Theme A: Closing the Opportunity Gap

- ✓ *Closing the achievement gap* was the 3rd most frequently cited future challenge for Green River College (25%) in the survey

- ✓ *Increasing the percentage of students who complete a degree or certificate* was the 4th most frequently cited challenge (23%)

Theme A: Closing the Opportunity Gap

Factors noted by focus groups as barriers to student success:

- Website and technology
- Financial aid process
- Language
- Application process
- Childcare
- Food insecurity
- Health care
- Housing
- Transportation

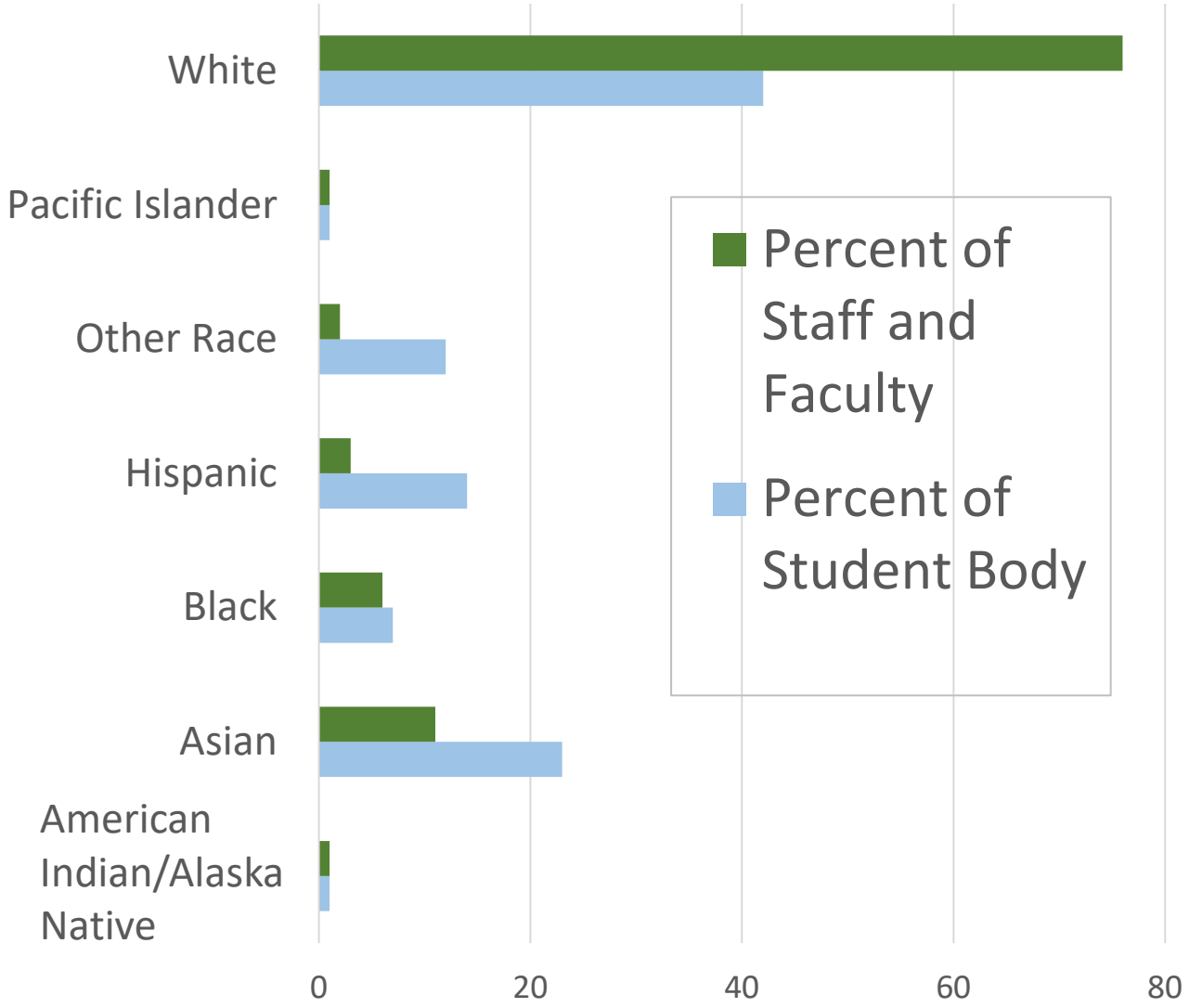
Students that completed all credits they attempted in the first year:

- 63% of Asian students
- 53% of White students
- 35% of American Indian students
- 32% of Black students
- 42% of Hispanic students
- 44% Pacific Islander students

Theme B: Increasing Faculty and Staff Diversity and Retention

- Nonwhite residents represent 81% of growth in the Puget Sound region
- 22% of residents in the GRC Service Area are foreign born
- 29% speak a language other than English at home

Theme B: Increasing Faculty and Staff Diversity and Retention



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

Theme C: Creating a Welcoming Environment for all Students (People, Facilities, Sense of Belonging, etc.)

Community Input:

- "Ensure the campus physical environment conveys a **welcoming message to all** members of the college community"
- "Acknowledge and honor the people who **originally inhabited the land** on which our campuses are located"

Theme C: Creating a Welcoming Environment for all Students (People, Facilities, Sense of Belonging, etc.)

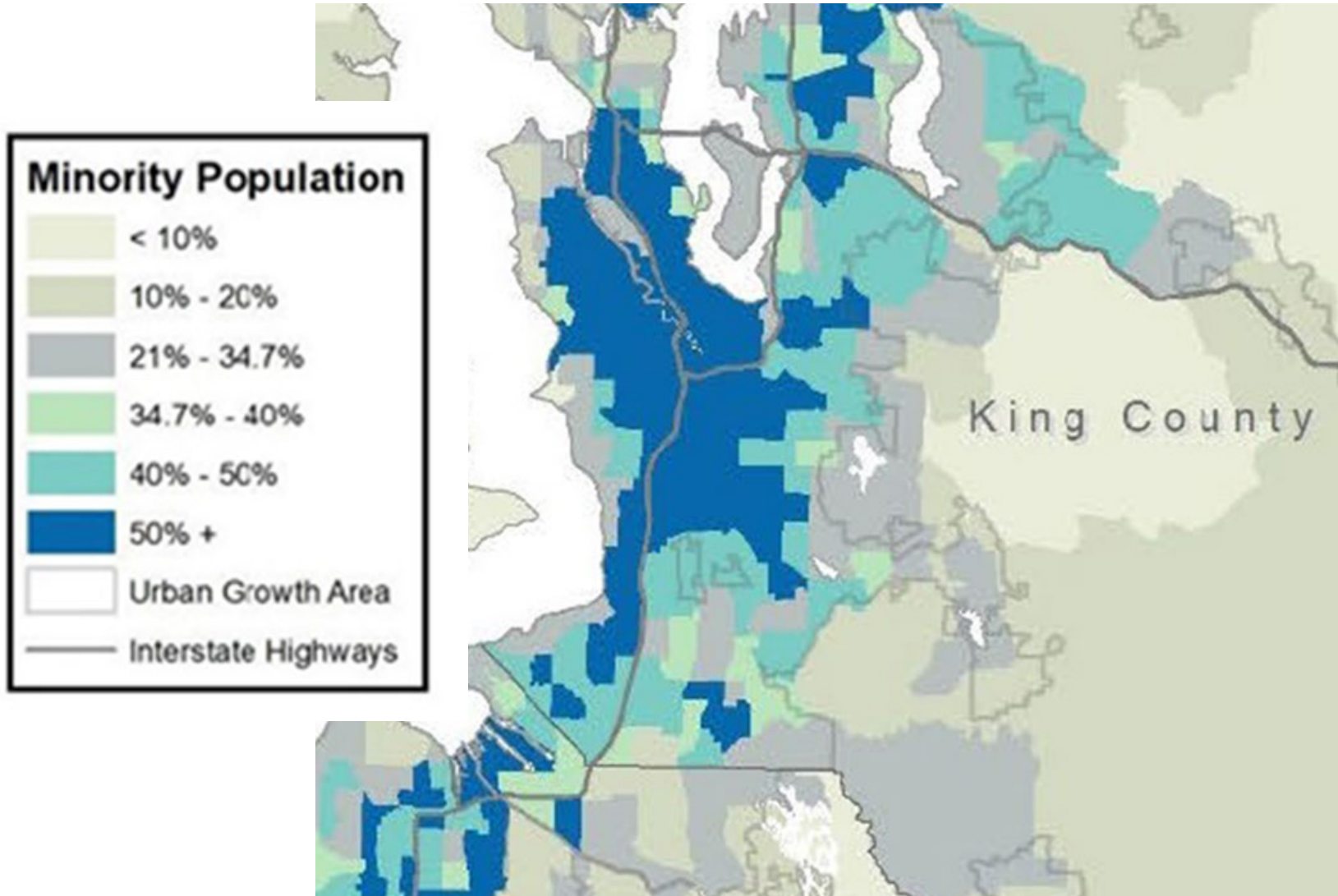
Community input:

"Build mechanisms to ensure that diverse students are treated the same by all"

"Make sure students receive the same level of attention once they arrive on campus as they did during recruitment"

Theme D: Connecting with Underrepresented Communities, Including Communities of Color, Low Income and Multilingual Communities

- Nearly 42% of Service Area residents are non-white
- 22% of residents in the Service Area are foreign born
- 56% of Service Area residents aged 25 or older have not finished college



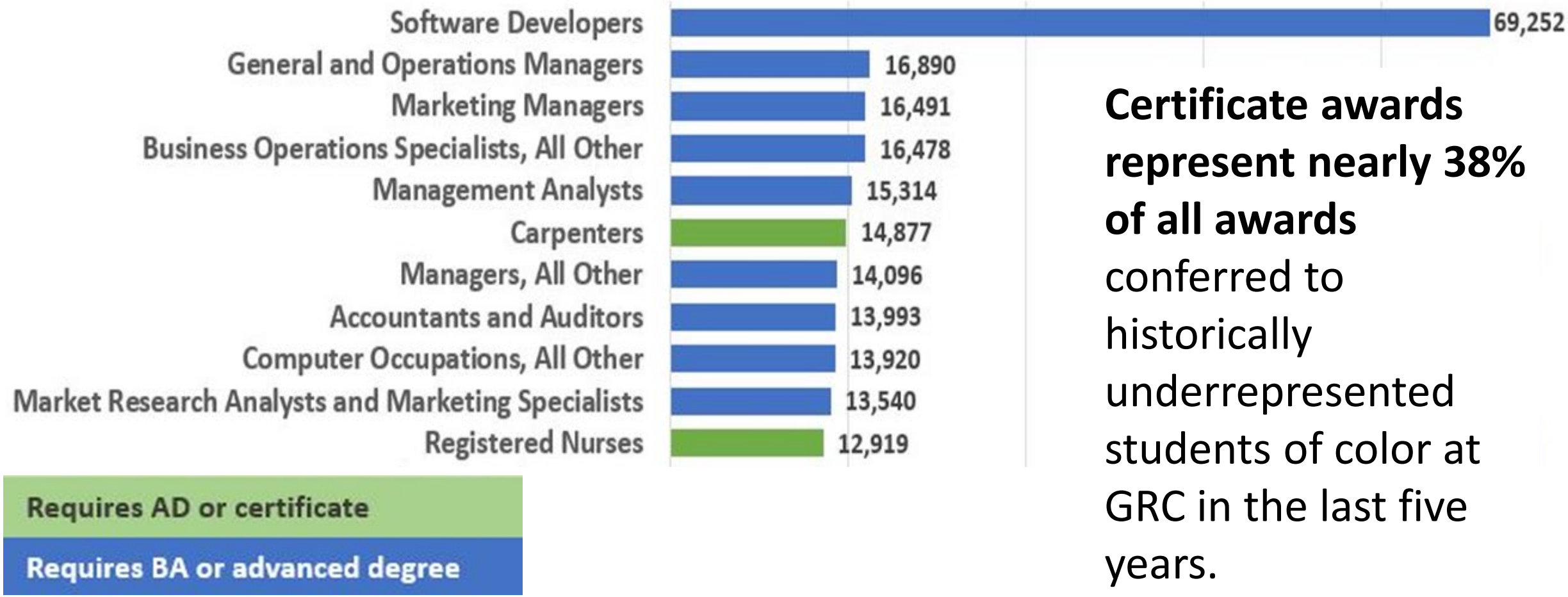
Source: Puget Sound Regional Council

Theme D: Connecting with Underrepresented Communities, Including Communities of Color, Low Income and Multilingual Communities

- 25% of GRC students are First-Generation
- 29% of people in the Service Area speak a language other than English
- 13% of people in the Service Area speak English less than very well.

Theme E: Deepening the Connection Between the College and Local Business and Industry

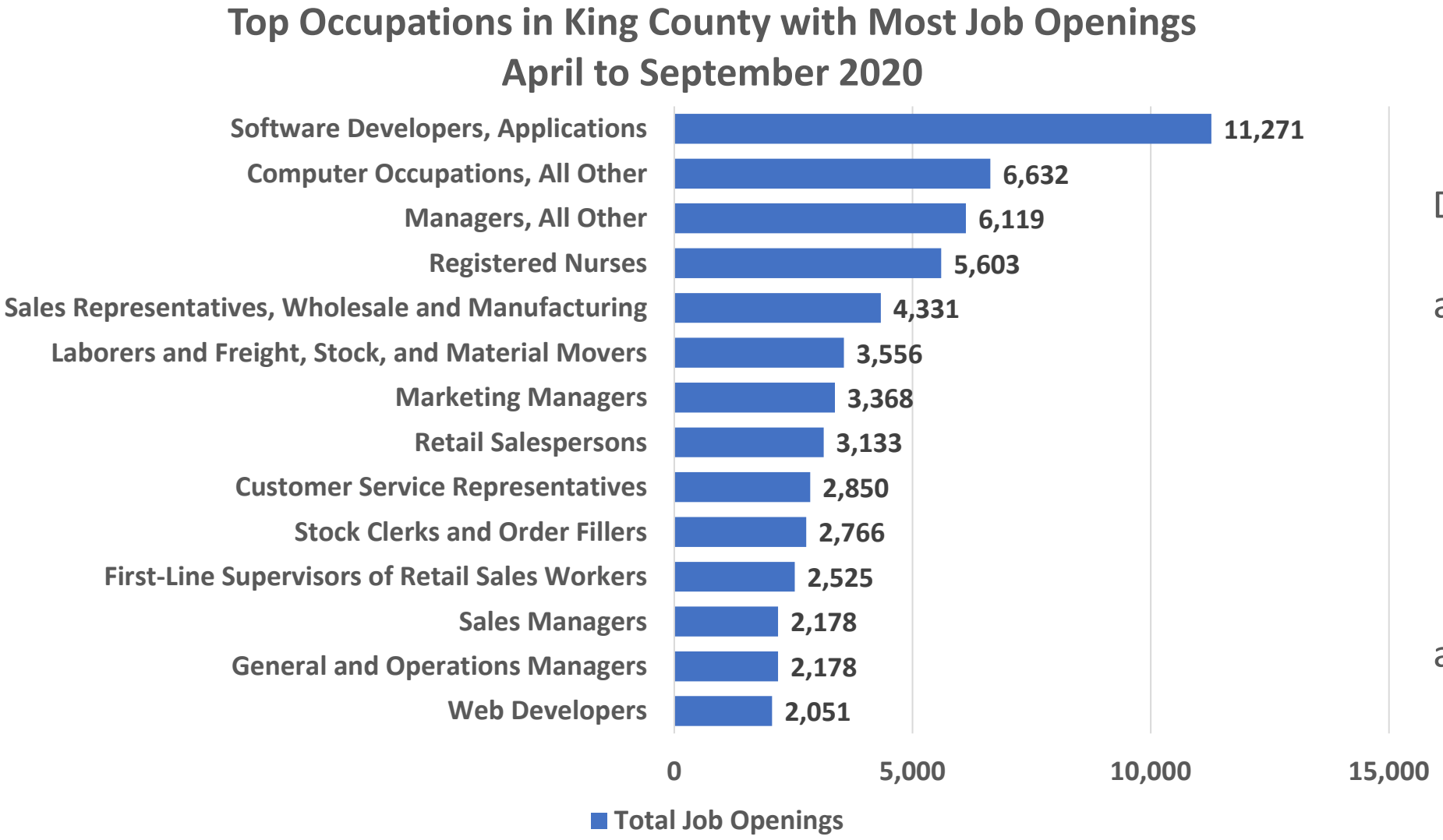
Fastest Growing Occupations In King County



Certificate awards represent nearly 38% of all awards conferred to historically underrepresented students of color at GRC in the last five years.

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

Theme E: Deepening the Connection Between the College and Local Business and Industry



10.9%

of all Software Developers nationwide identify as Black and/or Hispanic/Latino

Only 11.3% of web developers; 15% of marketing and sales managers; and 19.6% of nurses are Black and/or Hispanic/Latino

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

Theme F: Strengthening the Identity of Green River College

- International students represent 9% of the GRC student population.
- The number of applied **bachelor's degree** awards conferred to GRC students has **increased 400%** since 2015

Theme F: Strengthening the Identity of Green River College

Community input:

- "Our identity should convey the **beauty of our campus**"
- **"Highlight students' achievements** at every opportunity to build confidence that being a part of the GRC family is always a good choice"
- "Make GRC **a destination, not a default choice**, by elevating what is distinctive about GRC"

Theme G: Reimagining and Improving GRC Policies, Processes and Procedures

Community input:

- "Make sure the **institutional mission** reflects our highest ideals, is clearly communicated to all and made **integral to actions and decisions**"
- "Evaluate specific processes and policies across the institution to honestly assess **how equitable and anti-racist we are now** prior to moving forward"
- "Create and maintain **"brave spaces"** to allow deep, challenging discussions"

OFFICE OF DIVERSITY, EQUITY & INCLUSION

Theme G: Reimagining and Improving GRC Policies, Processes and Procedures

Community input:

- **"Reduce the number of forms** students must complete to do anything (especially in financial aid)"
- "Create a clearer, more streamlined governmental structure with broad buy-in across the College and **clearly delineated roles, decision-making responsibilities**, and communication protocols"

Theme H: Ensuring all Green River College Students have a Smooth Transition to their Educational, Professional, Personal, Career and Job Goals

- More than 40% of awards conferred to GRC students are transfer degrees

- Nearly 11% of all GRC transfer awards are to historically underserved students of color

Theme H: Ensuring all Green River College Students have a Smooth Transition to their Educational, Professional, Personal, Career a

Community input:

- "Ensure that all programs have a clearly defined programmatic pathway which **equips students to meet labor market needs"**
- "Redesign traditional remediation as an **"on-ramp" to a program of study**, which helps students explore academic and career options from the beginning of their college experience"

Theme I: Expanding, Ensuring Access and Connecting all Students to the Support Services They Need for Success

- 10% of residents in the service area do not have access to broadband internet service
- 38% GRC students receive need-based financial aid

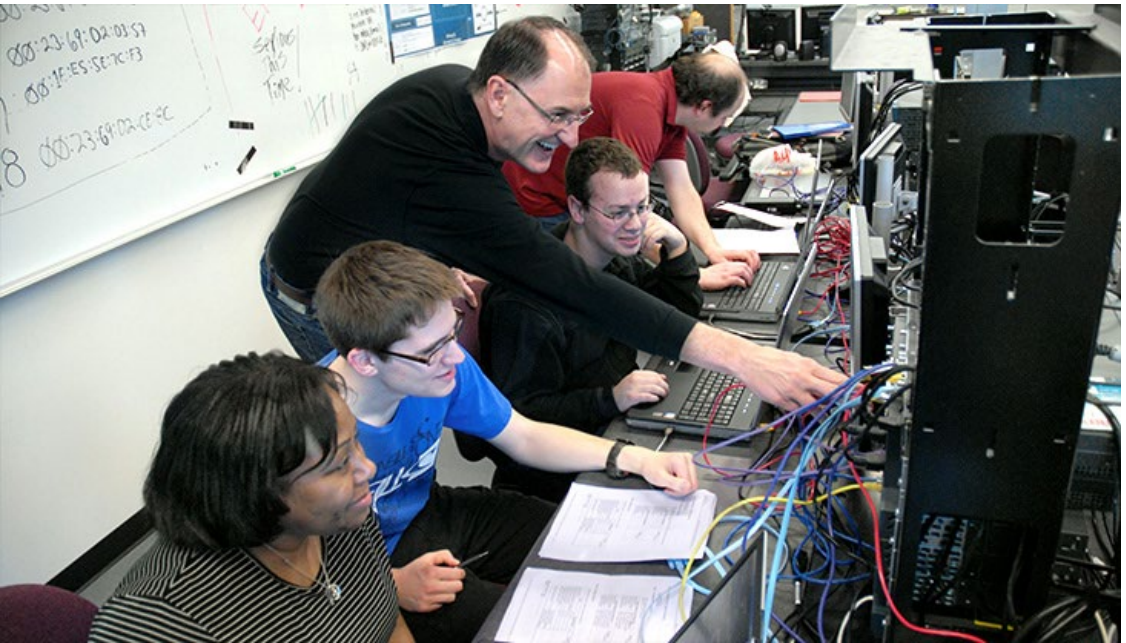
Theme I: Expanding, Ensuring Access and Connecting all Students to the Support Services They Need for Success

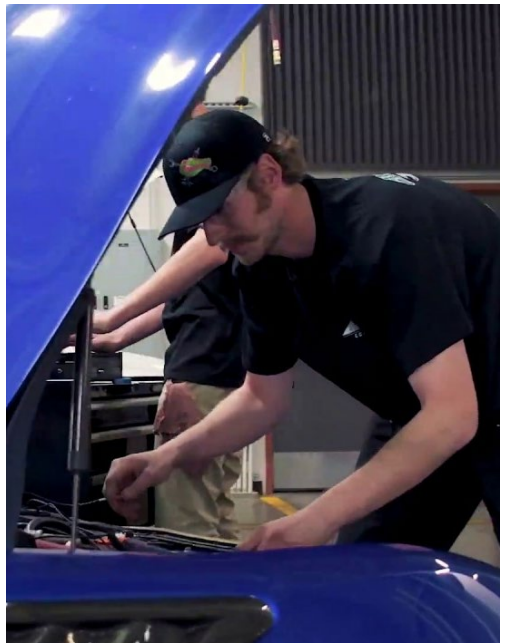
While 73% of those surveyed rated student support services at GRC as good (46%) or excellent (26%) others express frustration at not being able to get the assistance they need.

Theme J: Creating a Culture of Continuous Staff and Faculty Learning and Improvement

Community input:

- "Place greater emphasis on professional development opportunities"
- "Provide more opportunities for collaborative learning, training, and projects among faculty/staff from different departments"



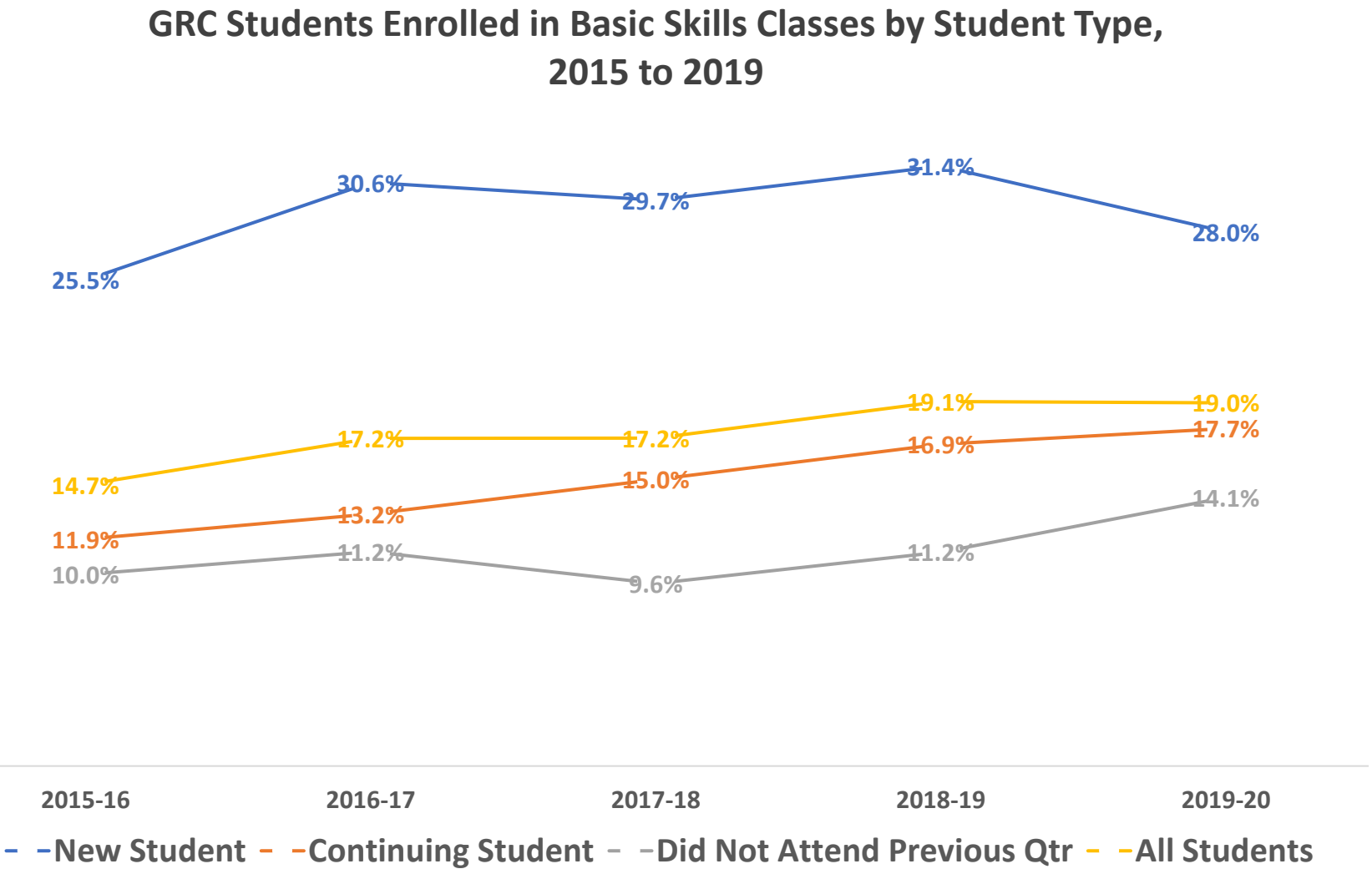


Theme J: Creating a Culture of Continuous Staff and Faculty Learning and Improvement

- 19% of students at GRC take a Basic Skills class.

Community input:

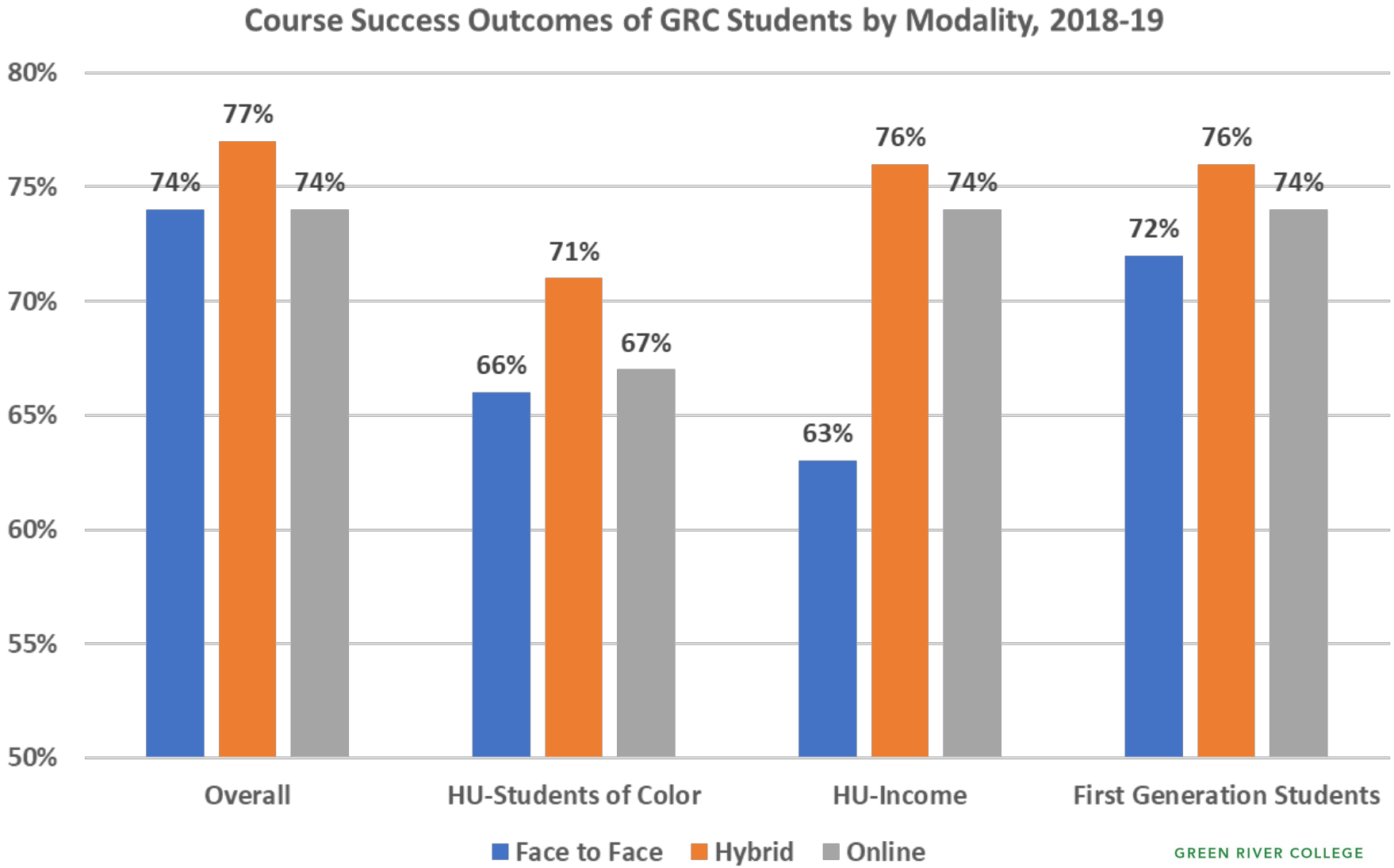
- "Provide culture-specific **cultural competency training** to be conducted by representatives of the relevant communities"



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

Theme K: Identifying and Applying Lessons Learned from COVID-19 Adaptations

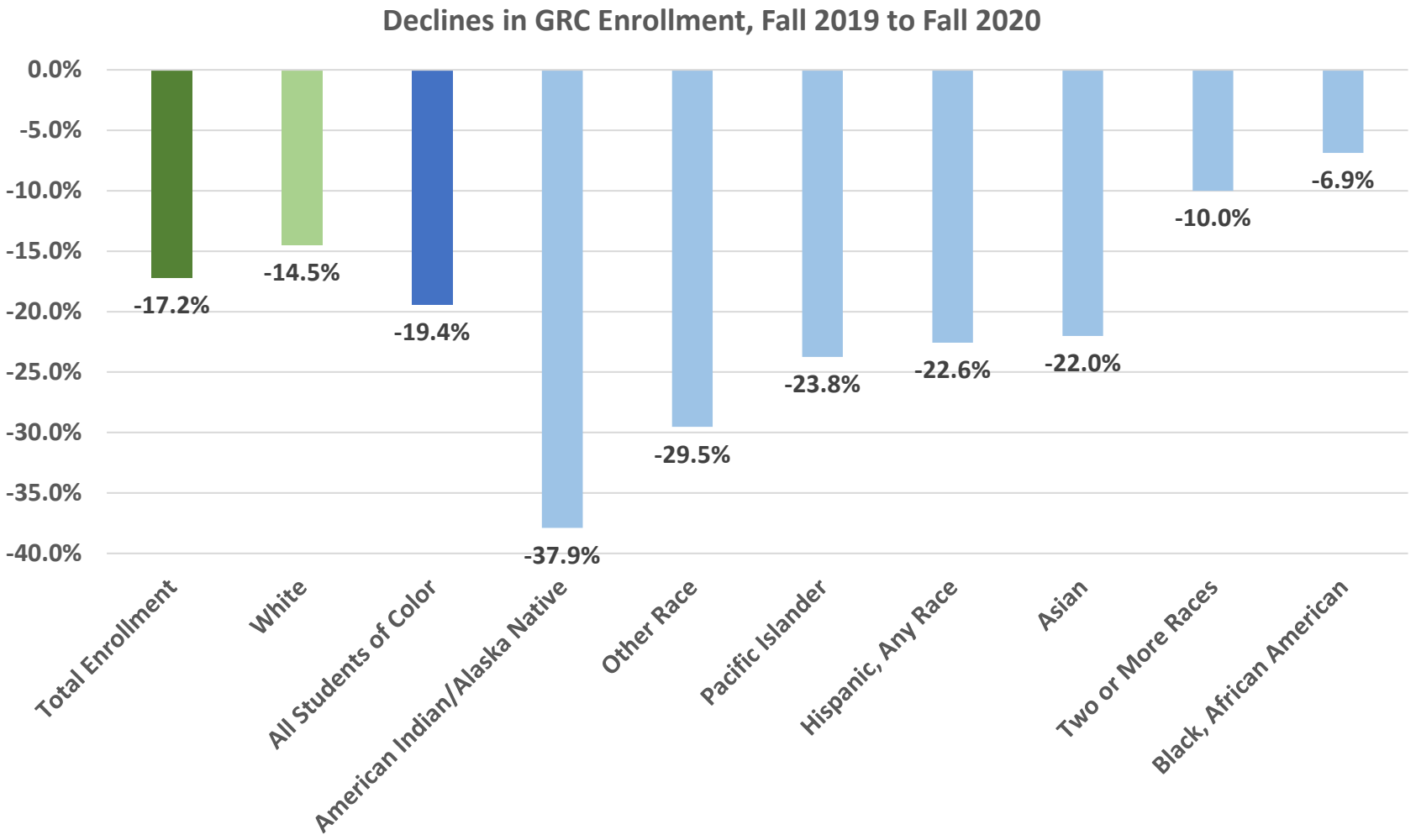
- Hybrid instruction improves retention and outcomes for historically underserved students of color



Source: Institutional Effectiveness, SBCTC Data Warehouse

Theme K: Identifying and Applying Lessons Learned from COVID-19 Adaptations

- Fall 2020 enrollments at GRC declined 17% from Fall 2019, down 19% among students of color.
- Nationwide, Black, Hispanic and Native American freshman enrollment is down by nearly 30% at community colleges



Source: Green River College, Enrollments by Student Demographics