Green River
COLLEGE

Equity-Centered Strategic Plan

2021 - 2026

Administrative Draft
May 2021

Green River College:
Equity-Centered Strategic Plan
2021-2026

Administrative Draft
May 2021

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1 | Introduction

1 | Introduction

In the spring of 2020, Green River College (the College, Green River or GRC) initiated an Equity-Centered Strategic Visioning and Planning process to develop an integrated Equity-Centered Strategic Plan (Plan) for the College. The intention of the Plan was to lay out a vision, mission and set of values which define the work and future pathways for the College toward building and acting within a more equitable community. To ensure that the Plan was inclusive of all voices with a stake in the College's success and future, the College carried out a 10-month long community engagement process with a variety of activities designed to ensure that all student, staff, and community voices were heard. The process was guided by the Strategic Plan Steering Committee, working closely and in partnership with the College's strategic planning consultant, MIG, Inc., obtained through the College's established RFP process. The Strategic Plan is a blueprint for moving forward as a whole college over the next five years. It provides a clear vision of our goals for the next five years and is a dynamic tool that can grow as the College grows.

A. Plan Organization

The Strategic Plan is organized into the following sections:

- 1 | Introduction
    - A. Plan Organization
    - B. About Green River College
    - C. Environmental Scan: Key Challenges and Opportunities
- 2 | Strategic Plan Framework
    - A. Strategic Plan Overview
    - B. Equity, Vision, Mission, and Values Statements
- 3 | Strategic Plan Goals and Objectives
    - A. Goal A: Success for All Students
    - B. Goal B: Teaching and Learning
    - C. Goal C: Educational Programs and Support Services
    - D. Goal D: Organizational Structure, Systems and Processes
    - E. Goal E: Facilities and Technology
    - F. Goal F: Community Connections
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B. About Green River College

Green River College is a public two-year college in Southeast King County, offering degrees and certificates in 41 programs of study. Green River offers ten associate transfer degrees with direct transfer agreements to public, four-year universities in Washington State, and another six career technical degrees transferable to colleges and universities which have articulation agreements with the College. In its career technical programs, Green River offers eight applied baccalaureate degrees, 29 applied associate degrees, and 65 certificates. It is the fourth largest of 34 community and technical colleges in Washington State.

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

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

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

C. Environmental Scan Summary: Key Challenges and Opportunities

The Environmental Scan, published in March 2021 at the conclusion of the community engagement process, provides a review of external and internal trends, as well as key points of interest and suggestions by Green River College and community stakeholders, which all helped to guide the creation of the College's Equity-Centered Strategic Plan. The full Environmental Scan Report, including detailed data and summary of input from all community engagement activities, is available under separate cover on the Strategic Planning webpage at https://www.greenriver.edu/strategicplanning/. Below are the key challenges and opportunities for Green River College as identified through the Environmental Scan.

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

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

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

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

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

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

Student readiness remains a challenge.

- **One in six** new students, and 12 percent of all students, enroll in **basic skills classes** at Green River. [Green River Office of Institutional Effectiveness]
- Approximately **nine in ten** first-time transfer and career technical students place into college-level English classes. [Green River Office of Institutional Effectiveness]
- First-time student **placements into college-level math have improved more than 30 percentage points** in the last five years for transfer students, and **20 percentage points** for career technical students. [Green River Office of Institutional Effectiveness]
- Only about **half of first-time students who place into college-level** English and math courses, and **less than one-third of those who place into basic skills classes**, are able to **complete a college-level course in their first year** of school. [Green River Office of Institutional Effectiveness]

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

- More than **eight in ten students** at Green River complete their courses, and **seven in ten** do so successfully. However, retention and success outcomes are **seven to ten percentage points less for students of color from historically underserved groups.** [Green River Office of Institutional Effectiveness]
- Retention rates among transfer and career technical degree-seeking students is **especially low among American Indian and Black students.** [Green River Office of Institutional Effectiveness]
- Students of all backgrounds have **better retention and success rates in hybrid classes** than other modes of learning. This is **especially true for low-income students and historically underserved students of color**. [Green River Office of Institutional Effectiveness]
- **One in four** first-time, career technical degree-seeking students **does not return for a second quarter**, and **only about half return for a second year** of classes. [Green River Office of Institutional Effectiveness]
- Green River is **among the top five** community and technical colleges in **total awards earned by students in all credential categories**—applied baccalaureate awards, associate degrees, certificate awards and high school certifications earned by students. [Washington State Board for Community and Technical Colleges]
- **Historically underserved students of color earned 15 percent of all awards** conferred by Green River College in 2019-20, and an average of 14 percent of awards over the last five academic years.

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

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

Students are looking for more flexible and consistent support.

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

Most feel welcome on campus, but not everyone.

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

Green River experiences challenges attracting and retaining a diverse faculty.

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

Faculty and staff need ongoing training and support.

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

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

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

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

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

Green River can capitalize and build upon its program strengths.

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

New collaborations could provide new career pathways for students.

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

There are concerns about Green River governance and processes.

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

Participants set the criteria for the Strategic Planning process.

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

2 | Strategic Plan Framework

2 | Strategic Plan Framework

This chapter contains the Strategic Plan Framework, which consists of:

A. Strategic Plan Overview
B. Equity, Vision, Mission, and Values Statements

A. Strategic Plan Overview

Green River's Equity-Centered Strategic Plan serves as the guiding document for the College's work over the next five years. This Plan lays out a vision, mission and set of values which define the work and future pathways for the College toward building and acting within a more equitable community. And it provides a framework to address key challenges and opportunities for our work, incorporating the ideas that have emerged from the Green River community throughout our planning process.

During robust community discussions, Steering Committee members refined a draft Equity Statement, which details the College's commitment to being an anti-racist institution and provides the Green River definition of equity. These conversations laid the groundwork for the College's Strategic Plan Framework, including updates to Green River's Vision, Mission and Values statements, seen in the graphic on page 8 and laid out in Section B below, to fully support the College's commitment to inclusive, equitable opportunities and outcomes for all.

In addition, the Steering Committee carefully reviewed themes regarding key challenges and opportunities, along with ideas and strategies for addressing them, that emerged from the community engagement process, to shape six Strategic Plan Goals for the College. Discussions about the key issues related to each of these Goals, as seen in the framework graphic on the following pages served as a basis to develop objectives to meet each Goal. These are laid out in Chapter 3.

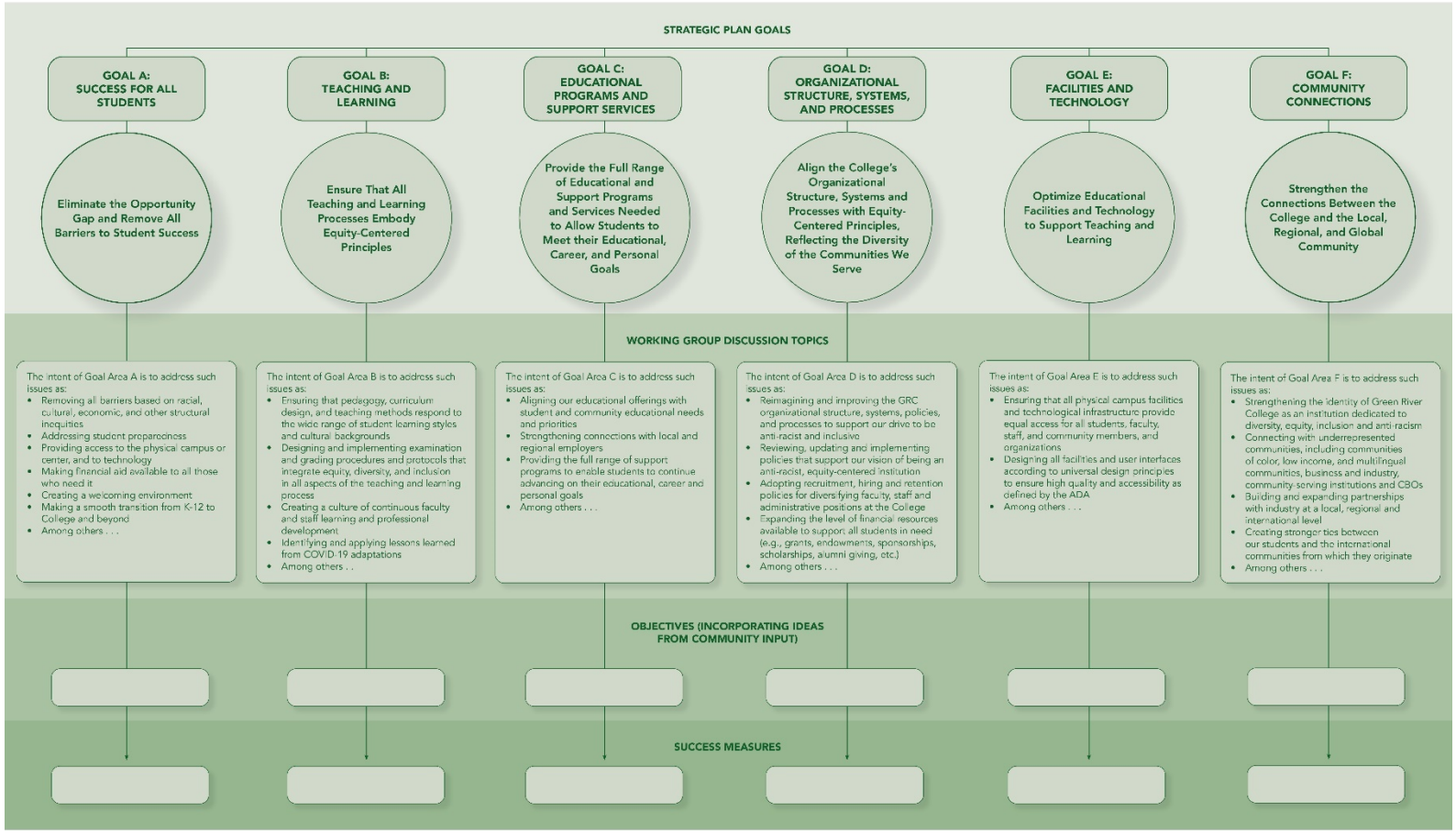
GREEN RIVER COLLEGE
FRAMEWORK FOR EQUITY-CENTERED STRATEGIC PLAN

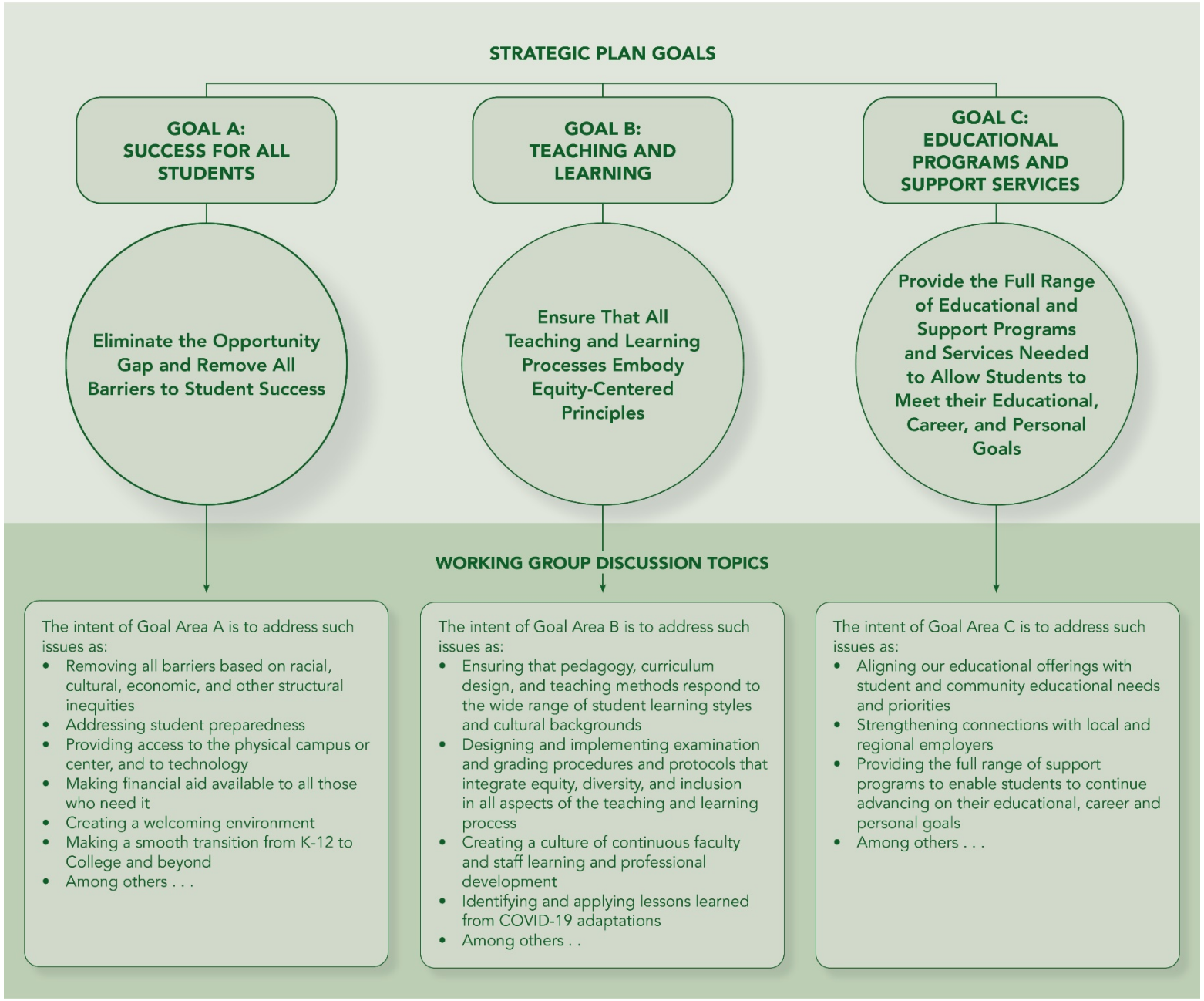
EQUITY STATEMENT / DEFINTION

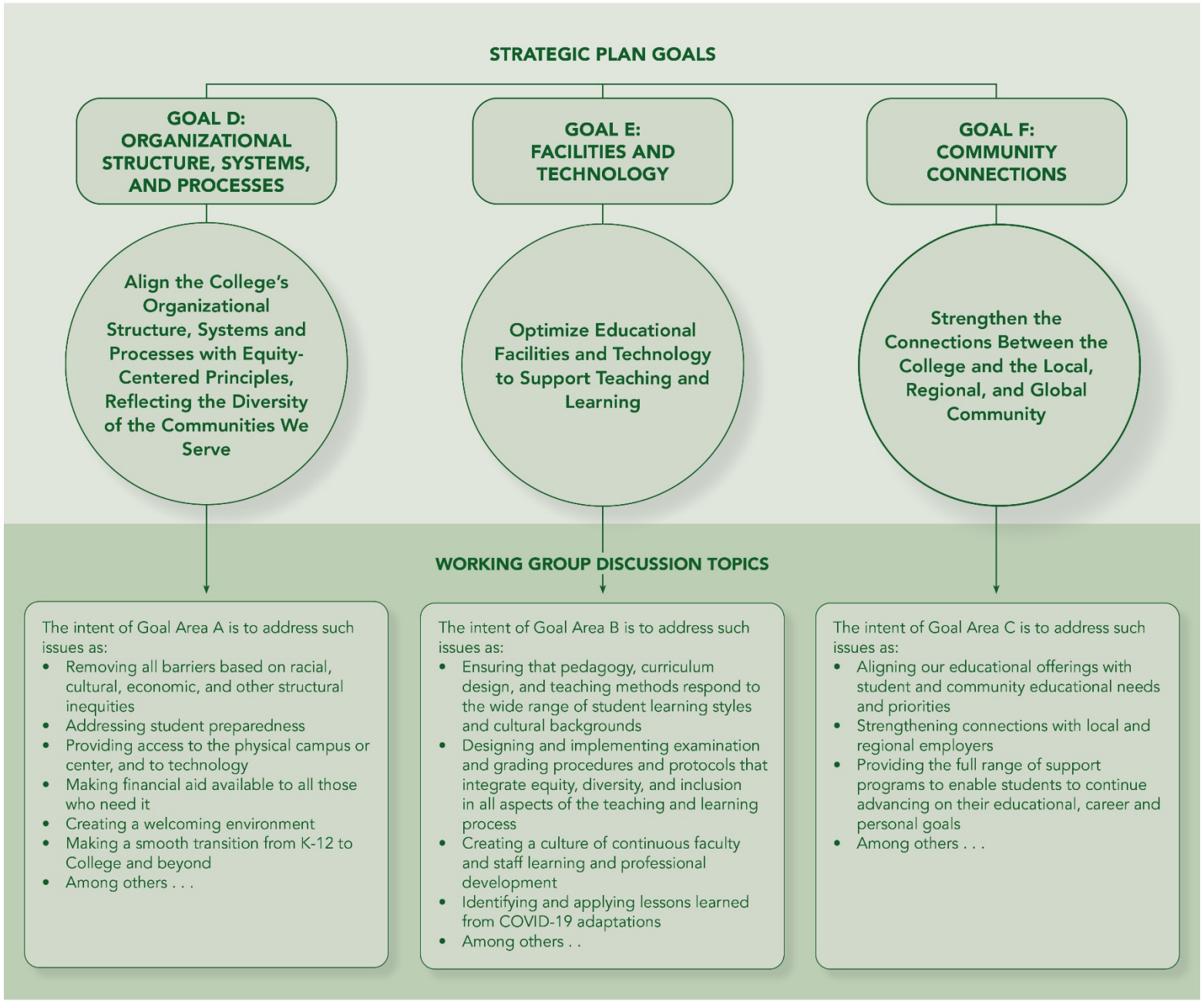
VISION STATEMENT

MISSION STATEMENT

VALUES




STRATEGIC PLAN GOALS
GOAL A: SUCCESS FOR ALL STUDENTS
GOAL B: TEACHING AND LEARNING
GOAL C: EDUCATIONAL PROGRAMS AND SUPPORT SERVICES
Eliminate the Opportunity Gap and Remove All Barriers to Student Success
Ensure That All Teaching and Learning Processes Embody Equity-Centered Principles
Provide the Full Range of Educational and Support Programs and Services Needed to Allow Students to Meet their Educational, Career, and Personal Goals
WORKING GROUP DISCUSSION TOPICS
The intent of Goal Area A is to address such issues as:
• Removing all barriers based on racial, cultural, economic, and other structural inequities
• Addressing student preparedness
• Providing access to the physical campus or center, and to technology
• Making financial aid available to all those who need it
• Creating a welcoming environment
• Making a smooth transition from K-12 to College and beyond
• Among others . . .
The intent of Goal Area B is to address such issues as:
• Ensuring that pedagogy, curriculum design, and teaching methods respond to the wide range of student learning styles and cultural backgrounds
• Designing and implementing examination and grading procedures and protocols that integrate equity, diversity, and inclusion in all aspects of the teaching and learning process
• Creating a culture of continuous faculty and staff learning and professional development
• Identifying and applying lessons learned from COVID-19 adaptations
• Among others . .
The intent of Goal Area C is to address such issues as:
• Aligning our educational offerings with student and community educational needs and priorities
• Strengthening connections with local and regional employers
• Providing the full range of support programs to enable students to continue advancing on their educational, career and personal goals
• Among others . . .


STRATEGIC PLAN GOALS
GOAL D: ORGANIZATIONAL STRUCTURE, SYSTEMS, AND PROCESSES
GOAL E: FACILITIES AND TECHNOLOGY
GOAL F: COMMUNITY CONNECTIONS
Align the College's Organizational Structure, Systems and Processes with Equity-Centered Principles, Reflecting the Diversity of the Communities We Serve
Optimize Educational Facilities and Technology to Support Teaching and Learning
Strengthen the Connections Between the College and the Local, Regional, and Global Community
WORKING GROUP DISCUSSION TOPICS
The intent of Goal Area A is to address such issues as:
• Removing all barriers based on racial, cultural, economic, and other structural inequities
• Addressing student preparedness
• Providing access to the physical campus or center, and to technology
• Making financial aid available to all those who need it
• Creating a welcoming environment
• Making a smooth transition from K-12 to College and beyond
• Among others . . .
The intent of Goal Area B is to address such issues as:
• Ensuring that pedagogy, curriculum design, and teaching methods respond to the wide range of student learning styles and cultural backgrounds
• Designing and implementing examination and grading procedures and protocols that integrate equity, diversity, and inclusion in all aspects of the teaching and learning process
• Creating a culture of continuous faculty and staff learning and professional development
• Identifying and applying lessons learned from COVID-19 adaptations
• Among others . .
The intent of Goal Area C is to address such issues as:
• Aligning our educational offerings with student and community educational needs and priorities
• Strengthening connections with local and regional employers
• Providing the full range of support programs to enable students to continue advancing on their educational, career and personal goals
• Among others . . .

B. Equity, Mission, Vision, and Values Statements

Draft Equity Statement

The Green River College Promise:

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

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

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

Draft Vision Statement

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

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

Green River will be:

- The destination of choice for post-secondary education.
- First choice in partnership with our community, its business and industry.
- Ranked among the best nationally in student achievement, closing all opportunity gaps.
- Recognized for its preparation of students for the global workforce and for civic engagement in an increasingly diverse, interdependent world.

Draft Mission Statement

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

Draft Values Statements

- Diversity, Equity, and Inclusion
- Belonging
- Accessibility
- Accountability
- Community Engagement
- Growth and Development
- Global Responsibility
- Natural Environment
- Innovation

Diversity, Equity, and Inclusion: We are committed to becoming an anti-racist college. We examine our own and others' identities (race, ethnicity, economic status, gender, sexuality, disability, religion/spirituality, immigration status, age, and culture), institutional roles, behaviors, and cultural perspectives, as these relate to power and privilege in the advancement of equity and social justice.

Belonging: We respect difference and make intentional space for the needs, experiences, ways of communicating, expertise, and leadership of those who are most impacted by systemic and structural inequities. We promote a culture of care including love, joy, peace, patience, and kindness in our interactions with students, staff, faculty, and community partners in recognition of the human condition.

Accessibility: We recognize, respect, and celebrate people with disabilities, including physical, cognitive, sensory, intellectual, developmental, and non-apparent disabilities. We commit to equitable opportunities, including the provision of accommodations, and the creation of welcoming, inclusive, and accessible classrooms, curricula, campus spaces, and virtual environments. We recognize disabilities have no social and economic boundaries.

Accountability: We develop and implement mechanisms for accountability in the hiring process, teaching, student support services, employee relations, financial stewardship, and governance, in order to ensure the meaningful participation of all constituents, anchored in transparency and respectful interactions.

Community Engagement: Our multiple campuses in our service areas collaborate to contribute to the educational, economic, and social development of our communities through responsive programs, continuing education, and community and library partnerships.

Growth and Development: We allocate the required resources towards equitable lifelong learning, professional development, and career advancement of our staff, faculty, and students.

Global Responsibility: We foster civic responsibility by understanding the critical issues and challenges affecting the diverse communities on our campuses, regionally, nationally, and around the world. We cultivate respect and empathy for cultural difference, honoring the dignity of multiple languages and being mindful of cultural biases.

Natural Environment: We acknowledge the land on which Green River College sits as the ancestral home of the Coast Salish peoples. We commit to the beautification, preservation, and sustainability of our campus's natural resources.

Innovation: We develop innovative programs, policies, practices, operations, and infrastructure that respond to evolving needs and opportunities.

3 | Strategic Plan Goals and Objectives

3 | Strategic Plan Goals and Objectives

A. Goal A: Success for All Students
Eliminate the Opportunity Gap and Remove All Barriers to Student Success

Goal A Objectives

Objective A.1
Identify anti-racist practices to mitigate the disparate impacts of placement mechanisms and developmental course sequences in English and math to support students' successful transitions to and through college.

[Sources: Environmental Scan, Equity Visioning Forum, Strategic Planning Charette]

Objective A.2
Develop the infrastructure and capacity to expect and support all current and future employees to engage in ongoing training, educational and professional development opportunities to become an anti-racist institution that is culturally responsive to the evolving needs of the community. This will include the following elements:

- Streamlined system / database regarding equity and inclusion opportunities
- Contributions from multiple departments to trainings / content
- Clear expectations and accountability established in revised job descriptions and annual performance assessments

[Sources: Equity Visioning Forum]

Objective A.3
Establish networking, support, and mentorship opportunities within the campus community to ensure all students entering GRC have an assigned mentor / support person for the length of their college career. This will include a campus-wide mentoring program, with students' mentors included in "support team" in myGreenRiver.

[Source: Strategic Planning Charette]

Objective A.4
Develop mechanisms to continuously gather feedback from students (including those who have left GRC), employees, and community members to assess needs and barriers. Create systems for reviewing and acting on this feedback, including an Assessment and Improvement Committee with broad, inclusive campus membership, designated funding, and established feedback process.

[Sources: Equity Visioning Forum, Strategic Planning Charette]

Objective A.5
Support students' access to emergency funding.

Goal A Objectives, continued

Objective A.6
Update campus signage and streamline materials and student access points to ensure that they reflect students' diverse languages and identities and helps students locate the services they need.

[Sources: Environmental Scan, Equity Visioning Forum, Strategic Planning Charette]

Objective A.7
Explore opportunities within the four essential pillars of Guided Pathways to incorporate a mandatory 'College Success' class that fits within degree requirements, is eligible for Federal, State, and local funding and incorporates all necessary skills.

[Sources: Strategic Planning Charette, Environmental Scan, Equity Visioning Forum]

Objective A.8
Maximize the number of courses taught in multiple modalities to accommodate students' learning styles and schedules.

[Sources: Environmental Scan, Equity Visioning Forum, Strategic Planning Charette]

B. Goal B: Teaching and Learning
Ensure That All Teaching and Learning Processes Embody Equity-Centered Principles

Goal B Objectives

Objective B.1: Systemic Professional Development
Implement a robust, College-wide program of teaching and learning that supports excellence via compensated professional development in high-impact practices for faculty and staff. Ensure that Green River College faculty and staff are trained in equity-centered and inclusive approaches for areas such as instruction, public outreach, workplace environment, etc.

Objective B.2: College Culture

B.2.1. Build a campus culture of trust through routine professional development, mentorship, and relationship building for all faculty, staff, and students; encourage communication, self-reflection, sharing of stories, and safe spaces from which to fight oppression.

B.2.2. Balance course offerings between on-campus, online, and hybrid classes; maximize opportunities for students with diverse course needs while maintaining the best of what we've gained during the campus closure due to Covid-19.

Objective B.3: Community Connections
Increase and deepen connections with our external partners and communities (including K-12) to understand their diverse needs so that the college can (1) link student instruction to diverse community needs and (2) provide faculty and staff training and support with input from different groups who focus on equity and social justice.

Objective B.4: Hiring, Retention, Labor, and Compensation
Actively push for diverse applicant pools for job opportunities, support faculty and staff members' diverse identities in the face of scrutiny by students or other community members, and ensure that faculty and staff members have equal opportunities for equal compensation of labor. Assess and track retention of underrepresented staff (part-time/full-time/temporary) and faculty (tenured, tenure track, and adjunct), especially staff and faculty of color.

Objective B.5: Assessment and Operations
Develop Green River College operations with transparency, openness, diversity, equity, and inclusion in mind. Break down silos across areas. Assessments of college programs and departments should include measures of diversity, equity, and inclusion.

C. Goal C: Educational Programs and Support Services
Provide the Full Range of Educational and Support Programs and Services Needed to Allow Students to Meet their Educational, Career, and Personal Goals

Goal C Objectives

Objective C.1: Support student pathways and transitions to, through, and beyond at Green River College

C.1.1. Adopt the Guided Pathways activities and framework at GRC, re-designing the College's on-boarding and advising model to provide holistic and proactive student supports from start to finish.
[Source: Equity Visioning Forum, Key Stakeholder Interviews]

C.1.2. Continue to resource and support Transitional Studies, pre-college, and grow iBest programs, accessible offerings, and create clear transitional pipelines to degree and certificate programs.

C.1.3. Improve and increase campus articulation agreements and pipeline programs with local K-12 districts with an increased focus on serving under-represented student populations (King County Promise!)

C.1.4. Improve awareness of and increase number of campus articulation agreements with 2-year (BAS) and 4-year institutions, specifically in AAS, AAA and AAS-T as well as BAS to graduate. Increasing awareness of transfer opportunities for students

C.1.5. Improve and increase Dual Credit / College in the high school program offerings to improve pipelines; decrease instructional barrier for instructor participation in these programs.

Objective C.2: Streamline student support service delivery and awareness by engaging and educating students, faculty, and staff

C.2.1. Provide every GRC student with an individual education, financial, and career transition plan based on their personal, educational, and career goals.
[Source: Strategic Planning Charette]

C.2.2. Strengthen quarterly student progress interventions - through various faculty, advisor, staff, and student-initiated requests/referrals for help (advising, tutoring, emergency aid) through one technology (Super PASS / combined with Emergency funding).

C.2.3. Create a campus-wide student peer mentorship program to increase student engagement, persistence, and utilization of key resources. First Year Experience (FYE) style + ASAP style peer mentoring will provide confidence with navigating college technology, resources, and systems.

C.2.4. Develop culturally relevant staff and faculty training focused on providing DEI-minded and effective student services to our diverse student population (specifically in the service delivery of student support resources). and integrate completion requirements into the employee review process.

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

C.3.1. Expand and support a career services department that collaborates with student support services, instruction, and industry partners based on student-identified needs.

C.3.2. Improve and increase the stackable certificate offerings within CTE programs

C.3.3. Improve and increase PLA (Prior Learning Assessment) / ACPL (Academic Credit for Prior Learning) program offerings, and access for students in terms of both professional / military experience and language expertise

D. Goal D: Organizational Structure, Systems and Processes

Align the College's Organizational Structure, Systems and Processes with Equity-Centered Principles and Practices, Reflecting the Diversity of the Communities We Serve

Goal D Objectives

Objective D.1
Ensure that all recruitment and hiring processes are designed according to equity principles; identify and eliminate biases; increase diversity of GRC faculty, staff, and administrators to reflect the communities and students we serve. This includes ensuring:

- Pay scales that match or beat competing institutions
- Statistically diverse applicant pools
- New hires and reorganizations are aligned with College's Equity Statement, Mission and Vision
- Clear and transparent policies and procedures related to hiring, salaries, and classifications

[Sources: Student and Internal Focus Groups, Key Stakeholder Interviews, Equity Visioning Forum, Strategic Planning Charette]

Objective D.2
Ensure that the employee onboarding and professional development process at the college: HR, divisions, and departments, is setting everyone up for success; and to retain our diverse and unique talent pool.

[Sources: Environmental Scan – Interviews, Equity Visioning Forum, Workgroup D]

Objective D.3
Ensure that all campuses and branch locations, students and all other constituents are treated equitably and fairly with respect to campus resources: funding, policies/processes, programs, facility space, maintenance, and events.

[Sources: Student and Internal Focus Groups, Key Stakeholder Interviews, Equity Visioning Forum, Strategic Planning Charette]

Objective D.4
Ensure that college's policy making process is transparent, inclusive and support our vision of being an anti-racist, equity-centered institution.

[Source: Equity Visioning Forum, Strategic Planning Charette, Workgroup D]

Objective D.5
Establish a well-defined shared governance structure with provisions for robust employee involvement and inclusion, with a deadline by Summer of 2022.

[Source: Strategic Planning Charette]

Objective D.6
Include within the annual budget development process the expansion of financial resources available to support students with financial insecurities.

[Source: Workgroup D]

Objective D.7
Create a welcoming environment to promote and affirm equity and inclusion for all who enter our campus, branch locations, and online domain.

[Source: Strategic Planning Charette]

E. Goal E: Facilities and Technology
Optimize Educational Facilities and Technology to Support Teaching and Learning

Goal E Objectives

Objective E.1
Create a GRC Facilities Master Plan with full participation of the campus community, including the following elements:

- RFP process including key campus and community stakeholders
- Campus needs assessment of all facilities
- Regular review, upkeep and maintenance of all facilities with upgrade schedule available on GatorNet
- Regular review, upkeep and replacement of instructional and office infrastructure (e.g., furniture)
- Interior and exterior directional signage
- LEED certification for all new buildings
- Incorporation of universal design principles

Objective E.2
Make improvements to ensure all that all students, faculty, staff, and community members feel welcomed at any GRC location or facility, including the following elements:

- Student and community climate study every 2-3 years
- Creation of a stand-alone, centralized Welcome Center
- Standardized, welcoming, and inclusive branding and directional wayfinding across all locations
- Availability of student support and food services at branch locations and during evening hours
- Phone app including Wi-Fi instructions, maps, GPS-enabled campus direction, and live chat
- Inclusion of languages, cultural symbols, and artwork that reflect the communities we serve

Objective E.3
Create a GRC Technology Plan to improve quality and accessibility of College technology, including the following elements:

- Allocated funds for the review, upkeep, and maintenance of College technology needs
- Regular review and replacement of College technology (e.g., computer labs, teacher workstations, digital signs)
- Creation of a technology purchasing AND upkeep process
- Formal adoption of the accessibility recommendations proposed by the Access 360 grant

Objective E.4
Ensure equal access to technology and student support services, including the following elements:

- Single online resource for all class-related activities and training/documentation, available to all students
- Availability of check-out computer equipment and Wi-Fi hotspots
- Continuation of online offerings of events, services, and courses to allow in person or virtual accessibility to students and employees

F. Goal F: Community Connections
Strengthen the Connections Between the College and the Local, Regional, and Global Community

Goal F Objectives

Objective F.1: Evaluate and implement changes to the GRC website and social media outreach

F.1.1. Evaluate the effectiveness of the Green River website and update as necessary, specifically focusing on ease of communication, navigability, and user interactions; including student-friendly language, accessible in multiple languages, with database tracking of social media engagement.
[Source: Strategic Planning Charette]

F.1.2. Expand and coordinate social media presence, including student and community-generated content, to demonstrate GRC's dedication to a quality student experience, services, diversity, equity, inclusion, and anti-racism.
[Source: Equity Visioning Forum]

Objective F.2: Establish a Community Connection Center (similar to former Welcome Center)

F.2.1. Develop a team that would be a central point of contact, digital and physical, responsible for facilitating relationships between GRC and the community.
[Sources: Strategic Planning Charette and Equity Visioning Forum]

F.2.2. Identify and evaluate where new positions should be developed to form a team to include individuals from areas already engaged in this work.
[Sources: Equity Visioning Forum and Strategic Planning Charette]

F.2.3. Identify and build relationships, acting as a liaison between businesses, community partners, social justice resources, and the appropriate campus resource. Work closely with areas already engaged in this work such as the CTE divisions, Branch locations, Outreach, DEI, etc.
[Sources: Equity Visioning Forum and Strategic Planning Charette]

F.2.4. Develop a process for intake, partnership tracking, and distribution, possibly using already existing databases.

Objective F.3: Create Inclusive Services and Outreach

F.3.1. Launch student and peer navigation groups that will work in the community to strengthen and develop those partnerships.
[Source: Equity Visioning Forum]

F.3.2. Educate campus about GRC ambassadors who engage regularly with various community partners, including local and international populations.
[Source: Equity Visioning Forum]

F.3.3. Ensure local volunteer opportunities are regularly tracked and shared with the college community via the public-facing Green River Website.

F.3.4. Establish a Community Resource Center to provide resources and services at a free or reduced rate to community members.
[Source: Equity Visioning Forum]

F.3.5. Create a childcare center or ensure viable childcare options for eligible students, faculty, and staff in order to build a culture of intentional relationship building and to center GRC as an integral part of the community.
[Source: Equity Visioning Forum]

4 | Conclusion / Next Steps

Following the Board of Trustees' review in June-July 2021 and adoption of this Equity-Centered Strategic Plan, the College will move forward with developing a detailed Implementation Plan. The Implementation Plan will include strategies, action steps, time frames, delineation of responsibilities, and identification of resources available for each objective. The proposed success measures will be refined into a more detailed Evaluation Plan, with clear indicators, data sources, and completion targets, that will be used to assess the College's progress toward meeting its Strategic Plan Goals and Objectives and more fully manifesting its Equity Statement, Vision, Mission, and Values. The Strategic Plan will be a living, dynamic, and accessible document that will evolve along with Green River College into a future that truly provides equitable opportunities for all.

Appendix A | Strategic Planning Terms

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- The **Mission** explains why the College exists and describes the overall purpose of the College.
- The **Vision** is an aspirational statement describing the College's ideal future state. The vision statement describes what success will look and feel like.
- **Values** are the core principles by which the College will carry out its mission. They define the basic attributes and beliefs that shape and guide College decision-making and provide ways of choosing among competing priorities.
- **Goals** are broad statements of direction that define what the College is trying to achieve.
- **Objectives** are detailed methods for attaining the goals. They should be specific, measurable, achievable, realistic, and time-based.
- **Action Steps** consist of strategies, projects, and initiatives that the College has selected to implement the objectives of a Strategic Plan. Each year the College will review their objectives and action steps, considering progress achieved, and will revise and update as needed.
- **Success Measures** describe the College's progress toward achieving its goals and objectives and may be quantitative or qualitative in nature.
- An **Environmental Scan** is an assessment of current conditions and trends, including community and student demographics, economics, social conditions, and other factors that are likely to impact the future of the College.

Appendix B | Strategic Planning Process

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A. Plan Development Process Summary

Green River College's Equity-Centered Strategic Planning process was designed to be inclusive of all voices with a stake in the College's success and future. The collaborative development process was guided by the Strategic Plan Steering Committee, and the Plan written by the Strategic Plan working groups formed to focus on specific aspects of the plan.

Equity-Centered Strategic Planning and Visioning Steering Committee

The Strategic Plan Steering Committee, comprised of representation from across the College, guided the strategic planning process. It was constructed with careful consideration of diverse roles at the College and diversity of perspective, knowledge, and expertise. The Steering Committee met regularly throughout the Strategic Plan development process during the 2020-2021 academic year.

Strategic Plan Community Engagement Process

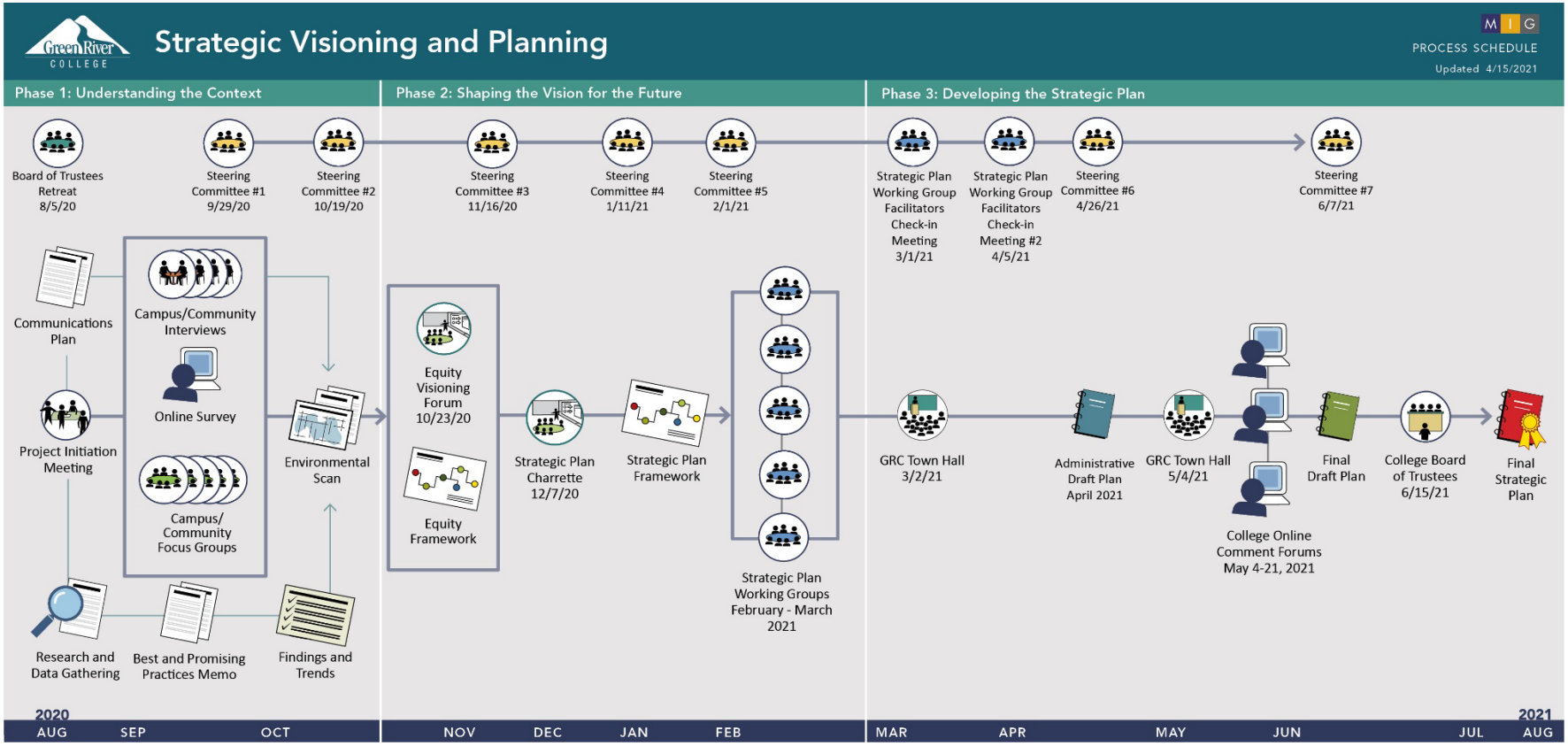
The Plan process included an Equity Visioning Forum bringing together campus community members to help develop the framework for embedding equity throughout the College's practices; a Strategic Plan Charette to further discuss and develop the components of the Strategic Plan Framework; strategic plan working groups who collaborated on Plan development; and an online forum offering an opportunity for comment on the administrative draft plan. Throughout the process, input was summarized as it was gathered, with an iterative feedback loop so that all participants could validate the planning team's understanding of their input and know how it has been incorporated into the final plan.

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

A variety of activities were conducted to ensure that all student, staff, and community voices were heard, including key stakeholder interviews; campus and community focus groups; and an online survey to elicit feedback from a broader pool of College students, employees, and community. Similar questions were asked during each activity to ensure that all input could be correlated. The graphic on the following page shows the timeline of activities.

Robust participation in the process from throughout the campus and service area community included the following:

- 34 members representing all campus constituencies on the Strategic Plan Steering Committee
- Board of Trustees, Executive and Administrative Team, and Continuing Education and Branch Campus Retreats
- 11 Key Stakeholder Interviews: Green River College Equity Leaders; Auburn School District; GRC Instructional Council; GRC Student Affairs/Transfer; GRC Foundation Board; Washington State Board for Community and Technical Colleges; Economic Development, Cities of Auburn and Kent; Dean of Student Life
- 45 participants in 3 Focus Groups:
  - 16 participants in Faculty / Staff Focus Group
  - 17 participants in External Community Focus Group – representing civic, business and community organizations
  - 12 participants in Student Focus Group
- 610 respondents to Online Survey
- Over 200 participants in Equity Visioning Forum
- Over 150 participants in Strategic Planning Charette


Green River COLLEGE
Strategic Visioning and Planning
MIG
PROCESS SCHEDULE
Updated 4/15/2021
Phase 1: Understanding the Context
Phase 2: Shaping the Vision for the Future
Phase 3: Developing the Strategic Plan
Board of Trustees Retreat 8/5/20
Steering Committee #1 9/29/20
Steering Committee #2 10/19/20
Steering Committee #3 11/16/20
Steering Committee #4 1/11/21
Steering Committee #5 2/1/21
Strategic Plan Working Group Facilitators Check-in Meeting 3/1/21
Strategic Plan Working Group Facilitators Check-in Meeting #2 4/5/21
Steering Committee #6 4/26/21
Steering Committee #7 6/7/21
Communications Plan
Campus/Community Interviews
Online Survey
Project Initiation Meeting
Campus/ Community Focus Groups
Environmental Scan
Research and Data Gathering
Best and Promising Practices Memo
Findings and Trends
Equity Visioning Forum 10/23/20
Equity Framework
Strategic Plan Charrette 12/7/20
Strategic Plan Framework
Strategic Plan Working Groups February - March 2021
GRC Town Hall 3/2/21
Administrative Draft Plan April 2021
GRC Town Hall 5/4/21
College Online Comment Forums May 4-21, 2021
Final Draft Plan
College Board of Trustees 6/15/21
Final Strategic Plan
2020
AUG
SEP
OCT
NOV
DEC
JAN
FEB
MAR
APR
MAY
JUN
JUL
2021
AUG

Working Groups Plan Development Process

The Strategic Plan Working Groups, composed of a diverse representation of College community members with subject matter expertise, were charged with developing draft Statements, Objectives and Success Measures for the Strategic Plan. The Working Groups reviewed, evaluated, and prioritized the ideas and input collected during the outreach process and made recommendations to achieve the Goals identified by the College community. The responsibility of the Working Groups was to:

- Provide specific recommendations for Objectives and Success Measures to achieve the Working Group's assigned Goal
- Consult the compilation of ideas from the College community drawn from the Environmental Scan
- Serve as a communication link between the Steering Committee and the various College community groups and agencies included in the process

Each Working Group had a designated Meeting Facilitator, charged with convening the group, leading and facilitating discussions, serving as its spokesperson, and acting as a liaison; and Meeting Notetaker. Eight Working Groups were convened. Working Groups A-F were charged with developing Objectives and proposed Success Measures, both quantitative and qualitative, for each of the six Goals as included in the Strategic Plan. Working Group G was charged with developing final drafts of the College Equity, Mission, Vision and Value Statements. Working Groups A-G convened from February through April 2021 to finalize their recommendations. Once Working Group A-F's recommendations were complete, Working Group H convened beginning in April 2021 to refine and finalize the Success Measures within a consistent structure and framework for measuring success across all the Strategic Plan Goals and Objectives, in a way that supports the equity and anti-racist goals of Green River College.