18 academic year, the FCRC evaluated its curriculum development and revision processes. The college's locally developed curriculum management tool database was becoming obsolete and needed to be replaced with a more streamlined, transparent tool. A committee consisting of representatives from FCRC, information technology, student affairs, instructional support, and institutional effectiveness convened to map out the then-current curriculum development and revision processes in order to adopt a new tool. The FCRC soon recognized that the LOC was not involved with either process which hindered the faculty's ability to take collective responsibility for curriculum development and student learning outcomes assessment. The college purchased Curriculog and Acalog to replace the obsolete database and the process was improved by adding an LOC review of student learning outcomes. By spring 2019, over 350 proposals had been reviewed and approved by FCRC through Curriculog and migrated to the new online catalog.

Steps of the Curriculum Development/Revision Process

Division
Any full-time faculty member can develop or revise a course within their discipline, or a career technical division can propose a new degree or certificate program within their division. Each division has an LOC representative who reviews the learning outcomes in the proposal to ensure that expected learning outcomes are assessable and aligned with the discipline. Next, the proposal is presented to the division faculty for review and approval according to the division's processes before being approved by the dean and subsequently referred to FCRC.

Instructional Council and Faculty Curriculum Review Committee
FCRC evaluates all new or revised course and program proposals to avoid duplication of instructional effort as well as reviews the impact of course/curriculum proposals on certificates and degrees, cross-divisional impact of course/curriculum proposals, assignment of credit hours consistent with state guidelines, and issues related to transferability of courses. The IC then reviews and approves proposals to forward as a recommendation to the vice president of instruction for final approval and adoption.

2.C.6 Faculty with teaching responsibilities, in partnership with library and information resources personnel, ensure that the use of library and information resources is integrated into the learning process.

Librarians work collaboratively with faculty to ensure that the library supports instruction and student learning. Extensive online library and information resources are available to students and faculty on the main campus, branch locations, and remotely online. Faculty ensure that the use of library and information resources is integrated into the learning process by partnering with library faculty as co-instructors and/or instruction consultants, and/or incorporating Information literacy into their learning outcomes. This process happens in many ways. Subject faculty bring students to the library to receive tailored instruction from librarians, created in conjunction with teaching faculty and based on course assignments. Subject faculty also consult with library faculty when designing research assignments, ensuring both that students gain information literacy skills and also that library and information resources match the requirement of the assignment. In conjunction with subject faculty, library faculty create research guides for individual classes and assignments. In conjunction with librarians, instructional faculty ensure that assessment rubrics assess information literacy. The library supplies learning objects in Canvas, so that instructors can choose to import content, quizzes, and assessment rubrics.

eLearning was reorganized in 2019, moving from international programs and extended learning to instruction under the dean of library, eLearning, and media services, to support increased course offerings and improve student success in online, hybrid, and face-to-face classes. eLearning has become a core function of delivering instruction in transfer, career technical, and college readiness. Canvas shells are created for all credit-bearing classes. Since the reorganization, eLearning has been augmenting its offerings in terms of professional development as well as support for faculty and students. Beginning in July 2019, Green River contracted with Instructure for 24x7 phone and chat support for students, faculty, and staff. In addition, eLearning has taken steps to improve accessibility and instruction more broadly. In fall 2019, eLearning hired both an instructional designer and captioner, who offer a range of services and modes of contact for faculty. eLearning is in the process of hiring a support specialist as well.

Since moving the department to instruction, several improvements have taken place. For example, information technology staff on the eLearning team have integrated several major publishing learning systems (such as McGraw-Hill Connect). In response to frequent requests from faculty, information technology has created several self-serve interfaces, such as one that allows faculty to add an additional instructor to a class. In addition, information technology has created an intranet website that links to eLearning services, training, and help. The training page features on-campus training, online training, and regional and national opportunities, such as the Quality Matters workshops offered for free through the SBCTC. It also has a link to join small-group mentoring for online teaching. The captioning page supports the college's larger initiative to improve accessibility and puts access to captioning services at the fingertips of faculty.

eLearning has convened a visioning team comprised of staff, information technology, and faculty that will meet in winter quarter to plan out next steps for the eLearning department.

2.C.7 Credit for prior experiential learning, if granted, is: a) guided by approved policies and procedures; b) awarded only at the undergraduate level to enrolled students; c) limited to a maximum of 25% of the credits needed for a degree; d) awarded only for documented student achievement equivalent to expected learning achievement for courses within the institution's regular curricular offerings; and e) granted only upon the recommendation of appropriately qualified teaching faculty. Credit granted for prior experiential learning is so identified on students' transcripts and may not duplicate other credit awarded to the student in fulfillment of degree requirements. The institution makes no assurances regarding the number of credits to be awarded prior to the completion of the institution's review process.

Green River recognizes that its diverse group of learners includes students who have acquired previous learning through work and other experiential learning opportunities. The college adheres to policy SA-90 Academic Credit for Prior Learning for awarding credits based on experiential learning, as described in the college catalog. A student may be awarded college credit for adequate performance on a challenge exam, relevant work experience, or other recognized educational experiences such as military training or training approved by the state, industry, or a professional association. Only 25% of a degree requirement can be satisfied through credit for prior learning.

Faculty may ask a student to demonstrate knowledge or skills through several means, including portfolios, tests, oral interviews, other written documentation, or any other appropriate method by which the faculty member determines that the student has met the course outcomes. Credits that have been awarded for prior experiential learning will be differentiated as such on Green River transcripts.

Recently, the college began a comprehensive process to expand opportunities for students to obtain academic credit for prior learning, prompted by current research indicating its positive role in persistence and completion. During the 2018-19 academic year, two faculty members, representing transfer education and career technical education, were given release time (course reassignment time) to work across instructional divisions to facilitate development of new opportunities based on best practices. The faculty worked with additional faculty in various instructional areas to develop crosswalks, challenge exams, and portfolios assessments, and to expand the acceptance of standardized exams to assess prior learning. During the 2019-20 year, the college is continuing the work to make the processes more transparent for students, staff, and faculty through advising, marketing, and communication.

2.C.8 The final judgment in accepting transfer credit is the responsibility of the receiving institution. Transfer credit is accepted according to procedures which provide adequate safeguards to ensure high academic quality, relevance to the students' programs, and integrity of the receiving institution's degrees. In accepting transfer credit, the receiving institution ensures that the credit accepted is appropriate for its programs and comparable in nature, content, academic quality, and level to credit it offers. Where patterns of student enrollment between institutions are identified, the institution develops articulation agreements between the institutions.

Green River abides by transfer policies adopted by the [SBCTC](#) and the [WSAC](#). As a receiving institution, Green River awards transfer credit from regionally accredited institutions by evaluation on a course-by-course basis as guided by policy [SA-89 Transfer Credit](#). Equivalency is determined by assessment of course content through review of course descriptions and/or syllabi. The college also honors [reciprocity](#) between institutions. Articulation among the community colleges is maintained through statewide [common course numbering](#) and reciprocity as adopted by the statewide Instruction Commission. Green River is a member of the [ICRC](#), and all college transfer degrees comply with ICRC recommendations for transfer degrees within Washington.

Students are not restricted as to the number of credits transferred into the college but they must be from a recognized, regionally accredited institution. Students seeking a degree must earn a minimum of 24 credits at Green River, whereas students seeking certificates must complete 25% of the credits required at the college. The registrar serves as the primary evaluator of transfer credits and consults, as warranted, with appropriate faculty and administrators.

The [transfer credit policy](#) is posted on the website, and the [transfer rights and responsibilities](#) for students are listed in the catalog. Green River provides transfer-related tools and services including [advising appointments](#), [resources about degree requirements](#) (for example, [transfer equivalency guides](#) which are regularly maintained and updated), four-year representative visits, and quarterly transfer fairs. Students are encouraged to track their progress towards degree or certificate program completion using [degree audit](#), an online advising tool maintained by the office of the registrar.

2.C.9 The General Education component of undergraduate programs (if offered) demonstrates an integrated course of study that helps students develop the breadth and depth of intellect to become more effective learners and to prepare them for a productive life of work, citizenship, and personal fulfillment. Baccalaureate degree programs and transfer associate degree programs include a recognizable core of general education that represents an integration of basic knowledge and methodology of the humanities and fine arts, mathematical and natural sciences, and social sciences. Applied undergraduate degree and certificate programs of thirty (30) semester credits or forty-five (45) quarter credits in length contain a recognizable core of related instruction or general education with identified outcomes in the areas of communication, computation, and human relations that align with and support program goals or intended outcomes.

Green River is committed to offering comprehensive degree programs that provide general education designed to prepare students to achieve their academic, career, and personal lifelong learning goals.

As a member of the ICRC, the college's degree and certificate programs reflect standard requirements established by the ICRC. Transfer degrees comply with ICRC recommendations for transfer degrees within Washington. Each of the distribution areas (humanities, social sciences, natural sciences) require that courses are taken from at least two disciplines to ensure that students have the variety of coursework required for an undergraduate education.

Table 2.2. Credits by Distribution Area for Two-Year Transfer Degrees

Degree	Communication	Quantitative Skills/ Symbolic Reasoning	Humanities/ Fine Arts/ English	Social Science	Natural Science
Associate in Arts	10	5	15	15	15, 10 lab
Associate in Business	10	10	15	20	15, 5 lab
Associate in Computer Science	10	5	15	15	20
Associate in Math Education	10	5	15	15	15, 5 lab
Associate in Pre-Nursing	10	5	15	15	35-36
Associate of Science Track 1	10	15	5-10	5-10	50
Associate of Science Track 2	5	15	5-10	5-10	50
Associate in Science Track 2 Engineering	5	25-30	5-10	5-10	50-60

Green River's BAS degrees meet state standards for general education and requires 60 credits of general education distributed among written and oral communication, quantitative and symbolic reasoning, natural sciences, social science, and humanities.

Table 2.3. Credits by Distribution Area for Applied Bachelor's Degrees

Degree	Communication	Quantitative Skills/ Symbolic Reasoning	Humanities/ Fine Arts/ English	Social Science	Natural Science
Bachelor's of Applied Science	10	5	10	10	10, 5 lab

Career technical degrees and certificates of 45 credits or more require related instruction in written communication, oral communication, computation, and human relations.

Table 2.4. Credits by Distribution Area for Career Technical Degrees and Certificates

Degree	Communication	Computation	Human Relations
Associate in Applied Science-Transfer	5	5	5-10
Associate in Applied Arts	8-10	5	3-5
Associate in Applied Science	8-10	5	3-5
Certificate (45 credits or more)	8-10	5	3-5

2.C.10 The institution demonstrates that the General Education components of its baccalaureate degree programs (if offered) and transfer associate degree programs (if offered) have identifiable and assessable learning outcomes that are stated in relation to the institution's mission and learning outcomes for those programs.

Green River has identified four campus-wide learning outcomes to assess general education in transfer education, career technical degrees, and programs that are 45 credits or more. The campus-wide outcomes are written communication, critical thinking, responsibility, and quantitative and symbolic reasoning. Each course syllabus must include associated campus-wide learning outcomes and associated program outcomes.

2.C.11 The related instruction components of applied degree and certificate programs (if offered) have identifiable and assessable learning outcomes that align with and support program goals or intended outcomes. Related instruction components may be embedded within program curricula or taught in blocks of specialized instruction, but each approach must have clearly identified content and be taught or monitored by teaching faculty who are appropriately qualified in those areas.

Career technical degrees and certificates of 45 credits or more include related instruction in communication (written and oral), computation, and human relations which are listed in the catalog. See for example Administrative Assistant. Components of related instruction are either included as stand-alone courses in related disciplines or embedded in core technical curriculum.

The IC subcommittee, the related instruction committee, reviews all new career technical programs to ensure related instruction requirements are met. All courses have assessable learning outcomes published on course syllabi and in college catalog. Advisory committees from local business and industry help the faculty determine curriculum for each career technical program and provide feedback on program outcomes as part of the review.

2.C.16 Credit and non-credit continuing education programs and other special programs are compatible with the institution's mission and goals.

Green River's continuing education and non-credit programs support the college's mission, goals, and core themes. The college's continuing education department offers a wide range of business, professional, and community programs that address the workforce and lifelong learning needs of the community. Continuing education serves the surrounding population with offerings that engage learners from elementary school in summer camp programs all the way to retirees in the Prime Time program for active adults.

Most courses are face-to-face, but Green River's delivery options also include online training provided through nationally respected training partners and online training developed in-house. The Washington Environmental Training Center (WETRC) is offered by continuing education and represents a unique offering providing specialized training and continuing education for water or wastewater personnel as well as backflow assembly testers.

Green River and Washington State Department of Health partner in administering certification program activities, including backflow assembly tester certification, State Waterworks Operator Professional Growth and Renewal Programs, and training evaluation and accreditation services to course sponsors. Washington Certification Service is overseen by international programs and extended learning.

Green River provides a non-credit IEP to international contract students that helps them become proficient in academic level English. IEP is administered by international programs and extended learning.

2.C.17 The institution maintains direct and sole responsibility for the academic quality of all aspects of its continuing education and special learning programs and courses. Continuing education and/or special learning activities, programs, or courses offered for academic credit are approved by the appropriate institutional body, monitored through established procedures with clearly defined roles and responsibilities, and assessed with regard to student achievement. Faculty representing the disciplines and fields of work are appropriately involved in the planning and evaluation of the institution's continuing education and special learning activities.

Continuing education is fully integrated with the academic and governance structures of the institution and is a self-sustaining department funded by revenue collected from all continuing education classes, including WETRC. Most continuing education courses are developed and taught by instructors who have specialized experience or industry certification in the subject area of the course. In situations where certification is required or additional requirements exist, continuing education staff ensure instructors have appropriate credentials. When appropriate, the continuing education staff consults with career technical deans and faculty for instructor recommendations and curriculum review.

Continuing education staff members regularly review course content, instructor qualifications, course outlines and objectives, and financial viability of all courses and certificates. Policies, procedures, and expectations for instructors are included in a handbook every instructor receives upon hire. Upon completion, each continuing education class is evaluated by students through evaluation forms, which are reviewed by continuing education staff. After the evaluations have been reviewed by the continuing education staff, instructors receive a copy of their evaluations, along with any comments from the continuing education staff, so they can use the feedback to improve the class the next time they teach it.

Green River's IEP faculty plan, deliver, monitor, and regularly assess the IEP's learning activities.

2.C.18 The granting of credit or Continuing Education Units (CEUs) for continuing education courses and special learning activities is: a) guided by generally accepted norms; b) based on institutional mission and policy; c) consistent across the institution, wherever offered and however delivered; d) appropriate to the objectives of the course; and e) determined by student achievement of identified learning outcomes.

The continuing education department grants continuing education units for courses in accordance with guidelines from the International Association of Continuing Education and Training. Continuing education awards one continuing education unit for every ten hours of instruction for courses taught by instructors. Most continuing education courses have student learning outcomes that are outlined in the syllabi provided to students at the time of enrollment. Green River continuing education credits are issued in compliance with standards and procedures set forth in WAC 181-85-077.

> 2.C.19 The institution maintains records which describe the number of courses and nature of learning provided through non-credit instruction.

The college maintains complete records for non-credit instruction. Green River uses its student management system to maintain non-credit course records, which include course titles, dates, instructors, enrollments, and student information. Additionally, continuing education uses CampusCE web application software to display course information and process student registrations on the college website. Continuing education student records are retained in alignment with the general retention schedule for Washington's community and technical college system and comply with FERPA under Green River's policy GA-17 Educational Rights and Privacy Act.

STANDARD 2.D STUDENT SUPPORT RESOURCES

> 2.D.1 Consistent with the nature of its educational programs and methods of delivery, the institution creates effective learning environments with appropriate programs and services to support student learning needs.

Green River provides learning environments that promote student engagement for its diverse student population. Programs and services are developed and aligned with the institution's mission, vision, and core themes, which center on student learning and success. The college provides a variety of academic and student development services to students and faculty to support continuous improvement in teaching and learning by meeting student needs.

- Career and Advising Center provides academic and career exploration and planning for prospective and current students pursuing a variety of options, including transfer, career technical, high school completion, and BAS programs. Students can access services in person, over the phone, and via email. Key services for students include the new student advising and registration (NSAR) sessions, first quarter advising, onboarding, transfer resource library, course registration support, and advising triage. The center also provides faculty advisor training and support.

- Progress and Completion Center provides support to students who are near completion but have stopped out or are otherwise experiencing barriers to completion. Completion coaches offer students services to achieve their personal, academic, and career goals. These services include case-management, referral to community-based services, and direct support. Completion coaches help students in jeopardy of losing their financial aid and other funding to develop strategies that increase success. The center offers the following services:
    - The Benefits Hub provides wrap-around support to help students navigate and overcome non-academic barriers to completion. For example, the Benefits Hub

provides housing support, emergency aid, financial coaching, transportation assistance, tax preparation help, and support in accessing community benefits.

  o The Gator Pledge can assist students with financial emergencies that often become barriers to completion, such as food insecurity, housing insecurity, and incidental emergencies such as unpaid utility bills or car trouble. In addition, Gator Pledge helps to provide funding for books and online curriculum packages for classes. Faculty or staff members in any area of the college can initiate Gator Pledge help for a student in need.

  o The Gator Pantry provides free food assistance to students on a temporary basis and connects them to longer-term resources in the community.

- Counseling Services provides free, confidential short-term mental health counseling and self-care/wellness education to Green River students by licensed psychologists, social workers, and professional mental health therapists. By providing workshops, classroom visits, and online resources, counseling services supports staff, faculty, and students.

- TRiO offers eligible students individualized advising, tutoring, and transfer support services. TRiO focuses on professional development skills and soft skills, as well as resume building and professional etiquette. TRiO hosts an annual leadership summit where students improve interpersonal and communication skills, develop their leadership style, and explore their identity. TRiO is charged with intertwining cultural events with academic and non-cognitive development opportunities.

- Disability Support Services works with qualified students with disabilities in a confidential, respectful, and safe environment to identify and develop reasonable classroom accommodations; to ensure equal opportunity and access for academic and professional goals; and to promote an accessible community where students with disabilities have equal opportunity to participate in college programs and activities.

- The Violence Prevention Center works to prevent interpersonal violence, promote wellness, and provide support to students, faculty, and staff that have experienced stalking, harassment, sexual assault and relationship violence. The center provides on-campus and off-campus resources and referrals, as well as guidance for reporting crimes. The center provides a confidential meeting space to reduce barriers to accessing support. The center holds annual awareness events and provides bystander intervention training.

- Veteran Services provides support and services for veterans or eligible dependents using veteran funding. The veteran services office helps students understand complicated regulations related to their VA education benefits and provides additional assistance in locating community resources to assist with employment and housing, as well as planning events and supporting service projects for veterans. In addition, the veterans lounge provides a safe, welcoming space for veteran students to visit for a quick coffee break.

- The Green River Academic Showcase was developed by a full-time Green River faculty member to promote undergraduate research at the community college level. The showcase is an annual celebration of student work in diverse courses taught at the college. This work has been made possible through funding from the National Science Foundation and is a

collaboration between Green River and the University of Washington.

- The MESA Program at Green River provides support and resources to underrepresented students who intend to transfer to a four-year institution in pursuit of a Science, Technology, Engineering, or Math (STEM) degree.

- Workforce Education administers programs that provide free or reduced tuition, including assistance with books, fees, and educational supplies, to students who qualify. Workforce works with a wide range of students: dislocated workers, Temporary Assistance for Needy Families and food stamps recipients, veterans, and ex-offenders.

- Open Doors, a youth reengagement partnership between Green River and the local high school districts (currently including Auburn, Tahoma, and Kent), provides students who have not earned a high school diploma with a variety of new options to reach their educational goals. Open Doors pays for students' tuition, books and some course fees as well as providing one-on-one advising and wrap around services to help reduce barriers so they can focus on accomplishing their goals.

- Running Start is a dual-enrollment program that allows qualified high school juniors and seniors to enroll in college credit courses mostly tuition-free. Running Start advisors offer start to finish advising support that includes student-focused workshops, academic planning, transfer services, as well as working closely with K12 counselors to support and ensure success for the nearly 2,000 students.

- The Master Achiever Center (MAC) serves as an advising and transitions center for transitional studies, general equivalency diploma, High School 21+, English language learners, and I-BEST students. MAC advisers and staff provide academic advising, mentoring, encouragement and other support services to students, with the goal of increasing student success.

- The Office of Diversity, Equity and Inclusion (ODEI) is an inclusive, safe, welcoming and accessible space that serves all student in culturally relevant ways in order to empower them to succeed in their educational journeys. Students can receive commencement achievement program, which helps bridge the education gap for historically underserved and underrepresented students, and bilingual services to help navigate their college journey.

- Reflection/Meditation Room is a dedicated space for students, staff, and faculty who need space for quiet reflection or meditation.

- The International Programs and Extended Learning office offers support services for international students such as orientation and cultural adjustment, immigration, housing, advising, and a peer mentoring program to help students adjust to college life in the U.S.

Computer Labs—Students have access to approximately 2,500 instructional computers in 204 classrooms and computer labs on main campus and branch locations in Auburn, Enumclaw, and Kent. In addition to general-purpose productivity software, each instructional lab has specialized software selected by faculty. The college also has four open computer labs (two on main campus and one each at Kent and Enumclaw) that include more than 312 computers with access to most of the specialized

programs. Each instructional lab is equipped with one or more ADA-compliant workstations, including adjustable furniture and assistive technologies.

Tutoring—The college provides a variety of free tutoring resources and locations to support all enrolled students with the tools they need to achieve their academic potential. Tutoring staff collaborate with faculty in multiple disciplines and programs to ensure students receive comprehensive support. In addition, tutors in all centers receive non-discrimination training, diversity training, and training for working with students with disabilities.

- The [Tutoring and Resource Center](#) provides discipline-specific tutoring, supervised study tables, and basic skills support as well as conversation partners for English language learners. The main tutoring and resource center, located in the Holman Library, provides a computer lab with subject-specific software. Discipline-specific tutoring is also offered at the Kent Campus and at the Auburn Center, where subject-specific tutoring is available to students enrolled in BAS programs.

- The [Writing and Reading Center](#) provides one-on-one tutoring services for students at all stages of the writing and reading process, in either five-minute or thirty-minute face-to-face sessions. The center also offers online tutoring to meet the needs of online and evening students. In all formats, students can expect to work with student, mentor, and/or faculty consultants on any issues related to writing and reading. In addition, the center offers student visitors access to computers, printers, online writer's resources and handouts, and access to writing textbooks and other reference books. The center provides support for composition and reading faculty and their classes through its embedded tutoring program, where teams of student tutors coordinate with participating faculty to work directly with students in their classrooms during regularly scheduled class times.

- The [Math Learning Center](#) provides space where students can study individually or in small groups and receive help from peer tutors for all levels of math. Students also have access to all current math textbooks as well as supplemental and special interest math textbooks. Scientific and graphing calculators may be checked out daily at no cost, or alternatively, students may rent a graphing calculator for the entire quarter. The center also serves math instructors by making class materials available to their students and providing instructors with various math tools and manipulatives, textbooks, and classroom sets of calculators for their classes.

- The [Public Speaking Center](#) provides students a safe space to hone their public speaking and oral communication skills. Students receive one-on-one help to improve delivery technique and suggestions about the organization and development of ideas. Students can opt to have their speeches taped to further critique at home. Services are available to students, faculty, campus staff and alumni. In addition, the center supports students with preparation for job interviews as well as public speaking engagements in the community.

- The Foreign Language Lab provides tutoring for students studying a foreign language. It is staffed by faculty and students who are proficient in the target language, and offers one-on-one tutoring in Spanish, French, German, Chinese, and Japanese. Students receive help with written and oral homework assignments as well as conversational practice.

- Programs such as TRiO, ODEI, and MESA provide targeted tutoring to the students they serve and provide study spaces which includes access to computers.

2.D.2 The institution makes adequate provision for the safety and security of its students and their property at all locations where it offers programs and services. Crime statistics, campus security policies, and other disclosures required under federal and state regulations are made available in accordance with those regulations.

Green River is committed to providing a safe and secure environment for students, staff, and visitors. Campus maps and emergency action plan information are posted in classrooms. The Green River Student Handbook has a section on campus safety (p. 141). The college has several campus policies that focus on safety, including GA-1 Drug Free Campus, GA-2 Tobacco Use, and GA-5 Prohibited Activities, SA-31 Reporting Crimes and Other Emergencies, SA-18 Notification on Convicted Sexual Offenders, SA-93 Emergency Notification, and SA-19 Personal Violence, Harassment and Assault.

The college's campus safety department provides services that include enhanced 911, staffed information booths, vehicle unlocks, vehicle jumpstarts, and safety escorts. The college's safety ride program provides students courtesy rides to and from campus and local destinations. The department also provides a secure parking lot and shuttle service from a nearby park-and-ride to alleviate challenges due to limited on-campus parking. In addition, campus safety provides training to the campus community.

Campus safety staff work closely with the college's emergency operations committee to provide operational support in major disturbances affecting the campus. The college utilizes an emergency text messaging system (e2campus) which alerts the campus community to threats and emergency closures and can provide brief instructions. The college also uses a red flag alert system that allows faculty, students, and staff to report incidents of concern. Green River campus safety organizes a building captain system, which trains/updates volunteer leaders (who are current full-time staff) on evacuation processes. The college works with the Auburn, Kent and Enumclaw police departments to maintain working communications and develop a comprehensive emergency response system for overall safety of the locations. Campus safety also works with medical, fire prevention and other emergency agencies when on college property. When incidents arise, the college adheres to policies SA-92 Timely Warning Notifications and SA-93 Emergency Notifications and invokes evacuation notices in a timely manner.

In addition, the college's behavioral intervention team brings together key personnel to evaluate reports of student behavior and assess if that behavior constitutes a possible threat to the individual or the campus community.

The college's Clery compliance committee ensures that safety is the responsibility of all departments and employees. Green River complies with the federal Jeanne Clery Disclosure of Campus Security Policy and Crime Statistics Act of 1998 by posting campus crime data and the Annual Safety and Fire Report on the college's website.

2.D.3 Consistent with its mission, core themes, and characteristics, the institution recruits and admits students with the potential to benefit from its educational offerings. It orients students to ensure they understand the requirements related to their programs of study and receive timely, useful, and accurate information and advising about relevant academic requirements, including graduation and transfer policies.

Consistent with its mission and core themes, Green River offers a one-stop entry point for new students. In 2016-17 the career and advising center was moved to a new, expanded location in the remodeled student affairs and success center (SASC). This centralized location provides students with start to finish, holistic student support. Students are able to receive assistance with admissions, placement, funding navigation, emergency resource assistance, academic advising and planning, transfer services, career exploration and job readiness, as well as help with complex completion barriers and access to food, housing and transportation needs.

As an open access community college, Green River serves students with a wide range of abilities and educational needs, including academic transfer, basic education for adults, career technical, applied baccalaureate, upgrading job skills, continuing education, high school completion, English for speakers of other languages, and other opportunities. The college adheres to its open-door admissions policy SA-4 Admissions and as required by RCW 28B.50.090. The college admits individuals eighteen years of age or older, or who are high school graduates, or have applied for admission as part of a specific program, such as Running Start (dual enrollment), high school completion, Open Doors (a high school reengagement program), or are under the age of eighteen and seeking admissions by meeting the conditions of policy SA-26 Age Exemption.

Admissions and eligibility requirements for programs and courses are published in the college catalog, quarterly class schedule, and on the college website. Some programs have specific admissions requirements, such as Running Start, international programs, Open Doors, applied baccalaureate programs, and health programs, such as practical nursing. Prospective students seeking to enroll in a specific admissions program work directly with faculty and staff of the program they wish to enter.

The office of recruitment and outreach promotes Green River to the local high schools and community organizations in the service area in addition to hosting a variety of outreach events on campus. Department staff initiate and perform high school visits, give presentations, and perform community visits and partnering. All participants or attendees receive up to date, relevant information about the college educational programs and support services that are of interest to prospective students.

The college provides an online orientation process, which begins the onboarding process for new students and is designed to provide timely information to facilitate their successful entry, progress, and completion. The online orientation includes information about academic success, degrees and resources, exploring funding options, campus safety, and campus life. In addition, there are numerous program-specific orientations for students enrolled in programs such as international programs, adult basic education and English language learners, Running Start, workforce, Open Doors, and others.

All certificate and degree-seeking students must determine their course placement in math and English prior to enrolling. The college uses multiple placement methods, such as College Success Reading Assessment, Washington Mathematics Assessment and Placement Exam, high school transcripts, other college transcripts, Smarter Balanced Assessment scores,

Advanced Placement/International Baccalaureate scores, or placement reciprocity. Green River faculty determine requirements for program entry, as well as determine the minimum required English and math placement scores necessary for entry into specific courses.

After completing the online orientation and determining course placement, all new students seeking degrees and certificates are required to attend an NSAR session, coordinated and facilitated by the career and advising center. In the in-person NSAR session, students meet with professional advising staff to discuss their program, graduation requirements, and transfer policies, as well as register for their first quarter classes.

All new students planning to pursue a transfer degree and those who are undecided on their degree goals are encouraged to set up a one-on-one advising appointment with an educational planner in the career and advising center. These sessions are scheduled for one hour, preferably within the first six weeks of a student's first quarter at Green River. Undecided students are provided a follow-up one-on-one advising appointment with a career advisor, to take a career interest inventory and explore Green River's programs of study. Transfer students are assigned a faculty advisor based on their discipline of study for continued advising, while career technical students receive advising from program-specific faculty. Some student groups receive targeted advising through programs such as athletics, Running Start, workforce, international programs, and TRiO.

2.D.4 In the event of program elimination or significant change in requirements, the institution makes appropriate arrangements to ensure that students enrolled in the program have an opportunity to complete their program in a timely manner with a minimum of disruption.

Course and program changes are reviewed by the FCRC and approved by the vice president of instruction. If a program is put on hiatus or eliminated, the college will notify the SBCTC of program changes and closures and submit a notice of substantive change to the NWCCU.

The college notifies students of changes in program status as early as possible through individual meetings and announcements made in classes, and new requirements and program closure information are published on the website and in the college catalog. The dean, faculty, and advising staff work together to determine which students will be affected and develop alternative plans so that individual students are able to complete the program requirements in a timely manner. Students who are unable to complete the program in the timeframe established by the college, the degree exception committee, faculty, and counselors work closely with them to find substitute classes or alternatives to complete the program requirements. The alternatives may include non-traditional credits or online classes from the college or other sources, including other colleges.

In summer 2015, the college announced the closure of the auto body technology program, effective fall 2015. The dean, faculty, and advising partnered to work with every student to transition to other programs at Green River or other colleges, or graduate using prior learning assessment.

2.D.5 The institution publishes in a catalog, or provides in a manner reasonably available to students and other stakeholders, current and accurate information that includes:
a) Institutional mission and core themes;
b) Entrance requirements and procedures;
c) Grading policy;
d) Information on academic programs and courses, including degree and program completion requirements, expected learning outcomes, required course sequences, and projected timelines to completion based on normal student progress and the frequency of course offerings;
e) Names, titles, degrees held, and conferring institutions for administrators and full-time faculty;
f) Rules, regulations for conduct, rights, and responsibilities;
g) Tuition, fees, and other program costs;
h) Refund policies and procedures for students who withdraw from enrollment;
i) Opportunities and requirements for financial aid; and
j) Academic calendar.

Green River regularly updates and maintains the information listed on the website and in its catalog, both of which are available to students and other stakeholders. Publications and the website are reviewed on a regular basis to ensure accurate and updated information is published.

Green River makes its college catalog available to students and other stakeholders by publishing and maintaining an online catalog that includes the following information:

a) Institutional mission (catalog | college website) and core themes (catalog | college website: College Transfer Education; Career technical Education; College Readiness Education; Continuing and Community Education);
b) Entrance requirements and procedures (catalog | college website);
c) Grading policy (catalog | college website);
d) Information on academic programs and courses, including degree and program completion requirements, expected learning outcomes, required course sequences, and projected timelines to completion based on normal student progress and the frequency of course offerings (catalog | college website);
e) Names, titles, degrees held, and conferring institutions for administrators and full-time faculty (catalog);
f) Rules, regulations for conduct, rights, and responsibilities (catalog | college website);
g) Tuition, fees, and other program costs (catalog | college website);
h) Refund rules and procedures for students who withdraw from enrollment (catalog | college website);
i) Opportunities and requirements for financial aid (catalog | college website); and
j) Academic calendar (catalog | college website).

2.D.6 Publications describing educational programs include accurate information on: a) National and/or state legal eligibility requirements for licensure or entry into an occupation or profession for which education and training are offered; b) Descriptions of unique requirements for employment and advancement in the occupation or profession.

Green River programs that require background checks prior to enrollment and state or federal licensing before graduates can work, such as occupational therapy assistant, physical therapist assistant, practical nursing, and phlebotomy make accurate information on exams and pass rates available on the college website and in program handbooks. Other programs with national or state licensure requirements for entry into the associated occupations, like aviation and court reporting and captioning, provide information in their application materials.

2.D.7 The institution adopts and adheres to policies and procedures regarding the secure retention of student records, including provision for reliable and retrievable backup of those records, regardless of their form. The institution publishes and follows established policies for confidentiality and release of student records.

Green River has adopted and adheres to policies and procedures regarding the secure retention of student records in accordance with the general retention schedule as approved by the SBCTC and per RCW 40.14. Records not specified under the RCW are subject to the Washington State's general retention schedule. Critical student data, such as transcripts, admission, registration, and financial transactions, are stored in Washington's statewide student management, financial aid, and finance databases. Electronic data existing within the college's student management system is hosted, secured, and backed up by the SBCTC in Olympia. The SBCTC could recover that data in the case of an emergency. Additionally, a subset of that data is downloaded into local Green River databases where it is backed up and could be restored by Green River information technology staff in the event of an emergency.

Green River publishes and follows established policies for confidentiality and release of student records. As a public institution of higher education receiving Title IV funds, Green River follows the requirements of the FERPA, as well as institutional policy GA-17 Educational Rights and Privacy Act. The college publishes information about FERPA on its webpage, catalog, quarterly class schedule, and student handbook (p. 131-132), as well as quarterly emails to currently enrolled students. Since June 2019, employees requesting access to the college student management system must complete an online FERPA training provided through Law Room by Everfi, or in person, if requested, by the Registrar. No student information, other than student directory information, is released to a third party unless specifically required under FERPA. Students may opt out of disclosure of their information (including directory information) by notifying the registrar in writing. Once notified, the student record is flagged in pertinent systems to indicate that no disclosure of records information is permitted.

2.D.8 The institution provides an effective and accountable program of financial aid consistent with its mission, student needs, and institutional resources. Information regarding the categories of financial assistance (such as scholarships, grants, and loans) is published and made available to prospective and enrolled students.

Green River's financial aid office is committed to the college's mission and offers an array of grants, scholarships, loans and employment programs to assist eligible students in attaining their educational goals. Financial aid administers the following federal, state, and institutional funds:

- Federal: Pell Grant, Federal Supplemental Educational Opportunity Grant, Federal Work Study, and Federal Direct Loans (which makes up $14.6 million dollars per fiscal year)
- State: Washington College Grant (formerly State Need Grant), College Bound Scholarship, Passport to College, Opportunity Scholarship (for STEM students), Gold Star funds, and State Work Study (which makes up $3.9 million dollars per fiscal year)
- Institutional: Green River Grant and Tuition waiver (which makes up $1.2 million dollars per fiscal year)

The office also collaborates with both outside funding agencies and other departments within the college providing funding to students. To centralize awarding and communication regarding the status of a student's awards, financial aid also processes the following funding sources:

- WorkForce education: Worker Retraining, Opportunity Grant, Basic Food Employment Training, WorkFirst (under Temporary Assistance for Needy Families)
- Green River Foundation: scholarships, Gator Pledge, completion loans
- Gold Star funds: family members of disabled or deceased service members receive free tuition and assistance with books
- 3rd party funders: Department of Labor and Industry, Pacific Associates, Department of Vocational Rehabilitation, Green River Coalition scholarship, Trade Adjustment Assistance, Fish and Wildlife
- External and internal scholarships: TRiO scholarships, athletic scholarships, STEM (Department of Education)

Financial aid strives to provide responsive services to students. The office provides information regarding the categories of financial aid available and the application process, including deadlines, priority processing dates, and eligibility criteria, on the financial aid webpage as well as in printed form. Students can connect with financial aid through drop-in, in-person assistance, via telephone, via email, or by accessing their financial aid portal.

Students are notified regularly of important financial aid information. After application, a student receives a welcome email and a letter that is mailed to the student's home address. Additional notifications of next steps are sent via email to the student's official Green River email. The initial financial aid notification of available funding is emailed to student and a physical copy is mailed to the address on file. Funding eligibility changes will initiate additional communications, which are emailed and posted on the student's financial aid portal. The office also communicates information about census date deadlines, distribution of financial aid refunds, status of course eligibility, funding eligibility for upcoming quarters, satisfactory academic progress, and requests for additional documentation as required by the Department of Education.

Financial aid continually reviews procedures with a lens for equity and access, legal compliance, and efficiency and efficacy. Financial aid uses a file review process to reduce manual work, potential for errors, and individual student file processing time. As of fall 2017, the financial aid office moved away from manually packaging awards to utilizing available technology to minimize human error and

increase efficiency and timeliness. This improvement resulted in a 30.4% increase in financial aid files reviewed in 2018-19 as compared to 2017-18, resulting in a significant reduction in average time to award and an additional 1,575 students receiving aid.

Green River is effective in administration and oversight of its financial aid programs. The office maintains a high level of fiduciary responsibility using systematic processes and procedures, as well as internal checks and balances in daily operations to ensure accuracy and accountability. Financial aid regularly audits its procedures by randomly reviewing student files. Any discrepancies are immediately resolved and additional training or adjustments of procedures are implemented. Additionally, financial aid meets regularly with the business office to
- reconcile accounts
- submit the college's annual Fiscal Operations and Application to Participate report to the Department of Education
- report student level originations and disbursements for federal Pell Grant and Direct Loan Programs to Department of Education
- reconcile student-level disbursement reports with the WSAC at least every academic quarter.

In addition to internal controls, reporting, and regular review of practices, financial aid constantly strives to improve in its service of students and the community. Financial aid staff receive training on a regular basis in communication, serving and advocating for undocumented students, diversity, state and federal financial aid, and team strengthening. Staff responsible for file review and funds awarding are required to complete the Department of Education's Major Findings training. Financial aid has received clean audits from the Department of Education (Loan Closeout Report; Pell Closeout Report) and WSAC (All Need Based Aid report).

2.D.9 Students receiving financial assistance are informed of any repayment obligations. The institution regularly monitors its student loan programs and the institution's loan default rate.

Green River participants in the William D. Ford Federal Direct Loan program and complies with the Department of Education's rules and regulations regarding student eligibility and disbursement of funds. Students complete promissory notes and loan counseling and are required to acknowledge loan repayment obligations before receiving funds. After students leave the college, they receive exit counseling information. Financial aid sends hardcopy versions of exit counseling to students who do not utilize the online version. The college monitors compliance with federal requirements using the state-provided financial aid management system and has one full-time equivalent staff member dedicated to administration of loans.

Financial aid's webpage provides general information about census dates, refunds, and repayment requirements for Federal Direct Loans, Federal Direct Parent (PLUS) Loans, and private education loans. Financial aid adheres to federal, state, and institutional policies to determine eligibility of students to receive federal, state, and institutional aid when processing a student's file. Financial aid tracks student enrollment activity to determine ongoing eligibility. Students who do not complete course load in a quarter and incur repayment obligations will be notified (example of notification) via email and mail. Office staff also monitor student status related to the college policy SA-17 Satisfactory Progress for Financial Aid.

The college regularly monitors its default rate and reviews the student loan default list sent by the Department of Education to ensure accuracy. The college's two-year cohort default rates for the past three available years were as follows:

Table 2.5. Green River Default Rates

Default Cohort Years				
2012	2013	2014	2015	2016
17.3%	16.6%	17.1%	15.7%	12.3%

2.D.10 The institution designs, maintains, and evaluates a systematic and effective program of academic advisement to support student development and success. Personnel responsible for advising students are knowledgeable of the curriculum, program requirements, and graduation requirements and are adequately prepared to successfully fulfill their responsibilities. Advising requirements and responsibilities are defined, published, and made available to students.

Academic advising supports student success and is key to a student's educational journey. The college has a shared advising model where advising occurs in a centralized office and is also performed by faculty. The college's advising structure most closely reflects a modified/combined split model and total intake model, as described and depicted in *Academic Advising: A Comprehensive Handbook*, 2nd Edition (Gordon, Habley and Grites, 2008).

The college's initial advising of students is split between a central advising office and academic departments. Students may be assigned to an academic department where they are advised by faculty, program-specific advisors depending on their program of study, or both. In the total intake model, all initial advising occurs through one office and, after specific conditions are met, students are assigned to faculty or program-specific advisors.

Green River's advisors are responsive to the unique needs, educational interests, and goals of students. The advising model is truly split as depicted below with some student populations receiving advising services through individual, specialized advising offices by way of the total intake model—that is, from orientation to graduation. Thus, advising at the college operates from a number of physical and organizational locations, including the career and advising center; the Running Start office; the master achiever center; MESA; TRiO; the individual BAS programs; international programs; and the full-time faculty who advise under their contractual advising responsibilities for currently enrolled students.

The career and advising center has conducted several formal and informal evaluations of its advising services and resources over recent years. Instruments to evaluate the alignment of advising services to professional standards include use of Council for Advancement of Standards (2013 and 2018), and the program prioritization process (2014). The college has also conducted a recent internal evaluation on the impact of student retention and student use of advising services and academic planning which showed a positive correlation between number of visits to the career and advising center and student retention. As Green River begins to implement Guided Pathways, the college will move towards a holistic, personalized, and proactive advising model where advisors coach and support students as they select, enter, and progress through their programs of study.

The career and advising center provides comprehensive career and educational planning resources and services for prospective and new students, as well as for several special populations. In addition to a program coordinator and support staff, the center has six educational planners who provide transfer, academic, and career technical advising, one educational and career planner who provides career exploration services (to include providing assistance with students who have not determined their course of study at the college), one employment specialist to assist with job search activities (preparation, resume assistance), and two program specialists to assist new incoming students from the point of admissions through completion of the NSAR process. With the exception of several specific student populations, the center works with prospective and new students from orientation until the student has declared a program of study, and for some students, have completed an academic plan. A high-level review of the advising model follows:

Entry Advising

Online Orientation + New Student Advising & Registration

Transfer Students

Career Technical Students

1st Quarter Advising (one on one)

Faculty Advisors

Faculty Advisors

TRiO, DSS, or MESA
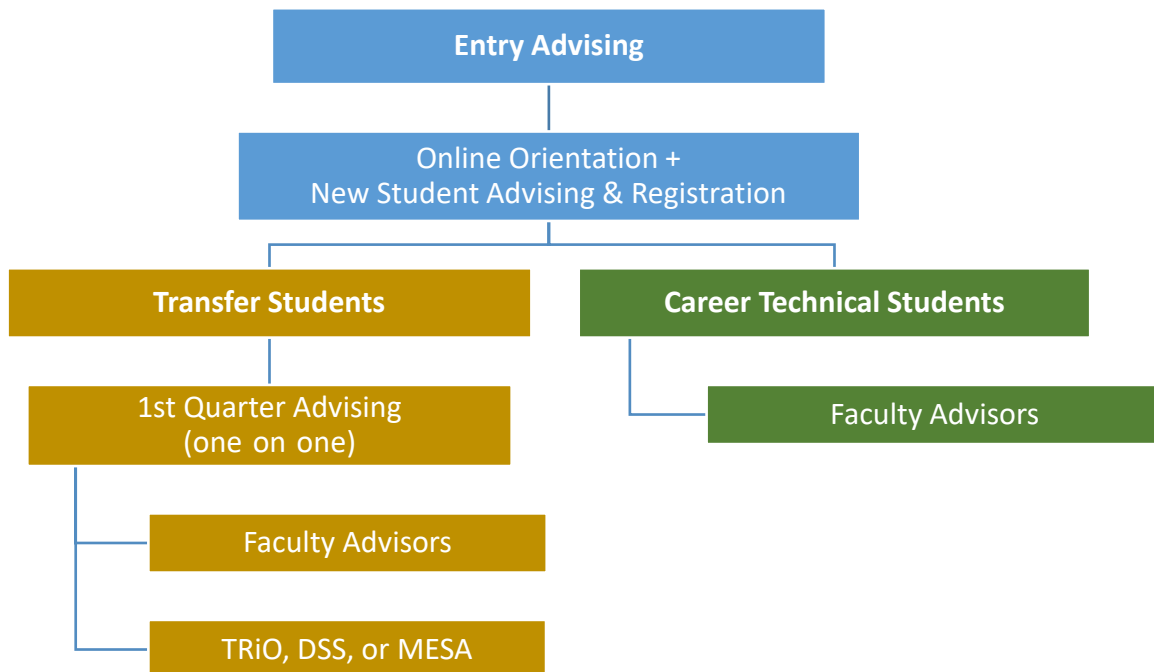
Several advising offices on campus are designed to provide advising services to defined student populations, and the span of the student lifecycle addressed by these offices is determined by funding and/or program requirements. These specific aforementioned advising offices (TRiO, MESA, Open Doors, master achiever center, as well as the college's BAS programs) provide intake and degree advising, as well as referral to other services. Specific student populations are exclusively served by centralized advising offices, including Running Start and international programs.

The progress and completion center, added to the college's advising model in 2015, identifies and reaches out to students who have earned at least 70 credits and who may be at risk for non-completion. The progress and completion center is staffed by two full-time completion coaches who are trained to identify, and help students overcome, barriers to persistence and credential completion. The completion coaches regularly monitor the progress of their students.

Green River's Benefits Hub program, which is a part of the progress and completion center, was made possible through a grant and partnership from the United Way of King County in early 2018 as part of their Bridge to Finish program. This partnership ensures that students experiencing barriers get access

and support to services within the community and on campus such as tutoring and resource center, DSS, Workforce, TRiO, MESA, counseling and financial aid. In partnership with United Way of King County, the Green River College Foundation and the college's Gator Pledge program assists students with financial barriers keeping them from continuing school at Green River. Staff and faculty can submit a referral for the student in need, indicating the student's unforeseen financial needs.

Professional advising staff have expertise on the college curriculum, completion and graduation requirements, and the nuances of planning for transfer degrees for the college's degree and certificate programs. Individual advisors specialize in assisting specific student groups based on program of study or student goals, or by needs. Professional advising staff attend local, regional, and national conferences to stay current with best practices in advising and student development.

Student advising requirements and responsibilities are communicated throughout the intake processes, including NSAR. Students are required to complete an online orientation prior to attending a new student advising and registration session. After the first quarter, students are encouraged to meet with their assigned advisor (communicated via email, the classroom, and through new student advising and registration sessions) and to co-create an academic plan at one of the quarterly advising day events. Advising resources, processes and services are available to all students through the college's advising website.

2.D.11 Co-curricular activities are consistent with the institution's mission, core themes, programs, and services and are governed appropriately.

Green River offers a wide array of co-curricular activities that support the mission, core themes, and programs and services. The campus life office hosts events to foster personal and professional relationship building, provide enriching cultural experiences, cultivate community connections, and support a healthy school-life balance. Student clubs and organizations, Gator activities board, Commencement Achievement Program, ASGRC Student Government provide educational, social and cultural opportunities to volunteer, learn, engage and develop practical life skills. Student leadership groups organize hundreds of events annually including alternate spring break service-learning trips, the diversity and equity series, pride prom and Lunar New Year. Additionally, there are a multitude of opportunities for the campus community to engage in active co-curricular events and activities through recreation and intramurals.

Campus life staff members advise and monitor student organizations and groups and their related budgets to ensure adherence to all protocols described in the ASGRC Financial Code, including those related to student-led allocations of the services and activity fee that students pay when registering for classes.

2.D.12 If the institution operates auxiliary services (such as student housing, food service, and bookstore), they support the institution's mission, contribute to the intellectual climate of the campus community, and enhance the quality of the learning environment. Students, faculty, staff, and administrators have opportunities for input regarding these services.

Green River provides auxiliary services through conference services, food service, the bookstore and student housing.

Conference services manages on-campus meeting and event spaces that are open to students, faculty, staff, and community. College departments and offices can use these spaces for free, or may pay minimal fees to cover labor costs if event needs are extensive. Community members can rent campus spaces for a fee, and this generates revenue for conference services' operations.

Food services is operated by Spectra Catering, a third party which operates in accordance with established health and safety standards of the Washington State Health Department. Food service staff members have food handling permits, and they operate a cafeteria, two espresso stands, event and catering operations, and vending machines operated by conference services. Food services also caters any events held by internal or external organizations on campus. The college considers feedback from students on food services, as well as reviewing the quality of service, hours of operation, and cost of food on an annual basis.

The Paper Tree bookstore works with faculty to provide required course materials to students, and the bookstore publishes the information on its website at least 30 days prior to the start of the quarter whenever possible. In January 2019, the bookstore solicited feedback from students, who expressed concern over the cost of course materials. The Paper Tree is currently researching ways to reduce costs for course materials as well as providing students with digital course materials under the inclusive-access model. To keep costs low, the bookstore has a buyback program and helps negotiate with publishers to reduce book prices. The bookstore also promotes and sells the college's student arts and literary journal, *Espial*, as well as Green River logo clothing, gifts, school supplies, and convenience items. In addition, the Paper Tree provides services such as faxing, laminating, copying, and printing, items such as gift cards, balloons, stamps, ID cards, and graduation merchandise.

Campus Corner Apartments, which provides student housing in 340 beds divided among four-bedroom, two-bath units in either townhouse or flat styles for both domestic and international students, is owned by the Green River College Foundation. Campus Corner Apartments is operated by Capstone On-Campus, a third party, and provides an inclusive environment that supports learning and the development of personal responsibility and fosters cultural competency.

2.D.13 Intercollegiate athletic and other co-curricular programs (if offered) and related financial operations are consistent with the institution's mission and conducted with appropriate institutional oversight. Admission requirements and procedures, academic standards, degree requirements, and financial aid awards for students participating in co-curricular programs are consistent with those for other students.

Green River athletics, home of the Gators, offers several intercollegiate sports programs for students. In line with the college's mission and core themes, the athletics department works to enrich the campus community through the recruitment of students and fosters positive community involvement through interscholastic competition, academic integrity, character enrichment and co-curricular involvement. Green River athletics belongs to the NWAC and adheres to the NWAC guidelines, including eligibility requirements as well as the standards for financial aid, work-study, academic eligibility and participation. To monitor students' eligibility, athletics staff review students' academic records and solicit faculty feedback throughout the quarter. Student athletes adhere to the Green River Athlete Code of Conduct.

Student affairs provides institutional oversight for athletic programs. As an ASGRC funded program, student athletes are governed by the same admissions procedures, academic standards, degree requirements and financial aid policies as all other Green River students. Athletics-related financial aid is limited in the number of grant-in-aid allowed per sport as mandated by the NWAC and is subject to annual reporting. Staff and students involved in athletics also adhere to Title IX as described by college policy SA-19 Personal Violence, Harassment and Assault.

2.D.14 The institution maintains an effective identity verification process for students enrolled in distance education courses and programs to establish that the student enrolled in the distance education course or program is the same person whose achievements are evaluated and credentialed. The institution ensures the identity verification process for distance education students protects student privacy and that students are informed, in writing at the time of enrollment, of current and projected charges associated with the identity verification process.

Green River applies the same identity verification process for students enrolled in distance education courses as it does for students on campus. Most new students submit an application for general admissions through the SBCTC's Web Admissions Center. Students who use a paper application supply the same information as those applying online. The admissions application requires the input of personal information to verify an applicant's identity. Students new to the state community and technical college system are issued a unique student identification number along with a personal identification number upon admission. If students have previously taken courses at another community or technical college in Washington State, their existing student identification number is used at Green River as well. Students must supply their student identification number and personal identification number to register for classes.

New students must supply their last name, date of birth, and student identification number to look up their Green River-issued student email, and their email address functions as their username when logging into Canvas, the college's learning management system, as well as degree audit and the student portal.

Students accessing proctored testing through the college's assessment and testing center must produce photo identification, such as a Green River-issued student ID card, driver's license/permit, passport, or Washington State ID card.

STANDARD 2.E LIBRARY AND INFORMATION RESOURCES

2.E.1 Consistent with its mission and core themes, the institution holds or provides access to library and information resources with an appropriate level of currency, depth, and breadth to support the institution's mission, core themes, programs, and services, wherever offered and however delivered.

Holman Library's physical and electronic collections provide appropriate support for Green River's mission, core themes, and programs. The college supports the library's collections through adequate materials budgets while the student technology fee provides considerable funding for electronic

resources. Acquisition of materials is guided by the collection development policy and the media collection development policy, which address collection areas, depth, breadth, and currency. Materials support all instructional areas at the college as well as appealing to general interest. Library procedures to assess the adequacy of the collection include tracking circulation and usage statistics, as well as collection size. Data are compiled and analyzed each spring, including an evaluation of the database collection. Student surveys are conducted every other year.

The physical book collection size is 56,000 volumes, which is in line with Holman Library's long-term goal of 55,000-60,000 physical volumes. The physical collection maintains currency and relevancy through continual acquisition of new material and deselection of outdated material. Students at Kent, Enumclaw, and the Auburn center can request campus mail delivery of physical items. While the physical book collection size remains steady, the ebook collection continues to grow. Over 400,000 ebooks are available through the library's discovery system. The physical journal collection size has slowly declined as titles have been replaced by electronic versions. There are currently 143 physical journals as compared to 51,669 electronic journals (as reported in the 2017-18 IPEDS).

As information has become increasingly digital, statistics demonstrate increased use of the electronic collection while physical circulation has declined slightly. In some subject areas, a title is always purchased in ebook format rather than a physical book to allow students and faculty to access materials from any location and allow more users to access the item simultaneously.

Holman Library's extensive electronic information resources are accessible online to all students and faculty. The database collection is evaluated each spring quarter to ensure adequate coverage (see 2.E.2). Holman Library provides access to items not held in the library through interlibrary loan via the OCLC interlibrary loan consortium. The college has increased the number of items it loans to other libraries while decreasing the number of items it borrows.

2.E.2 Planning for library and information resources is guided by data that include feedback from affected users and appropriate library and information resources faculty, staff, and administrators.

Planning for library and information resources is guided by regular examination of statistics, feedback from faculty and other users, and feedback from librarians and other library staff. In the past, the library had a library advisory committee composed of one faculty member from each division and a student. However, the library determined that this model was not as effective as intended. The library adopted a new model wherein the librarians act as liaisons to specific instructional divisions in order to communicate directly with the divisions and individual faculty to solicit feedback on resources and services. Librarian liaisons create subject guides, promote and teach library services and collections, answer questions, and solicit feedback.

The collection development librarian collaborates with liaisons and works with instructional divisions directly to identify collection needs and help with requests. To inform instructional faculty about new materials and solicit further feedback, the library sends out monthly reports to each division listing purchases made in relevant subject areas. To help the library plan for new classes or changes to classes, a librarian sits on the FCRC. All new courses and programs need to identify needs for library materials and support as part of the development process and reviewed by the FCRC. After a new

course or program has been approved, the appropriate library liaison works directly with the division to develop a collection of resources.

The library surveys faculty and students in alternate years, and the librarians spend the next year reviewing the results and implementing changes in response. The 2018 general student survey prompted improvements in facilities, group study rooms, and signage. During the library's 2017-18 information literacy assessment cycle, the results from a student survey led to the creation of drop-in workshops for students.

In March of each year, the library compiles collection and usage statistics for both the physical and electronic collection. Librarians examine usage statistics and consider the coverage of the electronic research collection in order to plan for budget requests. The collection development librarian uses collection reports and feedback during the year to weed out outdated or unused material.

2.E.3 Consistent with its mission and core themes, the institution provides appropriate instruction and support for students, faculty, staff, administrators, and others (as appropriate) to enhance their efficiency and effectiveness in obtaining, evaluating, and using library and information resources that support its programs and services, wherever offered and however delivered.

Holman Library supports Green River's mission and fulfillment of the core themes and objectives through classroom instruction, online instruction, and individually-tailored information literacy consultations with faculty and students.

Faculty librarians partner with other instructional faculty to ensure that information literacy instruction is responsive to the needs of students. The library information literacy instruction plan details the mission and goals, methods, and assessment of information literacy instruction. Information literacy skills and outcomes are woven into the curriculum across campus, from college readiness education to transfer to career technical education. Instructional faculty bring their students to the library to receive course-specific information literacy instruction from faculty librarians. In some courses, information literacy needs are best served by an overview of information literacy which may include an introduction to utilizing the library's diverse collections and tools. In many college transfer courses, library classroom sessions directly align with research support for specific assignments that require students to demonstrate discipline- or field-specific research knowledge and skills. Depending on need, many classes have multiple sessions that support students in obtaining, evaluating, and integrating information. Instructional faculty also consult faculty librarians to co-design research assignments and assessment rubrics. The results from the 2019 faculty survey showed that faculty are satisfied with library instruction. All faculty surveyed felt that library instruction was relevant and helpful. Furthermore, 96% of the respondents agreed or strongly agreed that library instruction positively impacted student performance.

The library website contains information about instruction, information literacy frameworks, learning outcomes, and standards. Learning objects, such as information literacy tutorials, and assessment tools are available in Canvas for instructors to incorporate into their own classes. Library faculty have created online information literacy instruction for students. Subject and course guides provide custom instruction to help students research a specific assignment or subject area. Topic guides provide additional information to support students. A link to Holman Library is automatically embedded in

Canvas. Instructors may also easily embed the library research guides tailored for their classes or more general guides to augment information literacy instruction.

Librarians offer research workshops as well as one-on-one research instruction and support through face-to-face and online reference services. One or more librarians are available at the reference desk during all open hours to answer questions in person, by phone, and through email. Librarians are also available all day and all night to students, faculty, and staff through a cooperative online chat service. Partnering with other college libraries, Green River librarians answer chat questions from students from all campuses for a certain number of hours per week, while other librarians answer questions from Green River students when Green River librarians are not online.

2.E.4 The institution regularly and systematically evaluates the quality, adequacy, utilization, and security of library and information resources and services, including those provided through cooperative arrangements, wherever offered and however delivered.

The college library monitors quality, adequacy, and utilization of the collections through collection reviews, usage statistics, and feedback from surveys and library liaisons. The collection development librarian relies on circulation statistics, collection comparisons to peer institutions, and additional criteria to systematically review the physical collection by subject area. The collection development librarian also tasks part-time librarians to review areas of the collection on a project basis. While it takes multiple years to review the entire collection, discipline faculty and librarian liaisons can, at any time, request that specific areas of interest or concern be reviewed.

Usage statistics for databases and online resources are reviewed each year in conjunction with IPEDS statistics and the annual database review. Librarians also regularly evaluate databases by monitoring search results and user feedback. New products are evaluated and compared to widely used databases. Library user surveys assess the adequacy of library collections, services and facilities. Separate surveys are administered to students and faculty on a regular basis. Liaisons also solicit feedback from faculty in each division.

The physical collection is secured using 3M Detection Systems, and a full inventory of the collection is performed every other year. Patrons are required to have photo identification to check out materials and patron data is accessible only to authorized staff. Online databases are secured through EZproxy authentication and access software, which limits access to only current students, faculty and staff using their identification numbers.

STANDARD 2.F FINANCIAL RESOURCES

2.F.1 The institution demonstrates financial stability with sufficient cash flow and reserves to support its programs and services. Financial planning reflects available funds, realistic development of financial resources, and appropriate risk management to ensure short-term solvency and anticipate long-term obligations, including payment of future liabilities.

Green River remains financially stable, with sufficient cash flow and reserves to support operations, cover obligations and pursue new initiatives in support of the college's mission and core themes. Historically, Green River's approach to financial stewardship has focused on a balance between

realistic projections of enrollment growth or decline and anticipated legislative priority shifts. Green River has also made a practice of keeping sufficient fund balances and reserves on hand. This practice, now formalized through board policy EL-4 Financial Planning/Forecasting, has allowed Green River to weather some of the fiscal challenges of the recent past, including dramatic enrollment swings and global recession.

Even with this conservative approach, the college did see several years when its fiscal condition was not as healthy as it is now. Cuts in state allocation, tuition losses from state funded enrollment decreases, and more recent decreases in international enrollment each contributed to a period of fiscal uncertainty. During this time, the college used some of its substantial reserves to support the operating budget. Prior to and at the time of former President Ely's departure, the college had a budget deficit of over $3 million.

In order to reduce the deficit, Interim President Morgan developed a plan to reduce reliance on fund balance. The initial plan called for closing the budget gap in three years, proposing a 50% reduction each year and focused on increasing state-funded enrollment and increasing contributions from contracted programs to the operating budget, as well as decreasing expenses for goods and services. In addition, the college reviewed how revenue was being projected and refined some metrics to more closely align budget with the college's enrollment goals. Upon her arrival, President Johnson continued with the college's new approach to realistic budgeting and stewardship by taking a more holistic approach that would allow for innovation and support student success in addition to expanding revenue streams. In 2018-19, the college had reduced the deficit to $443,188. At the start of the 2019-20 academic year, the college had eliminated its budget deficit and reliance on fund balance by increasing enrollment, decreasing expenditures, and reorganizing due to staff turnover and attrition, including executive team positions. Furthermore, the college annual operating budget now relies entirely on current year operating revenues along with local support from contracted programs.

The college's approach to reducing its reliance on fund balance coincided with a more conservative, systematic approach to financial risk management. In 2016-17, the college's board passed a resolution and created a policy clarifying and expanding the college's reserve requirement. Board policy EL-9 Reserves mandates an operating reserve of 10% of current year operating expenditures while recognizing the college's reliance on contracted programs by mandating a reserve of 50% of gross annual Running Start revenue and 50% of gross annual international programs revenue.

As a state funded community college, approximately 48% of the college's operating funds come from state allocation. For the last ten years, Washington State has steadily reduced support for higher education. Between FY 2008-09 and FY 2013-14, state allocation as a percentage of total funding was reduced by 13%. Statewide cuts in allocations have forced the college to rely on large increases in state-funded student tuition and growth in contracted programs, specifically Running Start and international programs.

In 2015-16, the SBCTC developed a new model for allocating funds to the state's 34 community and technical colleges. The new model moved the college's allocation from a BASE Plus model to a dynamic model based on actual enrollments, performance-based funding, and extra weighting for priority enrollments. Because the new funding model used a three-year rolling enrollment average, Green River's allocation was reduced by $1 million, a change that has been gradually implemented over a four-year period.

During the 2019 Legislative Session, historic legislation was passed to allocate a sustainable source of funding for higher education in Washington. SB 2158, which earmarks revenue from the state's Business and Occupations tax, allowed the legislature to fully fund state-mandated cost of living adjustments, as well as state-mandated premium pay for King County state agencies (including Green River). This additional funding increased Green River's state allocation by 12%, which has further strengthened the college's finances.

2.F.2 Resource planning and development include realistic budgeting, enrollment management, and responsible projections of grants, donations, and other non-tuition revenue sources.

Green River follows an annual budget cycle in which planning for the next fiscal year begins in early fall and ends in spring quarter. In fall quarter, the business office begins the budget process by developing realistic revenue estimates from state-funded enrollments and contracted enrollments, such as Running Start, Open Doors, and international programs. The budget also closely follows the state legislative budget process. Tuition revenue estimates are always conservative. Currently, Green River has one of the state's largest Running Start programs, with over 1,000 full-time equivalent student enrolled annually. Running Start revenues have increased substantially, and currently contribute $10.3 million, annually, which accounts for 16% of the college's operating budget. International programs, another key contributor to the college's operating budget, adds $6 million, which accounts for 9%.

While the college does not rely on grants to support college operations, these funds are important and support innovation, develop new partnerships, and increase faculty and staff engagement. Grants are developed in collaboration between the grant development office, instruction, student affairs and other campus partners to meet the mission of the college. Grants greater than $100,000 require board approval. The college currently has $5 million dollars of grant funding available to support and improve programs and services.

The college's budget process demonstrates a renewed interest in transparency and accountability following a period of less transparency and greater fiscal uncertainty. During Interim President Morgan's tenure, and in part in response to the $3 million budget deficit, the college began to develop a more transparent budgeting process. In preparation for the 2016-17 budget process, the budget office created an annual budget book that presented the college budget in more detail. The intent was to show how various budgets (operating, self-support, grants, capital, fees, and long-term commitments) were allocated among the major areas, such as instruction, student affairs, administration, and executive.

For the 2017-18 budget process, the budget book was expanded to show year-over-year comparisons to get a better idea of how funding had changed and where resources were being allocated. In addition to increasing transparency, the budget office emphasizes distributed responsibility and budget ownership to increase accountability. The 2017-18 budget process began with a $630,767 deficit as opposed to the $3 million deficit in 2016-17. The budget office also began to provide the board of trustees with quarterly fiscal reports as well as an annual finance report.

To further increase transparency and expand college-wide engagement in the budget process, the budget office created a budget development website for the 2018-19 budget process. This allowed

budget authorities to review upcoming budgets to ensure accuracy and make adjustments as needed. A budget form was developed that required budget requests to specify a rationale and identify how the request would further the college's core themes, goals, and institutional priorities, strategic intentions and institutional needs. The executive team developed a rubric to prioritize the budget requests based on college priorities and further refined the process by taking a more deliberate approach to budgeting that would focus on continuing to reduce the deficit while still allowing for innovation, growth, and student success.

2.F.3 The institution clearly defines and follows its policies, guidelines, and processes for financial planning and budget development that include appropriate opportunities for participation by its constituencies.

Currently, budget development at Green River, under the direction of the vice president for business administration and human resources, is an on-going, iterative process that offers multiple opportunities for broad campus involvement. While the formal budget process follows a general timeline, budget work is on-going, with a number of college committees doing budget-related work throughout the year. Each year in early winter quarter, the college holds a [budget town hall](). These collective efforts and broad institutional participation in budget planning and development ensure that the college is exercising good stewardship over its resources, supporting innovations that lead to better student outcomes, and promoting transparency and equity as core values of the institution. Budget requests for additional resources are considered separately from revenue; college leadership believe that it is important to identify initiatives that support the college's goals and then determine how to fund college priorities. Budget requests must be tied to the college's core themes, core values and strategic initiatives of enrollment, retention, completion and diversity, equity and inclusion.

The process begins in fall quarter, with development of revenue and expenditure projections, and offers opportunities for input by a variety of stakeholders. It ends in spring quarter when the budget is reviewed by the executive team and the president. Once that work is complete, the entire budget is presented to the board of trustees, first in one-on-one sessions with the vice president for business administration and human resources, interim senior director of financial services and director of budget, and president, and then for approval by the entire board of trustees.

2.F.4 The institution ensures timely and accurate financial information through its use of an appropriate accounting system that follows generally accepted accounting principles and through its reliance on an effective system of internal controls.

Green River ensures the accuracy and timeliness of financial information through the use of the financial management systems, one of the legacy modules designated/mandated by the SBCTC. The financial management systems is an accounting system that follows generally accepted accounting principles as defined by the Governmental Accounting Standards Board and supports cashiering, customer accounts, accounts payable, asset management and chart of account management. Monthly system-generated reports are available to users, as are ad hoc reports generated by request. The college has also developed a tool, financial management systems query, which provides real-time financial information including expenditure, revenue, payroll, and budget status reports, which can be accessed by all employees.

The vice president for business administration and human resources has overall responsibility for the college's financial functions and serves as the college's risk manager and ethics officer. Currently, the college's director of budget is serving as the interim director of financial services while the college undertakes a search for a permanent director. The interim senior director of financial services and director of budget has almost ten years of experience in the state community college system in budget and accounting. The college's former (retired) controller, a certified public accountant with over thirty years of experience, works part time and provides assistance in financial statement reporting and general accounting.

Internal controls are a shared responsibility between individual departments and the business administration division. Green River is one of few in the community and technical college system that has a director of internal control. This position reports to the vice president and reviews accounting transactions, cash receipting, inventory control, and procurement card transactions, as well as being responsible for internal control assessment, monitoring, and reporting. The director of internal control also oversees the college-wide annual risk assessment process and provides recommendations to the vice president related to internal control and risk management.

Key components of the college's system of internal controls include routine financial reconciliations, timely bank reconciliations, segregation of duties, and robust oversight. While departments are responsible to ensure adequate internal controls are in place and followed, both the director of internal control and the vice president for business administration and human resources actively monitor financial activity, including revenue collection and expenditures. Position control is also a key element of the college's internal controls – before any classified, administrative or exempt permanent position is filled, the vice president for business administration and human resources must approve the hire, including the salary placement.

In accordance with EL-5 Financial Condition, the college's board of trustees is kept informed of the college's financial condition and activities on a quarterly basis in an open public meeting to ensure transparency and accountability.

2.F.5 Capital budgets reflect the institution's mission and core theme objectives and relate to its plans for physical facilities and acquisition of equipment. Long-range capital plans support the institution's mission and goals and reflect projections of the total cost of ownership, equipment, furnishing, and operation of new or renovated facilities. Debt for capital outlay purposes is periodically reviewed, carefully controlled, and justified, so as not to create an unreasonable drain on resources available for educational purposes.

Capital budgeting at Green River supports the college's mission and core themes and follows the requirements of the SBCTC. The college has federal, state, and local funds that are used alone or in combination to maintain and renovate facilities on campus. Funding for capital projects is also available through the sale of bonds. This Certificate of Participation (COP) program is managed through the office of the state treasurer. As a state agency, the college is prohibited from taking on debt for capital other than through the COP program.

Every biennium, the college undergoes the SBCTC's comprehensive facility conditions survey which assesses the condition of the college's physical plant and makes recommendations for state funding for repairs, minor projects, and maintenance. The college can also request funds for a major capital

[project](#) through the SBCTC, competing with other community and technical colleges for those funds. During the late 1990's through the 2013-15 biennium, the college was very active in new construction, major renovation and other capital improvement initiatives, which culminated in the successful retirement of its latest facilities master plan. While the college has taken preliminary steps in developing a new plan, including selection of an architect, the college has temporarily suspended work on the plan until a new strategic plan and an academic master plan are completed.

Meanwhile, the college has continued to make improvements that support and enhance Green River's mission and core themes. In 2016, the college began a phased remodeling project to update the aging Lindbloom building and create the student affairs and success center (SASC). As one of the college's original buildings, it had not had a significant upgrade since the early 1990s. With the completion of the new student union building, the college began the process of creating a one-stop shop experience in the SASC. Due to the total project cost, the college is completing the upgrades in stages, using a combination of state and local funds, along with ESCO and grant funding. Currently, the college is completing Phase 2, with the final Phase 3 scheduled to begin in fall of 2020.

Completing a major renovation or a new building takes approximately six to ten years from pre-design to grand opening through the state funding process. This highly competitive funding process must prioritize the compelling and critical space needs of the state's entire community and technical system colleges, which includes a number of colleges that are at least 50 years old. Recognizing the limitations in competing for major capital projects, the college's board of trustees enacted a resolution in 2016 to ensure that Green River would have dedicated resources to update its physical plant and remain responsive to the changing needs of instruction. This resolution authorizes the president, at her discretion, to transfer on an annual basis 10% of the prior year's gross revenue of both Running Start and international programs into a local building and capital asset fund. The board of trustees has final approval of how this fund is used, with the fund being used to support several renovation projects, including a complete classroom building remodel in 2018.

Debt for capital purposes is carefully controlled, and as noted above, debt for capital projects must be funded through the COP. This program bundles bond sales for specific projects throughout the state, which allows for borrowing at favorable rates. COP projects require legislative approval as well as approval by the college's board of trustees. Green River currently has four locally funded building COP projects and one equipment COP. Local non-operating funds cover debt service for the college's COPs, so operating funds are not used for COP payments. The exception is the Salish Hall major renovation project which was funded by the legislature as a state capital project. Due to state debt limitations, the legislature opted to finance the project through local debt. While the college carries this as debt on its financial statements, the college receives the full payment amount through state allocation annually. The college is not considering taking on additional debt until the Kent Phase II COP is retired in 2029.

Table 2.6. Building Certificate of Participation (COP) Debt

Building COP's	Initial Amount	Remaining Amount	Annual Payment	Start Date	Payoff Date	COP Term Years	Years Remaining	Payment Source
Kent II	8,090,000	4,775,000	606.898	8/11/09	6/1/29	20	10	Int'l Programs
Salish	26,830,000	15,855,000	2,025,140	8/11/09	6/1/29	20	10	State Fund 060
Student Life Replacement	13,480,000	10,025,000	1,234,638	12/1/14	6/1/29	15	10	Student and Activities Fund, Int'l Programs
New Auburn Center	14,550,000	13,200,000	1,043,738	6/1/16	12/1/35	20	16	Reserves and Int'l Programs
Total Building COP's	**62,950,000**	**43,855,000**	**4,910,413**					

Table 2.7. Equipment Certificate of Participation (COP) Debt

Equipment COP's	Initial Amount	Remaining Amount	Annual Payment	Start Date	Payoff Date	COP Term Years	Years Remaining	Payment Source
Conference Services	24,647	5,491	5,635	6/1/16	12/1/20	5	1	Conference Services
Total Equipment COP's	**24,647**		**5,635**					

2.F.6 The institution defines the financial relationship between its general operations and its auxiliary enterprises, including any use of general operations funds to support auxiliary enterprises or the use of funds from auxiliary services to support general operations.

Green River auxiliary enterprises support the institution's mission and core themes and meet the needs of students, staff, and the broader community. Auxiliary enterprises are self-supporting and receive no general operating funds from the college, nor does the college rely on auxiliary funds for any part of its operating budget. These auxiliary enterprises include the bookstore, parking and transportation, conference services, food services, and a print shop.

Auxiliary enterprises are managed in compliance with regulations set forth in the SBCTC Fiscal Affairs Manual and the Washington State Office of Financial Management's State Administrative and Accounting Manual. Revenues and expenditures for each auxiliary enterprise is tracked on a quarterly and annual basis.

2.F.7 For each year of operation, the institution undergoes an annual external financial audit by professionally qualified personnel in accordance with generally accepted auditing standards. The audit is to be completed no later than nine months after the end of the fiscal year. Results from the audit, including findings and management letter recommendations, are considered annually in an appropriate and comprehensive manner by the administration and the governing board.

Green River undergoes an annual external financial audit by qualified auditors in accordance with the state's annual audit plan for higher education. As an agency of the state of Washington, college audits are conducted by the Washington State Auditor's Office (SAO) in accordance with governmental auditing standards.

Prior to 2012-13, all community and technical colleges in the state were subject to accountability or special subject audits by the SAO. In response to changes in NWCCU requirements, beginning in 2012-13, community colleges in Washington State are now required to produce externally audited financial statements. Green River's most recent audit covered two fiscal years, 2017 and 2018. For both years, Green River received an unqualified opinion with no reported deficiencies in internal controls and no reported instances of non-compliance with laws, regulations or grant and contract requirements. There were also no proposed adjusting entries by the audit team. The college also received no findings, no management letter items and had only minor exit items.

As part of the audit process, members of the audit team hold both an entrance and an exit interview. An important part of that process is meeting with the president and the chair of the board of trustees individually to ascertain the college's commitment to and understanding of the importance of adequate controls. State auditors have noted that both the college president and the board chair have a good knowledge base and thoroughly understand their role in supporting the strong internal control environment at Green River.

2.F.8 All institutional fundraising activities are conducted in a professional and ethical manner and comply with governmental requirements. If the institution has a relationship with a fundraising organization that bears its name and whose major purpose is to raise funds to support its mission, the institution has a written agreement that clearly defines its relationship with that organization.

Green River conducts all institutional fundraising activities in a professional and ethical manner as well as in compliance with governmental requirements. The college has designated the Green River Foundation as a separate 501(c)(3) charitable organization, whose primary mission is to obtain financial and other direct support and benefit for the college. The college and foundation have an operating agreement that describes how the foundation supports the mission and core themes of the college.

The foundation was incorporated in 1975 for the purpose of "providing resources to assist Green River Community College in achieving educational excellence." The foundation is subject and adheres to Washington State Law, IRS regulations, Association of Fundraising Professionals and Council for Advancement and Support of Education codes of management and ethical conduct. The foundation received its first million-dollar contribution in 2005 that seeded an unrestricted endowment increasing the foundation's ability to respond to the greatest needs and support the operation of the foundation. The foundation has its own policies that further govern its relationship with the college. The foundation has an annual audit performed by an external independently-licensed, certified public accountant, which ensures regulatory, professional, and ethical compliance, including accurate reporting of revenues generated, distributed, and awarded.

The president, vice president for business administration and human resources, vice president for instruction, and vice president of student affairs serve as members of the foundation board of directors. This arrangement preserves the independence of the foundation while insuring a partnership beneficial to the college mission, strategic priorities, and current goals.

STANDARD 2.G PHYSICAL AND TECHNOLOGICAL INFRASTRUCTURE

2.G.1 Consistent with its mission, core themes, and characteristics, the institution creates and maintains physical facilities that are accessible, safe, secure, and sufficient in quantity and quality to ensure healthful learning and working environments that support the institution's mission, programs, and services.

Green River is committed to providing facilities that are accessible, safe, secure, technologically relevant, and sufficient in quantity to promote healthy working environments and support the college's diverse academic offerings and student support services. The most recent SBCTC biennial [facilities conditions survey](#) rated Green River's facilities generally adequate to meet student needs. Green River has four locations: the main campus, Kent campus, Enumclaw campus, and the most recent addition, the Auburn Center.

Main Campus

The main campus, on 250 acres of heavily wooded area, has 27 buildings totaling over 715,837 square feet. The buildings range in age from about three to fifty years old. The most recent large additions are the new trades and technology building and the new Lindbloom student union. The college's latest full building remodel was the west building in 2017, and the college continues its work on updating infrastructure and ensuring that all areas are accessible, functional, comfortable, and attractive.

The trades and technology building, opened in fall 2015, replaced the college's previous trades compound. At 76,684 square feet, it houses the automotive, carpentry, manufacturing, mechatronics, and welding programs. The building houses state-of-the-art instructional equipment and technology, along with well-lit, well-ventilated workspaces for teaching and learning.

The new Lindbloom student union, opened in winter 2016, houses all student co- and extra-curricular activities and auxiliary services as well as the college's grand room, which is used for major college events and gatherings. The building also houses the college's recreation center, the bookstore, conference services, food services, and student government, as well as the office of diversity, equity, and inclusion. The student union was funded entirely by student fees and local funds. Primarily funded through the COP process, students voted to assess themselves a per credit fee, which is used for debt service payments. Students also voted to commit funds from its student and activities fund to cover furnishings and equipment, and the college used local funds to complete the building. Debt service payments are funded through the student fee as well as through international programs revenue.

The most recent major renovation on main campus was the complete remodel of the college's occupational education building, now named the west building. Originally built in 1969, it was used as an overflow classroom building. Because of its age and overall poor condition, west building was initially scheduled to be demolished in 2009. The newly improved building features large, bright classrooms equipped with modern equipment and technology, instructional storage space, faculty offices, and student gathering space. The renovation was completed in fall 2018, on time and under budget. Funding for the West Building came from a number of sources, including local funds, state capital dollars, and funding through an ESCO. These projects allow for a reduced bid time, streamlined contractor selection process, and guaranteed energy savings. They also allow the college to become eligible for energy grants administered by the Washington State Department of Commerce. Since

2017, the college has qualified for and received almost $1 million in energy grant funding to support these projects. Because of the overwhelming success of this project, the college has expanded its ESCO program, and will continue to manage projects using this method.

Kent Campus
The Kent campus, originally constructed in 2005 and expanded in 2009, is located in Kent Station, a contemporary shopping center in downtown Kent. The building, consisting of 65,718 square feet, houses academic classrooms, student support space and large, open gathering areas. Fifteen percent of the college students enrolled attend classes at Kent Station. Because of its strategic location near the Seattle-Tacoma International Airport and the adjacent commuter train station, it also hosts a number of statewide meetings for the community and technical college system and other organizations throughout the college's service district.

Enumclaw Campus
The Enumclaw campus, located in the rural plateau town of Enumclaw approximately 30 minutes from main campus, is housed in a converted bank building consisting of 11,518 square feet and serves over 250 students annually. Owned by the college's foundation and leased by the college, the Enumclaw campus offers a limited number of academic classes as well as continuing education classes. The campus provides educational opportunities to a small, rural town, forms an important part of the community it serves, and acts as a resource to its residents and local organizations.

Auburn Center
The newest addition is the Auburn center location, funded through a COP. Initially opened in 2016, this 31,499 square foot, three story building is located in the heart of Auburn, overlooking the city's municipal airport. Given its proximity to the airport, the college decided to move its aviation program to the Auburn center, which was remodeled in summer 2017 to install aviation simulators. It reopened in fall 2017, and now houses much of the college's aviation program, along with the water certification program and the information technology software development program. Auburn center also includes offices and student gathering spaces. Nearly 15% of Green River students enrolled attend classes at the Auburn center.

Future Remodels
With the remodel of the student affairs building, the Zgolinski welcome center will be repurposed to house the office of the president, the boardroom, the office of the vice president of instruction, the office of college advancement, the foundation, and the office of institutional effectiveness. The final component of this multi-staged project will be the remodel of the current administration building. After the administration building remodel is complete, human resources will relocate to it from its present home in a portable building that has outlived its useful life and is slated for demolition. This will allow all business administration and human resource functions to be co-located, and will support adjacencies required by the migration to the new information management system, ctcLink.

2.G.2 The institution adopts, publishes, reviews regularly, and adheres to policies and procedures regarding the safe use, storage, and disposal of hazardous or toxic materials.

The facilities department, with support from human resources, manages the college's hazardous waste and materials, and follows all mandatory requirements of the Washington Industrial Safety and Health Act. The college also works closely with the Washington State Department of Ecology in

managing hazardous waste. Facilities personnel follow written procedures on its proper handling, storage, and removal. Right-to-know information and material safety data sheets are available where specific chemicals are used. Trained personnel determine proper packaging and removal of hazardous waste and use outside vendors to transport and properly dispose of the materials.

The Department of Ecology classifies the college as a small quantity of hazardous waste generator. The college submits an annual report and undergoes at minimum an annual inspection. All areas noted in the inspection report are quickly addressed and remediated.

In 2018-19, the college hired an environmental safety manger to oversee the college's hazardous waste program, along with managing other general initiatives and regulatory requirements around environmental safety. This position also supports training and professional development related to safety and serves as a key member of the facilities management team.

2.G.3 The institution develops, implements, and reviews regularly a master plan for its physical development that is consistent with its mission, core themes, and long-range educational and financial plans.

The college's facilities master plan, last updated in 2016, served as a blueprint and framework for guiding the college in developing, renewing, and expanding its physical spaces.

The original master plan for Green River was developed in 1964. In 2001, the college revamped the plan to focus on collaboration and communication, as well as to prioritize the college's physical plant needs. In addition, the improved plan aligned well with other college planning efforts, such as the academic master plan, the SEM plan, and the technology plan. The facilities master plan focused on a commitment to sustainability and access, as well as creating social spaces, planning for emergent technology, optimizing safety and security, and supporting community outreach.

An important facet of master planning at Green River is identifying infrastructure, operational and programmatic needs. While the college's ability to attract state funds for capital has become more limited, the college has been proactive in ensuring that the college has funding for capital priorities through the development of a local replenishing capital fund.

Green River has had significant success in completing its latest master plan. Planned projects completed between 2003 and 2010 include the Bleha performing arts center, the Kennelly Commons, Campus Corner Apartments (in partnership with the Foundation), the technology center, Kent campus phase I and phase II, the science learning center and the Zgolinski welcome center. More recently, the college completed three major projects, a new trades and technology building in 2015, a new student union building in 2016, and most recently in early 2017, the new Auburn center location.

With these three new major facilities, the college experienced all of the typical glitches that accompany new buildings, new infrastructure and new equipment. While the college was breaking in these new facilities, programmatic changes in trades, along with the departure of the college's on-campus childcare vendor, brought new opportunities to repurpose some campus spaces. The college also has embarked on a multi-phased, multi-year project to overhaul the college's SASC building. This project will upgrade building systems and technology in the SASC, relocate key student enrollment services to SASC, repurpose the Zgolinski center to house the office of the president, vice president of

instruction, development and institutional effectiveness, and culminate in a remodel of the administrative building.

As Green River completes this phase of its planned projects, the college has started the process to develop a new master plan for the college. The process, started in 2018, will address facility conditions as well as align with the college's other planning efforts, such as strategic enrollment and academic master plans. While the college is ready to begin planning for its physical needs, the college recognizes that a robust and relevant facilities master plan must be developed in concert with other critical planning efforts.

Current and Future Projects
Future projects include the completion of the multi-phased remodel of the SASC, the renovation of the Zgolinski center and the administration building, along with on-going upgrades to heating, ventilation, air conditioning systems, lighting, sidewalk improvements, and roof repair.

2.G.4 Equipment is sufficient in quantity and quality and managed appropriately to support institutional functions and fulfillment of the institution's mission, accomplishment of core theme objectives, and achievement of goals or intended outcomes of its programs and services.

Green River recognizes the critical importance of providing up-to-date equipment in support of teaching and learning. Starting in 2003, the college has included updated equipment and technology in the planning and funding for every capital project on campus, regardless of funding source. Project planning includes comprehensive review of the intended use of the space to ensure that appropriate infrastructure is embedded in the project, as well as any specialized or discipline-specific equipment. For example, when the new trades and technology building was designed and constructed, the college made certain that the electrical capacity in the building was not only adequate to meet current program needs but allowed for growth as well. This type of planning allows Green River to create spaces to support current industry standards and anticipate future requirements.

As state support for equipment funding has been precarious at best, career technical programs have been actively partnering with industry to ensure that students from these programs graduate with the skills necessary to enter the workforce immediately. These industry partnerships have allowed the college to leverage other funds to ensure that students are trained on the equipment they will use in the field. The college also uses grant funds, most notably federal Perkins funding, to purchase and maintain industry-standard modern equipment. Each career technical program submits a list of needed equipment annually to the deans and division chairs for career technical divisions. The deans and division chairs group meets quarterly to identify, support, and prioritize specific equipment needs for career technical programs and uses the Perkins funds to complete the purchases.

This multi-faceted approach has served the college well in providing relevant, industry-standard training in support of the college's mission and core themes.

2.G.5 Consistent with its mission, core themes, and characteristics, the institution has appropriate and adequate technology systems and infrastructure to support its management and operational functions, academic programs, and support services, wherever offered and however delivered.

Green River provides a comprehensive technological infrastructure to support the college's management and operational functions, academic programs, and support services. The information technology department, which is integral to the college's mission and core themes, oversees college technology systems and infrastructure.

Students have access to approximately 2,500 computers in 204 classrooms and computer labs available at all college locations. In addition to general-purpose productivity software, each instructional lab has specialized software selected by faculty. Four open computer labs (two on main campus and one each at Kent and Enumclaw) offer a total of 284 computers with access to many specialized programs (some software must be accessed through the Student Virtual Desktop). Each instructional lab is equipped with one or more ADA-compliant workstations, including adjustable furniture and assistive technologies. Instructional classrooms are equipped with an instructor workstation that contains a computer, document camera, data projector, and audio (amplification, speakers) capabilities. The college has 1,040 employee computers that provide faculty and staff access to email, the college network, file storage, and Microsoft Office products both on-site and through the Office 365 cloud-based suite of apps. Faculty and staff work with information technology for specialized software and computing needs.

Green River's computer network serves the main campus and three branch locations. The network securely connects all locations to each other, SBCTC, and the internet using the Washington State K-20 educational network. Wireless access is available at each location. Two major data centers store college operational data and provide enterprise services to the campus community. Information technology provides support for computer hardware, software applications, instructional media, and network services including internal and external databases, online library and instructional services, and wireless access.

The department monitors the technology infrastructure assets and manages the acquisition, implementation, and maintenance of technology. Information technology assists college employees with the selection of hardware, software, and technology purchases. The department participates in technology related requests for proposals or bid processes related to technology to ensure compliance with security standards, polices, and regulations. All computing purchases must be made through information technology to ensure compliance, accurate inventory, and licensing controls.

2.G.6 The institution provides appropriate instruction and support for faculty, staff, students, and administrators in the effective use of technology and technology systems related to its programs, services, and institutional operations.

All new employees receive technical instruction as part of their orientation and onboarding process. This includes introductions to campus email, passwords, network drives, wireless networks, and the process for reporting issues and needs.

The college uses a variety of training resources, including instructor-led training and training delivered via web-based services. In October 2018, information technology conducted a college-wide survey to identify training topic opportunities and priorities. In response, the college now offers Skills Enhancement Training in a classroom setting, open to all employees. Training sessions have covered technologies including SharePoint, Office 365 programs, and the Getting the Most from series (remote access, shared drives, password reset and more). Classes are held quarterly, with two to three topics covered each quarter. The information technology department offers information security training with an online subscription to SANS Securing the Human. The college recently purchased KnowBe4 Security Awareness Training. The SBCTC provides eLearning professional development for faculty and staff as well as accessibility training. Additional accessibility resources are located on the college intranet site. The department creates or obtains necessary training materials based on an observed need or requests from faculty, students, staff, or administrators. Information technology staff members meet as needed with other areas of the college about training needs and opportunities.

Information technology provides technical support and assistance for college staff, faculty, students and administrators through the employee and student information technology service desks. Support is available via phone, online, email and in person. Information technology uses a ticketing system to track all support for problems and training requests and uses that information to determine the training and support needs of faculty, staff, and students. The information technology employee service desk routinely resolves over 1,000 cases a month. The employee service desk utilizes a remote diagnostic software program to identify and resolve computing questions without dispatching a technician to the site of the call, resulting in quicker response times. Customer satisfaction surveys, routinely sent at the conclusion of each case, had a 28% survey return rate with a 98% customer satisfaction in 2018-19. In addition, three student information technology service desks assist over 1,600 students a month at different locations across the college. Requests for support and assistance are reviewed regularly to determine support and training needs of staff, faculty, students and administrators.

2.G.7 Technological infrastructure planning provides opportunities for input from its technology support staff and constituencies who rely on technology for institutional operations, programs, and services.

Green River's information technology department develops an annual operational plan and consults with staff, students, faculty, and administrators via various institutional committees when planning changes that impact operations, programs, and services. Some of these committees include the faculty-driven instructional technology committee, the student-led technology fee committee, and the administrative systems committee. These committees and others serve as the primary mechanism to involve faculty, staff, and students in the planning and development of information technology resources. Information technology also frequently consults external entities such as the SBCTC, a statewide computing consortium for community and technical colleges, and vendors.

Faculty and staff can access guidelines, regulations, and procedures such as the information technology purchasing process on the GatorNet. When the college identifies a technology need, information technology staff work with the departments or individuals to create a shared understanding of the need and research potential solutions. As new technologies and services are introduced, information technology engages in extensive planning to achieve proper adoption levels.

When changes are made, information technology evaluates feedback from committees across the institution and responds as necessary.

2.G.8 The institution develops, implements, and reviews regularly a technology update and replacement plan to ensure its technological infrastructure is adequate to support its operations, programs, and services.

The college consistently develops, implements, reviews and updates its technology replacement plans to ensure its technological infrastructure is adequate to support its operations, programs and services. Information technology has primary responsibility for the acquisition, setup and installation, distribution, and support of technology resources at the college. The department works with stakeholders to ensure that technology updates and current infrastructure provide adequate support.

Information technology has developed a multi-year refresh plan and schedule to meet the ongoing technology operations of the college. A hardware replacement plan based on industry standards replaces end of-life hardware on a rotating four or six year schedule. The operational plan is updated each year as hardware is replaced.

Green River foundational software consists of primarily Microsoft products. Green River follows the Microsoft best practices with regard to Windows 10 and Microsoft Office. Updates are scheduled following these best practices. Information technology notifies the campus of upcoming changes, provides training, and implements practices in planned phases.

Each college location has varying software requirements, and those needs are assessed through various mechanisms, including standing committees, project reviews and requests, and changes in industry standards. Each software update or replacement is initiated with an information technology project review. Information technology teams review the requirements, impact, costs, and complexity before formalizing project details. The department identifies solutions and an implementation timeline. The timeline outlines details for procurement, implementation, and follow-up support and maintenance.

The Washington community college system is in the process of replacing its current 35-year-old administrative system with a single, centralized system of online functions to give students, faculty and staff anytime, anywhere access to a modern, efficient way of doing college business. The new required system software, ctcLink, has a multi-year implementation plan. Green River is in the early stages and has a draft plan that is continuously updated. As part of this process, the college has initiated various reviews of departmental business process workflows and identified improvements to better serve students.

CHAPTER THREE
Institutional Planning

STANDARD 3.A INSTITUTIONAL PLANNING

3.A.1 The institution engages in ongoing, purposeful, systematic, integrated, and comprehensive planning that leads to fulfillment of its mission. Its plans are implemented and made available to appropriate constituencies.

Green River is committed to a holistic, integrated approach to planning that is on-going, purposeful, systematic, and comprehensive in order to achieve mission fulfillment and meet the needs of the college's faculty, staff, students, and the community.

The college adopted its current 2013-20 strategic plan in July 2013 with broad input from a 50-member strategic planning committee consisting of community members, trustees, students, faculty and staff. The college had engaged a consultant to facilitate the planning process that included an environmental scan and analysis of the college's strengths, weaknesses, threats, and opportunities. The strategic plan was developed to purposefully, systematically, and comprehensively link planning and assessment with the framework of the new seven-year accreditation cycle. At the same time, the college also revised is strategic planning process (including annual planning) that had been in place since 1998.

In the 2013 Year Seven Peer-Evaluation Report, the Commission evaluators were concerned with the "timing of changes to the college's planning processes" and noted that tensions within the college were distracting from the efforts of planning and assessment, and encouraged the college to maintain its adherence to the strategic plan (p. 28). As Green River continued to experience significant internal challenges and turbulence under the previous administration, the college's commitment to the new strategic plan and to institutional planning was inconsistent and not systematic across the college.

With the arrival of Interim President Morgan in 2016 and the reconvening of the core theme teams, the college adopted three college priorities based on assessment of core theme achievement against baselines and set targets. The goals were (1) increase enrollment, (2) improve retention and completion, and (3) improve diversity and equity efforts. Interim President Morgan established the Innovation Fund project and dedicated $250,000 per year for three years that any employee of the college could apply for to fund efforts related to the three college priorities. In October 2017, the college council started facilitating the application project and awarding of funds. As of this writing, 43 projects have been funded, with awards ranging from $350 to $111,000. Topics have been varied and diverse, such as the online student orientation program, directed self-placement, faculty orientation and language center development, to name a few.

With President Johnson's arrival in 2017, the college administered a climate survey. The findings provided insight into employees' perceptions related to planning and decision-making. While 62% of the respondents were satisfied with the extent to which the college's actions reflected its mission, only 33% were satisfied with "their ability to appropriately influence the direction of the institution." Furthermore, employees were less satisfied (39%) with their opportunities to participate in decision-making processes through the college's governance structure, and 43% did not agree with the statement that "change at the college occurred according to well-defined plans." While it was clear that the college needed to address its lack of ongoing, purposeful, integrated, and comprehensive planning, results indicated that faculty and staff needed time to heal and establish trust in the new leadership before engaging in major changes to the institution's systems and processes.

Following the results from the climate survey, President Johnson identified key institutional needs, outlined below, that had to be addressed for the college to move forward and to bring the current strategic plan to fruition.

- Build culture and capacity for college-wide transformative growth and evolution.
- Continue to reinforce the message and focus on priorities: enrollment, retention and completion, and diversity.
- Build data capacity to effectively inform the college and board of trustees in order to assist in strategy development, prioritization, and actions for short-term and long-term goals that support the college mission and specifically address student access, progression, and success with an emphasis on closing equity gaps.
- Build capacity to implement an effective and comprehensive system of direct and authentic assessment of student learning outcomes at the course, program, and campus-wide level.
- Continue to develop alignment between the mission and core themes with key indicators that are measurable and utilized to demonstrate mission fulfillment.
- Engage with a college team of eight members in this year's campus compact yearlong executive leadership series on equity and empowerment to promote and support the further development of college-wide conversations and action plans to address and make progress on diversity, equity, and inclusion at all levels of the college.
- Begin, with leadership and stakeholders, the review of college policies in instruction and student affairs that impact student enrollment, retention, and completion.
- Examine, with leadership and stakeholders, all policies related to hiring, retention and promotion of employees with attention to diversity, equity and inclusion.
- Examine, with leadership and stakeholders, the college's investment in professional development and opportunities for faculty and staff with recommendations for improving both quantity and quality of opportunities.
- Begin, with leadership and stakeholders, to develop a short and long-term marketing and public relations plan for the college.
- Maintain and further strengthen, with leadership and stakeholders, fiscal management that will continue reducing the college's budget deficit.
- Begin, with leadership and stakeholders, the process to develop a facilities master plan.
- Begin, with leadership and stakeholders, the process to develop a SEM plan.
- Begin, with leadership and stakeholders, the process to develop an academic master plan.

Operational Planning
While focusing on improving the college climate, the college leadership began discussing changes to annual operational planning efforts. Although areas within the college had engaged in annual planning in prior years, planning efforts had not been college-wide, ongoing, purposeful, and integrated, nor tied to mission fulfillment, core themes, strategic plan, and resource allocation.

Why Are We Not Moving the Needle on Student Completion?

To Move the Needle, We Need Holistic Integrated Governance and Planning at the College
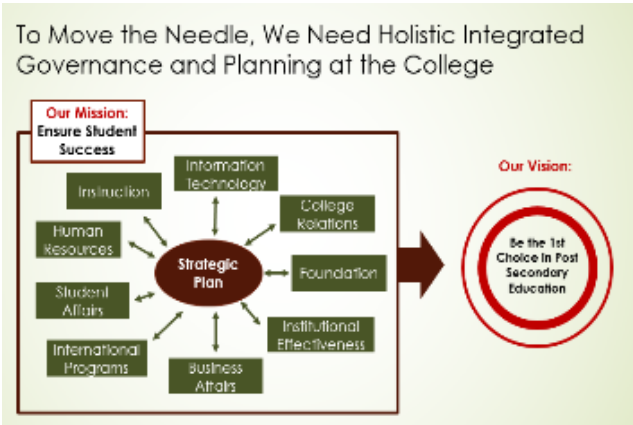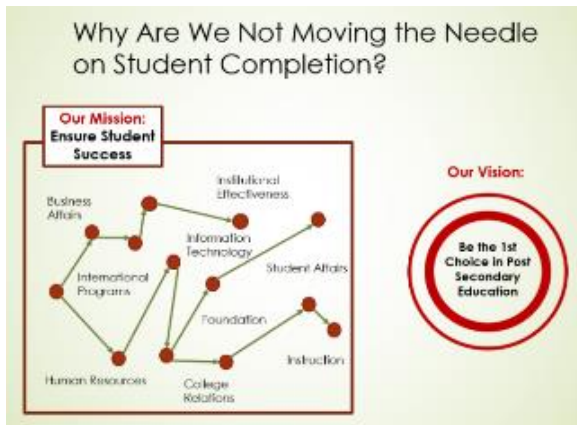
The executive team developed a process and a template to tie operational planning to the college's mission, core themes, college priorities, strategic plan, and institutional needs.

Mission

| College Transfer Education | Career Technical Education | College Readiness Education | Continuing & Community Education |

College Priorities
Enrollment, Retention, Completion, Diversity

Strategic Intentions (2013-20 Strategic Plan)
Improve Student Access/Progression/Success, Expand Partnerships, Strategic Enrollment and Retention Management, Cultivate Equity and Diversity, Improve Fiscal Stability, Expand Professional Development, Improve Communication and Marketing

Institutional Needs

Operational Planning

Each executive team member developed an operational plan for 2017-18 that addressed the institutional needs, strategic intentions, college priorities, and core theme objectives. The operational plans were shared with faculty and staff at college-wide meetings and at a meeting with the board.
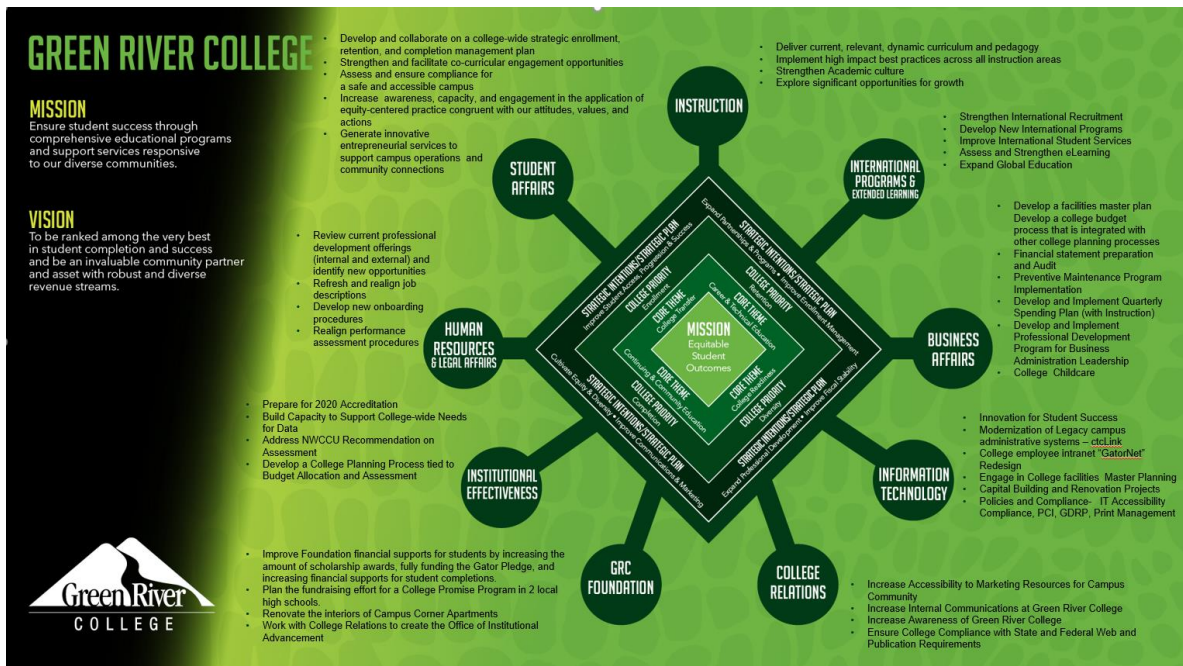
Furthermore, the director of institutional effectiveness and the interim senior director of financial services/director of budget collaborated to tie planning to the budget development process to create a purposeful, integrated, and comprehensive planning and resource allocation process. Requests for new funding had to support one or more strategy or objective in the operational plans.

To prepare for the 2018-19 academic year, the operational plans were revised including measures of achievement and quarterly updates on achievements and results. The executive team held two three-hour long planning meetings to review and discuss how their plan aligned with institutional needs, strategic intentions, college priorities, and core theme objectives. As with the previous year, the operational plans were shared with faculty and staff at college-wide meetings and with the board of trustees. Furthermore, the agenda for the executive team meetings was restructured including a 30-minute long focus area with a specific topic addressed each week that would allow for more in-depth discussions. The focus areas included accreditation (1st Tuesday of each month), strategic planning/planning in general (2nd), policies (3rd), and SEM and academic planning (4th). At the end of the academic year, the director of institutional effectiveness prepared an annual report summarizing the accomplishments of each operational plan which was shared with the board, faculty and staff.

As the operational planning process began to evolve to a more holistic, integrated approach to planning, the college leadership realized the necessity for a different governance structure. During the 2018 State of the College Address, the president talked about the need for a more holistic and integrated planning process at the college to move the needle on student success and completion. To engage faculty and staff in dialogues on institutional planning, the college held three town halls on integrated governance and planning to identify and discuss challenges the college had related to planning, decision-making, and accountability. The first town hall clearly illuminated that the college's current governance structure was a barrier to holistic planning at all levels of the institution. At the end of spring quarter 2019, the college had identified two conceptual models for consideration and conducted a college-wide survey through fall quarter 2019 to collect employee feedback on the models. Though the town hall discussions were rich and provided robust feedback, indicating an

interest from faculty and staff in a new governance structure, they also indicated a need for more processing time to ensure full participation and transparent decision-making. The college will use the results from the survey to guide the continued discussions and work on integrated governance and planning at town halls scheduled for winter and spring 2020. The goal is to have a new governance structure in place by the 2020-21 academic year. This timeline will align the college's new governance structure with the timeline for developing a new strategic plan.

To prepare for the 2019-20 academic year, the executive team began to align their operational plans by developing common goals to address institutional needs, strategic intentions, college priorities, and core theme objectives. The executive team also developed common goals to address diversity, equity, and inclusion institution wide. The plans have been posted on the college's intranet site. Green River is also in the process of purchasing a planning software tool that will allow the college to connect planning at all levels of the institution and to link planning with assessment and resource allocation. The software would also allow the college to track progress and achievements related to mission fulfillment, core theme objectives, college priorities, strategic intentions, and institutional needs to improve accountability.

Instructional Planning
With the arrival of Dr. Ezeonu as the permanent vice president of instruction, the 2018-19 academic year was one of transition, bridging, and understanding the landscape and academic culture of instruction at Green River. The IC, instructional deans, and the VPI worked collaboratively together to review, revise, and update the operational plan for instruction. In 2017-18, prior to Dr. Ezeonu's arrival, the IC created and passed a five-year academic growth plan. In summer 2018, the vice president and the instructional deans worked to expand the growth plan into the 2018-19 instruction operational plan. The operational plan was reviewed and discussed at the IC retreat before fall quarter.

The instructional operational plan includes four goals:

- Deliver current, relevant, dynamic curriculum
- Implement high impact best practices across all instruction areas
- Strengthen academic culture
- Explore significant opportunities for growth

For the 2018-19 academic year, the IC expanded its focus to address three specific areas that emerged from the four goals above:

- Professional development center
- Advising models
- Evening program

The IC convened three subcommittees comprised of faculty and staff from instruction as well as representatives from other areas of the college. The subcommittees met regularly to research best practices and recommend changes. The subcommittee chairs also made regularly updates at IC meetings to report on their progress. The subcommittees continue their work and to meet during the 2019-20 academic year.

The IC also recognized that their biweekly one-hour meeting was not adequate to discuss academic planning. In spring 2019, the IC convened for a longer afternoon meeting to plan for the new eLearning department, as it transitioned from international programs and extended learning to instruction. As of fall 2019, the IC has added additional, longer meetings on Fridays once a month. Examples of topics covered include faculty position planning, work on policies, and work around Guided Pathways and Achieving the Dream. Building on the 2018-19 plan, the vice president of instruction, instructional deans, and IC collaborated to draft the 2019-20 instruction operational plan.

Guided Pathways Planning
Green River is utilizing the state's Guided Pathways initiative as the foundation for its development of a SEM plan and a framework with equity as a primary driver for campus collaborations and implementation. Faculty and student affairs staff are collaborating on a process to implement the Guided Pathways framework and a committee of faculty and staff under the leadership of the vice presidents of instruction and student affairs has created a work plan of action including timelines and outcomes for the next five years. The committee also engaged in a scale-of-adoption assessment to benchmark where growth and challenges exist in framing the work plan success. The vice presidents will convene a larger committee representing various parts of the college campus to implement the plan and to ramp-up similar work that is already established at the college. In winter and spring 2020, the college will submit the work plan to the SBCTC and review its state funding allocation with the board of trustees.

Budget Planning
In 2017-18, the college began a process of redefining its budget process. The college recognized the need to have a more deliberate approach to resource management by tying budget allocation to planning. As part of this work, the college implemented a more transparent and collaborative budget process that follows an established timeline, as follows:

- **November through January**: The budget office prepares budget, expense, revenue, and full-time equivalent forecasting for upcoming year. Begin updating executive leadership for planning purposes.
- **February**: Launch budget development website. Departments can review and edit departmental budgets as appropriate.
- **February:** Vice president for business administration and human resources holds town hall on budget.
- **February**: Executive team works with departments to identify upcoming resource needs. Department staff submit budget requests via the online portal. Budget requests must include rational and be linked to area operational plans.
- **March:** Executive team reviews and prioritizes budget requests based on goals and priorities for upcoming year.
- **May:** Executive team reviews proposed budget. President and vice president for business administration and human resources finalize and approve proposed budget. Approved budget is presented as a first draft to board of trustees.
- **June:** The board of trustees review finalized budget for adoption.

Development of a New Strategic Plan
The college will begin preparing for its new strategic plan in winter 2020 by convening a strategic planning steering committee and hiring a consultant to facilitate the process. The expectation is to

have a new strategic plan take effect in summer 2021. The process for development of a new strategic plan will include the following four planning phases:

Winter 2020 Phase 1:
- Convene a strategic planning steering committee consisting of representatives from faculty, staff, students, the board and the community.
- Draft an RFP to hire a strategic planning consultant to facilitate the development of a strategic plan.

Spring 2020 Phase 2:
- Provide training for the strategic planning steering committee on the strategic planning process and how to design an equity minded strategic plan.
- Develop framework for the process.
- Select a strategic planning consultant.

Fall 2020 Phase 3:
- Conduct an environmental scan and SWOT analysis.
- Hold listening sessions with community stakeholders and employers.
- Hold listening sessions with faculty, staff, and students.
- Review internal and external data related to retention, completion, and equity.

Winter/Spring 2021 Phase 4:
- Draft plan (values, vision, mission, goals, key performance indicators).
- Seek feedback and input from faculty, staff, and students.
- Finalize plan and present to board of trustees for review and approval.

To support the new strategic plan, the college will develop and align the following plans:
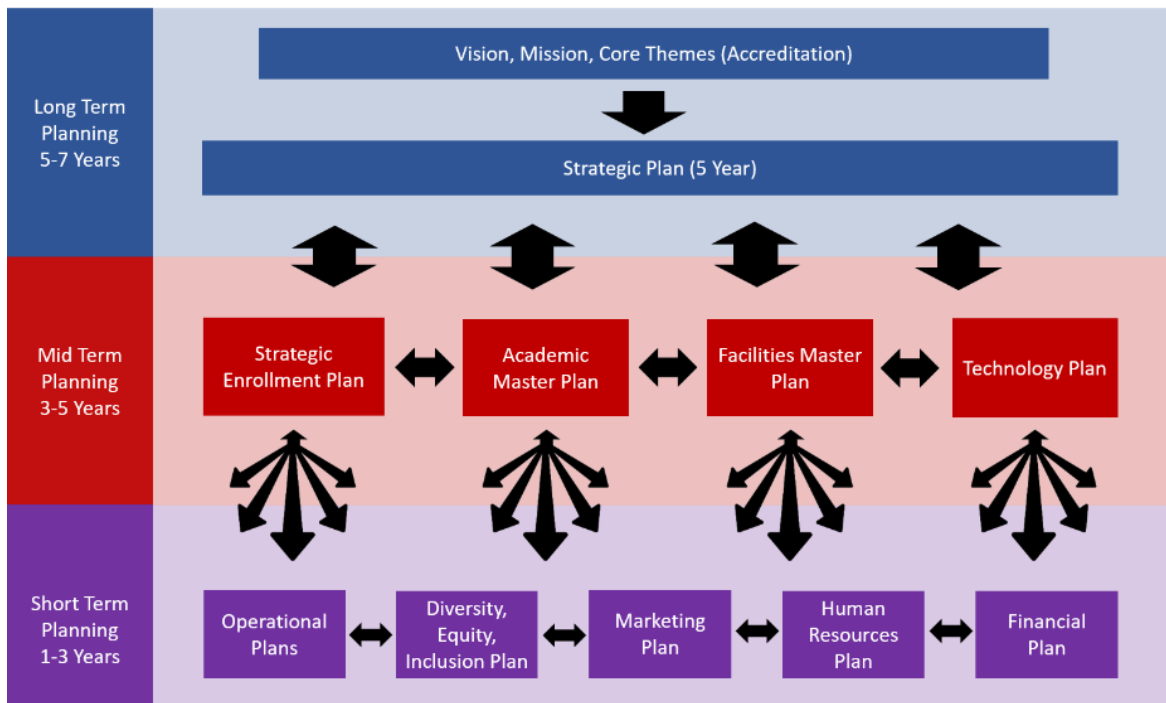
3.A.2 The institution's comprehensive planning process is broad-based and offers opportunities for input by appropriate constituencies.

Green River strives to ensure its current planning processes have broad-based engagement and offer opportunities for faculty and staff to provide input into its planning and decision-making processes as appropriate.

Faculty and staff feedback from the climate survey indicated that communication and transparency were issues at the institution. Faculty and staff were less satisfied with their ability to influence the direction of the institution, transparency of decision-making at the institution, how information was shared within the institution, and the use of open and ethical communication. To begin addressing these concerns, college leadership provided venues for open communication.

The president holds monthly informal meetings with students, *Pizza with the President*, and with faculty and staff, *Morning/Afternoon with the President*, to hear what is on their minds and to discuss any topics of interest to students, faculty, and staff.

The results of the climate survey validated this approach to increasing communication and collaboration. During the 2017-18 and 2018-19 academic years, the college also held town halls or listening sessions with community stakeholders in the college's service area. The community town halls served two purposes: (1) to strengthen the college's relationship with the community and (2) to identify community needs. The college wanted to know what community members knew about the college, what they thought the college did well, and what the college could improve upon.

During the 2018 town halls, faculty and staff engaged in discussions around student retention, credit completion, progression, advising, and equity gaps. They considered questions about what the college could do to improve retention and completion as well as how their work contributed to the same. Faculty and staff feedback from the data town halls were positive. Classified staff especially noted the difficulty they sometimes had connecting with student retention and completion, and they appreciated that the town halls provided them the opportunity to better understand their work relates to student success. The office of institutional effectiveness also held focus groups with students to get their feedback on their experience with Green River related to their classes, advising, educational and career planning, financial aid, and college communication.

During the 2019 town halls on integrated governance and planning, faculty and staff engaged in identifying and discussing the many challenges the college had related to governance, planning, decision-making, and accountability. At each town hall, faculty and staff had opportunities to provide any and all feedback related to governance and planning at Green River. Results from the integrated governance and planning survey indicated that most faculty and staff found the town halls valuable.

- 58% agreed that they had "been able to voice my opinion and suggestions throughout the process."
- 86% agreed that their "opinion and feedback throughout the process have been valued."

All town halls were streamed live to the branch locations. The town halls were videotaped and posted on the college's intranet site together with the presentations to ensure faculty and staff not able to attend the town halls had opportunities to view them at a later date.

Each executive team member works closely with their staff to develop the operational plan for their areas. For example, the vice president of student affairs begins her operational planning with her leadership team consisting of two deans. A draft plan is presented to the larger student affairs leadership team consisting of directors and managers for their input and feedback. The revised plan is then presented to all student affairs staff for input and feedback before finalizing the operational plan.

The board of trustees annually reviews data related to core themes and mission fulfillment. Most board meetings have a study session in which the board engages in conversation with college staff and provides feedback on student achievement, success, and equity gaps.

3.A.3 The institution's comprehensive planning process is informed by the collection of appropriately defined data that are analyzed and used to evaluate fulfillment of its mission.

Green River collects and analyzes a variety of data to evaluate mission fulfillment and to inform planning and decision-making processes. The office of institutional effectiveness regularly produces data on:

- College enrollments compared to targets
- Student enrollment and demographics
- Program enrollment and course fill rates
- Student progress, retention, and completion
- Course completion and success rates
- Graduate employment and job placement

The college also has access to data from the SBCTC that allows for comparisons with other institutions within the Washington system of community and technical colleges. Data available include enrollment, Student Achievement Initiative, job placement, and transfers to four-year institutions.

The office of institutional effectiveness works closely with the office of the vice president of instruction to produce data to support instructional processes such as:

- program review and improvement (PA&I) process that include data on enrollment, student demographics, student success rates, completion and employment rates for career technical programs and performance data for transfer disciplines
- faculty hiring process that include data on enrollment, student-faculty ratio, course fill rates, and full-time and adjunct faculty teaching loads

In 2017-18, the college held three town halls with faculty and staff to review and discuss data on student retention and progression, completion, equity gaps and advising. In addition to reviewing the data, faculty and staff provided feedback and ideas on how the college and their areas could improve enrollment, retention and completion.

Green River's participation in the state's Guided Pathways Initiative will also increase the college's commitment to collect, analyze, and use appropriately defined data to improve student retention, completion, and close equity gaps.

The office of institutional effectiveness recently acquired Tableau and is developing interactive dashboards to address faculty and staff's need for data availability, usability, and quicker turnaround time. To meet the demand for data, the college is in the process of hiring a third data analysist.

3.A.4 The institution's comprehensive plan articulates priorities and guides decisions on resource allocation and application of institutional capacity.

In 2017-18, the college began implementing a more transparent and collaborative budget process as well as a more deliberate approach to resource management by tying budget allocation to planning. The budget office began creating an annual budget book that is shared with the college to show how various budgets (operating, self-support, grants, capital, fees, and long-term commitments) each year are allocated among the major areas, such as instruction, student affairs, administration, and executive as well as compare to previous year. Furthermore, the business office wanted to distribute the responsibility and budget ownership among budget authorities and managers to increase accountability. The vice president for business administration and human resources also began to give quarterly fiscal reports and an annual financial report to the board of trustees.

The budget office has created a budget development tool that allows budget authorities and managers to review upcoming budgets prior to starting the budget development process. All budget requests must specify a rationale for the request, be tied to an area's operational plan, and indicate how the request will further the college mission, core themes, college priorities, and institutional needs. The executive team creates a rubric each year to help prioritize all budget requests and to ensure the college is strategic in its resource allocation.

In 2018, the vice president of business affairs and human resources began holding annual town halls

on the college budget in preparation for the upcoming resource allocation process. The process includes conversations with faculty and staff to find areas for innovation and opportunities for growth.

As a result of the 2019 town halls on integrated governance and planning, the college is making concerted efforts on transforming its governance structure where the college resource allocation process will be facilitated by a new college-wide council consisting of representatives across the college and its functions. This approach will distribute shared responsibility and further increase a sense of budget ownership as it advances institutional effectiveness while at the same time continue to emphasize engagement and transparency.

3.A.5 The institution's planning includes emergency preparedness and contingency planning for continuity and recovery of operations should catastrophic events significantly interrupt normal institutional operations.

Green River is committed to providing a safe learning and working environment for all students, employees and visitors. The vice president of student affairs coordinates the college's emergency planning which focuses on mitigating the likelihood of emergencies. The college proactively addresses emergency and safety measures using a three-pronged approach through the collaboration efforts of the emergency operations committee, the campus safety and transportation department, and the environmental health and safety committee and has implemented practices and methods to mitigate, prepare, respond and recover from emergencies that affect the college.

The college's Emergency Operations Plan (EOP) is designed to effectively coordinate the use of college and community resources in responding to all levels of campus emergencies and incidents and provides guidance to Green River faculty, staff and students in the event of an emergency or catastrophic event that significantly interrupts normal institutional operations. The EOP is available on the college's website.

The EOP is operated under the incident command system as designed by the National Incident Management System. The primary objectives of the EOP are to:

- Provide an organizational and procedural framework for the management of emergencies.
- Establish comprehensive communications and information management.
- Determine the level of response for emergencies through a clear decision process.
- Ensure the continuity of campus operations.
- Practice resilient behaviors through regular exercises and drills to build the institutional skills and capacity to manage real crises.

Contingency planning for continuity and recovery of operations at all campus locations is focused on safeguarding the management information systems, academic and administrative facility needs, business operations, confidentiality and counseling support for residents, employees, and students, as well as on-going communication efforts with local emergency and Federal Emergency Management Agency response teams.

The college's information technology department is in the process of updating and expanding the emergency paging system to all buildings on campus that would allow campus safety to issue emergency announcements and instructions to students, faculty, and staff through the campus

system. The updated system will also allow occupants in classrooms to call campus safety during an in-room incident. Key card access to buildings and classrooms has been upgraded and expanded where possible. The college has also added additional security cameras as well as migrated them to a centralized internet protocol-based system that can provide video recording for the campus safety department and police to review when incidents occur. Furthermore, Green River utilizes an emergency text messaging system (e2campus), which allows the college to send out alerts and provide brief instructions to students, faculty, and staff via text or email in case of threats or emergency closures.

The college conducts annual tests of its emergency notification systems and emergency preparedness drills on a regular basis. A number of college employees are designated as building captains with the responsibility to help with building evacuation and security, casualty reporting, and communication with emergency operations committee on building status.

CHAPTER FOUR
Core Theme Planning, Assessment, and Improvement

EXECUTIVE SUMMARY OF ELIGIBILITY REQUIREMENTS 22 AND 23

ER 22. Student Achievement

The institution identifies and publishes the expected learning outcomes for each of its degree and certificate programs. The institution engages in regular and ongoing assessment to validate student achievement of these learning outcomes.

Green River has established learning outcomes for all instructional programs, including general education components of the associate degrees and related instruction where required. All learning outcomes are published in the college catalog and on the website.

Faculty assess course, program, and campus-wide student learning outcomes. Faculty engage in a program assessment and improvement (PA&I) process every five years to evaluate the quality of the department or program, affirm ways in which the department or program is performing well, and plan and implement improvements. The results of PA&I guide changes in curriculum, pedagogy, and faculty development. In particular, Green River programs analyze equity gaps to ensure that students are succeeding at the college.

ER 23. Institutional Effectiveness

The institution systematically applies clearly defined evaluation and planning procedures, assesses the extent to which it achieves its mission and core themes, uses the results of assessment to effect institutional improvement, and periodically publishes the results to its constituencies. Through these processes it regularly monitors its internal and external environments to determine how and to what degree changing circumstances may impact the institution and its ability to ensure its viability and sustainability.

Green River assesses the extent to which it achieves its mission and core themes by evaluating achievement of objectives, indicators, and thresholds. The college engages in evaluation and planning processes to ensure institutional effectiveness, which includes but is not limited to the accreditation process, operational and strategic planning, academic master planning, annual budget planning, facilities planning, program review processes, and review of annual data related to student achievement and success. Green River uses the results to identify goals and priorities as well as to make continuous improvements. The results are shared with faculty and staff through college events, with the board of trustees through study sessions and board reports, and with the community through its *Annual Report to the Community*. The college monitors its internal and external environments to determine how changing circumstances may impact the college and its programs' viability and sustainability.

Introduction to Core Theme Planning, Assessment and Improvement
Green River has used a holistic approach to plan for, assess, and improve the core themes rather than treating them as separated siloes. Standards 3.B Core Theme Planning, 4.A Assessment, and 4.B Improvement are addressed for the college as a whole rather than addressed in separate sections for each of the four core themes. Following will be a section on each core theme with examples as a way

to demonstrate achievement and continuous improvements. The chapter concludes with the college's response to Standards 4.A.3 and 4.B.2 on assessment of student achievement and student learning.

STANDARD 3.B CORE THEME PLANNING

3.B.1 Planning for each core theme is consistent with the institution's comprehensive plan and guides the selection of programs and services to ensure they are aligned with and contribute to accomplishment of the core theme's objectives.

Green River's mission and four core themes, which include college transfer education, career technical education, college readiness education, and continuing and community education, provide the framework for the college's strategic plan and priorities of enrollment, retention, completion, and diversity and have guided planning for programs and services.

During the years of turmoil, faculty, staff, and administrators experienced a number of challenges that took their individual and collective attention away from the institution's strategic plan and planning for core themes. Since 2016-17, the college has taken significant steps to refocus its work on comprehensive planning that aligns with accomplishment of core theme objectives. In fall 2016, the core theme teams were reconvened. The work of the core theme teams led to the college adopting three college priorities: (1) increase enrollment, (2) improve retention and completion, and (3) improve diversity and equity efforts.

With changes in leadership, Green River has developed an operational planning process that supports the college's strategic plan and guides accomplishment of the core theme's objectives.

3.B.2 Planning for core theme programs and services guides the selection of contributing components of those programs and services to ensure they are aligned with and contribute to achievement of the goals or intended outcomes of the respective programs and services.

The college's annual operational planning directly ties to core theme planning. College leadership reviews and modifies plans as needed throughout the year. The IC, made up of deans, division chairs, the IC chair, and the VPI, works collaboratively to review, revise, and update the operational plan for instruction. Selection, development, and support for all ongoing programs are in alignment with the college's core themes. For example, in 2016-17, the college began to develop three new applied baccalaureate degrees, Applied Management, Early Childhood Education: Infant and Child Mental Health, and Realtime Reporting: Court Reporting and Captioning, based on employer needs and community input.

Planning for core themes guides the college's decisions regarding programs and services. For example, the Machining and Manufacturing Technology program received a National Science Foundation grant that allows it to:

1) integrate core competencies in additive manufacturing (e.g., 3-D printing) identified by the National Resource Center for Materials Technology Education into existing courses;
2) develop the long-term capacity of faculty to conduct, assess, and refine instruction in additive manufacturing;

3) develop and test the effectiveness of authentic assessment models for continuous course and program improvement so that instruction remains technically relevant with modern industry techniques, applications, equipment, and methods; and

4) provide workshops on the use of the authentic assessment approach for faculty in other STEM technical programs.

The project also aligns the updated courses with Washington State's industry-based Core Plus high school curriculum whose goal is to promote occupations for students in the emerging field of additive manufacturing. The University of Washington's School of Engineering's department of materials science is a key project partner.

The deans and division chairs in career technical divisions meet quarterly to identify and support specific needs to career technical education; coordinate program marketing and recruitment activities; prioritize equipment purchases; cultivate community partnerships with industry and local school districts; review advisory committee feedback related to keeping programs up to date with industry needs; encourage curriculum development; manage experiential learning and/or internship/apprenticeship opportunities for students where appropriate; participate in statewide career technical education initiatives; and support faculty professional development. Many of these activities are managed and supported through shared resources such as Perkins and Worker Retraining grant funds.

The college's support services are also developed and supported in alignment with the core themes, including those that impact students daily and directly (such as the Writing and Reading Center, food services, computer labs, and so on), as well as those with indirect but still significant impacts for students, (like college relations, facilities, institutional effectiveness, and so on). For example, in 2017, the college launched a new MESA program, funded by the Washington State Legislature. MESA provides historically underrepresented students pursuing calculus-based STEM transfer degrees with academic support and professional development. The program's components include an orientation course that introduces students to STEM careers, learning strategies, and other tools for success; academic excellence workshops that help students master complex concepts and succeed in STEM courses; academic advising to keep students on track; a designated study center, where students do homework and establish an academic community; and personal assistance with university transfer applications. Students who participate in MESA have been shown to be more likely to persist, transfer to universities, and earn STEM-related baccalaureate degrees, compared to other underrepresented students pursuing STEM transfer degrees.

Another example is the Benefits Hub office established by the college's progress and completion center with funding from United Way of King County and the SBCTC. The office employs full-time staff and AmeriCorps service members to offer financial coaching, assistance for students applying for public benefits and financial aid, free tax preparation, professional financial counseling, and food pantry-type support. The Benefits Hub approach seeks to break the cycle of poverty that hampers students' ability to persist in college and graduate. Students who enroll at the college at the pre-college level are disproportionately likely to require such assistance. The Green River College Foundation's Gator Pledge emergency financial aid program distributes over $100,000 annually to students who would otherwise be unable to persist in their studies. Gator Pledge is funded and operated through a tightly integrated collaboration between the college, Green River Foundation, and United Way of King County. Beginning in 2020, the progress and completion center Benefits Hub office

will make available over $100,000 annually in childcare scholarships for low-income student-parents, funded by the U.S. Department of Education and revenue from student fees.

> **3.B.3 Core theme planning is informed by the collection of appropriately defined data that are analyzed and used to evaluate accomplishment of core theme objectives. Planning for programs and services is informed by the collection of appropriately defined data that are used to evaluate achievement of the goals or intended outcomes of those programs and services.**

As discussed in Chapter 3, Green River collects and analyzes key data to inform its planning processes and evaluate the effectiveness of programs and services in meeting the core theme objectives. The college recognizes the critical role data, assessment, and evaluation play in planning and making improvements. While the specific data points are proffered in the following chapter, an overview of the data pertinent to planning is provided here.

- Student Achievement Initiative data is provided by the SBCTC, including key tipping-point data and course completion comparisons for gateway courses such as college-level math and English.
- Mutual Research Transcript Exchange data system is a collaboration between the Washington community college system and the public four-year colleges and universities that allows sharing of student unit records (courses, degree completions, demographics, transfers) for research purposes.
- National Student Clearinghouse data enables Green River to monitor the success of students who transfer to four-year institutions.
- Institutional effectiveness provides data, including Tableau dashboards, to help faculty and staff analyze course completion rates.
- IPEDS data comparing graduation rates with colleges within and outside of Washington State

Below are two examples of how different areas have used data to make improvements.

Integrated Student Portal
Over the years, both career technical and transfer students have expressed their confusion with how to effectively access and utilize some of the key online resources available to them. Traditionally, those resources have been spread across multiple online locations with multiple log on credentials, creating barriers to access and use. In spring 2019, the office of institutional effectiveness conducted several focus groups with both transfer and career technical students to get their feedback on different topics. One recurring theme that emerged from the focus groups were students' frustration of not having "personalized, time-sensitive information communicated directly" to them. Students wanted the college to "communicate better" with them regarding class schedule changes, financial aid, important deadlines, information about non-academic resources, and provide ways to easily connect with their advisor. In response to this recognized need, the information technology department's 2019-20 operational plan included a goal on innovations for student success which was linked to all four core themes as well as the college priorities of retention, completion and equity and inclusion. The goal included the following objectives: create an online gateway to assist students with their journey, link the online gateway to Canvas, and replace outdated remote access solution to college applications/resources.

Information technology organized staff from various areas on campus to create a vision for what later became a centralized student portal, *My Green River*. After working with multiple departments on campus, such as advising, student affairs, the office of the registrar, cashiers, financial aid, and college relations, information technology began development in June 2019.

In the following months, development moved quickly with check-ins with campus members for feedback. In early September, the college piloted the portal with a small number of students. Students involved with the office of diversity, equity and inclusion and the campus life leadership office volunteered to help test the tool. About forty students started using My Green River and information technology collected feedback and implemented features based on that.

Information technology made the portal available to all registered students in November 2019 on advising day. Within the first week, over 1,000 students logged in to try it. Information technology is continuing to gather feedback to implement new features. My Green River ensures students have convenient access to information such as the degree plan, financial aid portal, registration information, class schedule, tuition summary, important dates, advising notes, and help centers, such as the Benefits Hub, at their fingertips.

Redesign of Advising to Improve Student Retention and Completion
In 2012 Green River received a grant from the Bill and Melinda Gates Foundation to redesign the advising model to improve retention and completion. Through a series of student focus groups, evaluations, and reviews of data and best practices, the career and advising center adopted a new student checkpoint within the first year. This advising model instituted a checkpoint created in response to an analysis of advising models and specifically in response to student requests to have more time with their advisor to plan and explore programs within the first year. First quarter advising strives to meet the following student outcomes:

- Students should leave the session with an educational plan for a minimum of three quarters.
- Students should be able to use online planning and registration tools, specifically degree audit, student ed plan, and class finder.
- Students should know their degree requirements and next quarter classes or be intentionally working towards career goal identification.
- Students should have a timeline for completing math placement and know how to review it online.
- Students should have their funding secured for future quarters and know when and how to apply for FAFSA or Washington Application for State Financial Aid for the next academic year.
- Students should know who their faculty advisor is and understand how to connect with them and when to connect with them for advising.
- Students should know where to go for help if they are experiencing academic and personal roadblocks.

As part of the 2018 town hall series on student retention and completion, the office of institutional effectiveness conducted a research study of first quarter advising as well as educational plans to determine impact on student retention. The results that were shared at the town hall showed that students who completed first quarter advising had a higher fall-to-winter retention than students who did not participate in first quarter advising (96% and 74%, respectively). Furthermore, when disaggregating the data by race/ethnicity, the results showed even bigger differences as well as closing equity gaps.

Fall-to-fall retention for students who received first quarter advising was 63% for white students and 67% for students of color compared to 48% for white students who did not receive first quarter advising and 40% for students of color. In 2019, the college expanded first quarter advising to students who indicated interest in pursuing one of the college's allied health degree programs (occupational therapist assistant, physical therapy assistant, and practical nursing).

First Quarter Advising and Retention
White Students and Students of Color
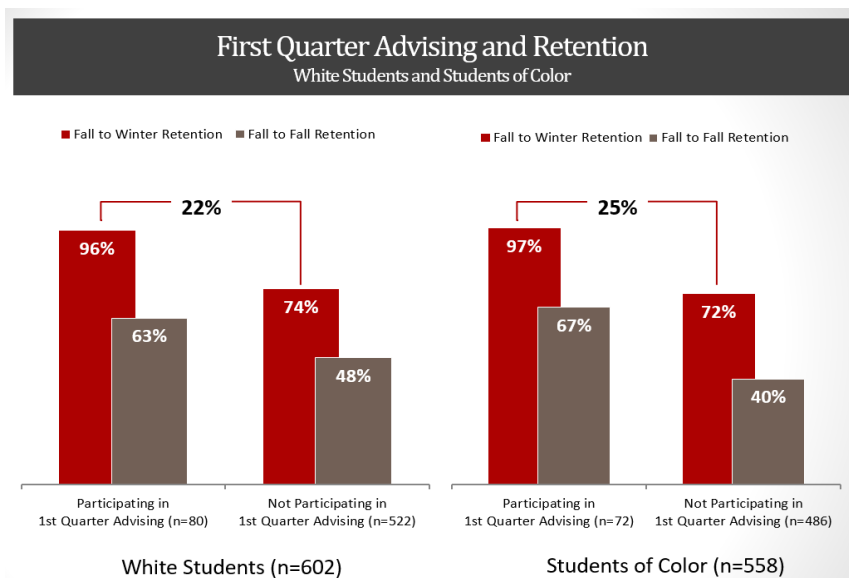
In 2013, Green River's information technology department developed an interactive tool for educational planning as a solution to create a more accessible, custom platform to develop and store student educational plans. This new interactive tool resulted in an increase in the creation of educational plans and improved student awareness of the benefit to creating a degree plan. To date more than 30,000 plans have been created by 16,500 students.
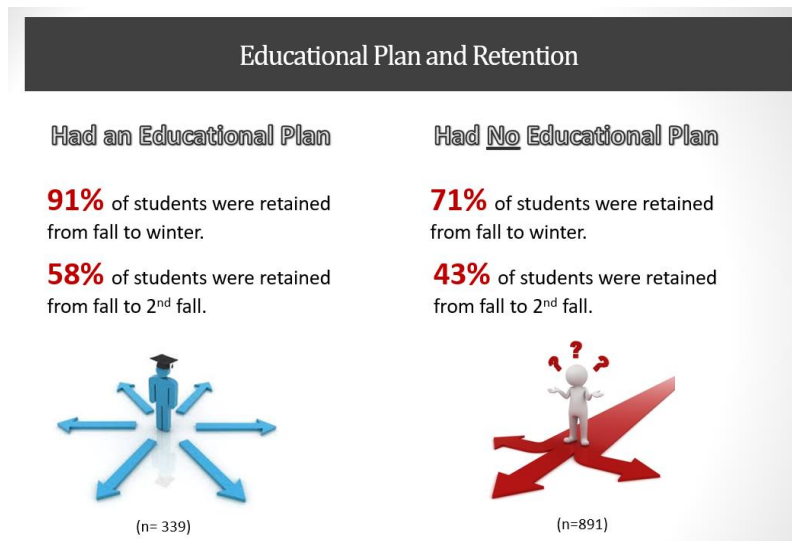
The results from the 2018 town hall showed that students who had educational plans also had higher retention rates than students who did not. Ninety-one percent of students with an educational plan were retained fall-to-winter, compared to 71% without a plan, and 58% were retained fall-to-fall compared to 43% without a plan.

The office of institutional effectiveness will repeat and expand the study in spring of 2020 and use the results to inform the implementation of Guided Pathways as the college considers additional changes to student advising.

STANDARD 4.A CORE THEME ASSESSMENT

4.A.1 The institution engages in ongoing systematic collection and analysis of meaningful, assessable, and verifiable data—quantitative and/or qualitative, as appropriate to its indicators of achievement—as the basis for evaluating the accomplishment of its core theme objectives.

As discussed in Chapter 3, Green River collects and analyzes a variety of data to evaluate mission fulfillment and achievement of core theme objectives. Since 2016, the college has significantly improved its data collection and dissemination. The office of institutional effectiveness regularly produces data on:

- College enrollments compared to targets
- Program enrollment and course fill rates

- Student enrollment and demographics
- Student progress, retention, and completion
- Course completion and success rates
- Credits attempted versus completed
- Graduate transfer and job placement data
- Equity gaps related to progress, retention, completion, course success rates, and credits attempted versus completed

The college also has access to data from the SBCTC that allows for comparisons with other institutions within the Washington system of community and technical colleges. Data available include Student Achievement Initiative, student progress and completion, Guided Pathways, outcomes for Basic Education for Adults, precollege placement and outcomes, career technical job placement and transfers to four-year baccalaureate institutions.

Green River's participation in the state's Guided Pathways initiative will also increase the college's commitment to collect, analyze, and use appropriately defined data to improve student retention and completion and close equity gaps. As the college moves toward a culture of shared responsibility and evidence-based practice, the college will continue to build capacity to improve access to data. For example, the office of institutional effectiveness recently acquired Tableau and is in the process of developing interactive dashboards to improve data availability and usability as well as to allow for quicker turnaround time. In fall 2019, the director of institutional effectiveness set up meetings with the division chairs and deans to go over the Tableau dashboard. In addition to acquiring new tools to meet the demand for data, the college is also in the process of hiring a third data analyst.

4.A.2 The institution engages in an effective system of evaluation of its programs and services, wherever offered and however delivered, to evaluate achievement of clearly identified program goals or intended outcomes. Faculty have a primary role in the evaluation of educational programs and services.

Faculty are responsible for evaluating the effectiveness of instructional programs. With the elimination of the PPP process in 2016, the office of institutional effectiveness began to work with the IC to develop a new program assessment process that would include assessment of program-level student learning outcomes. In winter 2017, the IC convened a sub-committee consisting of the IC chair, three division chairs, UF president, and the director of institutional effectiveness to develop a more meaningful process focusing on programmatic improvements. The subcommittee began by researching best practices related to program evaluation and recommended the college adopt a program evaluation process that was faculty-driven, reflective in nature, and largely focused on continuous improvements to teaching and learning. The sub-committee presented a proposed program evaluation process to the IC for approval at end of spring quarter 2017.

All instructional programs will complete the program assessment and improvement (PA&I) process every five years. Career technical programs with external, specialized accreditation requirements such as nursing, physical therapist assistant, and occupational therapy assistant are exempted from the process. The IC will evaluate the PA&I process at the end of 2019-20 based on feedback from three cohorts of programs completing the process.

Table 4.1. Five-Year Instructional Program Assessment and Improvement Schedule

Academic Year	Instructional Program/Discipline
2017-18 (initial year)	1. Communication Studies 2. History 3. Psychology 4. English 5. Biology/Environmental Science 6. Business Management 7. Natural Resources 8. Manufacturing
2018-19	1. Drama 2. Visual Art (Photography/Art) 3. Foreign Languages 4. Economics 5. Geography 6. Chemistry 7. Engineering/Computer Science
2019-20 (evaluation year)	1. Philosophy 2. Information Literacy 3. Counseling 4. American Ethnic and Minority Studies 5. Sociology 6. Physics/Astronomy 7. Business Technologies and Administrative Careers 8. Carpentry 9. Welding
2020-21	1. Journalism 2. Music 3. Humanities 4. Anthropology 5. Political Science 6. Anatomy and Physiology 7. Geology/Oceanography 8. Accounting 9. Computer Reporting Technologies 10. Aviation 11. Automotive 12. Health and Physical Education
2021-22	1. Dance 2. Mathematics 3. Criminal Justice 4. Information Technology 5. Water/Wastewater 6. Mechatronics 7. Continuing Education

The vice president of instruction oversees and coordinates the process. It begins fall quarter and ends spring quarter. Instructional programs scheduled for the PA&I in any given year begin by completing a document evaluating various aspects of the program such as enrollment and completion; curriculum; faculty and staff; budget and support services including facilities; learning outcomes assessment; and student success and outcomes. The program's division chair and dean review the finalized document prior to submitting it to the vice president of instruction. The process ends with faculty meeting with the program's department chair, dean, the director of institutional effectiveness, and the vice president of instruction to discuss findings and address weaknesses, if any.

The college has developed a similar process for administrative departments and non-instructional programs. The administrative assessment and improvement process is a reflective process that focuses on continuous improvement and provides administrators and staff an opportunity to engage in a collegial dialog about their area's quality of efforts, current state, and future direction with emphasis on student achievement and mission fulfillment. All administrative departments and non-instructional programs will complete the administrative assessment and improvement process every three years with annual updates to expected outcomes.

The office of institutional effectiveness coordinates the process, which begins in fall quarter and ends in spring quarter with a summary meeting with the president. The process includes an analysis of the department or program's strength, weaknesses, opportunities, and threats; resources and capacity; and ability to contribute to and support achievement of student learning outcomes, student success and mission fulfillment. Six administrative areas are going through the process in 2019-20.

Table 4.2. Three-Year Administrative Assessment and Improvement Schedule

Academic Year	Administrative Department/Non Instructional Program
2019-20 (initial year)	1. Instructional Support Services 2. MESA 3. Workforce Education 4. Assessment and Testing 5. Conference Services 6. Student Life 7. Recruitment and Outreach
2020-21	1. Business Affairs 2. Facilities 3. College Relations 4. Information Technology 5. Institutional Effectiveness 6. Office of the Vice President of Instruction 7. Distance Learning 8. Extended Learning and Study Abroad 9. Running Start 10. Bookstore 11. Judicial 12. Safety 13. Violence Prevention Center

Academic Year	
2021-22	1. Human Resources 2. Branch Locations and Continuing Education 3. Library and Media Services 4. Tutoring Support Services 5. International Programs 6. Office of Diversity, Equity and Inclusion 7. Athletics and Recreation 8. Career and Advising 9. Office of the Registrar/Enrollment Services 10. Progress and Completion Center

4.A.3 The institution documents, through an effective, regular, and comprehensive system of assessment of student achievement, that students who complete its educational courses, programs, and degrees, wherever offered and however delivered, achieve identified course, program, and degree learning outcomes. Faculty with teaching responsibilities are responsible for evaluating student achievement of clearly identified learning outcomes.

This Standard is addressed on page 178.

4.A.4 The institution evaluates holistically the alignment, correlation, and integration of programs and services with respect to accomplishment of core theme objectives.

4.A.5 The institution evaluates holistically the alignment, correlation, and integration of planning, resources, capacity, practices, and assessment with respect to achievement of the goals or intended outcomes of its programs or services, wherever offered and however delivered.

4.A.6 The institution regularly reviews its assessment processes to ensure they appraise authentic achievements and yield meaningful results that lead to improvement.

The integration of the core themes at Green River has been an evolving process over the last several years. Though faculty and staff in many areas across the college were engaged in work designed to improve student success, faculty and staff had difficulty articulating the relationship between their improvements and the core themes and mission fulfillment.

Since the president's first state of the college address in fall 2017, college leadership has engaged faculty and staff in discussions to broaden their awareness of the connection between their work and the college's mission, core themes, core values, and student success. With each subsequent year, the discussions have evolved to build a college culture that will allow for integrated, holistic and collaborative planning and assessment at all levels of the college focusing on mission fulfillment.

2017-18	**Focus on Students**: Who are our students and why are we not moving the needle in student completion?
2018-19	**Focus on College Processes**: Intersectionality and building an inclusive and equitable college
2019-20	**Focus on Staff:** Develping a culture of caring and abundance mindset
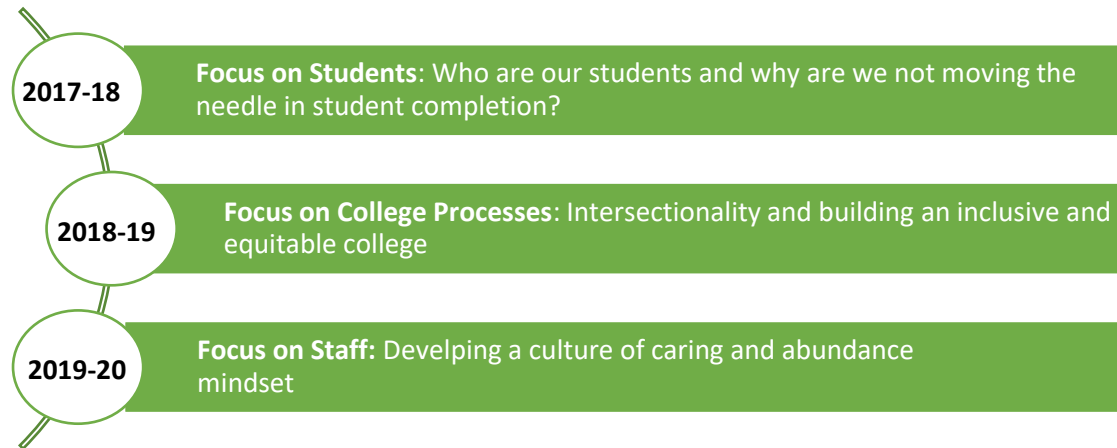
The 2017-18 town halls focused on exploring data on student retention and completion in three core theme areas (college readiness, college transfer education, and career technical education). Data shared included first quarter retention, first year retention, attempted versus completed credits, completing college-level math and English within the first year, and advising with an eye on equity gaps. Faculty and staff worked together to discuss questions such as the following:

- What surprised you the most about the data you have seen today?
- What can we as an institution do to improve how we enroll and support students through their first year?
- How can the college effectively scale advising on-boarding activities to all new students with the available resources?

The 2018-19 town halls focused on exploring internal processes, and more specifically planning to improve student success and completion. During the three town halls, faculty and staff worked together to:

- Identify challenges and opportunities related to college planning, and decision-making.
- Identify and align the college's committees and councils to the current governance structure.
- Review and discuss a different governance model

The college will hold its 2019-20 town halls during winter and spring quarter to continue its work on integrated governance and planning. The college is beginning the process of evaluating its sustainability of long-term processes that have been in place for decades and the effectiveness of those processes in terms of mission fulfillment and accomplishment of core theme objectives. The college's new administrative assessment and improvement process to evaluate programs and services is a significant step forward.

College leadership will continue to work on engaging faculty and staff in continuous improvement efforts that will increase student completion and success.

STANDARD 4.B IMPROVEMENT

4.B.1 Results of core theme assessments and results of assessments of programs and services are: a) based on meaningful institutionally identified indicators of achievement; b) used for improvement by informing planning, decision making, and allocation of resources and capacity; and c) made available to appropriate constituencies in a timely manner.

As discussed in Chapter Three, Green River collects and analyzes data to inform planning and evaluate the effectiveness of programs and services in meeting the targets established for each core theme and related objectives. The following are examples of changes made by different areas of the college to improve enrollment, retention, and completion.

Example of Changes Made by College Relations
In 2017, the college relations office developed a campus-wide advertising campaign, *Why Wait?,* with the goal of creating a call to action for prospective students, while sharing success stories from our current students, alumni, faculty and employees. The campaign included printed billboards, video features, and posters, and was prominently displayed throughout the community and across campus. Alongside the *Why Wait?* campaign, college relations published and updated the brand and identity guide, which defined the official look and feel of college-related materials. The online guide provides the tools and resources for Green River faculty and staff to accurately and authentically represent the Green River brand.

In 2018, college relations and recruitment and outreach began to regularly meet to coordinate and create materials that would appeal to a variety of students (Running Start, traditional high school, non-traditional students, etc.), and have created a Green River positioning package with coordinated materials for all areas of campus. College relations worked alongside student affairs to identify students to feature in the ongoing *Why Wait?* campaign that had compelling stories to share.

In an effort to provide campus with access to branded materials, college relations launched a template-based marketing tool that empowers faculty and staff to generate on-brand print and digital marketing materials. Designs are template based, but customizable to include specific departmental, office or program-related information.

During fall 2019, college relations launched a new advertising campaign including video, social and a local branding partnership. Building on the *Why Wait?* campaign, materials share the stories of current Green River students and recent alumni and how Green River prepared them to be successful. College relations worked with student affairs to develop a target audience of potential students who had some college credits but had not completed a degree or certification. Using Over the Top Television, college relations was able to place video advertising on online videos that members of the target audience regularly consumed. During the same time, social media posts were created to reach out to individuals in the service area 26-44 years old with some college but no degree or certificate. College relations also began a partnership with the Outlet Collection, a large shopping center located in Auburn, in which a portion of the food court was wrapped in Green River-branded materials. College relations worked with campus stakeholders to ensure messaging properly highlighted aspects of the college and informed the public about key information. The branding partnership will continue through September 2020.

Example of Changes Made by Information Technology and College Relations
Between October 2016 and October 2017, the college redesigned its public-facing website as a collaboration between college relations, information technology, and college constituent groups. As a result, the college improved the following elements:

- Mobile-first, responsive design. The previous website was statically sized, going so far as to rely on image files as button and menu backgrounds and requiring pixel precise sizing. As a result, the site was cumbersome to use on modern, mobile devices
- Navigation. The redesign improved navigation for prospective students and the public.
- Accessibility. The college adopted a requirement of meeting modern accessibility standards, specifically at least WCAG 2.0 AA level. New site code was written accessible first, and accessibility testing software shows improvement from 60% total accessibility (old design) to 85% today.
- Content management system. The college reviewed and selected a new content management system to facilitate the website, making it more readily accessible by staff so that content can be regularly updated.
- Updated content. The college reviewed and removed outdated content and created new content.

In June 2018 the college conducted a [college-wide survey](#) with regards to the use and function of the GatorNet intranet website for college employees. The previous site contained outdated information and was not user friendly. The college initiated the redesign of GatorNet and in fall quarter of 2019 a beta GatorNet site was launched for the college to review and provide feedback. Enhancements include useful, accessible tools employees will want to use, accurate and updated information, consistency across platforms, and improved administrative efficiency to support a culture of informed, engaged employees with increased morale.

Example of Changes Made by Instruction, Human Resources, Business Office, and Payroll
In winter 2017, the interim vice president of instruction expressed concern that the quarterly teaching contracts were not delivered to the adjunct faculty in a timely manner. Despite staff efforts, adjunct contracts did not get delivered until after the quarter was completed. To address the concern, the interim vice president requested a colleague to help facilitate an analysis of the business process. The facilitator convened a work group that included representatives from instruction, payroll, human resources and the business office. The work group used a LEAN facilitation model to map the current process, identify points of inefficiency, and envision a new process for processing and delivering quarterly teaching contracts to adjunct faculty. By collaborating and being open to new ways of operating, the work group developed a streamlined process that resulted in paper contracts being delivered to adjunct faculty prior to each quarter starting. More recently, an online platform has been developed to deliver adjunct contracts in electronic format in a timely, efficient manner.

Example of Changes Made by the Office of the Registrar
In spring of 2016, the office of the registrar began to evaluate college processes to identify barriers to student completion. As a part of the college's involvement in Project Finish Line, the dean of enrollment and completion, registrar, and director of career and advising worked closely with the college's information technology department to systematically analyze students' transcripts and check them against degree audit templates. The analysis found that current and former students had completed their credentials but never applied for graduation. As a result, credential evaluators now review quarterly reports to identify students who have completed a credential but not applied for

graduation. Since spring 2016, the college has auto-conferred 315 degrees to students. The next step in this process is to incorporate auto-confer information to inform advising conversations with students.

Example of Changes Made by Financial Aid
As of fall 2017, the financial aid office moved away from manually packaging awards to increase efficiency and timeliness. This improvement increased the number of financial aid files reviewed and processed in 2018-19 by 30% as compared to 2017-18. The time to award aid to students was reduced significantly and an additional 1,575 students received aid. In addition, financial aid also removed the supplemental application for student aid to reduce burdensome paperwork and processes. Again, the financial aid office streamlined its processes in order to serve more students with greater efficiency.

Starting in fall of 2019, financial aid and registration began hosting an express lane for students with simple needs and questions during the first day of the quarter to reduce wait time for students. The express lane allows staff in the financial aid office to focus on helping students with more complex questions and situations while express-lane staff attend to quick transactions. During peak service hours, the office saw a 28% reduction in students using the main office which reduced wait times for all students. Approximately 40 students utilized the express lane during peak times.

Example of Changes Made by Student Affairs
Many students at Green River face barriers both inside and outside of the classroom while pursuing their education. While the resources and services at the college that support student success have increased over the years to include a food pantry, emergency funding, connections to housing, transportation, childcare, violence prevention services, and tutoring resources, college leadership recognized that faculty and staff needed greater awareness of these resources.

In fall 2019, the college held a series of all-campus professional development opportunities for faculty and staff on poverty, food, and housing insecurity. The college also created a targeted marketing campaign called "You've Got Options." The campaign included an enhanced [website](#) and print materials (see image on next page) to help students identify available services to address their needs, improve faculty and staff referrals, and increase campus awareness.

Since launching the website, it has had as total of 4,393 page views. Services such as the progress and completion center's benefits hub saw an immediate increase in faculty and staff referrals to their services, and emergency funding requests increased significantly. Student affairs continues to update the information to keep the services visible to students, staff, and faculty.

> **4.B.2 The institution uses the results of its assessment of student learning to inform academic and learning-support planning and practices that lead to enhancement of student learning achievements. Results of student learning assessments are made available to appropriate constituencies in a timely manner.**

This Standard is addressed on page 178.

YOU'VE GOT OPTIONS | STUDENT SUPPORT & SERVICES

As you work towards your goals at Green River College you will face many challenges, both in and out of the classroom. Know that you are not alone. Our faculty and staff can help connect you with the tools to overcome those challenges. If at any time you need assistance, the following support and services are available to all members of the Gator family. **To learn more about these —and other— services, visit GRC online at greenriver.edu/support.**

I AM ...	THERE'S A RESOURCE FOR THAT!	FOR MORE INFO
BENEFITS HUB ... experiencing barriers getting access and support to services within the community and on campus.	A partnership between the Progress & Completion Center and the United Way of King County designed to help students connect with support services at Green River College and in the community	For detailed information visit greenriver.edu/benefitshub and greenriver.edu/completion
GATOR PLEDGE ... experiencing financial barriers keeping me from continuing their studies at Green River.	Emergency funding for students to close small (usually less than $500), but critical financial gaps that would otherwise cause a student to drop out	Talk to any GRC Faculty or Staff to assist you with filling out a referral form
ACUTE HELP CARDS ... experiencing immediate financial difficulty that can be bridged with food or school supply help.	Students experiencing hunger or don't have the gas they need to get home or to class can receive Gator Grill, Safeway, and Paper Tree Bookstore gift cards to help.	Talk to any GRC Faculty or Staff
COUNSELING SERVICES ... experiencing mental health difficulties.	Confidential, short-term mental health counseling and wellness education provided to students for free.	Visit greenriver.edu/counseling Call 253-833-9111, ext. 2460 or visit SA-231
WORKFORCE EDUCATION ... a dislocated worker or low income student experiencing life barriers.	Workforce Education administers programs that provide free or reduced tuition to students who qualify. A number of our programs also assist with books, fees, and, in some cases, educational supplies.	Visit GRC online: greenriver.edu/workforce
GATOR PANTRY ... in need of a little extra food immediately.	The Gator Pantry provides free food assistance to students on a temporary basis and connects them to longer-term resources in the community.	SA 105, Check-in at front desk of the Career & Advising Office, SA 104 Monday – Tuesday: 8 AM – 6 PM Wednesday – Thursday: 8 AM – 5 PM Friday: 9:30 AM – 4:30 PM (Closed Summer)
ORCA TO-GO ... using public transportation.	Through a new Green River partnership with Orca-to-Go, Green River students will soon be able to sign up for Orca cards directly on campus.	For information about the Orca-to-Go card visit: orcacard.com Call: 1-888-988-6722 (TTY Relay: 711)
SAFETY RIDE ... in need of a ride nearby.	Safety Rides provides rides for all students to and from CCA, nearby apartments, home shares, Holman Library and local stores near Green River College's main campus.	Call 253-288-3350 Sunday –Thursday: 3 PM – 1AM Fridays & Saturdays: 3 PM – 2AM
FOUNDATION SCHOLARSHIPS ... looking for scholarships.	More than 300 Green River College Foundation scholarships available to be used for tuition, fees, books, and required supplies at Green River College.	Process info: greenrivercollegefoundation.org/scholarships/scholarship-process FAQ: greenrivercollegefoundation.org/scholarships/faqs
COMPLETION LOANS/ SCHOLARSHIPS ... in need of financial help completing my program, but have exhausted all the usual forms of financial aid.	Loans for students, who have exhausted all other funding and are within six months of completing their program in Computer Reporting and Captioning Technologies, IT, OTA/PT or Nursing	Make an appointment with a College Success & Completion Advisor: greenriver.edu/completion Call 253-833-9111, ext. 2641
VIOLENCE PREVENTION CENTER ... or I know someone who has experienced violence.	provide support and resources to all members of the campus community that have experienced stalking, harassment, sexual assault and relationship violence. The VPC is a safe and peaceful space with access to a variety of free self-care items.	Visit GRC online: greenriver.edu/vpc
TUTORING & RESOURCE CENTERS ... in need of help with my studies.	GRC has a number of places to get tutoring with a number of subjects.	Visit these campus locations: Tutoring & Resource Center (HL-2nd floor) Math Learning Center (CH-313) Writing & Reading Center (RLC-173) Public Speaking Center (HL-150

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College Transfer Education

The purpose of college transfer education is to provide programs and services that prepare students for transition to and success in further degree programs. Approximately, 44% of Green River's enrollment are in college transfer education. This core theme has nine indicators. Seven of the indicators meet the performance threshold and two indicators exceed the threshold.

Objective 1: Students enrolled in transfer programs are retained.

Indicator	2015-16 Baseline	2020 Target	2016-17 Results	2017-18 Results	Threshold Indicator
1.1 Percent of transfer students retained from 1st quarter to 2nd quarter.	81%	**82%**	83%	79%	🟢
1.2 Percent of transfer students retained from 1st year to 2nd year.	51%	**53%**	51%	47%	🟢
1.3 Percent of transfer students who successfully complete college-level math with a 2.0 GPA or higher within 1st year of enrollment.	32%	**38%**	32%	32%	🟢
1.4 Percent of transfer students who successfully complete English 101 with a 2.0 GPA or higher within 1st year of enrollment.	62%	**66%**	69%	69%	⊕

Summary of Assessment Results

Retention rates for transfer students have declined since the baseline year in 2015-16. Though the 1st to 2nd quarter retention rate increased in 2016-17 by 2% from the baseline year, it dropped below the baseline in 2017-18. The fall-to-fall (1st to 2nd year) retention rate dropped as well from the 2015-16 baseline of 51% to 47% in 2017-18. Although the rates are below the baselines set in 2015-16, they are within an acceptable performance range. The percentage of student who successfully complete college-level math within their first year of enrollment has remained flat at 32% whereas the percentage of students who successfully complete English 101 improved considerably. It increased from the baseline of 62% to 69% in both years and thereby exceeded the target set for 2020.

Examples of Actions Taken to Improve Retention
- In 2018-19, faculty piloted a transparency in teaching and learning project, an inclusive pedagogy that has shown to increase student GPA, persistence, and retention, especially among underserved students.
- Improved and expanded credit for prior learning to improve access and shorten the pipeline for students with extensive prior experience that aligns with college-level curriculum.
- Several major changes have been made in order to increase student success in online classes. National research continues to show a gap in student success between online and in-person classes. As online instruction has become common for faculty members, the college recognized the need to offer more support to faculty teaching online. In July 2019, eLearning was moved from international programs and extended learning to instruction. The first instructional designer was hired to support faculty in order to increase student success. The college contracted with Instructure for 24x7 Canvas support and increased its in-house

information technology support. Faculty have access to training and resources for online instruction on the GatorNet website. In the future, online instruction support will become a part of the planned professional development center.

- Implemented the My Green River portal, which provides an integrated gateway to Canvas, advising, quarter schedule, financial aid, resources, notifications, and college services. In the past, students have expressed their confusion with how to effectively access and utilize some of the key online resources available to them.
- Provided peer navigators through the commencement achievement program to help students navigate the college, locate financial resources, register for classes, and apply for scholarships. Peer navigators also provide bilingual services, host multicultural study tables, and offer one-on-one assistance with the FAFSA and Washington Application for State Financial Aid applications.

Next Steps for Improving Retention

- Implement Guided Pathways to create transparent, seamless pathways that help clarify curricular choices and ensure students pursue educational paths best suited to their interests and needs. Guided Pathways will help students navigate the college environment and connect coursework with their educational and career goals.
- Reinvigorate the college's early alert system to support faculty to provide timely intervention and support for students struggling academically.
- Identify students who fail or withdraw from all classes in a given quarter and help them return to classes in the subsequent quarter by providing needed support.
- Expand the course reassignment time for a full-time English faculty member to direct the Writing and Reading Center. This expanded investment will provide more robust support to, for example, revive and scale an imbedded tutoring program.
- Establish a professional development center that will support faculty in curriculum development, pedagogical improvements, and adoption of high impact practices, culturally responsive pedagogy, and so on.
- Consider adopting a policy to limit late class registration after the quarter has started.

Examples of Actions Taken to Improve Completion of College-level English and Math

- The Math division has developed several assessment methods to place students in the correct math courses:
  - Partnering with several area high schools to determine placement through high school transcripts
    - Expanding by three the number of local high schools whose graduates are eligible for transcript placement, including the Muckleshoot Tribal School District.
    - Increasing the number of years the transcript is valid from two years to five.
  - Offering tests created by faculty tailor-made to determine exact placement
  - Allowing students to retake any placement tests and use the highest score
  - Employing a faculty member as entrance exam manager to monitor tests
- The English division has adopted assessment methods to place students in English:
  - From high-stakes, standardized test (Compass), which has demonstrably misplaced students, to multiple measures, utilizing a more nuanced view of student readiness to better meet student needs.
  - College Success Test available as an option

- o GPA placement for service area high-school graduates
- o Directed self-placement device implemented
- o Placement reciprocity
- The English division has created and scaled up Accelerated Learning Program English 101 courses, which allow students to place into college-level English and take a co-requisite support course instead of taking developmental coursework as a prerequisite.

Next Steps for Improving Completion of College-level English and Math
- The math division is exploring an alternative intermediate algebra course for non-STEM major students.
- The math division is researching best practices to shorten the developmental pipeline by reducing its pipeline from four developmental math courses to three.

Objective 2: Students enrolled in transfer programs are prepared to transfer.

Indicator	2015-16 Baseline	2020 Target	2016-17 Results	2017-18 Results	Threshold Indicator
2.1 Percent of transfer students who complete a degree within three years (150% of completion time).	24%	**25%**	19%	20%	🟢
2.2 Percent of transfer students who become transfer-ready within three years (complete 45+ credits with a 2.0 GPA or higher but no degree).	28%	**30%**	28%	24%	🟢

Summary of Assessment Results
Transfer students' three-year graduation rate decreased from the baseline of 24% in 2015-16 to 20% in 2017-18, which is well below the college average for all students at 28%. Looking at additional data and disaggregating by race/ethnicity show that the three-year graduation rate has decreased significantly for black, African-American students and Hispanic students.

Changes in three-year graduation rate from previous year varied across student groups.
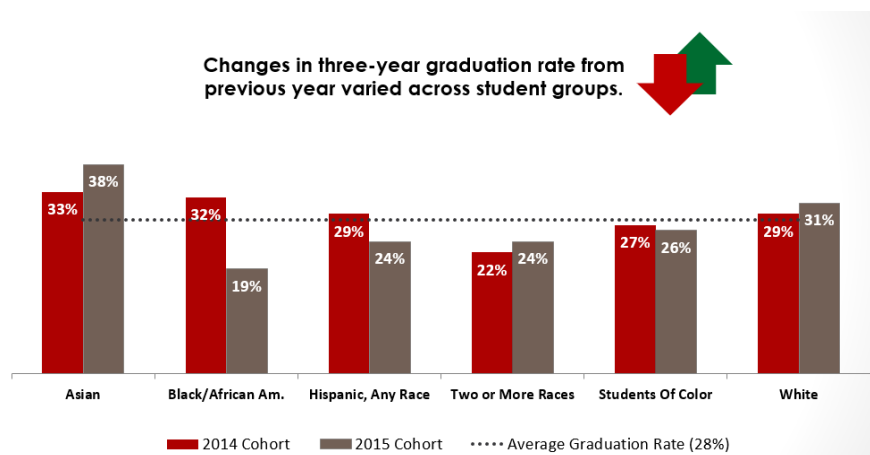
The percentage of transfer students considered transfer-ready also decreased from 28% in 2015-16 to 24% in 2017-18. Although the rates are below the baseline, they are within an acceptable performance range.

Examples of Actions Taken to Improve Degree Completion
- An increasing number of faculty are taking part in [Quality Matters](#) to address completion gaps for online courses.
- The progress and completion center, which was added to the college's advising model in 2015, identifies and reaches out to students who have earned at least 70 credits and who may be at risk for non-completion. The two full-time completion coaches are trained to identify and help students overcome barriers to persistence and credential completion. The completion coaches regularly monitor the progress of their students.
- In 2017, Green River launched a quarterly event to promote student academic planning and program exploration called advising day. Each quarter (fall, winter, and spring) one day of classes are cancelled and faculty and staff come together to share the responsibility of co-advising students for Green River degrees and certificates. Advising day prioritizes advising and support for students who are undecided or exploring academic and career goals. Student attendees have access to free Strong Interest career assessments, career advising, and faculty/program information. Advising day planning and exploration support is supplemented with services by other campus and community resources, including: financial aid, workforce education, the foundation office, tutoring and resource centers, University of Washington, Central Washington University, United Way of King County, Department of Social and Health Services, YMCA, and more. Advising day participation has varied from 400 to more than 1000 students and advising activities have expanded from the central location within to student union building to branch campuses and other student populations, including ELL and transitional studies.
- As of 2016, the office of the registrar began to auto-confer degrees to students who had not yet applied for graduation. Since spring 2016, the college has auto-conferred 315 degrees to students. The next step in this process is to incorporate auto-confer information to inform advising conversations with students.

Next Steps for Improving Degree Completion
- Adapt and implement the state's Guided Pathways initiative in order to create transparent, seamless pathways into and through programs.
- Revise evening scheduling to ensure classes are available that allow students to complete their coursework and degree in a timely manner.

Objective 3: Students enrolled in transfer programs continue their education at four-year baccalaureates.

Indicator	2015-16 Baseline	2020 Target	2016-17 Results	2017-18 Results	Threshold Indicator
3.1 Percent of transfer graduates who enroll at a four-year baccalaureate (within two years).	56%	**59%**	63%	69%	⊕
3.2 Percent of transfer-ready students (45+ credits with a 2.0 GPA or higher) who enroll at a four-year baccalaureate (within two years).	25%	**27%**	28%	24%	●

Summary of Assessment Results
Transfer rates for Green River graduates have been consistently above the target, whereas the transfer rate for students considered transfer-ready has fluctuated.

Examples of Actions Taken to Improve Transfers to Baccalaureate Institutions
- Began offering foundation scholarships to bridge transfer for Green River students to Central Washington University and University of Washington.
- Expanded transfer fairs and inviting representatives of University of Washington, Central Washington University, and others to Green River's advising day.
- In early 2019, the college joined two other Puget Sound community colleges, the University of Washington, and multiple other institutional partners in education and industry to form the Puget Sound Alliance. This coalition received a National Science Foundation Bridges to the Baccalaureate grant to undertake a comprehensive planning process. This produced a long-term regional plan to increase the number of STEM transfer degrees earned by historically underrepresented students at participating colleges. Early exposure to undergraduate research experiences is its central theme, as well as the implementation of complementary recruitment and retention strategies to address students' non-academic challenges.
- The career and advising center coordinates and hosts several events throughout the academic year targeting the transfer student population. These events include:
  - Quarterly transfer fairs connect students with representatives from four-year institutions. Both in-state and out-of-state universities attend, with approximately 23 to 29 universities participating.
  - Transfer 101 information sessions focus on the transfer process and identify tools and resources transfer students can access to facilitate success.
  - Personal statement information sessions teach students how to successfully identify critical elements, organize, and write a personal statement.
  - University table visits provide opportunities for the college and university representatives to connect with Green River students.
  - Admissions presentations held by several four-year colleges help students prepare for the transfer admissions process.
- TRiO began to provide site visits to four-year institutions (CWU, WWU, UW, PLU, UW-T, Evergreen) within the state of Washington.
- TRiO implemented mandatory advising that emphasizes completion and transfer.

Next Steps for Improving Transfers to Baccalaureate Institutions
- Develop strategies and resources that encourage students to complete programs before transferring.
- Develop articulation agreements, both within programs/majors and in general, to provide clearer pathways into a four-year institution and thereby serve more transfer students.
- Develop reverse articulation agreements, allowing former students to transfer university credits back to Green River in order to complete their associate degrees.

Objective 4: Students are successful as they transfer to baccalaureates.

Indicator	2015-16 Baseline	2020 Target	2016-17 Results	2017-18 Results	Threshold Indicator
4.1 GRC transfer students perform at par or better in their first quarter than other CC transfer students.	3.09	**>=3.14**	3.11	3.09	🟢

Summary of Assessment Results

Results indicate that Green River students transferring to Washington public four-year institutions perform at par with other Washington community college transfer students in their first quarter. The average GPA of Green River transfer students was equal to that of other transfer students at 3.09 in 2017-18.

Next Steps for Improving Student Success after Transfer

- Communication studies faculty are working with the communication faculty at the University of Washington-Tacoma to align the outcomes and description for Green River's CMST&101 Introduction to Communication course. A successful partnership will help students who complete the two basic communication studies courses at Green River (CMST&101 and CMST&102) to transfer to the University of Washington-Tacoma's communication program with the prerequisite courses (TCOM 201 and TCOM 230) for their Communications-Professional Track completed.

CORE THEME:
Career Technical Education

Career technical education provides programs and services that prepare learners for professional and technical career readiness, transitions, and advancement. Approximately 32% of Green River's enrollment is in career technical education. This core theme has nine indicators. Five of the indicators meet the performance threshold and four indicators exceed the threshold.

Objective 1: Students enrolled in career technical programs are retained and progress.

Indicator	2015-16 Baseline	2020 Target	2016-17 Results	2017-18 Results	Threshold Indicator
1.1 Percent of career/technical students retained from 1st quarter to 2nd quarter.	83%	**86%**	84%	85%	🟢
1.2 Percent of career/technical students retained from 1st year to 2nd year.	57%	**59%**	62%	60%	🟢
1.3 Percent of degree-seeking career/technical students who complete related instruction (computation/written communication) within 1 year of enrollment.	36%	**39%**	40%	44%	⊕

Summary of Assessment Results

Retention rates for career technical students have increased. The 1st to 2nd quarter retention rate has increased by 1% annually since the 2015-16 baseline year. The fall-to-fall (1st to 2nd year) retention rate increased in 2016-17 by 5% from the baseline year before dropping slightly to 60%, which still exceeds the target, in the following year. Both rates are also higher than the average rates for all Green River students at 78% and 50%, respectively. The percentage of career technical students who complete their related instruction in computation and written communication within their first year of enrollment has increased from the baseline of 36% to 44% in 2017-18, which exceeded the 2020 target of 39%.

Examples of Actions Taken to Improve Retention

- The BAS in software development program developed a strong focus on intentional onboarding. The process now includes a mandatory two-hour cohort meet-and-greet on advising day, where incoming students begin building peer-to-peer relationships through a variety of fun, team-building activities.
- Faculty in the mechatronics program revised the curriculum with new learning modules. Faculty meet individually with each student on advising day to help with their career goals.
- Business technologies and administrative careers, carpentry, and mechatronics implemented I-BEST support instruction into specified courses.
- The court reporting and captioning program implemented the attentional and interpersonal style inventory as an intake tool for new program students.
- The court reporting and captioning program implemented live streaming from the classroom to its online students to build program community and peer-mentoring among all program students.

- Career technical programs participated in the new campus-wide advising model while continuing to provide one-on-one advising and educational planning with students each quarter to offer appropriate course sequencing, scholarship opportunities, and information on college and community resources.
- Career technical programs in the business and law division intentionally offer face-to-face, hybrid, and online course modality options to provide maximum access to all student populations.
- Career technical programs have adopted lower cost course materials where possible.

Next Steps for Improving Retention
- Career technical programs will work to clarify system-wide practices for coding students by their intent and enrolled program to accurately track student retention and completion.
- Implement Guided Pathways to create transparent, seamless pathways that help clarify curricular choices and ensure students pursue educational paths best suited to their interests and needs. Guided Pathways will help students navigate the college environment and connect coursework with their educational and career goals.
- Reinvigorate the college's early alert system to support faculty to provide timely intervention and support for students struggling academically.
- Identify students who fail or withdraw from all classes in a given quarter and help them return to classes in subsequent quarters by providing needed support.

Examples of Actions Taken to Improve Completion of Related Instruction
- Information technology requires students to complete their related instruction early in the program to ensure they are successful in subsequent core courses.
- The advising center and career technical faculty are advising students to complete related instruction, particularly math and English, earlier in their program of study.

Objective 2: Students enrolled in career technical programs progress.

Indicator	2015-16 Baseline	2020 Target	2016-17 Results	2017-18 Results	Threshold Indicator
2.1 Percent of career/technical students who complete a degree or certificate within three years (150% of completion time).	35%	**40%**	33%	31%	🟢
2.2 Percent of career/technical students who achieve 45 college-level credits (workforce ready but no degree).	17%	**20%**	23%	27%	⊕
2.3 Percent of career/technical programs in high-demand fields as defined by Workforce Development Council.	80%	**>=80%**	82%	82%	🟢

Summary of Assessment Results
The three-year graduation rate for career technical students has slightly decreased each year since baseline year in 2015-16. Although the annual rates fall below the baseline, they are within an acceptable performance range and exceed the college's overall three-year graduation rates for state students at 28%. Disaggregating the data by race/ethnicity revealed that the three-year graduation rate decreased by 27% for Asian students and 26% for Black, African-American students whereas it increased by 5% of Hispanic student, 8% for multiracial students and 4% for White students.

Indicator 2.1: Percent of career/technical students who complete a degree or certificate within three years (150% of completion time).

College's overall three-year graduation rate for all state-supported students.

	Fall 2014	Fall 2015
	28%	28%

ASIAN — 60% (Fall 2014), 33% (Fall 2015)
BLACK, AFRICAN AMERICAN — 40% (Fall 2014), 14% (Fall 2015)
HISPANIC, ANY RACE — 32% (Fall 2014), 37% (Fall 2015)
TWO OR MORE RACES — 11% (Fall 2014), 19% (Fall 2015)
WHITE — 28% (Fall 2014), 32% (Fall 2015)
STUDENT OF COLOR (EXL. ASIAN) — 26% (Fall 2015)

– – Baseline (35%)   ······ Target (40%)   ● Fall 2014 Cohort   ● Fall 2015 Cohort
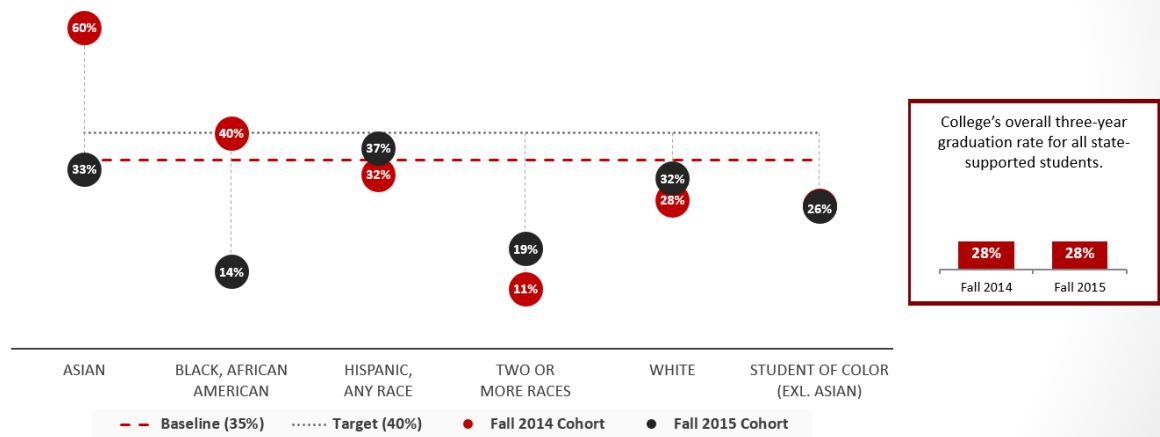
Furthermore, the percentage of career technical students who left the college before completing a degree or certificate but are considered workforce-ready because they have accumulated 45 college-level core credits increased by 10%, from 17% in 2015-16 to 27% in 2017-18.

In Washington State, a broad network of business and community stakeholders conducts regular analysis of occupations and skillsets necessary to obtain employment within different regions and categorizes them as in-demand, balanced, or not in-demand. Based on the latest analysis of occupations in King County, 85% percent of Green River's career technical programs are aligned with in-demand or within prioritized industry clusters.

Examples of Actions Taken to Improve Degree and Certificate Completion
- The nursing program revised its curriculum for both practical nursing and nurse assistant to address overlap, industry demands, and identified areas of high student failure/points of exit.
- The carpentry program revised its evening curriculum and began to offer hybrid courses to ensure timely degree completion.
- The natural resources program received a U.S. Department of Agriculture grant titled Experiential Learning to Accelerate Technical Education in 2018. The project's two goals are to (1) provide experiential learning for diverse undergraduate students, and (2) improve the value and sustainability of experiential education. Participation and travel stipends, a gear library for low-income students, and joint recruitment activities with the Muckleshoot Indian Tribe have expanded access to these trips for underrepresented and economically disadvantaged students, which is in turn improving their persistence in college and likelihood of completing agricultural science degrees.
- As of 2016, the office of the registrar began to auto-confer degrees to students who had not yet applied for graduation. Since spring 2016, the college has auto-conferred 315 degrees to students. The next step in this process is to incorporate auto-confer information to inform advising conversations with students.
- The information technology applied baccalaureate programs (BAS cybersecurity & networking and the BAS software development) have partnered with the University of Washington-

Tacoma to create a seamless transition for Green River graduates into their Master's in Cybersecurity and Leadership. The UW-T has agreed to waive the GRE requirement for Green River students who complete the BAS information technology programs with a cumulative GPA greater than 3.0. Dr. Yan Bai, Director of the University of Washington-Tacoma Master's in Cybersecurity and Leadership program, routinely praises the quality of students that Green River information technology programs produce.

- Elective credits for the applied associate in business degree were expanded from 10 to 20 to provide more pathways to degree completion.
- The Court Reporting and Captioning curriculum was redesigned, offering a streamlined AAA degree and new BAS degree option.

Next Steps for Improving Degree and Certificate Completion
- Expand credit for prior learning opportunities for students with prior experience or training within career technical programs to streamline degree completion.
- Create career technical pathways as road maps to use as advising tool and student resource for certificate and degree completion.

Objective 3: Students graduating from career technical programs secure employment.

Indicator	2015-16 Baseline	2020 Target	2016-17 Results	2017-18 Results	Threshold Indicator
3.1 Percent of career/technical graduates employed nine months after graduation.	73%	**>=73%**	72%	76%	🟢
3.2 Percent of career/technical advisory committee members surveyed rate GRC career/technical graduates well prepared for employment.	80%	**>=80%**	na	98%	➕
3.3 Percent of career/technical advisory committee members surveyed agree or strongly agree that GRC career/technical programs meet the needs of the community.	80%	**>=80%**	na	88%	➕

Summary of Assessment Results
The overall job placement rate for career technical students has increased since the baseline year in 2015-16. Results for the 2017-18 year show that 76% of career technical students were employed nine months after completing a program at Green River. While this indicator provides useful data about general trends, economic fluctuations and region-specific employment needs must be considered. Program advisory committee members consisting of industry employers and program graduates rate Green River graduates very highly, with 98% rating graduates well prepared for employment and 88% agreeing that career technical programs at Green River meet the community's needs.

Examples of Actions Taken to Improve Job Placement
- The Carpentry program signed an agreement with Carpentry Training Trust to articulate students directly into apprenticeship program.
- The Aviation program built a partnership with Horizon Airlines that qualifies Green River aviation graduates for their Horizon Air Pilot Development Program.
- The BAS in Software Development host a popular South King Software Developer Meetup

career event once a month for prospective and current students to provide valuable professional development and networking opportunities.

Next Steps for Improving Job Placement

- Mechatronics faculty are collaborating with Boeing as an industry partner to articulate pathways for students directly into interview opportunities for employment.
- Automotive faculty are exploring partnership opportunities as an industry training facility.
- Career and technical faculty will create an annual industry-partnership event to help career technical students network with local and regional businesses and employers.
- Develop an online form for employer partners to provide information on job/recruitment opportunities, mentorship/job shadowing, and informational interviews.

College Readiness Education

The purpose of college readiness education is to provide programs and services that prepare learners for successful transition to college. Approximately 19% of Green River's enrollments are in college readiness education. This core theme has nine indicators. Eight of the indicators meet the performance threshold and one indicator exceeds the threshold.

Objective 1. Students enrolled in college readiness courses and programs complete and transition.

Indicators	2015-16 Baseline	2020 Target	2016-17 Results	2017-18 Results	Threshold Indicator
1.1 Percent of TS/ESOL students who transition from lower to upper level within same or next year.	35%	**38%**	35%	31%	🟢
1.2 Percent of students who enroll in developmental courses successfully complete (course completion).	75%	**80%**	76%	73%	🟢

Summary of Assessment Results

Students transitioning from lower level to upper level coursework in transitional studies and English language learning within two years decreased from the baseline of 35% to 31% in 2017-18, yet the decreased rate was still within an acceptable performance range. The English language learning department monitors transitions from level three to level four because there is evidence that this is a typical drop-off point statewide. A major difference between lower level (English language learning 1-3) and higher level (4-6) is life skills and career and college readiness.

The rate at which students successfully complete (defined as receiving a grade necessary to enroll in the subsequent course) their developmental courses work increased in 2016-17 by 1% from the baseline but dropped down to 73% in 2017-18. Although these rates are below the baseline, they are within an acceptable performance range.

Examples of Actions Taken to Improve Course and Program Completion
- After a 2018-19 pilot program in which the math division lowered its course capacity from 33 to 25 in developmental courses and gathered data, the course capacities were permanently lowered as the data showed increased success rates for students of color.
- Math now offers Hawkes computer-based classes wherein students who were placed into 62, 70, 72, and 97 can accelerate by completing higher-level coursework.
- Math now offers a two-credit math module to better prepare students for five-credit developmental math classes.
- The transitional studies division implemented a robust assessment process to award high school credit for prior learning based on life experience, crosswalks, and equivalent assessments.
- In 2019, the department for English language learners added upper-level classes at the Kent campus to improve transition and retention rates. In addition, the department moved a full-time faculty member to the Kent campus to bridge the curriculum between the two levels.

- The master achiever center moved to the college advising center to increase transitions into pre-college and college advising as well as to give transitional studies students more access to career planning and support. The center is fully staffed to provide support for English language learners and transitional studies students.
- In 2019, the transitional studies department moved to a hybrid teaching model to meet students' scheduling needs.
- ODEI provides opportunities for English language learners and transitional studies students to connect with peer navigators and create a greater sense of community.
- The transitional studies division has integrated its advising with the college advising day to provide their students increased access to college resources and programs and to help them feel like they belong.
- The English division created English 97, an integrated, accelerated reading and writing course designed to shorten the pipeline to college-level English composition. Initial research is showing that English 97 students are retained and complete at a higher rate than students placed into the traditional reading and writing courses. As a result, the division has scaled up the number of sections of English 97 courses offered and increased the mentoring for adjunct faculty to teach the course. The college has also hired a full-time faculty member whose primary responsibility is to teach English 97.

Next Steps for Improving Course and Program Completion
- Faculty in transitional studies are working on developing a math emporium and support model to help students move through the math sequence further and faster.
- Reinvigorate the college's early alert system to support faculty to provide timely intervention and support for students struggling academically.
- Identify students who fail or withdraw from all classes in a given quarter and help them return to classes in subsequent quarter by providing needed support.
- Faculty in transitional studies department is partnering with faculty in the math department to explore collaboration for serving pre-college math students.
- The math division is exploring an alternative intermediate algebra course for non-STEM majors.
- The math division is researching best practices to shorten the developmental pipeline by reducing its pipeline from four developmental math courses to three.
- English faculty will continue to monitor the success of English 97 and make adjustments to outcomes, mentorship of faculty, curriculum, and times offered, as these needs emerge from assessment of the course. The college is considering continuing to offer English 97 in the evening with a lower course capacity, which will help address equity gaps and retention.
- Transitional studies will add a support class for English language learners. In response to needs expressed by immigrant students, an English language learners support class contextualized around women's health concerns will be implemented in spring of 2020. Students in the core program will be allowed to add this supplemental class.
- A new intensive reading class is being designed specifically for students with low literacy skills in their first language to give extra support for their English language learners development.

Objective 2. Students in college readiness courses and programs transition to the next level.

Indicators	2015-16 Baseline	2020 Target	2016-17 Results	2017-18 Results	Threshold Indicator
2.1 Percent of upper level TS/ESOL students who transition to developmental math or English within same or next year.	22%	**25%**	22%	20%	🟢
2.2 Percent of Open Door students who transition to 1st college-level course within same or next year.	55%	**59%**	65%	69%	⊕
2.3 Percent of developmental students who transition to 1st college-level math or English within same or next year.	77%	**81%**	78%	74%	🟢

Summary of Assessment Results

The percentage of students transitioning from transitional studies to developmental education within two years decreased in 2017-18 to 20% and fell below the baseline. Although the rate is below the baseline, it is within an acceptable performance range. The percentage of Open Doors (high school reengagement) students who transitioned into college-level coursework within two years has increased annually at a much higher rate than expected and exceeded the target set for 2020 in both 2016-17 and 2017-18. The percentage of developmental students who transitioned to their 1st college-level math or English within two years decreased from 77% in 2015-16 to 74% in 2017-18. Although the rate is below the baseline set in 2015-16, it is within an acceptable performance range.

Examples of Actions Taken to Improve Student Transition to Subsequent Level

- The college's Open Doors program has received multiple grants in recent years from United Way of King County to implement support services for opportunity youth – i.e., local youth who are disengaged from traditional education, and without high school diplomas or college degrees, are disenfranchised and impoverished within the region's knowledge-based economy. Grant funding has enabled the Open Doors program to recruit high school non-completers ages 16 to 24, and provide them with the curriculum, support, and coaching essential for educational success and career readiness; postsecondary/career bridging assistance to help students to transition into college; and intensive first-year support, so that students achieve the tipping point of 45 college-level credits. The Open Doors program has emphasized engaging students, such as by recruiting them as peer tutors via the supplemental instruction model and providing targeted services to match the distinct needs and strengths of different groups of opportunity youth, such as Latinx students.
- The English division created English 97, an integrated, accelerated reading and writing course designed to shorten the pipeline to college-level English composition. Initial research is showing that English 97 students are retained and complete at a higher rate than students placed into the traditional reading and writing courses. As a result, the division has scaled up the number of sections of English 97 courses offered and increased the mentoring for adjunct faculty to teach the course. The college has also hired a full-time faculty member whose primary responsibility is to teach English 97.
- Math division offers Hawkes computer based classes where students who were placed into Math 62, 70, 72, and 97 can accelerate by completing higher level coursework. The division also offers two-credit math modules to prepare students for the next level so they will be successful in a five-credit course.

- In 2018-19, the English language learning department revised its program exit assessment to collect more useful data on retention and completion.
- In 2019, an Emporium Math model and math support classes were added to the curriculum to allow students to complete more than one level of transitional studies math in a quarter.
- ODEI added a dedicated peer mentor for transitional studies and English language learning students on a transitions path.
- I-BEST has been opened up to include developmental education students to support them on their career pathways.
- ODEI offered the book loan program to support transitional studies students.

Next Steps for Improving Student Transition to Subsequent Level
- Faculty in the transitional studies department is partnering with faculty in the math department to explore collaboration for serving pre-college math students.
- The math division is exploring an alternative intermediate algebra course for non-STEM major students.
- The math division is researching best practices to shorten the developmental pipeline by reducing its pipeline from four developmental math courses to three.

Objective 3. College Readiness Students transitioning to the next level successfully complete.

Indicators	2015-16 Baseline	2020 Target	2016-17 Results	2017-18 Results	Threshold Indicator
3.1 Percent of TS/ESOL students who transitioned to developmental math or English successfully complete (course completion).	89%	>=89%	92%	93%	🟢
3.2 Percent of TS/ESOL students who transition into college-level courses within three years.	87%	>=87%	90%	90%	🟢
3.3 Percent of developmental students who transitioned to 1st college-level math or English complete.	80%	85%	82%	84%	🟢
3.4 Developmental students who transitioned to 1st college-level math or English complete at the same or higher rate compared to direct-entry students.	80%	>=82%	82%	80%	🟢

Summary of Assessment Results

Once students from transitional studies transition into developmental or college-level coursework, they are considered successful. The rate at which students successfully completed (defined as receiving a grade necessary to enroll in the subsequent course) their coursework has slowly increased each year. In 2017-18, 93% of the students completed successfully. Furthermore, transitional studies students who transition into college-level courses are equally successful. In 2017-18, 90% of the students who transitioned successfully completed college-level coursework. The course completion rate of students who transition from developmental education to college-level coursework has slowly increased from 80% in 2015-16 to 84% in 2017-18. When comparing their course completion rate to the course completion rate of students who placed directly into college-level English or math, it is slightly lower, at 80% and 83%, respectively.

Examples of Actions Taken to Improve Student Success After Transitioning to Subsequent Level

- After a pilot program in which the math division lowered its course capacity from 33 to 25 in developmental courses and gathered data, the course capacities were permanently lowered as the data showed increased success rates for students of color.

Next Steps for Improving Student Success After Transitioning to Subsequent Level

- The math division is researching best practices related to developing a course for non-STEM majors.

CORE THEME:
Continuing and Community Education

The purpose of Continuing and Community Education is to provide programs and services that reflect a commitment to the professional, social, and personal enrichment needs of the community. This core theme has 15 indicators. Four of the indicators meet the performance threshold, ten indicator exceed the threshold, and one fell below the expected performance threshold.

Objective 1. Health of programs.

Indicator	2015-16 Baseline	2020 Target	2016-17 Results	2017-18 Results	Threshold Indicator
1.1 Revenue generation	$2,379,633	$2,498,612	$2,526,253	**$2,440,862**	🟢
1.1.1 Corporate Training	$872,930	$916,576	$870,506	**$679,154**	🔴
1.1.2 Continuing Education	$448,095	$470,499	$423,231	**$509,522**	⊕
1.1.3 WETRC (3-year average)	$912,152	$957,759	$953,146	**$960,394**	⊕
1.1.4 Small Business Development Center	$146,456	$153,778	$279,370	**$291,792**	⊕
1.2 Number of students served	6,952	7,300	7,578	**9,127**	⊕
1.2.1 Corporate Training	739	776	1,319	**1,138**	⊕
1.2.2 Continuing Education	2,873	3,017	2,946	**3,982**	⊕
1.2.3 WETRC (3-year average)	2,967	3,115	3,077	**3,163**	⊕
1.2.4 Small Business Development Center	373	392	189	**844**	⊕
1.3 Number of new course offerings	26	32	47	**65**	⊕

Summary of Assessment Results
Revenue generation is critical to the continuing education department as it is entirely self-funded, receiving no funding from the college. While corporate training was down for the 2017-18 year, it was higher in previous years, with much of the variation due to the biennium funding cycle for state grants, which is the source from which the bulk of the revenue for corporate training is currently derived. This area is being actively addressed to diversify the funding streams and reduce single-funding source reliance.

The small business development center has seen a tremendous increase in funding due to aggressive pursuit of additional funding sources. As a result, the program has become revenue-neutral for the first time in over a decade. The other programs continue to be successful in generating revenue above the target, attributable mostly to established, high quality offerings that are well known in our local region.

The Washington Environmental Training Center (WETRC) program is a state-wide program that has a [three year cycle](#) in enrollments, so its results are reported as a three year running average. Year one of the cycle is the lowest revenue generating year, and typically is significantly lower than years two and three. By year three revenue peaks, making up for the very low numbers in year one.

The total number of students served by each program is exceeding the target already, but with considerable variability over time. The small business development center had significant employee turnover in 2016-17. As a result, the number of students the center was able to serve decreased for a time before rebounding with new hiring in the area.

New course offerings have been very robust and will continue to be so. By continually developing and marketing new course offerings, each program is able to stay relevant and attract new students. Continuing education has more than doubled the target number of new offerings and greatly exceeded expectations. The increased number of new course offerings are expected to generate higher revenue and increase the number of students served in coming years, as new courses attract new students.

Examples of Actions Taken to Improve Health of Programs
- The college's small business development center received a U.S. Department of Agriculture Rural Business Development Grant in 2018 to conduct an educational needs assessment of small business owners in the rural Enumclaw Plateau. The small business development center used these data to provide individual small business counseling to local entrepreneurs in order to remove present barriers to their stability and expansion and create an environment conducive to revenue growth and job creation. Small business development center counselors also advised participating businesses on how to comply with local economic development policies and priorities, so that job-creating economic development would be compatible with local residents' wishes, and thus, sustainable. These efforts were so successful that at the funder's request, the college applied for renewed funding in 2019 to expand its assistance to small businesses, and to improve the infrastructure of its Enumclaw branch campus in order to offer a broader variety of credit and non-credit business education courses.
- The continuing education department anticipated a need for adult family home training and collaborated with Washington State Department of Social and Health Services. In 2016, the first offerings of adult family home training were rolled out. The uptake for the program was slow, but increased marketing and changes in scheduling were effective. The program currently runs at capacity each quarter with waitlisted students. Students from as far away as Yakima seek out this program due to the availability of Saturday classes.
- The continuing education department had been offering a data analytics course online and began to see increased enrollment in this highly technical program. The department worked with industry experts to create a face-to-face class to better serve the student population. The course has seen very high enrollments.
- The continuing education department has increased the marketing area for Enumclaw campus classes by including all continuing education classes offered there in the continuing education quarterly class schedule. The separate Enumclaw class schedule was simultaneously eliminated, and the resulting cost savings offset the costs of mailing the larger schedule to the Enumclaw area in addition to Auburn and Kent. As a result, registrations for winter 2020 have increased dramatically with 82% of continuing education classes running. In addition, registration is up by 133% from winter 2019.

Next Steps for Improving Health of Programs
- Corporate training is collaborating with Highline College, Renton Technical College, and Seattle colleges to form a corporate training consortium to better serve the business community in the combined service area. This is part of the strategy to diversify the revenue streams for corporate training so it is not dependent on state grant funding cycles.
- The small business development center also applied for and has received an increase in their procurement technical assistance center funding level, allowing them to hire an additional full time counselor starting in 2020. The Green River procurement technical assistance center is currently regarded as the best in the state, and this additional funding will enable it to serve an increasing number of students seeking to gain the knowledge and skills to contract with government agencies.

Objective 2. Continuing education programs are responsive to community needs.

Indicator	2015-16 Baseline	2020 Target	2016-17 Results	2017-18 Results	Threshold Indicator
2.1 Number of offerings that qualify for or apply to getting or maintaining professional certifications or licenses	59	65	**75**	**67**	🟢
2.2 Percentage of students who would recommend the class they are taking to others	94%	95%	**95%**	**97%**	🟢

Summary of Assessment Results

Many of the courses, certificates, and classes in continuing education help students improve their skills in order to move forward in their current job or get a new, higher paying job. As such, alignment with national certifications and licenses is one of the best ways to demonstrate the value of the continuing education program to potential students and their employers. This number fluctuates given that older certifications may no longer be relevant or have been superseded by new ones.

With no financial aid available for any of the continuing education offerings, all students must pay out of pocket or have their employer pay for their training. Therefore, the program sets the standard that 95% of continuing education students will recommend the course to others. This number has risen recently, and is a testament to the high quality of the instructors who teach classes, as well as the managers who provide oversight and coaching to instructors to ensure this high quality continues.

Examples of Actions Taken to Improve Responsiveness to Community Needs
- The project management certificate program has undergone three curricular changes over the past five years. While each round of improvements has been minor, the continuous improvement has helped to attract a large number of students with student, instructor, and staff feedback taken into account.
- The Green River College small business center and the Tahoma School District have partnered to offer outreach to students at Tahoma High School's Future Ready Day. Presentations at Future Ready Day reach students who might otherwise not consider Green River and provide

future entrepreneurs with information about starting a small business. This outreach effort may be expanded to other districts in the service area.
- The continuing education department has partnered with the Tahoma School District to offer classes at the Tahoma Regional Learning Center. Class offerings have included personal interest, professional development, and kids' summer camps. Continuing education classes will continued to be offered at the Tahoma Regional Learning Center to meet the community need.
- Continuing education classes have also been offered in Maple Valley since winter 2018.

Next Steps for Improving Responsiveness to Community Needs
- The continuing education faculty and information technology faculty are evaluating continuing education offerings to determine if additional certifications in Security+ would be appropriate for 6f continuing education students. This high-demand certification could help students find jobs or progress within their career paths.

Objective 3. Continuing education programs are collaborative to enhance ability to serve constituents.

Indicator	2015-16 Baseline	2020 Target	2016-17 Results	2017-18 Results	Threshold Indicator
3.1 Number of internal collaborations	7	9	6	9	🟢
3.2 Number of external collaborations	22	26	25	58	⊕

Summary of Assessment Results
Collaboration has been a hallmark of continuing education programs at Green River. Continuing education collaborates across campus to seamlessly serve students, including those enrolled in credit programs who find continuing education offerings that complement their degree path.

External collaborations have increased most significantly due to a concerted effort within the WETRC department as well as the corporate training group. These two areas frequently are building long-term relationships with external entities to expand beyond simply providing training to employees. These collaborations translate into increased revenue as well as a stronger relationship with industry, leading to cutting edge training to meet the students' needs.

Examples of Actions Taken to Improve Collaborations
- Over the last five years WETRC has cultivated partnerships with regulatory agencies, potential employers, former students, and utilities. WETRC works closely with the Washington Departments of Ecology, Health, and Labor and Industries to ensure their classes meet the regulatory requirements that apply for relevant training. WETRC has partnered with Indian Health Services and the Washington Department of Health to enter into specific contracts to provide targeted training.
- WETRC has also established partnerships with potential employers to increase the number of internships available to degree students, post job announcements, and help find potential candidates for jobs.

- WETRC has also formed partnerships with former students to help recruit new students and maintain contacts for job networking purposes.
- WETRC runs a statewide conference for all water and wastewater related jobs that offers various certification trainings and serves as a networking opportunity for more than 350 water and wastewater professionals.
- Continuing education has worked closely with the office of recruitment and outreach to provide activities to students who are coming to campus for tours of the credit programs. By offering 30 minute, STEM-based continuing education classes, the program is able to show these potential credit students that they could start coming to Green River and enrolling in youth summer camps to get started on their journey at Green River.
- The small business center houses the small business development center and the procurement technical assistance center which partner with our local diverse city communities to provide education, training, and technical assistance to small businesses. The small business development center and the procurement technical assistance center programs help to provide a bridge between education and the business community.
- The procurement technical assistance center program also partners with regional government entities to help local businesses to do business with government agencies. One current partnership is with the Port of Seattle. At the Port of Seattle's small business events procurement technical assistance center advisors represent Green River.

Next Steps for Improving Collaborations
- WETRC is continuing to build its partnerships with local water and wastewater utilities to provide in-house contract training, as well as required supplemental instruction for apprenticeship programs.
- Continuing education is working with the trades faculty to help them provide forklift, scissors lift, and boom lift training for their students prior to graduation. Leveraging the certified continuing education instructor to teach classes to credit students gives those students a competitive edge in the job market.
- WETRC and corporate training are working toward a new model that emphasizes the long-term relationship to help companies solve their training challenges in a more proactive and strategic manner.

STANDARDS 4.A.3 AND 4.B.2: ASSESSMENT OF ACHIEVEMENT AND STUDENT LEARNING

4.A.3 The institution documents, through an effective, regular, and comprehensive system of assessment of student achievement, that students who complete its educational courses, programs, and degrees, wherever offered and however delivered, achieve identified course, program, and degree learning outcomes. Faculty with teaching responsibilities are responsible for evaluating student achievement of clearly identified learning outcomes.

4.B.2 The institution uses the results of its assessment of student learning to inform academic and learning-support planning and practices that lead to enhancement of student learning achievements. Results of student learning assessments are made available to appropriate constituencies in a timely manner.

Green River is improving and establishing systems that document effective and regular assessment of student achievement via assessment of learning outcomes at course, program and campus levels. In accordance with the faculty contract (p. 24) faculty have responsibility for evaluating student achievement of clearly identified learning outcomes as well as participating in regular and comprehensive course, program and campus-wide outcomes assessment in order to continually improve student learning.

The college is making investments in the learning outcomes assessment process by supporting course reassignment time for the LOC co-chairs to scaffold program-level learning outcomes assessment and course-level outcomes reporting. In addition, the college is currently in the process of purchasing software to improve the consistency and regularity of the documentation of course assessment efforts and subsequent instructional revisions.

The LOC comprises faculty representatives from every division, a committee chair or co-chairs, and *ex-officio* members including an academic dean and the director of institutional effectiveness. The mission of the LOC is to promote continuous improvement in the quality of teaching and learning by facilitating the assessment and documentation of student learning outcomes. The LOC provides training and information resources to faculty to support assessment of student learning at all levels of assessment. The committee meets two to three times a quarter to discuss developments and concerns regarding outcomes writing, assessment, and review.

Course Assessment
Each course must align with at least one program and one campus-wide learning outcome. Full-time and adjunct faculty have autonomy and responsibility for assessing student learning at the course level. Over the last two academic years, the LOC co-chairs have worked with faculty in all disciplines and divisions to review, revise, and, in some cases, develop appropriate course-level outcomes that are aligned with program and campus-wide outcomes. Further efforts include the development of an assessment toolbox in the Canvas assessment shell, development and distribution of brief instructional videos, and the continuation of the successful summer assessment institute. In the 2018-19 academic year the college adopted an online catalog which publishes learning outcomes for each course. During this time, the LOC worked with faculty to improve the assessability of these outcomes

by offering discrete training on writing assessable outcomes and encouraging faculty to review and revise outcomes for the 2019-2020 catalog.

Program Assessment

Each program/discipline defines program outcomes, applies those outcomes to their appropriate courses, assesses those outcomes in those courses and executes changes based on their results. This process is documented and reported to the LOC chair and within the division's assessment toolbox Canvas. In 2018, the college began to hold an annual program assessment symposium each spring in which faculty from across the disciplines share their program assessment projects and results with other faculty, deans, director of institutional effectiveness, vice president of instruction, and president. This has created a space that fosters the culture of assessment at the college. This symposium creates an opportunity for faculty to close the loop each year. Below are two examples of program level outcome assessment.

History - *Distinguish between opinions, facts, and evidence-based interpretations.*	In 2017-18, faculty created a pre- and post-objective test differentiating between fact, opinion and interpretation. Part 1 of the test consists of 10 statements, and students must determine if the statement is a fact, opinion, or interpretation. Part 2 of the test requires students to read a short primary source in history, a letter written by Christopher Columbus for the pre-test, and excerpts of a speech given by Senator McCarthy for the post-test; and then answer 5 questions about facts, opinions, and interpretations.
	The Critical Thinking Pre and Post Test was given to 5 sections:

	HIST 021 US Survey
	    HIST 022/137 US Survey, High School Completion
	    HIST 137 US Survey
	    HIST 103 Modern World Civilization
	    HIST 215 Women in US History

	Students performed much better on the first 10 questions which consisted of simple statements; students performed significantly less well on the last five questions based on reading a primary source document (one class averaged 79% on first 10 questions, and 68% on last five questions, for example).
	Action Items: Faculty need to do more work to help students read and interpret primary sources in history. Students do fairly well at identifying facts, but really struggled to differentiate opinions from evidence-based interpretations. Faculty need to model more explicitly how to read documents for biases; and explain, model, and assess the concept of evidence-based interpretations.

Program/Outcome	Assessment Activities
	As a result, faculty developed a one-page handout on critical thinking in history for faculty to use in all classes, with the goal of improving students' ability to differentiate between opinions and interpretations. The handout will also help faculty be more explicit in teaching and modeling critical thinking skills in history. Furthermore, creating "stepped" writing assignments would help all students. So instead of general assignments along the lines of "Based on the Analects, summarize the Confucian form of good governance," create assignments that pull apart the learning process; small questions oriented toward facts first, then inferences; and interpretations with comparisons and evaluations that would make more meaningful learning process.

Faculty will re-assess and review the impact of this handout in 2020-21. |
| *Chemistry - Use appropriate symbolic reasoning or quantitative methods to evaluate problems, make decisions and formulate solutions.* | In 2018-19, faculty used the 2011 American Chemical Society Exam to assess student mastery of outcome. The exam is administered in all Chem&163 as their final course exam. Chem&163 is the last course in the general chemistry sequence (Chem& 161, 162, 163).

The outcome is met when the average performance exceeds the national norm by 15%.

The average student score on the exam was 45.6, as compared to the national norm of 42.6. This outcome was not met, as the mean student score was 7% above the national norm, which is below the target of 15% above. Further review of student performance on the exam by chemistry concept area was conducted. Students performed well above the national average (based on # of correct answers per category) for electrochemistry questions (17% above). They performed moderately well on stoichiometry, molecular structure, and kinetics questions (all approximately 11% above). However, student performance on energetics and equilibrium questions were both approximately 5% above the national average. While student performance was above the national norms in all concept areas, a decrease in performance compared to previous year assessment results occurred in all areas.

A new and updated nationally normed 2015 American Chemical Society exam was purchased and will be used in the 2019-2020 assessment. The new exam has more questions that focus on topics covered in Chem&163. In general, 2018 student performance on the American Chemical Society exam was lower than previous years in all concept areas. As a result, actions will focus on increasing student support in all areas. |

Program/Outcome	Assessment Activities
	Action Items: 1) Investigate early intervention methods to allow general chemistry faculty to identify struggling students early in the quarter. These students will be offered additional guidance and direction, as well as inclusion in the peer instructional program noted in the next action item. 2) Investigate the implementation of a peer instructional program, such as the supplemental instruction program. The MESA program is an excellent model for such a program; an extension of this model to include all chemistry students would be beneficial. 3) Investigate the time, space, and funding necessary for collaborative activities between all chemistry faculty, including adjuncts, who teach a particular course. Other Green River departments hold quarterly retreats and this model will be investigated for feasibility. Collaborative work would include: sharing best practices, developing and sharing student-centered activities, sharing teaching and assessment strategies, etc. This collaborative work would focus on increasing student learning in our chemistry courses.

Campus Wide

The campus-wide outcomes are assessed by cross-disciplinary faculty teams. The assessment methods for each campus-wide learning outcome are intended to be systematic, recursive, and sustained. With changes in leadership and resulting turmoil, the college recognizes that there have been inconsistencies. The table below illustrates the relationship between each campus-wide outcome and its intended or accomplished assessments.

Outcome	Assessment Activities
Written Communication - encompasses all the abilities necessary for effective expression of thoughts, feelings, and ideas in written form. *Critical Thinking - finds expression in all disciplines and everyday life. It is characterized by an ability to reflect upon thinking patterns, including the role of emotions on thoughts, and to rigorously assess the quality of thought through its work products. Critical thinkers routinely evaluate thinking processes and alter them, as necessary, to facilitate an improvement in their thinking and potentially foster certain dispositions or intellectual traits over time.*	In 2017-19, the LOC worked with faculty across campus to devise three-point rubrics that can be used in Canvas to assess written communication and critical thinking in courses that align with these outcomes, respectively. The 2018-19 academic year brought the shift to the new curriculum management software and changes to course alignments with campus-wide outcomes. The LOC developed training materials for using the Canvas rubrics. The 2019-20 academic will include training and implementation of these rubrics in appropriate courses.

Outcome	Assessment Activities
Responsibility - *encompasses those behaviors and dispositions necessary for students to be effective members of a community. This outcome is designed to help students recognize the value of a commitment to those responsibilities which will enable them to work successfully individually and with others.*	In 2018-19 a cross-divisional team used results from the 2018 Community College Survey of Student Engagement to assess responsibility and made recommendations based on their assessment. As discussed in the preface, the college enacted some of these recommendations right away. Part of this work was to identify which questions were appropriate for the assessment of responsibility. When the college is administering the Community College Survey of Student Engagement again, those same questions will be assessed in an identical manner to see whether the interventions had their desired result.
Quantitative & Symbolic Reasoning - *encompasses abilities necessary for a student to become literate in today's technological world. Quantitative reasoning begins with basic skills and extends to problem solving.*	The 2014-15 redesign of the qualitative and symbolic reasoning campus-wide outcome assessment was not executed on an annual basis in large part due to administrative changes. The goal for the 2019-20 academic year is to put this method in place in a sustained manner.

Mission Fulfillment, Adaptation, Sustainability

EXECUTIVE SUMMARY OF ELIGIBILITY REQUIREMENT 24

ER 24: Scale and Sustainability

The institution demonstrates that its operational scale (e.g., enrollment, human and financial resources and institutional infrastructure) is sufficient to fulfill its mission and achieve its core themes in the present and will be sufficient to do so in the foreseeable future.

Green River's operational scale is sufficient to fulfill its mission and achieve its core themes for the present and the future. The college regularly assesses progress in fulfilling its core themes and their objectives. The college has hired 45 full-time tenure-track faculty in the last three years to ensure that it maintains adequate academic personnel to provide quality instruction and meet other responsibilities such as learning outcomes assessment, advising, student retention and progression, and curriculum development. The college maintains flexibility to sufficiently fulfill its mission in the foreseeable future.

STANDARD 5.A MISSION FULFILLMENT

5.A.1 The institution engages in regular, systematic, participatory, self-reflective, and evidence-based assessment of its accomplishments.

Green River's 2020 Comprehensive Year-Seven Self-Evaluation reflects a snapshot of the dedicated work faculty and staff have engaged in since 2014 to address the Commission's Standards and Recommendations. It also reflects the concerted efforts Green River has made in the last three years to overcome the challenges and turmoil the college has endured to heal and move the college forward for the foreseeable future.

Green River has strengthened its vision for the future and commitment to mission fulfillment. The college has worked diligently to evaluate existing systems, revising or replacing them where necessary, in order to rebuild a college culture of caring, improve transparency, and rebuild trust. Faculty and staff have worked collaboratively to co-create a sense of shared responsibility for analyzing, evaluating, and responding to assessment.

As described in Chapter 1, while the core themes have remained the same since the 2014 Year-One Self-Evaluation Report, the college revised its core theme objectives and indicators in 2016-17 to make assessment more meaningful and more informative to the work of faculty and staff and to provide them with actionable data to improve programs and services. The number of original indicators made it difficult to gather consistent and verifiable data. The revision of the core theme objectives and indicators has engaged faculty and staff across the college to evaluate accomplishments of core theme objectives.

With changes in college leadership in July 2017, the college administered a climate survey in January 2018 to identify areas needing focus and improvement in order to stabilize the college. College leadership shared the results with faculty and staff in April 2018 and requested all areas of the college discuss the results and provide feedback, including specific suggestions for improvement. At the time of writing, the college has taken the following actions to address the survey findings and feedback from faculty and staff:

Areas of Concern	College Actions Taken
Organizational Infrastructure/ Accountability	• Reorganization in college relations • Reorganization in human resources • Improvements in student advising • Improvements to the budget development process • Town halls on integrated governance and planning • Adopted a program improvement and assessment process to evaluate instructional programs • Adopted an assessment and improvement process to evaluate programs and services
Communication/ Collaborations	• Morning/Afternoon with the president (open forums with faculty and staff) • Pizza with the President (open forums with students) • Quarterly meetings with faculty • Quarterly meetings with managers • Quarterly meetings with staff • Bi-monthly meeting between the leadership and the college council • Open forums to address campus safety • Improved the college website and intranet site
Decision-Making	• Begin work to create an integrated governance structure • Adopted an integrated operational planning process to support mission fulfillment and the strategic plan • Development of instructional plan
Equity, Diversity, Inclusion	• 2018 Opening Day and campus visits with Dr. C. Nicole Mason • Town halls on student retention, completion and equity gaps • Working towards adopting a college-wide equity lens with regard to faculty hiring • Key faculty and staff as well as the entire executive team and president attend a year-long Executive Learning Series on Equity and Empowerment

- Allocated a permanent budget to the GDEC and the One Book program, both of which have an equity and inclusion focus

Professional Development	• College-wide teams to conferences within the state and across the country • Leadership activities with managers and deans • Leadership activities with executive team • Pilot a new performance assessment process for administrators and exempt staff

The office of institutional effectiveness compiles data for core theme indicators, program reviews, special requests, grant applications, and external compliance. In addition, the office regularly produces data on:

- College enrollments compared to targets
- Student enrollment and demographics
- Program enrollment and course fill rates
- Student progress, retention, and completion
- Course completion and success rates
- Graduate employment and job placement

Assessment data related to student success, such as retention, persistence, completion, and equity gaps are frequently compiled and shared with faculty and staff. Furthermore, since 2017 the board of trustees has monitored college achievement through regular reports, as seen in the table below, that demonstrate the college is fulfilling its mission.

Table 5.1. Board Reports by Month

Month	Board Report
October	**Enrollment Report** - Annual Enrollment - Five-Year Trend (headcount and full-time equivalents) - Fall Five-Year Enrollment Trend (headcount and full-time equivalents) - Fall Actuals versus Enrollment Targets **Annual Financial Report** - Operating Revenue Budget vs. Actual - Tuition Revenue Budget vs. Actual - Operating Expenditure Budget vs. Actual - Budget Revisions State Allocation - Capital Funds Status Report - Self-Support and Auxiliary Revenue vs. Expenditure - Designated Funds
November	**Quarterly Financial Report (Quarter 1)** - Operating Revenue Budget vs. Actual - Tuition Revenue Budget vs. Actual - Operating Expenditure Budget vs. Actual - Budget Revisions State Allocation - Capital Funds Status Report - Self-Support and Auxiliary Revenue vs. Expenditure - Designated Funds

Month	Board Report
December	**Student Achievement Initiative** - Total Points – Five-Year Trend - Points by milestone – Five-Year Trend - Points per student - Highest Momentum Achieved in 1st year
January	**Student Progression and Success** - Retention rates - Three Year Graduation Rate - Credit attempted versus completed
February	**Core Theme: College Readiness Report**
	Quarterly Financial Report (Quarter 2) - Operating Revenue Budget vs. Actual - Tuition Revenue Budget vs. Actual - Operating Expenditure Budget vs. Actual - Budget Revisions State Allocation - Capital Funds Status Report - Self-Support and Auxiliary Revenue vs. Expenditure - Designated Funds
March	**Core Theme: Transfer Education Report**
April	**Core Theme: Career Education**
May	**Core Theme: Continuing Education**
	Quarterly Financial Report (Quarter 3) - Operating Revenue Budget vs. Actual - Tuition Revenue Budget vs. Actual - Operating Expenditure Budget vs. Actual - Budget Revisions State Allocation - Capital Funds Status Report - Self-Support and Auxiliary Revenue vs. Expenditure - Designated Funds **Annual Budget** - Preliminary Budget
June	**Mission Fulfillment** - By core theme objectives - By core theme - Overall Mission Fulfillment
	Annual Budget - Final Budget

Green River's participation in the state's Guided Pathways initiative will also increase the college's commitment to collect, analyze, and use appropriately defined data to improve student retention and completion and close equity gaps. The college will continue to build capacity in the office of institutional effectiveness to improve faculty and staff access to data and to develop a culture of shared responsibility and evidence-based practices. Since 2017, the director of institutional effectiveness has hired two additional research analysts and is in the process of hiring a third analyst.

In 2018-19, Green River held three town halls with faculty and staff to evaluate the college governance structure. The process brought to light challenges and barriers that limited the college's ability to effectively plan and communicate, engage in clear and transparent decision-making, collaborate, promote inclusive and impactful involvement of staff and faculty across the college, and visibly demonstrate accountability and mutual responsibility. The college is continuing the work with faculty and staff in 2019-20 to co-create a new participatory governance structure for adoption.
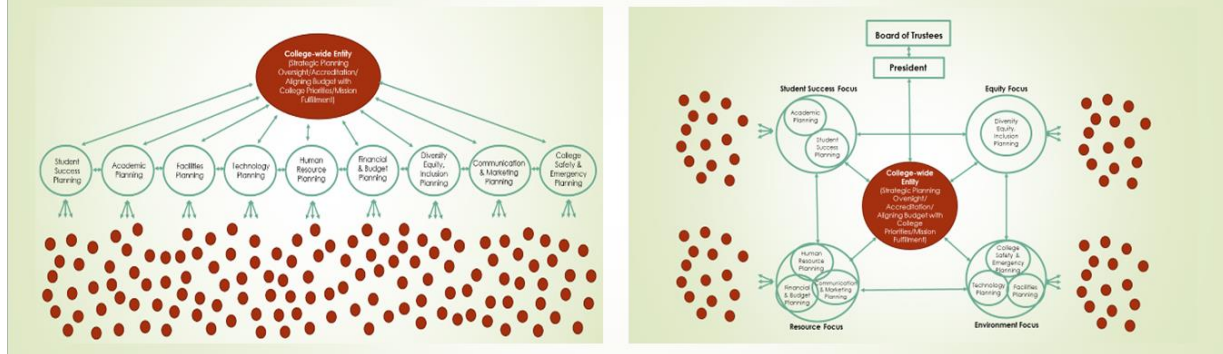
As described in Chapter 4, Green River has adopted new processes for evaluating instructional programs and administrative programs and services. The evaluation process for instructional programs is a reflective process that focuses on continuous improvement of instruction and learning. It provides faculty and administration an opportunity to engage in a collegial dialog about a department or program's quality, current state, and future direction. The evaluation process for administrative programs and services is an analysis of the area's strengths, weaknesses, opportunities, and threats as well as an evaluation of the area's resources and capacity and ability to contribute to and support achievement of student learning outcomes, student success, and mission fulfillment.

Green River is also making investments in improving its process for assessing achievement of student learning outcomes. College leadership's approach to authentic assessment is part of the larger cultural shift underway at Green River. The college has allocated reassignment time for two full-time tenured faculty to address the college's recommendation to implement an effective and comprehensive system of direct and authentic assessment. This system 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.

5.A.2 Based on its definition of mission fulfillment, the institution uses assessment results to make determinations of quality, effectiveness, and mission fulfillment and communicates its conclusions to appropriate constituencies and the public.

Green River uses assessment results to make determinations about mission fulfillment and communicates its conclusions to appropriate constituencies and the public. The college uses its four core themes with clear objectives and indicators to assess mission fulfillment. Mission fullfillment is defined as meeting an acceptable threshold for performance for each objective and core theme as a

whole. Thresholds are rated as (1) exceeding expectations when 86% or more of the indicators are rated as meeting or exceeding expections, (2) meets expections when 75% to 85% of indicators are rated as meeting or exceeding expections, and (3) below expectations when 74% or fewer of indicators are rated as meeting or exceeding expections.

Table 5.2. Percent of Indicators Meeting or Exceeding Performace Threshold

Core Theme	Number of Indicators	Number Indicator Thresholds Met or Exceeded	Percent of Thresholds Met or Exceeded
1. College Readiness	9	9	100%
2. Transfer Education	9	9	100%
3. Career Technical Education	9	9	100%
4. Continuing Education	15	14	93%
Total Core Theme Indicators Thresholds Met or Exceeded	42	41	98%

Overall Mission Fulfillment: Exceeds Expectations

The college also collects and analyzes a variety of data to inform planning and decision-making processes. Since the 2016 Mid-Cycle Peer-Evaluation, Green River has taken significant steps to improve the use of data to monitor the quality and effectiveness of its programs and services as described in Chapters 3 and 4, as well as above in 5.A.1.

Notable steps the college has taken to use assessment results to make determinations of quality and effectiveness include:

- Examining data on student progression and completion led to the adoption of a progress and completion center led by full-time completion coaches.
- Analyzing data related to equity gaps in persistence led to revision and a shortened developmental education pipeline in English.
- Evaluating the impact of advising on first-year retention led to changes in advising.
- Examining student barriers led to the removal of internal financial aid paperwork that was required in addition to the FAFSA and resulted in more students being awarded aid earlier in the application cycle.
- Identifying barriers that limit the college's ability to effectively plan and communicate and engage in clear and transparent decision-making will lead to a new governance structure and planning process.

STANDARD 5.B ADAPTATION AND SUSTAINABILITY

5.B.1 Within the context of its mission and characteristics, the institution evaluates regularly the adequacy of its resources, capacity, and effectiveness of operations to document its ongoing potential to fulfill its mission, accomplish its core theme objectives, and achieve the goals or intended outcomes of its programs and services, wherever offered and however delivered.

Green River has regularly evaluated the adequacy of resources, capacity, and effectiveness of operations to support and sustain student learning and success as well as mission fulfillment. The college has made significant improvements in several areas such as the budget development process, program review, student learning outcomes assessment, planning, and policies and procedures.

The college's financial landscape has improved a great deal. At the time of former President Ely's departure, the college had a budget deficit of $3.3 million. Since then, the college has taken significant steps to reduce its budget deficit. At the start of the 2019-20 academic year, the college had eliminated its budget deficit and reliance on fund balance by increasing enrollment, decreasing expenditures, and reorganizing due to staff turnover and attrition, including executive team positions. Furthermore, the college annual operating budget now relies entirely on current year operating revenues along with local support from contracted programs. The college's current resource allocation process demonstrates a renewed interest in transparency and accountability. Town halls provide opportunities for transparency and dialogue in relation to planning.

Green River uses its operational planning and budget development processes, as described in 3.A.1 through 3.A.4, to guide and prioritize resource allocation around human resources, education and program resources, student services resources, library and information resources, physical and technology resources and financial resources, all of which impact the college's ability to successfully meet and achieve mission fulfillment. The college adopted its current operational planning process in 2017-18, and each year since, the planning process has evolved to become more integrated and comprehensive. The college's budget development process has likewise evolved each year and is tied to operational planning. To prioritize requests for new funding, the college uses a rubric to demonstrate how requests support achievement of its core theme objectives, college priorities, strategic plan, and institutional needs.

5.B.2 The institution documents and evaluates regularly its cycle of planning, practices, resource allocation, application of institutional capacity, and assessment of results to ensure their adequacy, alignment, and effectiveness. It uses the results of its evaluation to make changes, as necessary, for improvement.

Green River documents and regularly evaluates its cycle of planning, practices, resource allocation, application of institutional capacity, and assessment of results to ensure adequacy, alignment, and effectiveness. The college uses the results of its evaluation to make changes, as necessary, for improvement.

The college has renewed its focus on transparent, collaborative planning. The college's current strategic plan was developed in 2013 with broad input from a 50-member strategic planning committee consisting of community members, students, trustees, faculty, and staff. The table below outlines the strategic intentions of the 2013-20 strategic plan and provides examples of actions taken by the college largely since 2016.

Table 5.3. 2013-20 Strategic Plan Progress and Results

Strategic Intentions	Actions Taken by the College
Improve student access, progression, and success	• Created a progress and completion center with full-time completion coaches • Adopted advising day • Shortened pipeline in English to ensure more students place into and progress through college-level English • Adopted the MESA center • Improve course placement processes and transparency • Analyze and improve scheduling to enhance pathways for evening students and others
Expand partnerships	• Collaborate with cities of Auburn, Pacific, and Algona on the Mayors' Taskforce on Strong Education, Careers, and Community • Partner with K-12 within the service area to improve seamless transitions for students • Engage with the Puget Sound Coalition for College and Career Readiness • Build ongoing relationships with legislators, local electives and organizations
Improve enrollment management	• Decreased student attrition during first week of quarter • Eliminated the supplemental institutional financial aid application • Built infrastructure in recruitment and outreach and hired professional recruiters to build partnerships with community organizations • Hired staff in financial aid focused on working with high schools to help students complete the FAFSA application • Designed new online orientation program in addition to face-to-face orientation to enable students to complete mandatory orientation
Cultivate equity and diversity	• Allocated a permanent budget to One Book program • Allocated a permanent budget to the GDEC • Created Benefits Hub • Engaging faculty and staff in professional development to build capacity for multi-dimensional equity work • Adopted integrated goals related to diversity, equity, and inclusion in operational plans
Improve fiscal stability	• Eliminated the college's budget deficit • Eliminated the college's reliance on fund balance to supplement operating budget • Revised the college's budget allocation process • Passed a board resolution to clarify the requirements for college reserves • Provided annual fiscal reports to the board

Strategic Intentions	Actions Taken by the College
Expand professional development	• Developing a plan for professional development center • Hired a learning and development manager whose primary role is to develop a culture of professional development throughout the organization • Expanded number of faculty and staff attending key conferences, such as SEM, Pathways, ATD, National Conference on Race and Ethnicity in American Higher Education, Faculty and Staff of Color Conference, and others
Improve communication and marketing	• Developed a campus-wide advertising campaign, *Why Wait?* • Redesigned the college's public-facing website and its intranet site • Developed the new, integrated student portal called My Green River

5.B.3 The institution monitors its internal and external environments to identify current and emerging patterns, trends, and expectations. Through its governance system it uses those findings to assess its strategic position, define its future direction, and review and revise, as necessary, its mission, core themes, core theme objectives, goals or intended outcomes of its programs and services, and indicators of achievement.

Green River is continually monitoring its internal and external environments in an effort to appropriately define its future direction. Since the last comprehensive evaluation, the college has endured shifts in state funding and transitions in leadership as well as internal turmoil. With new leadership, the college is better positioned to identify and monitor internal factors, as well as current and emerging patterns, trends, and expectations that will guide future decisions. The college maintains flexibility to sufficiently fulfill its mission in the foreseeable future. Through its governance system it uses those findings to assess its strategic position, define its future direction, and review and revise, as necessary, its mission, core themes, core theme objectives, goals or intended outcomes of its programs and services, and indicators of achievement.

Green River is preparing for a new strategic plan that will extend the consistent pursuit of the college's goals as articulated by college leadership since 2017: To be the first choice in higher education locally, first choice in partnership with service area business and industry, double completion rates, close equity gaps, and build a culture of belonging and caring.

CONCLUSION

CONCLUSION

Since the mid-cycle accreditation visit in 2016, Green River has evolved. While the turbulence during 2013-16 period eclipsed the college's focus on mission fulfillment, goals, and operations, the college has worked to refocus and recommit to its goals and values, and therefore, to its students and community. After the appointment of Scott Morgan as interim president in summer 2016, the college began to heal by restoring trust and communication. President Suzanne Johnson's arrival in summer 2017 became a turning point for the college. With her experience and reflective leadership, President Johnson has created spaces for sustained, college-wide engagement and dialogue around mission fulfillment. College leadership, faculty, staff, and students have come together to navigate significant internal challenges and create an environment of trust, stability, and sustainability. Simultaneously, changes to the Washington State higher education system's long-term practices and policies have compelled the college to continue to adapt and advance its own practices and policies. As the college moves forward, faculty and staff are collaborating to enact a vision of increased retention and completion while serving the increasingly diverse service-area population by closing equity gaps. Today, the college is committed to creating a student-centered learning environment where all students feel that they belong and know that they have a personal connection to the college community.

Enrollment

Green River is fortunate to be located in an area with a booming economy. Businesses and industries in the surrounding areas, many of them essential to the local and global technology and manufacturing sectors, seek employees holding postsecondary certificates and degrees. Research by Jenee Meyers Twitchell estimates that 68% of current Seattle-area jobs require some education beyond high school. In the college's surrounding areas composed of Auburn, Algona, and Pacific, data indicate that only 32% of adults 25 years of age and older have an associate's degree or higher. King County's colleges, trade and technical schools, and trades apprenticeship programs are not currently producing enough educated and skilled workers to meet the current and future needs of business and industry. Green River is poised to respond to this need by producing workers with two or four-year college degrees or other postsecondary credentials or apprenticeships.

Green River's service area has a rapidly growing population and changing demographics. For example, the Enumclaw Plateau's population is expected to increase by over 40% by 2036, with Black Diamond expected to add over 6,000 homes. Furthermore, with a growing immigrant population and several of the K-12 school districts within the college's service area expected to continue to grow in the near future, the college is expecting an increase in enrollment in transitional studies and its Running Start enrollment program. Green River strives to remain responsive to its community and will focus on offering more targeted programs to meet business and industry needs and more online, evening, and weekend classes and programs to meet student needs.

Learning

The college is currently undertaking Guided Pathways work with the intention of making a clear, actionable five-year plan with broad campus engagement. Guided Pathways aligns with the larger college mission of improving enrollment, retention, completion, and equity, which are the college's highest priorities. Engaging with Guided Pathways reforms will help focus and deepen the conversations on student learning outcomes and assessment as well as SEM. Conversations around Guided Pathways will help to clarify and galvanize campus-wide action related to the four most important measures for a community college: learning, equity, completion, and labor market outcomes. Guided Pathways will also require deep, sustained analysis to successfully assess student learning at all levels and in all areas,

including college readiness, career technical, continuing education, and transfer at the course, program, and institutional level.

Equity
Guided Pathways work will help the college to continue to institutionalize its growing investment in both professional development in and campus work on diversity, equity, and inclusion. The college anticipates augmenting these efforts with the addition of a vice president of diversity, equity, and inclusion as well as a fully staffed office to support that position. Again, this work demonstrates the college's responsiveness to the continued growth and diversification of its service area. Green River's already-increasing investments in diversity, equity, and inclusion are yielding increased awareness and action by faculty, staff, and students.

Completion
Guided Pathways offers opportunities to synergize the focus on equity and student learning outcomes assessment described above to support improvements in completion. The college's nascent professional development center can offer a hub for continued professional development and growth for all faculty and staff in diversity, equity, and inclusion. Ultimately, it may become the cornerstone for the work underlying Guided Pathways in that culturally responsive pedagogy and assessment of student learning outcomes are key components of that undertaking. As of this writing, the professional development center workgroup intends to offer up a proposal in late March 2020 so that the college may move forward in creating the center.

Labor Market Outcomes
Labor market outcomes, too, will be a focus of Green River's engagement with Guided Pathways as well as other initiatives. Locally, President Johnson has served on the Mayors' Task Force for Auburn, Algona, and Pacific to collaborate with civic leaders. Similar task-force style structures are in the works with the cities of Kent and Enumclaw to support deeper collaboration with local leaders. Green River will continue to focus on strengthening relationships and directly tying its continuing education, small business development, and career technical education to the evolving needs of the community. The college's career technical education area is committed to continued collaboration with advisory boards, and the college is committed to developing new BAS programs as needed. To strengthen transfer opportunities, the college is pursuing opportunities to clarify pathways with transfer-institution partners, particularly public four-year institutions in the state. In short, Green River is committed to creating pathways to sustainable, family-wage careers as well as up-skilling and re-skilling those employed by service-area businesses.

New Strategic Plan
Green River is preparing for a new strategic plan with a new vision that has been emerging since 2017:

- to be the first choice in postsecondary education in the area
- to be the first choice in partnership with business and industry
- to double completion rates
- to close equity gaps in five to seven years
- to build a culture of belonging and caring

The college is anticipating having a completed integrated governance and planning structure in place by the time the new strategic plan is completed. The 2021-26 strategic plan will help the college to align its operational plans, clarify its SEM master plan as well as its academic master plan, develop a facilities plan, and continue to align its budget and finance plan with institutional priorities.

As Green River looks forward, the college sees a bright future with a growing service area and great potential. The college strives to be a critical partner in the health and dynamism of the local economy and continues to seek opportunities to grow and evolve in concert with its rich, diverse community.

APPENDIX

APPENDIX A. LIST OF FREQUENTLY USED ABBREVIATIONS

ADA…………………American with Disabilities Act
ALO…………………Accreditation Liaison Officer
ASGRC……………..Associated Students of Green River College
ATD…………………Achieving the Dream
BAS…………………Bachelor's of Applied Science
BSR…………………Board Staff Relationships Policy Designator
CAP…………………Commencement Achievement Program
CBA…………………Collective Bargaining Agreement
CEU…………………Continuing Education Units
CO…………………..College Outcomes Policy Designator
CWLO……………..Campus-Wide Learning Outcomes
DSS…………………Disability Support Services
EL…………………… Executive Limitations Policy Designator
EOP…………………Emergency Operations Plan
ESCO………………Energy Service Company
FAFSA……………..Free Application for Federal Student Aid
FCRC……………….Faculty Curriculum Review Committee
FERPA……………..Family Educational Rights and Privacy Act of 1974
GA…………………..General Administrative Policy Designator
GDEC……………….Green River Diversity and Equity Council
GP…………………..Governance Process Policy Designator
HR…………………..Human Resources Policy Designator
I-BEST………………Integrated Basic Education and Skills Training
IC…………………….Instructional Council
ICRC………………..Intercollege Relations Commission
IEP…………………..Intensive English Program
IN……………………Instruction Policy Designator
IPEDS………………Integrated Postsecondary Education Data System
IT…………………….Information Technology Policy Designator
LOC…………………Learning Outcomes Committee
MAC………………..Master Achiever Center
MESA………………Mathematics Engineering Science Achievement
NSAR……………….New Student Advising and Registration
NWAC……………..Northwest Athletic Conference
NWCCU…………..Northwest Commission on Colleges and Universities
ODEI………………..Office of Diversity, Equity, and Inclusion
PA&I……………….. Program Assessment and Improvement
PPP………………… Program Prioritization Process
RCW………………..Revised Code of Washington
SA……………………Student Affairs Policy Designator
SASC……………….Student Affairs and Success Center
SAO…………………Washington State Auditor's Office
SBCTC……………..Washington State Board for Community and Technical Colleges
SEM…………………Strategic Enrollment Management
SID…………………..Student Identification Number
STEM……………….Science, Technology, Engineering and Mathematics

UF……………………..Green River United Faculty Coalition
WAC………………. Washington Administrative Code
WETRC…………… Washington Environmental Training Center
WFSE……………… Washington Federation of State Employees
WSAC………………Washington Student Achievement Council

APPENDIX B. CROSSWALK BETWEEN YEAR ONE AND YEAR SEVEN

Core Theme: College Transfer Education	
2014 Year One	**2016-17 Revision**
Objective I.A: Access Indicator I.A.1: # and % of students with an educational plan coordinated to achieving their educational goals. Indicator I.A.2: # and % of transfer pathways available in multiple modalities and formats. Indicator I.A.3: # and % of College Transfer learning resources available in multiple language. Indicator I.A.4: Relation of College Transfer demographics to community demographics and associated gaps.	**Objective 1: Students enrolled in transfer programs are retained.** Indicator 1.1.1: % of transfer students retained from 1st quarter to 2nd quarter. Indicator 1.1.2: % of transfer students retained from 1st year to 2nd year. Indicator 1.1.3: % of transfer students who successfully complete college-level math with a 2.0 GPA or higher within 1st year of enrollment. Indicator 1.1.4: % of transfer students who successfully complete English 101 with a 2.0 GPA or higher within 1st year of enrollment.
Objective I.B: Success Indicator I.B.1: # and % of students who successfully transfer to a four-year college or university. Indicator I.B.2: Grade point average (GPA) of College transfer students in relation to transfer students from other colleges. Indicator I.B.3: # and % of students prepared to succeed at four-year college and university-level educational programs.	**Objective 2: Students enrolled in transfer programs are prepared to transfer.** Indicator 1.2.1: % of transfer students who complete a degree within three years (150% of completion time). Indicator 1.2.2: % of transfer students who become transfer-ready within three years (complete 45+ credits with a 2.0 GPA or higher but no degree).
Objective I.C: Equity Indicator I.C.1: Disaggregation of students by special populations for indicators I.B.1, I.B.2, I.B.3. Indicator I.C.2: Survey students from special populations with respect to student engagement & satisfaction.	**Objective 3: Students enrolled in transfer programs continue their education at four-year baccalaureates.** Indicator 1.3.1: % of transfer graduates who enroll at a four-year baccalaureate (within two years). Indicator 1.3.2: % of transfer-ready students who enroll at a four-year baccalaureate (within two years).
Objective I.D: Responsiveness Indicator I.D.1: Students have mandatory advisory appointments to address their needs, projected further education, and employment opportunities. Indicator I.D.2: Students experience efficiency in transfer in terms of time to transfer and number of credits that transfer. Indicator I.D.3: # of students transferring into four-year college and university educational	**Objective 4: Students are successful as they transfer to baccalaureates.** Indicator 1.4.1: GRC transfer students perform at par or better in their first quarter than other CC transfer or native students.

programs in high-demand employment fields, including new baccalaureate programs at Green River.	
Objective I.E: Collaboration Indicator I.E.1: # of four-year colleges and universities and educational programs where the College's students transfer. Indicator I.E.2: # of College partnerships with four-year colleges and universities resulting in transfer pathways. Indicator 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.	

Core Theme: Career and Technical Education	
2014 Year One	**2016-17 Revision**
Objective II.A: Access Indicator II.A.1: # and % of students who complete their education profile package (e.g., financial aid application, enrollment application, placement, transcripts). Indicator II.A.2: # and % of students whose time to complete programs aligns with the published program completion time.	**Objective 1: Students enrolled in career and technical programs are retained.** Indicator 1.1.1: % of career/technical students retained from 1st quarter to 2nd quarter. Indicator 1.1.2: % of career/technical students retained from 1st year to 2nd year. Indicator 1.1.3: % of degree-seeking career/technical students who complete related instruction (computation/written communication) within 1 year of enrollment.
Objective II.B: Success Indicator II.B.1: # and % of students who achieve credentials certificates or degrees. Indicator II.B.2: # and % of students who are working in related employment field after leaving the College.	**Objective 2: Students enrolled in career and technical programs progress.** Indicator 1.2.1: % of career/technical who complete a degree or certificate within three years (150% of completion time). Indicator 1.2.2: % of career/technical students who achieve 45 college-level credits (workforce ready but no degree). Indicator 1.2.3: % of career/technical programs in high-demand fields as defined by Workforce Development Council.
Objective II.C: Equity Indicator II.C.1: Disaggregation of students by special populations for indicator II.B.1. Indicator II.C.2: Survey students from special populations with respect to student engagement & satisfaction.	**Objective 3: Students graduating from career and technical programs secure employment.** Indicator 1.3.1: % of career/technical program graduates employed nine months after graduation. Indicator 1.3.2: % of career/technical advisory committee members surveyed rate GRC

	career/technical graduates well prepared for employment.
	Indicator 1.3.3: % of career/technical advisory committee members surveyed agree or strongly agree that GRC career/technical programs meet the needs of the community.
Objective II.D: Responsiveness Indicator II.D.1: # and % of programs in high-demand employment fields as defined by Workforce Development Council. Indicator II.D.2: # of program completers in relation to projected labor market demand in related employment field (local, regional, or state).	
Objective II.E: Collaboration Indicator II.E.1: # of partnerships with K-12 schools, business and industry, and community. Indicator II.E.2: Information on where/how students learned about educational program of interest.	

Core Theme: College Readiness Education

2014 Year One	2016-17 Revision
Objective III.A: Access Indicator III.A.1: # of students in community-based classes. Indicator III.A.2: # and variety of locations for community-based classes. Indicator III.A.3: # of community-based organizations/ partnerships. Indicator III.A.4: Extent of wrap-around student services for college readiness in terms of frequency, time commitment, and type of service.	**Objective 1: Students enrolled in college readiness courses and programs complete and transition.** Indicator 1.1.1: % of TS/ESOL students who transition from lower level to upper level within same or next year. Indicator 1.1.2: % of students who enroll in developmental courses successfully complete (course completion).
Objective III.B: Success Indicator III.B.1: # and % of students who meet their stated educational goals. Indicator III.B.2: # and % of students who move from pre-college to college level classes. Indicator III.B.3: # and % 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.	**Objective 2: Students in college readiness courses and programs transition to the next level.** Indicator 1.2.1: % of career/technical who complete a degree or certificate within three years (150% of completion time). Indicator 1.2.2: % of career/technical students who achieve 45 college-level credits (workforce ready but no degree). Indicator 1.2.3: % of career/technical programs in high-demand fields as defined by WDC.

Objective III.C: Equity	Objective 3: Students transitioning from college readiness to the next level successfully complete the level.
Indicator III.C.1: Disaggregation of students by special populations for indicators III.B.1, III.B.2, III.B.3 and III.B.4.	Indicator 1.3.1: % of TS/ESOL students who transitioned to developmental math and/or English successfully complete.
Indicator III.C.2: Survey students from special populations with respect to student engagement & satisfaction.	Indicator 1.3.2: % of TS/ESOL students who transition into any college-level courses within three years.
	Indicator 1.3.3: % of developmental students (math 097/Engl099) who transitioned to 1st college-level math and English complete.
	Indicator 1.3.4: Developmental students (math 097/Engl099) who transition 1st college-level math and English complete at the same rate or higher rate compared to as direct-entry students.
Objective III.D: Responsiveness	
Indicator III.D.1: # of students indicating high confidence in coping with the College's culture and learning opportunities.	
Indicator III.D.2: # of students completing high school exiting credentials.	
Indicator III.D.3: # of pathways to basic skills attainment.	
Indicator III.D.4: Student gains in basic skills courses.	
Indicator III.D.5: # of languages used in our communities and relation to College's language responsiveness in educational programs and services.	
Objective III.E: Collaboration	
Indicator III.E.1: # of community partners involved and actively engaged at College in terms of time commitment and type of engagement.	
Indicator III.E.2: # of students served through community partnerships.	
Indicator III.E.3: Ratio of number of bidirectional requests from K-12 to number of partnerships established between Green River and K-12.	
Indicator III.E.4: # of K-12 School partners indicating satisfaction with College relationship.	

Core Theme: Continuing and Community Education	
2014 Year One	**2016-17 Revision**
Objective IV.A: Access Indicator IV.A.1: # of classes per year offered at a non-College site or alternative delivery mode. Indicator IV.A.2: # of informational events provided to campus and community to increase knowledge of continuing and community education.	**Objective 1: Health of programs** Indicator 1.1.1: Revenue generation (by program) Indicator 1.1.2: # of Students Served (by program) Indicator 1.1.3: # of new course offerings (by program)
Objective IV.B: Success Indicator IV.B.1: # and % of repeat students over three years. Indicator IV.B.2: # and % of continuing and community education students that would refer others. Indicator IV.B.3: # outreach events and needs analyses conducted to determine needs.	**Objective 2: Responsiveness to community needs.** Indicator 1.2.1: % of offerings that qualify for or apply to getting or maintaining professional certifications or licenses. Indicator 1.2.2: % of students who would recommend the class they are taking to others.
Objective IV.C: Equity Indicator IV.C.1: Classes targeted at diverse students and communities. Indicator 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.	**Objective 3: Collaborations to enhance programs ability to serve constituents.** Indicator 1.3.1: # of internal collaborations Indicator 1.3.2: # of external collaborations
Objective IV.D: Responsiveness Indicator IV.D.1: # of new classes offered. with the College's culture and learning opportunities. Indicator IV.D.2: # and % of courses that run.	
Objective IV.E: Collaboration Indicator IV.E.1: # of partnerships with K-12 schools, business and industry, and community. Indicator IV.E.2: # 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. Indicator IV.E.3: # of offerings that qualify or apply to maintaining professional certification/license or enhance post-degree/certificate skills.	

Green River COLLEGE

COLLEGE ORGANIZATIONAL STRUCTURE

Board of Trustees

Suzanne Johnson
President

Suzanne McCudden
Executive Assistant to the President

Last Revised: March 5, 2020

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Shirley Bean, Vice President

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- Budget

Human Resources
- Labor & Employee Relations
- Recruiting & Staffing
- EEO/Affirmative Action
- Classification & Compensation
- Benefits
- Training & Staff Development
- Workplace Safety, Health, and Welfare

Controller
- Accts Payable
- Accts Receivable
- General Accounting
- Payroll
- Purchasing
- Audit Coordination
- Internal Control

Facilities
- Administrative
- Capital Projects
- Maintenance/Projects
- Building Services
- Custodial Services
- Grounds Services

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LLC Support

INSTRUCTION
Rolita Ezeonu, Vice President

Library and Media Services

eLearning

Academic Resources Centers
- Math Learning Center
- Tutoring and Resource Center
- Writing and Reading Center
- Public Speaking Center
- Master Achiever Center

Continuing and Community Education
- Continuing Education
- Washington Environmental Training Center
- Corporate Training

Small Business Center
- Small Business Development Center
- Procurement Technical Assistance Center

Branch Locations
- Kent Location
- Enumclaw Location
- Auburn Center

Instructional Divisions
- Business & Law
- English
- Humanities
- Health Sciences, Nursing & Education
- Transitional Studies & Wellness
- Fine Arts
- Math
- Social Science
- Science
- Technology
- Trades

Center of Excellence for Careers in Education

Workforce Education

Instructional Deans

Instructional Support
- Instructional Support Services
- Building Secretaries

High School Options
- Open Doors

STUDENT AFFAIRS
Deb Casey, Vice President

Student Affairs
- Assessment & Testing Center
- Campus Safety
- Career & Advising Center
- Career Planning
- Educational Planning
- Disability Support Services
- Office of the Registrar
  - Admissions
  - Records
  - Registration
- Financial Aid
- Judicial Affairs
- Running Start and College in the High School
- Student Life
  - Athletics
  - CLEO
  - Diversity, Equity & Inclusion
  - Int'l Student Activities
  - Student Government
  - Auxiliary Services
    - Food Services
    - Paper Tree
    - Scheduling & Conf. Services
- TRIO Student Support Services
- Veteran Services
- Violence Prevention Center

INTERNATIONAL PROGRAMS AND EXTENDED LEARNING
Wendy Stewart, Vice President

Study Abroad

International Programs
- IEP
- International Marketing
- International Student Services
- International Operations
- International Student Advising
- International Student Outreach
- International Student Activities
- International Student Data
- International Housing

- International Outreach
- Extended Learning

COLLEGE ADVANCEMENT
George Frasier, Vice President

GRC Foundation
- Executive Director
- Board and Committees
- Major and Planned Gifts
- Annual Fund and Scholarships
- Student Housing

Development
- Alumni
- Grants
- Events

Real Estate Dev.

College Relations

Public Information
- Public Information
- KENU/KGRG
- EOC Management

Marketing & Communications
- Publications
- Web Services
- Print Shop

INSTITUTIONAL EFFECTIVENESS
Fia Eliasson-Creek, Director

Institutional Effectiveness
- Strategic Planning
- Accreditation
- Institutional Research
- Assessment

INFORMATION TECHNOLOGY
Camellia Morgan, Executive Director

Information Technology
- Administrative Systems
- Client Services
- Enterprise Services
  - Network
  - Infrastructure
  - IT Security
- Database and Appl. Development
- Staff Training
- Telephone
- Communications

APPENDIX D. INSTRUCTIONAL OVERVIEW

Green River COLLEGE

Instructional Overview

Last Revised: March 6, 2020

Suzanne Johnson
President

Suzanne McCudden
Executive Assistant to the President

Wendy Stewart
Vice President International Programs and Extended Learning

Vivette Beuster
Associate Dean of IEP and Extended Learning

IEP
- Basic
- Intermediate
- Advanced
- Academic Preparation

Extended Learning
- Study Abroad
- WA Certification Services
- Short Term Programs
- Grants & Contracts

Rolita Ezeonu
Vice President Instruction

Elaine Stricklin
Executive Assistant

Sidney Weldele-Wallace
Interim Dean of Business and Law

Business and Law
- Accounting
- Business Administration
- Business Education
- Business Management
- Comp. Reporting Tech.
- Criminal Justice

Workforce Education

Trades Division
- Automotive
- Carpentry
- Manufacturing
- Welding

Jamie Fitzgerald
Dean of English and Humanities

English Division
- English
- Reading/Study Skills
- Writing Center

Humanities Division
- Counseling Services
- Foreign Languages
- Humanities
- Philosophy
- Communication Studies
- Public Speaking Center
- Teaching & Learning Center

Catherine Wells
Dean of Science and Math

Science Division
- Anatomy & Physiology
- Astronomy
- Biology
- Chemistry
- Environmental Science
- Geology
- Physics

Mathematics Division
- Math Learning Center

Catherine Cantrell
Interim Dean of Health Sciences Division

Health Science Division
- Occupational Therapy Assistant
- Physical Therapist Assistant
- Early childhood education
- Parent-child education

Karalynn LaValley
Associate Dean of Nursing
- Practical Nursing
- Nursing Assistant
- Phlebotomy

Catherine Wells
Interim Dean of Technology
- Aviation
- Computer Information Technology
- Design Drafting Technology
- Engineering
- Natural Resources
- Water/Wastewater

Catherine Cantrell
Dean of Transitional Studies and Wellness Divisions

Transitional Studies and Wellness Division
- Adult Basic Education/GED
- English for Speakers of Other Languages
- Health and Physical Education
- High School Completion

Tsai-En Cheng
Dean of Branch Locations for Academic and Program Development

Continuing Education
- Continuing and Community Education
- Small Business Center

WETRC
- Training Examinations
- Professional Growth Programs

Branch Locations
- Downtown Auburn Center
- Enumclaw Location
- Kent Location

Christie Gilliland,
Dean of Fine Arts, Social Science Tutoring Center

Fine Arts Division
- Art
- Dance
- Drama
- Journalism
- Music
- Photography

Tutoring and Resource Center

Social Science Division
- American Ethnic & Minority Studies
- Anthropology
- Economics
- Geography
- History
- Political Science
- Psychology
- Sociology

Jennifer Dysart
Dean of Library & Media Services

Library & Media Services
- Library
- Media Services

eLearning

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APPENDIX E. DR. SUZANNE JOHNSON'S CURRICULUM VITAE

SUZANNE M. JOHNSON, Ph.D.

Home Address:

Work Address:
12401 SE 320th St.
Office of the President, AD-12
Green River College
Auburn, WA 98092

Administrative Experience:

President / CEO, Green River College (2017 - present)
-providing institutional leadership as president and chief executive officer for the college

> **National Service:**
> 2019 – 2020: **AACC Commission on Student Success**: commission member
> 2017 – 2019**: AACC Commission on Global Education:** commission member
>
> **Service to the state of Washington CTC system:**
> 2019 – 2020: **Strategic Visioning Committee** for WACTC / SBCTC: **Chairperson**
> 2017 – 2019: **Task Force for Strategic Enrollment Management** for WACTC / SBCTC: **Co-Chair** of a two-year task force convened to address enrollment in the CTC system
> 2018 – 2019**: Legislative Liaison Committee** for WACTC / SBCTC: committee member
> 2017 – 2018: **Education Services Committee** for WACTC / SBCTC: committee member
>
> **Community Service:**
> 2017 - present: **Auburn Symphony Orchestra Board**: Board of Director's member
> 2017 - present: **Auburn Rotary**: Rotary member
> 2018 – present: **Mayors' Workforce Initiative: Strong Education, Strong Careers, Strong Communities in Auburn, Algona and Pacific:** steering committee member
> 2019 – present: **King County Metro-Renton, Kent, Auburn Area Mobility Plan – Partner Review Board:** review board member
> 2019 – 2020: **United Way of King County Bridge to Finish Advisory Council**: council member
> 2018 – 2019: **United Way of King County Task Force on Poverty**: task force member

Vice President for Academic Affairs, Suffolk County Community College (2015 - 2017)
-provide leadership and oversight of academic affairs throughout the College at the largest multi-campus community college of the SUNY system

-provide guidance and oversight for all credit and non-credit offerings in academic programs, workforce development, and continuing education
-provide guidance and oversight for curriculum development, articulation agreements, instructional modalities, and class scheduling consistent with community workforce needs and in support of academic quality and student success
-develop, communicate, coordinate, and implement all academic policies and procedures to provide consistency throughout the College to serve the needs of all students
-work collaboratively with Campus Executive Deans to ensure consistency in providing academic programming and faculty support to the three campuses
-organize and lead the development and implementation of a comprehensive and sustained system of learning assessment and program evaluation in collaboration with faculty and staff
-establish policies for appointment, evaluation, and assignment of full-time and part-time professional personnel in the academic, workforce and continuing education area; coordinate the request for personnel lines, and coordinate the promotion process for full- and part-time professional staff in academic affairs
-provide leadership in the development of the annual academic calendar, the College handbook, the College catalog, and other related academic affairs publications, reports and documents
-serve as advocate for students, faculty, academic departments, programs, and the administration, to promote policies, procedures, and allocation of resources that respond to the needs of all College stakeholders
-provide enhanced opportunities for full-time and adjunct faculty professional development
-represent the Office of Academic Affairs within the College, and locally, regionally, nationally, with the State University of New York, to enhance communication, to establish "best practices", and to promote the College and its mission
-oversee the accreditation process for the College including the Middle States Association for Colleges and Schools and for other specialized program accreditation
-supervise Associate Vice Presidents of Academic Affairs and Workforce Development, College-wide Deans of Instruction and their direct reports, and the College's Office of Sustainability
-coordinate new curriculum proposals for submission to the State University of New York and the State Education Department
-participate as appropriate in the negotiation and implementation of professional employee bargaining agreements
-serve as a member of the President's Cabinet
-act as Chief Executive Officer of the College, when so designated, in the absence of the President

Additional Administrative Responsibilities (Suffolk County Community College):

2015 - 2017   **Board of Trustees Executive Subcommittee**: committee member
2015 - 2017   **Board of Trustees Subcommittee on Student Success:** committee member
2015 - 2017   **Strategic Planning Committee**: committee member
2015 - 2017   **Joint Planning and Assessment Council**: committee member
2015 - 2017   **College Committees addressing faculty development and personnel decisions:**
　　　　　　　co-chair various committees addressing Faculty Development, and Personnel
　　　　　　　Evaluations for continuous appointment and promotion

2015 - 2017   **Task Force on Diversity:** Cabinet member for the College wide task force
2015 - 2017   **Student Engagement Committee:** committee member

Interim Campus President, Sylvania Campus, Portland Community College: (2014 – 2015)
-serve as the Executive Officer of the campus with an operating budget of approximately 44 million dollars and student enrollment of nearly 30K part-time & full-time students
-provide leadership to all campus-based student development and instructional programs and services; staff and faculty
-provide leadership and direct supervision of the Campus Dean of Students and Campus Dean of Instruction
-work with the deans / department chairs to establish goals and strategies for meeting the educational and student development needs of the community
-provide leadership and oversight to other district-wide programs
-participate in the selection of campus management, classified staff and academic professionals; have oversight for all faculty of the campus, subject to final approval of the District President and Board
-promote, support, and maintain racial and ethnic diversity among students, faculty, and staff
-develop and manage the campus budget as well as provide leadership for resource development and effective resource management
-serve as a member of the District President's staff and member of President's Cabinet
-represent the college to the campus community
-develop and market entrepreneurial programs that achieve positive net revenue and alternative revenue streams for the college
-advocate for the needs of the college campus and its community
-represent the college to the community at large through involvement with service, charitable, community and business organizations, and fundraising activities

Additional Administrative Responsibilities (Portland Community College):

2014-2015:   **Oregon President's Council**: member of the 17 Community Colleges State-wide Council of Community College Presidents
2014-2015:   **Budget Planning Advisory Council:** committee member
2014-2015**:**   **Administrative Advisory Committee:** member for contract negotiations with faculty Unions
2014-2015**:**   **Northwest Accreditation Committee:** member for PCC's seven year review
2014-2015**:**   **Diversity and Inclusion Co-Experiential Learning Series**: Sylvania Campus leadership training undertaken with the Office of Equity and Inclusion
2015:   **Campus Compact Executive Leadership Series:** participant on Equity: Improving Outcomes for Students of Color

Dean of the College / Dowling College: 2012 - 2013:
-provide leadership to the four Schools of the College: Arts & Sciences, Education, Business, and Aviation
-provide leadership and oversight of all academic student support services including tutoring, services for learning disabled students, remedial programs, and HEOP (Higher Education Opportunity Program)

-approve the hiring of adjunct faculty and participate in the recruitment and hiring of full time faculty College wide
-oversee special programs aimed at retention and academic performance
-oversee the assessment and evaluation of academic offerings and course content
-collaboratively work with faculty College wide to implement appropriate enhancements and improvements to existing academic programs
-conduct outcomes assessment of special programs as required
-recommend a College-wide academic schedule of classes and budgetary expenditures
-coordinate with enrollment services a system for standardized new student testing
-approve budgetary expenditures across all academic departments
-provide leadership and oversight of the development, implementation and evaluation of the College curricula to ensure enhancement and maintenance of quality and appropriateness relevant to the College's mission and goals
-provide leadership and direct the activities and contributions of faculty, administrators and staff College wide
-coordinate, oversee and ensure compliance for specialized accreditation (e.g. NCATE, AABI, IACBE)
- represent the College to assist with evaluators' reviews of various programs for the purposes of accreditation (e.g. NCATE, AABI, IACBE, Middle States)
-review findings; report as appropriate and recommend the appropriate changes regarding accreditations (e.g. NCATE, AABI, IACBE, Middle States)
-oversee placement of students in student teacher placements and internships
-oversee articulation agreements with surrounding institutions and BOCES

Academic Chair of Social Sciences Division / Dowling College: 2010-2012; 1993-1994:
-oversee the professional development and curriculum of the division
-evaluate faculty re: promotion, contract renewal, and tenure
-mentor faculty as needed to assist performance in the classroom and/or other professional development
-coordinate semester course schedules from Department Chairs in the division and present these schedules to the Dean
-oversee all changes to existing courses and approve new courses to department offerings
-oversee all changes to existing minors and approve the development of new minors
-oversee all changes to existing majors and approve the development of new programs of study
-recommend any significant changes to degree requirements
-recommend proposals concerning general education College wide
-review proposals for and recommend faculty for released time for professional development
-review proposals for and recommend faculty for travel and research funds
-review and recommend applications for sabbatical leaves
-represent the members of the Social Sciences Division (six academic departments: Anthropology, Sociology, Economics, Political Science, History, and Psychology) to the Faculty Administrative Senate
-represent the members of the division in working with the broader Administration and the standing committees of the Faculty and such ad hoc committees as may be created by the Faculty Administrative Senate
-represent the members of the Social Sciences Division on the Faculty Curriculum Committee

Department Chair (Psychology) / Dowling College: 2003-2005; 2001-2002:
-recruit and screen adjunct and full-time faculty in consultation with appropriate faculty in the Department and recommend such faculty to the Faculty Development and Curriculum Committee
-recommend the operating budget for the Department in consultation with appropriate faculty in the Department
-develop and coordinate the curriculum within the department and represent the Department to the Administration, working cooperatively with Enrollment Services to enhance enrollment, and working with Academic Chairs and Dean in scheduling
-recommend a coordinated and sound schedule of course offerings in consultation with appropriate faculty within the Department and submit this schedule to the Academic Chair for submission to the Dean
-grant credit for proficiency and consider waivers of degree requirements in accordance with policies set by the Faculty Administrative Senate and in consultation with appropriate faculty
-serve as a member of the Division's Faculty Development and Curriculum Committee and represent the members of the Department

Additional Administrative Responsibilities (Dowling College):

2012-2014:   **Middle States Steering Committee**: Co-chair of committee for Decennial Accreditation review
2011-2013:   **Strategic Planning Committee**: committee member (as Academic Chair and then Dean of the College)
2010-2012:   **Chairperson**: **Faculty Development and Curriculum Committee / Social Sciences Division**
2010-2012:   **Faculty Administrative Senate**: senate member
2010-2012:   **Curriculum Committee:** social sciences representative / committee member
2007-2009:   **Faculty Personnel Committee:** Social Sciences Representative
2003-2004:   **College Wide Planning and Priorities Committee**: committee member
2003-2004:   **Faculty Personnel Committee:** Social Sciences Representative
2001-2002:   **Middle States Steering Committee:** committee member
2001-2002:   **Strategic Planning Committee**: committee member (as Department Chair)
1996-1999:   **Chairperson**: **Academic Standards Committee**
1996-1999:   **Joint Committee of Academic Administrators:** committee member
1994-1999:   **Faculty Administrative Senate:** senate member (various representative roles, Union President, Academic Standards Committee Chairperson)
1994-1996:   **Faculty Union Executive Committee** (as President and past President)
1994-1995:   **Faculty Union President:** Dowling College Chapter of NYSUT
1993-1994:   **Curriculum Committee:** social sciences representative / committee member
1992-1994:   **Program Coordinator:** First Year Seminars / College Orientation Program for Incoming First Year Students
1990-1993:   **Long Range Planning and Development Committee**: social sciences representative / committee member

Academic Experience / Summary of Positions held at Dowling College:

2001 – 2012:   Professor of Psychology
1995 – 2001:   Associate Professor of Psychology
1991 – 1995:   Assistant Professor of Psychology
1988 – 1991:   Instructor of Psychology

Education:

Ph.D.: Stony Brook University: Developmental Psychology
M.A.: Stony Brook University: Psychology
B.A.:   Ithaca College: Major: Psychology   Minor: Art History

Honors and Awards:

2020:   **Aspen New Presidents Fellowship:** selected into the inaugural class of the Aspen Presidential Fellowship for Community College Excellence (2020 – 2021).
2019:   **Connect Achieve Award**: given by the **Auburn Chamber of Commerce** recognizing an Educator that has excelled in creating, implementing or supporting a high-caliber education and / or workforce development system aligned with closing employment gaps.
2019:   **Educator of the Year**: given by the **Kent Chamber of Commerce** for providing significant impacts to ensure a highly motivated and skilled workforce.
2016:   **Aspen Aspiring Presidents Fellowship**: selected into the inaugural class of the Aspen Presidential Fellowship for Community College Excellence (2016-2017).
2015:   **Deborah Evind Powerhouse Award** in appreciation of dedication to serving the Women's Resource Center of Portland Community College
2015:   **Dr. Diane Mulligan Friend of ROOTS Award** - Portland Community College
2014**: Student Government Association's Women's Month Award:** Given by Dowling College Student Government Association for outstanding leadership at Dowling College.
2002:   **Gold Award:** from Foreword Magazine for best parenting book of 2001 from an independent or university press (For Lesbian Parents, Guilford Press)
2001:   **PRIDE Award:** Recipient of the Dowling College Faculty PRIDE award for excellence and service to Dowling College
2000:   **Student Government Association's Women's Month Award:** Given by Dowling College Student Government Association for outstanding leadership at Dowling College.
1997:   **The Dowling College Women's Month Inspiration Award:** Given by the Dowling College Cultural Affairs Committee for outstanding leadership at Dowling College.
1994:   **Professor of the Year:** Given by Dowling College's Program for Learning Disabled College Students.
1993:   **Outstanding Club Advisor:** Given by the Student Government Association of Dowling College for outstanding service and dedication to the students of the Psychology Club.
1992:   **Faculty Appreciation Award:** Given by Dowling College's Chapter of Alpha Chi and the Dowling College Academic Excellence Society.

Publications:

Johnson, S. and O'Connor, E. & Tornello, S. (2016). *Gay and Lesbian Parents*. Kuehnle, K. & Drozd, L. (eds.) Parenting Plan Evaluations: Applied Research for the Family Court, 2nd edition. Oxford University Press.

Tornello, S., Johnson, S., & O'Connor, E. (2013). *Relationship Quality among Lesbian Mothers in Planned Families.* Journal of GLBT Family Studies, 9:4, 346-363.

Johnson, S. (January 2012). *Lesbian Mothers and Their Children: The Third Wave.* Journal of Lesbian Studies., 16:1, 45-53. The Haworth Press.

Johnson, S. and O'Connor, E. (2012). *Gay and Lesbian Parents*. Kuehnle, K. & Drozd, L. (eds.) Parenting Plan Evaluations: Applied Research for the Family Court. Oxford University Press.

Johnson, S. (2009). *Between a Rock and a Hard Place.* Feminism and Psychology (Special feature on negotiating sexualities in higher education classrooms), 19:2, pp. 186-189. Sage Publications.

Johnson, S. (2008). *My Revolving Closet Door*. Journal of Lesbian Studies, (Special thematic issue on "Lesbians and Work" simultaneously published in book form), 12:1, pp. 59-68. The Haworth Press.

Johnson, S. (2006). *Life as Mama*. Chapter appearing in The Other Mother: Non-Biological Lesbian Moms Tell All, pp.101-112. New York: Beacon Press.

Johnson, S. and O'Connor, E. (2005). *Are the Children Normal?*   Chapter in Contemporary Issues Companion: Gays and Lesbians, pp. 77-81. (CIOGAL) published by Thomson / Gale.

Johnson, S. and O'Connor, E. (2005). *Family Functioning in Gay and Lesbian Families in the United States*. Chapter appearing in Homoparentalites, Etat Des Lieux, pp. 357-362. Eres Press (France).

Johnson, S. and O'Connor, E. (2002). The Gay Baby Boom: The Psychology of Gay Parenthood: New York: New York University Press.

O'Connor, E. and Johnson, S. (2002) *Lagging Behind: Gay Couples Live Normal Lives at Home but Not in the Law*. Long Island Newsday, Sept 15, 2002, p. A31.

Johnson, S. and O'Connor, E. (2001). For Lesbian Parents: Your Guide to Helping Your Family Grow Up Happy, Healthy and Proud. New York: Guilford Press. (Second printing 2005 with simultaneous publication / translation into Spanish.)

Presentations:

Howard, J., Johnson, S., & Johnson, S. (2017). "The Elephant in the Room: Part-time Faculty and the Student Success Agenda". To be presented at the upcoming American Association of Community Colleges, New Orleans, LA, April 24, 2017.

Howard, J. & Johnson, S. (2016). "Her Brave New World: Gender and Transformational Leadership in Community Colleges of the Future". American Association of Community Colleges, Chicago, Il., April 12, 2016.

Johnson, S. (2011). Invited presentation: "GLBT Parents and Their Children: What Does Research Say and How Are They Treated in the Law?" at The Association of Family and Conciliation Courts, New York Bar Association, Manhattan, November 18, 2011.

Johnson, S. (2011). Invited presentation on counseling issues with gay and lesbian clients who are parents or who are considering parenthood entitled "Psychological and Clinical Issues Facing Q Parents and Prospective Q Parents" at ihi Chelsea (Institute for Human Identity), Chelsea, New York, November, 2011.

Johnson, S. (2011). Invited presentation on the Gay Baby Boom: Research Past and Present for the Dowling College annual theme: America Past and Present, Dowling College, March 31, 2011.

Johnson, S. (2011). Invited presentation / workshop: "What Every Preschool and Daycare Provider Needs to Know About Children With Gay and Lesbian Parents" presented at the 13th annual Long Island Infant, Toddler, Preschool Staff Training Event. Sponsored by Hi Hello Child Care Training Institute and funded by the Rauch Foundation. February, 12, 2011, Freeport, Long Island, New York.

Johnson, S. (2010). Invited presentation on counseling issues with gay and lesbian clients who are parents or who are considering parenthood entitled "Psychological and Clinical Issues Facing Q Parents and Prospective Q Parents" at ihi Chelsea (Institute for Human Identity), Chelsea, New York, October 29, 2010.

Johnson, S. (2009). Invited presentation on gay and lesbian parenting and family formation entitled "Paths to Parenthood" at ihi Chelsea (Institute for Human Identity), Chelsea, New York, November 2009.

Johnson, S. (2008). Invited presentation on gay and lesbian parenting entitled "Who's My Mommy? Who's My Daddy?" at ihi Chelsea (Institute for Human Identity), Chelsea, New York, November 12, 2008.

Johnson, S. (2008). Invited presentation on "The Making of a Serial Killer". Presented at Comsewogue Public Library, Port Jefferson Station, New York, September 17, 2008.

Johnson, S. (2008). Invited presentation on "The Making of a Serial Killer". Presented at Emma S. Clark Library, Setauket, New York, May 9, 2008.

Johnson, S. (2007). Children's Adjustment and Development in Gay and Lesbian Headed Families. Presented at the 12th annual LIGALY (Long Island Gay and Lesbian Youth) conference held at Hofstra University March 13, 2007.

Johnson, S. (2006). Special Issues Facing Gay and Lesbian Couples: From Couple to Family. Presented at the 11th annual LIGALY (Long Island Gay and Lesbian Youth) conference held at Hofstra University, March 13, 2006.

Johnson, S. (2006). Children's Adjustment and Development in Gay and Lesbian Headed Families. Presented at the 11th annual LIGALY (Long Island Gay and Lesbian Youth) conference held at Hofstra University March 13, 2006.

Johnson, S. (2005). Invited presentation on Considering Parenthood. LIGALY (Long Island Gay and Lesbian Youth) Center, Bay Shore, April 25, 2005.

Johnson, S. and O'Connor, E. (2005). Invited presentation on Gay and Lesbian Parenting and Therapy Issues, Dept. of Psychology, SUNY Stony Brook, April 20, 2005.

Johnson, S. (2005). Special Issues Facing Gay and Lesbian Couples: From Couple to Family. Presented at the 10th annual LIGALY (Long Island Gay and Lesbian Youth) conference held at Hofstra University, March 7, 2005.

Johnson, S. (2005). Children's Adjustment and Development in Gay and Lesbian Headed Families. Presented at the 10th annual LIGALY (Long Island Gay and Lesbian Youth) conference held at Hofstra University March 7, 2005.

Johnson, S. and O'Connor, E. (2005). Invited presentation for LIGSEA (Long Island Gay Straight Education Association) entitled: "Building Bridges between Gay and Lesbian Parents and the School Community", January 21, 2005.

Johnson, S. and O'Connor, E. (2004). Invited presentation on Gay and Lesbian Parenting and Therapy Issues, Dept. of Psychology, SUNY Stony Brook, May 5, 2004.

Johnson, S. (2003). Invited presentation on Gay and Lesbian Headed Families presented for the SAFE club at Sachem North High School, May 13, 2003, Long Island, New York.

Johnson, S. and O'Connor, E. (2003). Invited presentation on Gay and Lesbian Parenting and Therapy Issues, Dept. of Psychology, SUNY Stony Brook, April 30, 2003.

Johnson, S. (2003). Invited presentation / workshop: "What Every Preschool and Daycare Provider Needs to Know about Children with Gay and Lesbian Parents" presented at the 5th annual Long Island Infant, Toddler, Preschool Staff Training Event. Sponsored by Hi Hello

Child Care Training Institute and funded by the Rauch Foundation. February, 22, 2003, Freeport, Long Island, New York.

Johnson, S. and O'Connor, E. (2003). Invited presentation: "Gay and Lesbian Headed Families" presented at the January meeting of PFLAG of Long Island, January 19, 2003, Huntington Unitarian Universalist Church.

Johnson, S. and O'Connor, E. (2002). Invited presentation on Gay and Lesbian Parenting and Therapy Issues, Dept. of Psychology, SUNY Stony Brook, April 24, 2002.

Tye, M. and Johnson, S. (2002). Full day (6 hour presentation) Continuing Education Workshop: Custody Evaluations with Gay, Lesbian, and Bisexual Parents. Presented at the American Psychological Association, Chicago, Ill., August 2002.

Johnson, S. and O'Connor, E. (2001). Invited keynote speakers for Washoe Health Center Conference on Counseling Gay and Lesbian Clients and Families, sponsored by Nevada Association of Marriage and Family Therapy and Washoe Life Skills, Reno, Nevada, October, 2001. Three presentations given during the course of the conference: "Counseling Someone Through the Process of Identifying Sexual Orientation and Coming Out", "Couple-Family Counseling Issues", and "Gay and Lesbian Parenting Today in the United States".

Johnson, S. and O'Connor, E. (2001). Invited presentation of Gay and Lesbian Parenting and Family Court Issues for the Long Island Women's Bar Association, Long Island, New York, October, 2001.

Tye, M., Johnson, S., and O'Connor, E. (2001). Continuing Education Workshop: In the Best Interests of the Child: Gay and Lesbian Parents. Presented at the American Psychological Association Convention. San Francisco, CA, August 2001. Two papers presented: "In the Best Interest of the Child" and "Gay and Lesbian Parenting: The National Gay and Lesbian Family Study".

Tye, M., Johnson, S., and Silverman, N. (2001). Symposium presentation on Perspectives on Lesbian and Gay Parenting. Presented at the American Psychological Association, San Francisco, CA., August 2001. Paper presented at the symposium: Lesbian Parents and Their Children.

Johnson, S. and O'Connor, E. (2001). Invited presentation on Gay and Lesbian Parenting at the annual national COLAGE (Children of Lesbians and Gays Everywhere) Convention, Provincetown, Mass., August, 2001.

Johnson, S. and O'Connor, E. (2001). Invited presentation on Gay and Lesbian Parenting at the Long Island Gay and Lesbian Community Center, Deer Park, New York, July, 2001.

Johnson, S. and O'Connor, E. (2001). Invited presentation of Gay and Lesbian Parenting at Center Kids, Gay and Lesbian Community Services Center, New York, New York, May 2001.

Posada, G. and Johnson, S. (1993). Relationship between Harsh Discipline Practices and Security of Attachment in Preschoolers. Presented at the annual conference of <u>The American Academy of Child and Adolescent Psychiatry,</u> San Francisco, CA., March 1993.

Posada, G., Crowell, J., Gao, Y., Golby, B., Johnson, S., Lay, K., Fleischman, M., Treboux, D. and Waters, E. (1993). Symposium presentation on the Validity of the Adult Attachment Interview: Does it Measure What It Should? The Adult Attachment Interview and the Attachment Q-sort: A study of Mothers and Children. Presented at the biennial conference of <u>The Society for Research in Child Development</u>, New Orleans, LA, April, 1993.

Johnson, S., Feider, O., and Posada, G. (1991). Previous Relationships with Parents and Peers and Their Association with the Current Quality of Young Adult Friendships and Dating Relationships. Presented at the biennial conference of <u>The Society for Research in Child Development</u>. Seattle, WA, April, 1991

Posada, G. and Johnson, S. (1991). Child Rearing Practices Disagreements and Attachment: Associations with Behavior Problems. Presented at the biennial conference of <u>The Society for Research in Child Development.</u> Seattle, WA, April, 1991.

Green River
C O L L E G E

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