



GREEN RIVER COMMUNITY COLLEGE
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FIFTH-YEAR
REGULAR INTERIM REPORT
FOR REAFFIRMATION OF ACCREDITATION

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Prepared for
Northwest Commission on Colleges and Universities

TABLE OF CONTENTS

Introduction	iii
PART A: Response to General Recommendations	
Recommendation 1: Policies and Procedures Process.....	1
Recommendation 2: Learning Outcomes.....	1
Recommendation 3: Holman Library.....	2
Recommendation 4: Institutional Governance.....	3
Recommendation 5: Multi-Year Fiscal Forecast.....	4
Responses to the 2005 Focused Interim Report	
Recommendation 1: Clearly Defined Educational Assessment Process.....	5
Recommendation 2: Comprehensive and Consistent Assessment Program.....	7
PART B: Questions Related to other Institutional Changes	
Standard One: Institutional Mission and Goals, Planning and Effectiveness.....	8
Standard Two: Educational Programs and Effectiveness.....	9
Standard Three: Students.....	12
Standard Four: Faculty.....	20
Standard Five: Library and Information Resources.....	21
Standard Six: Governance and Administration.....	21
Standard Seven: Finance.....	24
Standard Eight: Physical Facilities.....	26
Standard Nine: Institutional Integrity.....	28
Summary Statement.....	28
Appendices	
Appendix A: College-Wide Learning Outcomes.....	29
Appendix B: Core Indicators of Effectiveness.....	32
Appendix C: Student Services Organizational Chart.....	33

Green River Community College

2008 Regular Interim Report for Reaffirmation of Accreditation

Introduction

Green River Community College's most recent full-scale evaluation study and site visit occurred in April 2003 and, in June 2003, the Northwest Commission on Colleges and Universities (NWCCU) reaffirmed Green River's accreditation. The evaluation team viewed the self-study and visit favorably, commending the college for its commitment to student success, its faculty evaluation procedures, and its business strategy and procedures. The evaluation team did have several findings which resulted in five recommendations from NWCCU. The NWCCU requested that the college submit a focused interim report to document progress on the five recommendations, and host a focused interim evaluation in April 2005.

The 2005 evaluation determined that the college had thoroughly addressed and resolved four of the concerns, but that the recommendation regarding student learning assessment had been only partially resolved. The NWCCU made two recommendations for improvement in this area. In correspondence sent to Green River in July 2005, NWCCU reaffirmed Green River's accreditation on the basis of the interim evaluation. The Commission did request that the college submit a focused interim report to document progress on the two recommendations and prepare for a focused interim evaluation in April 2007.

The 2007 evaluation found that the recommendations on student learning assessment had been fully addressed, and the college was recognized with two commendations for its efforts in this area. The NWCCU reaffirmed Green River's accreditation in correspondence sent to the college in July 2007.

This report reviews and updates the responses to NWCCU general recommendations (Part A) and presents an interim report on institutional changes undertaken since the 2003 self-study (Part B).

Part A: Response to General Recommendations

Responses to the 2003 Accreditation Visit

1. The Evaluation Team recommends that the college develop a process to revise policies and procedures. Such a process must be developed and should be widely disseminated to the college community.

The Policies and Procedures Committee was established in fall 2003. This Committee was responsible for developing a process to write and approve policies and procedures, determining the format to display and communicate policies to the college community, and beginning the development process of key institutional policies that are either in practice or did not currently exist. In 2005, the coordination and oversight of the college's policy development and approval process was permanently assigned to the Director of Public Information. All approved policies and procedures are available to all faculty and staff as well as students on the college's web site. (See <http://www.greenriver.edu/policies/policies/default.htm> for more details.)

2. The Evaluation Team recommends that Green River Community College identify and publish the expected learning outcomes for each of its degree and certificate programs where such outcomes do not currently exist, that it regularly and systematically assess student learning in all degree and certificate programs where such assessment does not currently exist, and that it provide evidence that its assessment activities lead to the improvement of teaching (2.B, Policy 2.2, and Eligibility Requirement 12).

Learning Outcomes

Following the 2003 visit, the college created a full-time Outcomes Research position. A Math Division instructor filled the position and worked in tandem with the Learning Outcomes Committee to fully address this recommendation. These individuals collaborated on writing a Learning Outcomes Assessment Strategic Plan that served as a working document for the next two years. They also worked with all instructional divisions on the following student learning outcomes initiatives.

In fall 2004, faculty subgroups identified definitions and measurable competencies for nine proposed campus-wide learning outcomes. In December 2004, a full-time faculty election was held to select which learning outcomes would be required for each of Green River's six degrees and also for certificates of 45 or more credits. Four outcomes were selected: Written Communication, Critical Thinking, Responsibility, and Quantitative and Symbolic Reasoning. Oral Communication was also identified as a requirement for transfer degrees, and Human Relations was identified as an applied degree requirement. (Each learning outcome and its associated competencies are found in Appendix A.)

The first annual Summer Assessment Institute was launched in July 2004. The objective of the institute is to train faculty in assessment concepts and techniques, and to conduct assessments of student learning.

To increase awareness of assessment results and to improve teaching and learning, the Learning Outcomes Committee revitalized all of its activities to focus on improving teaching and learning. For example, individuals submitting requests for project funding to the Learning Outcomes Committee must plan for and document teaching and learning improvement. In order to ensure dissemination of best practices, these results are compiled and reported on the committee's web site. This site contains detailed information related to student learning outcomes, assessment tools and techniques, assessment results, improvements in teaching and learning, learning outcomes tracking, and current projects, etc.

The Learning Outcome Tracking System (LOTS) database was created during the 2003-2004 academic year to help faculty and administrators identify which learning outcomes the college's 1,250+ courses support. The user-friendly, online database allows instructors to identify how the campus-wide learning outcome competencies are addressed in their courses. Faculty classify the competencies from Level 0 to Level 3 depending on whether the competency is taught, practiced, and/or assessed.

Improvements to Teaching and Learning

Improvements to teaching and learning have been implemented across the college. In response to concerns regarding the mathematics placement exam, the Mathematics Division rewrote entrance exams for Math 070, Math 072, Math 097, and Math 107/124/156/170. Individual instructors in Math, Business, Philosophy, Reading, Early Childhood Education, Drafting Technology, Biology, and Accounting improved their assignment design techniques as a result of rubric development during the Summer Assessment Institute. Specific implementation goals were adopted by all institute participants.

Program Assessment and Improvement

Finally, to further enhance the effectiveness of the Program Assessment and Improvement process, the assessment document was revised in 2001 to provide results more meaningful to teaching and learning and with a stronger focus on improvements. All instructional programs complete the Program Assessment and Improvement process every five years.

3. The Evaluation Team recommends that:

- a. The library make resources readily available to all students and faculty at satellite campuses and all students enrolled in Distance Learning classes (5.C.1).**
- b. The library adopts an assessment and improvement schedule with the results focusing on improvement of services (5.E.3).**
- c. Media Services develop collection development policies, regulations, and procedures for systematic collection development of media, and are available to the institution's constituents (5.B.3).**

Satellite Campuses and Distance Learning Access to Resources

Holman Library began a document delivery pilot project with the Center at Enumclaw in fall 2004. The Enumclaw Center pilot project was a comprehensive effort that included many elements. The library staff used the PA&I process in 2004-05 to determine the needs of distance learning students and to modify the pilot activities as necessary to meet their special needs.

The document and item delivery system planned in the 2005 year is now fully functional. Students and faculty may request books, media, and photocopies of journal articles from either the Enumclaw or Kent campuses. As mentioned previously, the following webpage has been set up specifically for Enumclaw, Kent and the Green River Auburn Downtown Center campus faculty and students to remotely request library materials: <https://www.greenriver.edu/library/libinfo/remote.htm>.

The library also made major revisions to its website for easier access to library resources; specifically library jargon (e.g., online catalog) has been replaced by user-friendly terminology (e.g., "Find books and more"). The college continues to assess the library's website pages for accessibility and usability, implementing standards that address screen reader variations and access for users with disabilities. In addition, since 2005, the library has added over \$10,000 of major online databases to ensure that students and faculty, especially those utilizing e-learning, have access to e-books and full-text e-journal articles.

Holman Library Program Assessment & Improvement

The Program Assessment and Improvement (PA&I) process for non-instructional units, initiated during the 2003-04 academic year, is the college's comprehensive process to evaluate and improve each non-

instructional unit on a 5-year repeating cycle. To address this recommendation, the library conducted its PA&I during the 2004-05 academic year. All library staff and faculty were involved. Along with reviewing internal statistics to identify any changes in use trends the library also surveyed students to determine not only how well the college is serving patrons who currently use the college's services, but more importantly, which patrons the library is not serving and why.

Overall the results from students who use the library were very positive about its services:

- 71.1% indicated library services meet their expectations
- A 64% satisfaction rate was reported for help from library staff in general
- 61% of users were either very satisfied or satisfied with help they received at the reference desk
- 22.5% indicated library services exceeded their expectations
- 21.1% and 18.2% of respondents, respectively, never used the services of either the reference desk or asked for assistance from library staff
- 6.5% of the respondents reported that the library falls short of expectations
- Only 5.6% and 6.3% of respondents, respectively, were dissatisfied or very dissatisfied with library services

The results of the non-user survey indicate that students know where the library is located on campus. Students responded that they did not use the library because: "I do all my searching on the Internet" (44.4%); "I haven't needed to use the library" (38.9%); and "My classes don't require me to use the library" (31.1%). Additionally, a preponderance of non-users (86.6%) have computers at home and no longer seem as dependent on the library's computers as they were in the past. An interesting fact gathered through both the user and non-user surveys is that over 20% of the students speak a language other than English as their first language. The library has begun to translate its information-finding aids into other languages to improve access to information for all students.

The results of the PA&I indicate that the library is doing an excellent job of serving users. Identified areas for improvement include working with faculty to increase the use of the library through assignments and building collections in other languages.

Holman Library Media Collection Development Policy

Prior to the 2003 recommendation, Holman Library's media collection development policy was part of the existing, general collection development policy. A collaborative process to create the separate documents for library and media services was implemented. The new policy was reviewed by Media Services, librarians, and the Dean of the Library and Media Services for consistency and accuracy. They also took the opportunity to review existing procedures to ensure that they follow best practices.

4. The Evaluation Team recommends that the college clarify the role of faculty and staff in institutional governance and should make the decision-making process regarding budget, capital equipment and staff allocations clear and visible to the college community. Structures need to be established that encourage meaningful participation of faculty, staff, and students in the governance of the college and the roles and responsibilities of each stakeholder must be defined clearly and publicized widely. Further, a system that facilitates two-way communication between faculty and the administration should be established to promote coordination and cooperative working relationships (4.A.2, 6.A.3, 6.C.6).

Institutional Governance

To address the recommendation concerning institutional governance the President expanded the President's Staff to a Cabinet beginning in fall 2004. There was a perception that some interests of faculty and staff were not represented on the President's Staff, whose membership consisted of those who

directly report to him; two instructional deans, and one student services dean who reports to the Executive Vice President. The new Cabinet formed includes 3 staff and 3 faculty in addition to the President's direct reports. The Cabinet meets monthly and serves in an advisory role to the President by offering differing viewpoints on a variety of issues of significant importance. In addition to attending the monthly meetings (held on the third Tuesday of each month), members participate in the college's annual planning and budgeting process, and attend the monthly meetings of the Board of Trustees. The Cabinet has met monthly since November 2004. Attendance and participation have been good and feedback is positive.

The college's annual planning and budgeting process is another area that has been revised in response to this recommendation. Each winter quarter, The President's Staff, Cabinet, and Research and Planning staff hold a series of strategic planning meetings in which they develop a list of Critical Issues and related Priority Initiatives to be addressed in the forthcoming fiscal year. This information, along with budget request guidelines and deadlines, is disseminated to the college community through the *CommuniGator*, the twice-weekly, college-wide electronic newsletter. Departments and programs generally have nearly two months to develop their budget requests, which are submitted to the President's direct reports, who in turn evaluate them and decide which requests to bring forward for final consideration. The budget requests are presented at open hearings each May. In addition to the open hearings, the individual budget requests and the budget request presentations, which are made with PowerPoint, may be reviewed by any college employee via the college's network computer drive.

College-wide Communication

The college has taken various steps to facilitate college-wide communication. The first is to make every effort to disseminate all significant information through the college's online newsletter, the *CommuniGator*. A second step is the posting of monthly meeting minutes of President's Cabinet meetings. The minutes are posted monthly on the GatorNet with a link posted on the *CommuniGator*. A third step is to schedule additional meetings where faculty and staff can hear about important issues directly from the President and have adequate time to ask him questions. As a fourth step, ongoing meetings between the President and faculty and classified union Presidents are held to ensure that the unions are up-to-date on the latest goings-on and that any issues of importance to the unions can be resolved in a timely manner.

The President has also implemented a series of informal discussions called "Rap with Rich," held quarterly at various times, dates and locations since fall 2003. The "rap" sessions are advertised in advance, and the Director of Public Information take notes and writes a follow-up article for the *CommuniGator* so that those unable to attend are aware of what topics were discussed.

Decision-making Committees: Roles and Responsibilities

In order to clarify which committees have specific roles and responsibilities for decision-making at the college, a spreadsheet of the various responsibilities for each college committee was developed and posted on GatorNet. Using this spreadsheet, committee chairs have identified the decision pathways for their respective committees. In addition, committee chairs have been asked to take and post meeting minutes, establish and post meeting dates and membership on the GatorNet, and to advertise college-wide when seeking new members for the committee.

5. The Evaluation Team recommends that the college develop and maintain a multi-year fiscal forecast of the major categories of revenue and expenditures that is fully aligned with the College's strategic and facilities master plans. (7.A.2, 7.B.5, 7.B.7)

Green River explicitly changed how it performs its budgeting in response to recommendations from the 1993 self-study. The college had already improved its efforts to link the development of the budget to strategic planning. However, in terms of operating funds prior to 2003, staff budgeted on a one-year basis.

Upon receipt of the recommendation in 2003, the college developed a multi-year forecast and began including that forecast as part of the college-wide budget process/package. This began in the annual cycle immediately following receipt of the recommendation. The multi-year forecast is now updated annually by the Business Office. The budget package, including the multi-year forecast, is reviewed with the individual members of the Board of Trustees (typically prior to the June Board meeting) and then presented as a recommendation for Board approval consistent with the Order Delegating Authority.

In the capital area, the college has been preparing multi-year forecasts for some time, consistent with the requirements for the capital requests made every two years to the State Board for Community and Technical Colleges, the state Office of Financial Management, and the state legislature. These capital requests are an end-product of the Facilities Master Plan, which is in turn driven by the college's Strategic and Instructional Plans. The Facilities Master Plan can be found on the Green River web site at www.greenriver.edu/MasterPlan/. The latest version of the Facilities Master Plan can also be viewed in the on-campus exhibits, as can the latest version of the Instructional Plan.

Responses to the 2005 Focused Interim Report

1. It is recommended that the college clearly define the educational assessment process as a whole, integrating tools and mechanisms that have been developed into a cohesive, systematic plan with regular timelines for completion. College-wide planning processes should be considered in establishing these timelines to ensure integration of educational assessment findings in college decisions (Standard 2.B.1).

Green River has implemented its comprehensive assessment plan. Developed by faculty and published via the Learning Outcomes website, the current assessment plan is designed to assess teaching and learning in courses, programs and at the college-wide level. The overall objective of the plan is to ensure that the full cycle of assessment is addressed, which includes identifying outcomes, measuring those outcomes, and responding by making adjustments to factors that impact teaching and student learning. It is important to note that while the college has made significant strides in assessment processes in the last five years, faculty have worked over many years and across many disciplines to build and sustain a culture of assessment at the college. The assessment processes now in place are the product of those first steps in prior years toward embracing campus-wide assessment to improve instruction.

Course-Level Assessment

Course-level assessment is systematically addressed at Green River. First, each Course Adoption Revision form lists both course and campus-wide outcomes. This ensures that all courses embed at least one Campus-wide Outcome. To ensure that each instructor addresses course and campus-wide outcomes in their classes, each dean collects and retains a quarterly syllabus for each class.

The Learning Outcomes Committee also offers a variety of annual workshops designed to help faculty assess and improve their course materials and pedagogy. These activities disseminate concepts and skills that not only enable faculty to experiment with and evaluate pedagogy in their own courses, but also contribute to more informed and thorough program-level and campus-wide assessments.

- **Summer Assessment Institute:** Instructs faculty in assessment concepts and techniques. Faculty design and use a rubric to assess student work from their course(s) to determine patterns of strengths and weaknesses in student learning.
- **Syllabus Workshop:** Orients faculty on outcomes and how to prepare a strong syllabus. Faculty discuss the relationship between outcomes, assignments, and grading for their courses, and explore appropriate ways to communicate these items to their students via the syllabus.

- **Assignment Workshop:** Helps faculty evaluate various sample assignments for content and form. Faculty reflect on how they can improve their own assignments.

Program-Level Assessment

The Program Assessment and Improvement process was developed in 1998 to ensure that programs are current, well structured and excel in promoting student achievement. The process was revised in 2001 and again in 2005 to place greater emphasis on program effectiveness and assessment of student learning.

The section on Learning Outcomes was revised and questions to ascertain whether or not improvements made as a result of assessment had any effect were added. The college assists faculty with the learning outcomes assessment section of the PA&I in a number of ways.

- **Classroom and Program Assessment Research Specialist:** The college funds a faculty member as a adjunct Classroom and Program Assessment Research Specialist who assists departments in designing and conducting assessment projects.
- **Summer Assessment Institute:** Even though all faculty may attend, faculty whose program are scheduled for the PA&I in the upcoming year are specifically encouraged to participate in these institutes.
- **Stipends:** Once a program/department completes the PA&I, faculty are offered either a stipend or additional departmental funds as compensation for completing the study. In addition, the LOC offers stipends for departments to complete an assessment project of their design. Departments submit an application for funding which describes the project details and how it addresses the full assessment cycle required for PA&I.

Campus-Wide Assessment

In fall 2005 faculty approved a process for assessing the outcomes across degrees and certificates. Each outcome receives focus individually, and goes through a three year cycle.

- **Year One:** a team of five faculty members from across degree programs assess student learning of the outcome; they report back their findings to all faculty.
- **Year Two:** faculty respond to the findings presented by the assessment team and develop and implement a strategy to improve their teaching and student learning of the outcome.
- **Year Three:** a faculty assessment team examines student learning of this outcome and reports whether the actions taken during year two led to improved student learning.

The assessment process is overseen by the Learning Outcomes Committee (LOC), a subcommittee of the Instructional Council, the main faculty governance body. The LOC is charged with facilitating outcomes work on campus, and includes one faculty member from each of the 11 instructional divisions, and two instructional administrators. The Office of Research and Planning provides research design, sampling, and statistical support to the assessment teams. To compensate the faculty assessment teams for the time involved in doing this work, money is allocated from state funds and the college's general fund. These two permanent funding sources ensure that Campus-wide Assessment has sufficient financial support.

2. It is recommended that the college ensure that its educational assessment program is comprehensive and consistently applied to all degree programs or offerings and leads to evidence-based improvement of teaching and learning (Standard 2.B.e, 2.B.3, Policy 2.2, Eligibility Requirement 12).

As described above, the college has established a comprehensive assessment plan that demonstrates the full cycle of assessment at the course, program, and campus-wide levels. Although there has not yet been time to achieve the full cycle of assessment for the campus-wide outcomes, the college is currently in the third year of the three-year cycle for Quantitative and Symbolic Reasoning (QSR), year two of the cycle for Written Communication, and year one of the cycle for Student Responsibility. The college will begin the assessment cycle of Critical Thinking in 2008-2009. As the assessment teams issue their respective reports, faculty respond to the findings and develop and implement strategies to improve their teaching and student learning in regard to the outcome.

For example, the initial QSR assessment indicated that students were having difficulty in this area. Last spring's Faculty In-Service Day brought together faculty who teach QSR competency 1 to discuss ideas on enhancing the teaching and learning of this competency. The session focused on current and best practices in teaching QSR, and strategies to teach it more effectively across the disciplines. Faculty who attended the In-Service session experimented with different approaches to teaching and assessing this competency. The nearly completed third phase of the QSR assessment that began this year will produce evidence of the extent to which these activities have led to improvement in students' QSR skills.

The formal process to assess student learning at the program and course levels has had a longer history at the college and has completed the full assessment cycle. Program-level assessment has been integral to the college's Program Assessment and Improvement process since 2001, and faculty have conducted various studies of student learning, using the results to improve teaching and student learning. Similarly, course-level assessments and improvements have resulted from faculty participation in the annual Summer Assessment Institute, which has been offered for the past four years. To date, more than 65 instructors have participated in the Institute. Each year the Learning Outcomes Committee issues extensive reports documenting how instructors changed their methods and/or materials as a result of attending the Summer Assessment Institute.

In summary, the college has established and implemented its comprehensive assessment plan that faculty support and which demonstrates the full cycle of assessment at campus-wide, program and course levels. The schedules for Campus-Wide Outcomes and PA&I ensure that assessment is consistently applied to all degree programs and offerings, while the course-level assessment activities improve course outcomes and instruct faculty in assessment concepts and practices that strengthen assessments conducted at each level. In addition, the college supports assessment by providing permanent funding for the Learning Outcomes Committee, campus-wide assessment, PA&I, the Summer Assessment Institute, and related workshops.

PART B: Questions related to other institutional changes

Standard One: Institution Mission and Goals, Planning and Effectiveness

Green River Community College continues to operate under a strategic planning model that was adopted in 1998. The model has two components: three-year strategic planning cycle and one-year operational planning cycle. Every three years the college analyzes its internal and external environments; reviews and/or revises its vision and mission; develops goals; and formulates an evaluation plan that includes core indicators of effectiveness. On an annual basis, the college completes an operational planning cycle that links unit level planning and resource allocation to the college mission and goals. The operational plan is assessed and communicated both internally and externally via the annual Report to the Community.

In 2004, the Board adopted the “Carver Policy Governance Model” and began the development and approval of policies on the governance process, board-staff relationships, and executive limitations. The final piece was the development of “ends policies.” At the same time, the college was revising its strategic plan. The Director of Research and Planning mapped the two processes in an effort to streamline reporting and noted several similarities. An effort was made to align the college’s Strategic Plan and the Board’s Ends Policies.

The college committed to adopting goals that focus outward on the benefits and impacts to students and the community, instead of focusing on college inputs. The characteristics of an “ends” policy, the new college goals as defined by the Board, included “what will happen and for whom.” Prior to the adoption of “ends” policies, college goals tended to focus on “how it will happen and by whom.”

The process to change college goals, and to review and revise the college vision and mission, included the involvement of all campus constituents: faculty, staff, students and community members. Forums were held to discuss the transition to “ends policies” and to generate ideas and provide feedback on draft goals. In addition, the Board reviewed changes to the draft goals in its open meetings. In spring 2005, the Board approved five institutional goals:

1. Students will benefit from Green River’s commitment to learning as its highest priority.
 - Transfer students will meet the requirements for transfer to successfully pursue a baccalaureate degree
 - Professional/Technical and Workforce students will master the skills sought by employers to be successful in the workplace
 - Under-prepared students will demonstrate competency in reading, English, and math that prepares them for success in college-level courses
 - Community members will have opportunities for life-long learning to enrich their lives personally, socially, and culturally
2. Members of our diverse communities will have reasonable access to affordable educational programs and services that meet their needs.
3. Under-represented students will be provided services that support their learning and promote student success.
4. The community will benefit from Green River’s active participation in programs, events, collaborative partnerships, and entrepreneurial activities with government, business and community organizations.

5. The citizens of Washington will be ensured of Green River's consistent practice of responsible fiscal stewardship and public accountability.

One result in changing the focus of the goals to "ends policies" is that the Board has a more defined way to measure the effectiveness of the institution. Core indicators were drafted for each of the goals and a schedule of Monitoring Reports was developed to engage the Board and the campus community in discussions around achievement of the college's mission and goals (please see Appendix B). The change also means the budgeting process ties annual allocation of funds to goals that benefit students and the community.

Prior to entering into its fourth three-year planning cycle, the college began to evaluate its strategic planning process. Because maintaining a high level of involvement from various constituents is integral to the college's planning and effectiveness efforts, changes are being proposed to the planning model that will allow for more flexibility and alignment with other planning processes such as instructional, enrollment management and facilities master planning.

A college-wide council for each goal was approved by the Board in January 2008. Each council is charged with evaluating the extent to which the college is achieving that goal. The councils will be charged with establishing criteria and means of evaluating success in achieving the goal as well as setting annual benchmarks for improvement. These proposed changes will also allow the college to be more strategic in its planning process, and allow for the development of projects and planning that fall outside the current three-year cycle. The primary mechanism for reporting on institutional effectiveness will continue to be the Board Monitoring Reports; however the responsibility for the reports will shift from the office of research and planning to the college-wide councils.

Standard Two: Educational Programs and Its Effectiveness

Transfer/Major Related Program Degrees

To help transfer students better prepare for the junior year of college, two-year and four-year institutions in the state of Washington have been working together to create transfer associate degrees that specify the appropriate courses for students to be well prepared to enter the major upon transfer – Major Related Program (MRP) Degrees. MRP degrees follow either the Direct Transfer Agreement (DTA) format or the Associate in Science format. The college has worked with its faculty to implement articulation templates for the new Associate in Science and Associate in Arts, and several new degrees have been approved and implemented through the faculty curriculum review processes. **NOTE:** In the following bulleted lists, transfer degrees that appear in **bold** font are all new.

The college offers the following transfer degrees:

- Associate in Arts (AA) degree
- **Associate in Business (AB)**
- **Associate in Math Education (AME)**
- **Associate in Elementary Education (AEE)**
- **Associate in Pre-Nursing (APre-N)**
- **Associate in Applied Science-Transfer (AAS-T)**
- **Aviation Technology**
- **Information Technology, Networking**
- **Information Technology, Computer Support Specialist**
- **Information Technology, Information Assurance**
- **Early Childhood Education/Paraeducator**
- **Mechanical Design Technology**

- **Natural Resources**
- Associate in Pre-Professional
- Associate in Science-Option 1 in:
 - Biology Education**
 - Chemistry Education**
 - General Science Education**
- Biology, Environmental Science, Chemistry, Geology & Earth Science
 - Associate in Science-Option 2 in:
 - Physics Education**
 - Engineering**
 - Major Related Programs in Engineering:**
 - Mechanical, Civil, Aeronautical, Industrial, Materials Science pre-Engineering**
 - Biological or Chemical pre-Engineering**
 - Computer or Electrical pre-Engineering**

The following new programs were added

- Retail Management certificate
- AAS-Natural Resources-Wildfire

The following programs were discontinued

- Associate in Professional/Technical Studies (AAA-PTS and AAS-PTS) degrees
- Associate in Pre-Professional degree in Elementary Education (Replaced by Associate in Elementary Education)
- Associate in Pre-Professional degree in Engineering
- Associate in Pre-Professional degree in Business Administration
- Associate in Pre-Professional degree in Business Education Teacher
- AAA in Manufacturing Management
- AAA in Business Management was revamped and is now called AAA in Business, Sales and Supervision

Inter-College Reciprocity Policy

In February 2005, the State Instruction Commission approved the Community and Technical College Inter-College Reciprocity Policy for Transfer Distribution Courses and Areas. Green River faculty approved and implemented the reciprocity policy, publishing the criteria in the 2006-2008 college catalog (refer to the Green River Catalog, page 38). This ensures that students who have completed an individual course that meets distribution degree requirements or fulfills entire areas of their degree requirements at another college are considered to have met those same requirements at Green River.

Kent Campus Expansion

In 2004 the Skillstream training center in Kent was phased out due to a severe downturn in corporate training and to management issues. The college opened a new comprehensive college facility (Kent Campus) located at the downtown Kent Station. The campus is located in a newly developed multi-use plaza in the center of downtown Kent where students can take credit, basic education, or non-credit classes. The facility serves the greater Kent community with a full range of educational programs and student services. Completed in fall of 2005, Phase I of the Kent Campus is a 20,000 square foot facility with 6 general purpose classrooms and 4 computer labs. Phase II of the building project is now underway and will triple the size of the facility to accommodate anticipated growth by 2009 and beyond.

Kent Campus provides a unique mix of class formats and schedules. Used primarily for credit classes, the campus offers pre-college and college level courses in business education, English, humanities, math,

science, social science, ESOL, and ABE/GED. Credit course offerings number around 40-45 per quarter and are determined by each instructional division with input from the Kent Campus staff. Students can complete a two-year degree at the Kent campus through a mixture of traditional classes and distance learning options. The expansion of the campus in Phase II will offer even more choices for students. For example, non-credit course offerings in Kent have a business/technical focus. Computer applications, network management, human resources, lean manufacturing, small business management, and medical billing are included in the non-credit program mix. Corporate training and small business counseling are also offered at the new Kent location.

Tutoring Services for Students

The Tutoring and Resource Center, the Math Learning Center, and the Writing Center work collaboratively to create and strengthen a network of academic support services.

Tutoring and Resource Center

The Tutoring and Resource Center provides tutoring services in many disciplines across campus. The center provides one-on-one tutor sessions, group tutoring, study tables, software tutoring, lending resources, and print resource materials that will assist students with test taking skills, study skills, memory aides and more. Located on the second floor of the Holman Library, the Center maintains a bank of computers that offer self-tutoring software programs, individual computer tutoring, and research aides for homework help. It also provides tutor/study tables where students can earn documented study hours or can get assistance with their coursework. The Center serves ABE and ESOL students; the general student population; and special needs students referred by Disability Support Services. As a way to better capture the types of services students can access, a new student tracking system was installed in the Center in fall 2007. The system allows the college to document which students use the service, what type of service(s) they access, and the duration of time spent. Data are intended to assist with budget and decision making processes at the college.

Math Learning Center

The Math Learning Center offers support services and resources for both students and instructors. This includes mathematics assistance, peer tutoring, mathematics videos, supplementary texts, worksheets and activity sheets, and courseware/mathematics tutorial software, as well as student workshops about mathematics success strategies, the use of graphing calculators, and specific mathematics computer applications. The Math Learning Center also has programs designed specifically for underrepresented students, which include: alternative testing, tutorial assistance, computer resources, textbooks and videos as well as a place to study and meet with other students and faculty.

Writing Center

Green River's Writing Center offers one-on-one, face to face consulting services for all Green River students at all stages of the writing process. Whether a student has a question about grammar and usage or needs help brainstorming ideas or focusing in essays, faculty and student tutors are available to provide support, with 20-25 minute focused tutoring sessions. Specifically, the Writing Center offers:

- Answers to specific questions about writing issues
- Facilitated discussion and problem solving
- Access to computers
- Access to online writer's resources
- Handouts on a variety of common writing problems and styles
- Library of writing textbooks and other reference books

In fall 2007, the Writing Center extended its hours from an average of 15 per week in past years to having consistent hours from 9-3 daily. The expansion of hours has meant an increase in students accessing the Writing Center, and tutors are working at capacity.

Standard Three: Students

Since the 2003 full-scale accreditation visit, there has been a major organizational restructure of Student Services. The Executive Dean of Student Services position was eliminated. The responsibilities of the position were divided between two deans reporting directly to the Executive Vice President. One dean oversees all aspects of Enrollments: Enrollment Services, Financial Aid, Recruitment and Outreach, Career and Advising Center, Assessment and Testing, Running Start, and our new Welcome Center. The other dean oversees all aspects of student development and retention: Counseling and Health Services, Athletics, Student Programs, Women's Programs, TRIO – Student Support Services, Diversity Services, Disability Support Services, child care, student judicial affairs, auxiliary services, crisis response, and evolving projects such as Campus Corner Apartments, the Green River Community College Foundation student housing project (please refer to Appendix C for updated Organizational Chart).

A new Student Services Leadership Council, facilitated jointly by the two deans and attended by department and program administrators, convenes bimonthly to facilitate communication, collaboration, planning and problem-solving within Student Services. Each department and service area holds routine staff meetings to which outside staff, including faculty and administrators, are frequently invited to attend. Meetings involving all members of the Student Services staff are now held monthly, instead of once per quarter, to facilitate training, information sharing, and collaboration.

New Initiatives for Recruitment and Outreach

Since our 2003 report, two significant new initiatives have been launched to address identified improvement areas related to student success – creation of a new Recruitment and Outreach office and a new student Welcome Center.

Recruitment and Outreach

The Office of Recruitment and Outreach is committed to building and maintaining strategic connections throughout the college and the community. Recruitment and Outreach functions are targeted to the high school age and adult populations to encourage participation in learning and personal enrichment opportunities at Green River Community College.

This department has a Director of Recruitment and Outreach, an Outreach Specialist, two Program Coordinators, and student employees, all of whom provide information to high school students, parents, and the community to educate and promote the value of a lifelong education, and to recognize Green River as a valuable educational option. Recruitment and Outreach activities include Green River informational displays at high school Career Centers, lunch time visits, college fairs and post-secondary nights. Similar informational displays are also common within the community, as well as financial aid/funding workshops and admissions application workshops. This office is also responsible for keeping college partners such as high school faculty and staff and community agencies informed and updated on current college processes.

Recruitment and Outreach coordinates campus tours, phone calling efforts to potential students, and large-scale open houses. A goal of this office is to establish relationships with prospective students at all stages, whether they have inquired about the college, applied, or taken a tour. Recent college developments include Instructional Area Brochures, a new college view book and brochure (which has been translated into Korean, Russian, and Spanish), and a revised college admissions packet and process.

The staff is dedicated to maximizing student access and to providing support and information for a successful transition to college.

Additionally, a concerted effort was made in 2007 to develop a consistent, unified look for the college's recruitment and outreach publications and websites. The college won a regional gold medal award from the National Council for Marketing and Public Relations for these efforts, and the common look has been integrated in all campus publications.

In September 2007, the Office of Recruitment and Outreach also collaborated with the Communications and Program Marketing office to host the successful Next Step event, whose objective was to bring 500 prospective students to campus to help familiarize them with college programs and processes.

Welcome Center

This center, which will open in spring 2008, will focus on supporting new enrollments and the transition of our students between academic levels. This facility will serve as the starting point for all new students entering our college. Regardless of their initial program (non credit, basic, transfer, or professional technical) all students will have access to the resources and services to support information, awareness, and matriculation. The scope of this center incorporates our need to better prepare entering students for the challenges of college to support persistence and success. All entry services and resources are being streamlined to reduce confusion, minimize duplication of effort, and save resources. This center will support application, assessment, entry advising, new student orientation, and campus referral services.

New Initiatives for Student Development and Retention

Two new student development and retention efforts have also been implemented since the 2003 report. A new model for student code of conduct and a plan for a crisis response team and five critical incidents teams have been instituted.

Code of Conduct

The student judicial process is strengthened by a new educational model focused on the growth and development of students and community. This model fosters excellence and the highest standards of integrity expected in all areas of college life. The college is committed to providing an environment where persons are safe, property is secure, the individual rights of all persons are respected, and education of the highest quality is achieved.

The college's code of conduct outlines the behavior that is expected of all members of the community. All students have entered into an agreement to be aware of and abide by the rules and regulations set forth in the code of conduct. Each student is responsible for conforming to the requirements of the code of conduct and applicable federal, state, and local laws. Violations of the code of conduct are adjudicated by the college's judicial system, which is designed to reflect and to support the educational mission of the institution and to ensure the fair and equitable treatment of all individuals charged with or victimized by student misconduct. Regardless of the means by which discipline is processed, the ends remain the same: to redirect the behavior of the student into acceptable patterns and to protect the rights of the community. The question becomes one of choosing the most effective means of maintaining conduct that is acceptable for an academic environment. The recent involvement of students, faculty and administrative staff in judicial hearings provides for increased involvement from the entire campus community.

Crisis Response Teams and Critical Incidents Teams

Green River Community College has made a commitment to work toward a campus that is free from discrimination and that celebrates the diversity of its various community members. No community, however, is immune to the problems of racism, religious intolerance, sexism, or homophobia. The Racial

Incidents Team; the Gay, Lesbian, Bisexual, and Transgender Anti-Harassment Team; the Gender Incidents Team; and the Religious Bias Incidents, and the Disability Bias Team are five resources that Green River uses to address the problem of discrimination based on race, nationality, religion, gender, or sexual orientation. In addition, a crisis response team has been developed to handle specific incidents related to human crisis. This team works in tandem with the institutional Emergency Operations Team.

General Responsibilities

The Program Assessment and Improvement process is part of the college's overall institutional effectiveness process. All administrative units and support services are reviewed on a rotating basis, with each area being evaluated once every five years. Reports have been completed by Athletics, Educational Planning, Running Start and Student Life department; Financial Aid and Student Union Enterprises (SUE) departments are due during the next academic year.

Student Services Departmental Updates

Enrollment Services

The departmental staff continues to incorporate new technology and trainings to support students; faculty; and staff. A new series of FERPA training sessions have been developed and presented at campus training and in-service activities; faculty utilization of the instructor briefcase and online grading have significantly increased to 91% and 96%, respectively. Enrollment services have been instrumental in launching a new tuition payment plan that allows students to pay their tuition in three installments. This new option requires significant tracking and reporting, but has been extremely popular with students. In addition, our enrollment staff has received training in Actuate and E-spread sheet in preparation for an anticipated change in system wide computer service during 2008.

Educational Planning Services

Educational Planning combined with Career Services to form the Career and Advising Center, to address the entry advising and goal clarification needs of our diverse student population. A significant change in our advising program has been implementation of mandatory entry advising. To support this effort and to ensure faculty are aware of the information shared with new students, the advising staff utilize a database to record student advising notes, academic standards information, campus referrals, and other data related to providing consistent information and services to students. The Student Tracking, Enrollment & Retention (STAR) system was created in 2005 and is being used campus-wide. The system is designed to enable the Career and Advising Center, Enrollment Services, Financial Aid, Worker Retraining and faculty members to work together to manage and share information (including Academic Standards) about our students.

Additional enhancements to the career and advising program include a new online career assessment tool; implementation of an electronic academic Early Alert initiative; the establishment of a campus-wide Advising Implementation Working Group to address student retention; a new Saturday advising program integrated with the Assessment and Testing Center to enhance services for working students; and implementation of a peer advising program to provide enhanced services for students seeking quick access to information.

Running Start

The purpose of Running Start is to provide educational options in accordance with the "Learning by Choice" law enacted by the Washington Legislature in 1990. The program is a dual enrollment program serving high school juniors and seniors. Green River has the largest population of Running Start students in Washington State, which creates unique challenges for our program. Staff continue to ensure that the program and processes are forward-thinking in terms of student enrollment and registration, creating

fewer barriers for access to the program. The most significant challenge for the program is incorporation of the new state high school graduation requirements for the class of 2008 and anticipation of the potential impact on Running Start participation.

Assessment and Testing Center

This center will relocate to the new Welcome Center in June, 2008. The new facility will allow the campus to triple current testing and assessment capacity, which will reduce student wait times, allow multiple testing functions to happen concurrently, and improve test security. This center's alignment with the Welcome Center will support student service, engagement, and enrollment. In addition, the college will be introducing web-based COMPASS, the assessment tool for students to determine which English and math classes are the best fits for them. This new format will allow more flexibility regarding off-campus assessment services, expanding to multiple locations in our community and at our district high schools, and allow better report generation and utilization of assessment data in decision making.

Financial Aid

The mission of financial aid remains the same as before; also the need for accountability and fiduciary responsibility. The demand for assistance has grown over the years, but grant funding has not met students' needs. As a result, the college began "packaging" Federal Stafford Loans with grant and work study awards. The preliminary 2005 cohort default rate for Green River was 5.1%. Total aid for 2006-07 from all sources was \$12,268,344 and assisted 3667 students, which was approximately 43% of students enrolled in eligible programs. The number of students served was lower than the preceding four years, yet the overall amount of aid increased. More of the students enrolling need financial assistance.

With six staff positions changing over the last year, future trainings will focus on customer service and communication. Financial aid continually strives to simplify forms, incorporate Universal Design and communicate more effectively with students. For instance, this past winter quarter the college implemented a new funding brochure and website to further clarify all campus funding options.

Computer capability remains a challenge. The Center for Information Services (our system technology provider) has not provided updated software or services for financial aid processing, and financial aid lacks the capability to use many web applications. The software is antiquated and does not integrate with web applications, reporting, electronic deposits, award letters or on-line forms. Dealing with young tech-savvy students becomes even more challenging with limited computing and web capabilities.

Disability Support Services

Disability Support Services (DSS) is committed to ensuring equal access to all college programs and activities, and serves over 500 students throughout the academic year. The number of students receiving services has nearly doubled over the past two years, and this increase may be due to more students with disabilities entering college, and to easier access to DSS.

In July of 2006, DSS moved to the second floor of the Lindbloom Student Center into space adjacent to TRIO. This has allowed for a more collaborative working relationship between the two offices since many of the same students participate in both services. An additional benefit is that instead of having staff from another department greet students and answer questions, students have direct and immediate access to DSS staff. Two significant challenges for DSS include the increase in requests for accommodations and adequate funding needed to serve students. The State is in the process of developing a new request and allocation process for accommodation funding as well as ongoing training for faculty and staff on legal issues and assistive technology.

Multicultural Services

The department name was changed in 2004 from Multicultural Services to Diversity Services to reflect the services provided to all under-represented students. Recruitment and retention efforts for under-represented students have increased with a number of new programs and services. These include the Mentoring program and Washington Achievers academic initiative. The college continues to address diversity issues by collaborating with the Community Leadership, Education, & Outreach (CLEO) student leaders program to offer educational, entertainment, and inspirational diversity programs for students, faculty, and staff. Diversity Services works with student clubs and the faculty to create diversity awareness programs and opportunities that engage the college community in dialogue around diversity topics and training. Challenges include finding creative ways to educate the community on diversity issues and to recruit and hire diverse employees for the campus.

The Commencement Achievement Program (CAP) is in its second year. This program assists first year students and students of color in navigating the college system and its services. CAP links each student with a student Peer-Navigator whose knowledge of the campus and its resources connects students to the programs and services that enable them to reach their academic goals. This is a jointly funded program among the College Success Foundation, the State Persistence initiative, and the Associated Student Association of GRCC.

TRIO

This department continues to facilitate educational opportunities for students who are first generation in college, have low income status, or who have disabilities. Participants receive academic advising, career planning, professional mentoring, and information about available resources. Field trips to 4-year institutions are provided, along with workshops and presentations on academic and college skills, and a small computer lab is available for participant use. Because the project is funded to serve only 200 students, advisors and support staff are able to develop in-depth understanding of each student's academic and personal needs and to provide individualized, intensive educational support services.

TRIO successfully completed a Department of Education re-funding process in 2005, securing funding to provide services through August, 2009. Given the program's consistently high performance and satisfaction rating of all stated objectives, continued funding can reasonably be expected. Additionally, the student population presents a high need for project services. Seventy-five percent of the student body is first-generation, and 40% is low-income (as defined by federal standards) and/or have disabilities that significantly impact their learning experience.

Challenges for TRIO include balancing the need for program services with limitations on who can be served, as prescribed by grant regulations. With the additional use of the TRIO computer lab by DSS for testing, TRIO students who are receiving tutoring need to find alternative compatible available space.

Student Programs

The Community Leadership, Education & Outreach (CLEO) program continues to be recognized at the local and national levels for its leadership training and community service activities. This highly respected program has established Green River as a model for student development programs throughout the Washington community college system.

Students complete a two-week training program at the beginning of the academic year and facilitate the college's student programming. The CLEO program promotes co-curricular activities and works collaboratively with faculty and staff to create a sense of community and pride at Green River. CLEO and the Associated Student Union partner to retain students through outreach activities, student tours, and other educational activities that support the mission of Green River. Qualified students learn valuable skills with hands-on experience in managing a program, while at the same time earning money. Each

position assumes responsibility for planning, organizing, budgeting, and implementing activities to meet the varied needs of Green River students, faculty, staff, and surrounding communities.

Student Programs also supports the performing arts program, artists and speaker series, the fitness center, and the student radio stations at Green River. Over the past two years the Student Senate has been challenged with funding a new Portal and student email system for the college. The Senate is working collaboratively with Information Technology and other stakeholders on campus to implement the student email system in spring 2008.

The Assistant Director of International Activities has been working with community partners and organizations and the Green River Co-Op office to develop opportunities for Green River international students to volunteer in the community and to practice English skills while building job and co-curricular skills. All ASGRCC senators are encouraged to attend the Council for Unions and Student Programs Leadership Institute to gain skills such as ethics and integrity, professionalism, interpersonal communication, effective planning, and implementation and evaluation of leadership skills. Throughout the year in-service trainings for the senators are facilitated in order to build their co-curricular skills.

Intercollegiate Athletics

Green River competes in the Northwest Athletic Association of Community Colleges (NWAACC), which is made up of 34 community colleges in Washington, Oregon, and British Columbia. The Green River Athletic department offers Baseball, Basketball, Golf, and Tennis for men, and Basketball, Fastpitch, Golf, Soccer, Tennis, and Volleyball for women. Two Green River coaches for tennis and women's basketball were honored at the NWAACC Hall of Fame ceremony.

Athletes are strongly encouraged to participate in academic support programs for their own benefit. Weekly tutoring and academic support report sheets are turned in to the Athletics Department for review. The overall GPAs of student athletes have improved since the 2003 report. In addition, a higher number of athletes have transferred to upper division athletic programs.

In 2003, the Athletic Director was funded through student activities fees but the position now receives 100% funding from the general fund. One challenge for the athletics program is to determine what additional sports should be added to enhance recruitment and retention efforts.

Counseling and Health Services

Counseling and Health Services fosters student success and retention by teaching emotional coping techniques, informing and educating students on relevant health and wellness topics, and developing effective self-care skills for optimal lifelong psychological and physical health. Short-term personal and crisis counseling for students experiencing problems that threaten their educational success has increased with the addition of housing and the increase in the international student population at Green River. The biggest challenge for Counseling and Health Services is providing adequate care for students when the ratio of counselor to students is 1:5000 students. The counselors also offer the community personal development workshops and seminars on a broad range of mental health and wellness topics.

Child Care Center

The Green River Child Care Center is located one block from the main campus. The Dean of Students is responsible for overseeing the Center. The college contracts with the non-profit Children's Home Society of Washington to operate the Center, which is licensed to serve a maximum of 68 children, from infancy to five-years of age. The Center participates in the Early Head Start and Head Start Programs, initiatives for which participants must be low-income. Significant challenges for the Childcare Center and Green River include the limited hours the center is open, the number of students the center can serve, and age requirements of children who can use the facilities. Another challenge is the

cost of off-site childcare (for students who are not eligible to send their children to the Center because of the age and capacity restrictions). These students often cannot meet the financial obligations of going to school and providing childcare before, during, and after school. The Childcare Center does not provide drop-in hours for children.

Women's Programs

A new Director of Women's Programs was hired in January 2007. Her professional background and knowledge were integral to the college receiving a second round of funding from the state to offer the Displaced Homemaker program (DHP) from 2007-2009. The DHP supports the needs of students who are single parents or have recently been displaced from their home environment. The program offers book-loans, bus passes, temporary food resources, and other support needs to students. The program has worked collaboratively with Workforce, WorkFirst, and the Opportunity Grant project to find resources to support student retention and academic success for this population. Additionally, the state allocated first-time grant funding in 2007 to Green River's Women's Program to support student childcare and childcare emergency funds (only two grants were offered within the state). The childcare grant is a partnership with the ASGRCC and supports student retention efforts.

Student Union Enterprises/Auxiliary Services

The Paper Tree Bookstore

The bookstore provides the necessary books and supplies to meet the academic needs of students and faculty. Additionally, the bookstore offers competitively priced books and supplies, and a variety of other services: faxes, ID cards, movie rentals etc. Because the bookstore is institutionally owned and all the profits remain on campus, student and faculty who support the bookstore help the campus in a variety of ways. The bookstore has seen tremendous growth in on-line textbook sales, and the Green River website allows students to order textbooks as soon as they are registered for classes. This is a proven benefit to student success because books can be available the first day of the quarter without waiting in line. The faculty ordering system is evaluated each year to determine how to improve the availability of books the first week of the quarter. One challenge for the bookstore is to determine how Green River can provide books to students who are waiting for financial aid checks to be disbursed.

Food Services/Scheduling & Conference Services

A contractor change from Aramark to Compass Company (Chartwell's) was made three years ago. Sales have increased during the same time frame. Chartwell's has expanded its vegetarian options per student and staff demands. The food services contract will be up for bid in 2010. Food Services and Conference Services work together to provide catering for college and community events. These events include luncheons, banquets, parties, school and church dinners, weddings, and other community functions. Additionally, a student survey was completed in 2007. The survey results provided positive feedback regarding the Food Services provided at Green River. One challenge for Food Services is to offer additional hours of availability to students who take evening or weekend classes.

Improvements/Updates to Student Services

Advertising and recruitment

Under the direction of the Dean, an outreach office was established to provide leadership for campus efforts to improve the college's representation in the community. Student focus groups assisted in the redesign of promotional materials and student friendly improvements were made to the college's website. A highlight of the improved technology efforts has been the increased use of e-mail initiatives to keep students informed about campus programming, deadlines, and other current events. Other planned improvements include the launch of a new student e-mail project by spring 2008.

Gator Athletic-Academic Preparation status report

The Gator Athletic-Academic Preparation (GAAP) program has evolved into a student service program to assist student athletes in persisting at Green River. Coordinated by the Athletic Director, the GAAP program provides face to face interaction for approximately 130 students on academic, social, and life skills issues. Collaborative efforts between the career and advising center, counseling and health center, tutoring and resource center, and other student service departments are in place to assist student athletes in academic advising, financial aid, health and wellness, and academic success opportunities.

New Athletics Waiver Increase

In summer 2007, legislation by the Washington State Board for Community and Technical Colleges (WSBCTC), with the advice of the Northwest Athletic Association of Community Colleges (NWAACC) Presidential Advisory Board, approved the increase of merit based financial assistance for student athletes. Previously a student could receive \$200 per quarter per NWAACC regulations. The new policy allows an institution to provide 65% tuition assistance to a student based on the cost of 15 credits. This increase in aid will have a direct impact on the quality and number of student athletes recruited to the institution, and will create improvements in the women's athletic teams' ability to fill their rosters.

Personnel Changes

In winter 2007, the college created a 75% permanent exempt position for the assistant athletic director for the 2007-2008 academic year. This Student Programs position was created in large part to accommodate the growing need to provide recreation options for campus residents, as well as meeting the growing needs of the athletic department. In fall 2007, the Physical Education Department added a permanent gym supervisor position to oversee the operation of growing evening classes and intramural activities.

Lindbloom Student Center Replacement

As noted in the 2003 interim report, the Lindbloom Student Center (LSC) underwent a major remodel which was intended to provide a larger space and better layout for offices. Since then, the building was put forward as needing replacement and in December 2007 the college submitted a Capitol Project Request for LSC Replacement to the State Board for Community and Technical Colleges. That request was not funded for 2009-11, but will be resubmitted for the following biennium. In May 2007, the Associated Student Union passed a student fee to support a plan for their portion of a new Student Center, to be completed by 2012 regardless of state funding for the rest of LSC. This fee is currently being collected from students.

Enrollment

Table 1 below shows the enrollment figures for Green River since the 2003 accreditation visit.

Table 1. Annualized Enrollment¹, 2002-03 to 2006-07					
Annualized FTEs and Enrollments	2002-03	2003-04	2004-05	2005-06	2006-07
State FTEs	5,549	5,504	5,275	5,333	5,167
Total FTEs	6,691	6,761	6,745	7,047	7,237
Headcount	12,337	12,508	12,621	12,837	13,051

¹ Excludes student-funded enrollment such as Continuing Education or enrollment in non-credit bearing courses.

Standard Four: Faculty

Faculty qualifications, selection, evaluation, and hiring

The college continues to give faculty the opportunity to recommend which new and replacement positions should be filled each year. These recommendations are discussed with the deans and the Executive Vice President, and consensus is usually reached (the EVP makes the final decision). The new faculty collective bargaining agreement (CBA) now commits the administration to hire 2, not 1, additional full-time faculty each year. This is rare in our state system. Faculty positions are now advertised earlier than at most peer colleges, and our CBA limits the required advertising period to 6 weeks rather than 10.

The college has increased its efforts to attract a diverse faculty applicant pool. As one example, the President's Commission on Diversity has made recommendations on faculty hiring to increase diversity in recruitment of applicants. The college's tenure process has been improved by the direct training of student committee members, and post-tenure evaluations have been streamlined to occur every 5 years. New faculty orientation programs have improved and all new faculty have access to a personal mentor.

Faculty participation in planning, curriculum development, advising, and governance

Faculty attitudes toward their role in institutional governance have been greatly improved by the implementation of a President's Cabinet that includes three faculty (including the Instructional Council chair), three staff, and three administrators who are not members of the President's staff. Cabinet examines, establishes, and creates each annual college budget, and all members are actively engaged in the argumentation and decision-making inherent in this process. Cabinet also studies and discusses college and state-wide issues affecting community colleges. In 2006-2007 the college was able to use interest-based bargaining for the first time; it was quite successful in meeting both faculty and administration needs. The President now holds quarterly "Rap with Rich" sessions open to all faculty and staff for questions and sharing of information. The new CBA includes a new faculty advising policy created by the collaborative bargaining team of faculty and administration. The policy was implemented in 2007-08; it reflects changes desired by faculty as a whole.

Faculty workload, salaries, and benefits

Green River continues to hire new faculty at one of the highest salary levels in the state system. The state has recently funded COLA increases and increments, and the college agreed to add a salary "lane" for more senior faculty. The new CBA includes an additional personal leave day and increased faculty development funding. Efforts to convert more adjunct to full-time positions continue, and workload equity issues are addressed in each new CBA. Among the efforts to further support faculty is the revitalization of the college's Teaching and Learning Center (TLC), which has gained significant faculty involvement in communicating and sharing resources.

Adjunct and self-support faculty

The state has funded adjunct faculty enhancements in recent years, to which the college adds the maximum local funding. Additionally, a new adjunct faculty advisory committee enables adjuncts to work with the administration to collect and disseminate information helpful for addressing issues. The assistant dean in charge of adjunct faculty hiring, orientation, mentoring, and evaluation has changed; the new person is a recent adjunct who has gone through the process herself. She is charged with continuing to strengthen the adjunct orientation and mentoring processes. In International English as a Second Language (IESL), a new full-time faculty position has been added to meet the demand for more IESL instruction and to maintain reasonable full-time/adjunct faculty ratios. Quarterly-contracted (adjunct) IESL faculty also receive COLAs and increments.

As part of the 2006 contract negotiations, the Adjunct Faculty Advisory Committee (AFAC) was formed to work specifically with and for the adjunct faculty population. The committee's role is to advise on adjunct faculty issues and to assist with communication and training, including the following:

- Adjunct office space and equipment
- Adjunct faculty orientations
- Adjunct faculty handbook
- Adjunct faculty professional development
- Adjunct faculty mentoring

The AFAC exists with the support of Green River Community College and the United Faculty. The AFAC consists of two Adjunct Faculty representatives selected by the faculty as well as the Assistant Dean for Academic Education and the Assistant Dean for Professional Technical.

Academic freedom, scholarship, and artistic creation

Academic freedom is strongly supported at Green River. The Executive Vice President is personally involved in national efforts by recognized academic organizations to protect academic freedom from increasing attacks by extremist groups. Although faculty are not required to pursue research or artistic creation, a large number of them do so. Last year a new faculty lecture series began, featuring individual faculty research interests and achievement. The faculty (including adjuncts) control a large professional development and sabbatical leave fund, and each instructional department has recently received increased funds available to every faculty member for professional uses.

Standard Five: Library and Information Resources

As outlined in the Response to Recommendation 3 (pages 2-4 in this report), Holman Library staff have worked diligently to meet the needs of Green River's increasingly diverse student population, including eLearning students and students for whom English is not the first language. The library continually strives to serve the 21st Century student, and future foci include: adequate staffing that ensures excellent delivery of services to all Green River students; staff training that emphasizes how to best serve diverse student populations; and sustainable and relevant staff and student technology.

Standard Six: Governance and Administration

Governing Board

Green River Community College's governing board – Board of Trustees – developed and adopted a “Carver Policy Governance” model in spring 2004. This was the culmination of a year of policy research and development by the Board and college staff. At its core, Green River's Policy Governance establishes how the Board governs the college and interacts with college staff. It also sets policy on the role of the college President and the expected outcomes of the institution. The intended result of “Policy Governance” is that it improves the performance of the Board by more clearly defining its role and focusing its energy on issues which benefit students and the community.

The process of developing a “Policy Governance” model at Green River was initiated by the Board. Trustees worked with college staff to bring governance experts to campus, identify best practices, and draft policies. The Board used its regular monthly public meetings and special open work sessions to develop its policies in a transparent process. The product of “Policy Governance” development was a Board Policy Manual, produced both in hard copy and online, listing the policies adopted by the Board during this process. This manual is divided into four sections: governance process, board-staff relationships, executive limitations, and college outcomes.

Included in the governance process section are Board job descriptions and role of the chairperson, by-laws, and code of ethics. Also in this section is a policy reaffirming the Board's commitment to "Policy Governance," its governing style, and a policy on naming college facilities. Board-staff relationships, which are detailed in the second section of policies, clearly delineate the authority reserved for the Board and the role of the college President. A policy also sets forth how the President will be monitored and held accountable for the performance of the institution.

The section on executive limitations includes a series of policies that protect the integrity of the institution and hold the college President accountable to the Board in areas such as the treatment of employees, compensation and benefits, financial planning and forecasting, asset protection, communication, and emergency succession.

The most significant change to the campus was the adoption of "ends policies" by the Board. These outcomes include the vision, mission and goals of the college and focus outward to students and the community in general. Prior to the adoption of the "Policy Governance" model, college goals tended to be a collection of both internally-focused and external statements. The new model, however, focuses the Board on developing "ends" statements that answer the questions, "What good will be produced, for which people, at what cost?"

A review of the college's vision and mission and a revision of college goals occurred during the 2004-05 academic year. This work involved campus constituents including faculty and staff, students, and community members as part of the institution's strategic planning process three-year review. The Board worked on a series of drafts before adopting revisions to the vision and mission and five new goals in spring 2005, thus completing its Board Policy Manual. Since the re-write of college goals, staff uses "Policy Governance" principles in budget development, board meeting presentations, and other deliberations asking the questions:

How are you/your program meeting community needs?
What are the benefits/impacts to students?
How do you know when you are successful?
What do you see happening in the future?

To complete the feedback loop, the Board receives monthly Monitoring Reports on each of the institution's goals. These reports provide an in-depth look at the institution's performance using a variety of core indicators to demonstrate success or areas of improvement.

As a way to provide additional perspective to its monthly meetings, the Board added a standing report from the classified staff union representative. Discussion topics are at the sole discretion of the representative and are generally used to highlight a particular service, or need, of its membership. Standing reports are also delivered by faculty, student government and the President.

Leadership

A major change in providing input in the college decision-making process occurred in fall 2004 when the President re-formed his Cabinet to include several faculty, classified staff and exempt employees. Prior to this change, the President's Staff included only direct reports (six vice-Presidents; Director of Public Information and three executive deans).

Formation of the new President's Cabinet included six vice-Presidents, Director of Public Information, Instructional Council chair, and five "open" positions to include full-time faculty, adjunct faculty, classified staff, exempt and administration. These five "open" positions rotate on two-year terms. An

invitation to all employees asking for interest in serving on Cabinet is sent by the President's Office for all vacant positions.

The President's Cabinet meets monthly (October – June) for a half day. All members are encouraged to submit agenda items. A wide range of campus issues, including but not limited to operational, student success, enrollment, and capital decisions are discussed. As part of their responsibility, Cabinet members are asked to keep lines of communication open with their constituents, providing input to agenda items and informing colleagues on meeting discussions. Meeting notes are posted after each meeting on the *CommuniGator*, the college's internal electronic newsletter. As part of their leadership commitment, Cabinet members are asked to attend monthly Board of Trustee meetings. The new President's Cabinet has been fully integrated into the budget development process, where decisions are made each year on new budget allocations, college reserve and fund balance levels, and entrepreneurial commitments.

In fall 2003, the President began a series of quarterly meetings with the campus community titled "Rap with Rich." These 60-minute sessions are open to the entire campus community and are generally a question and answer session on any college-related topic. Since established, only a few of the scheduled meetings have pertained to a specific topic. In most cases, the President uses part of the meeting to discuss a particular college initiative and invites general questions for the remainder of the meeting. A follow-up story recapping the meeting is posted in the *CommuniGator*. The quarterly meetings are also used by the President to gauge feedback on discussion items and general college climate.

The President's Commission on Diversity

Diversity is an important aspect of life at Green River. The college values individuals with varied cultural and ethnic backgrounds, abilities, ages, gender and sexual orientation, and is especially interested in supporting staff who demonstrate an interest in, knowledge of, and commitment to the educational and professional development of our diverse students and staff. In 2005, the President's Commission on Diversity was formed by President Rich Rutkowski. The Commission has met almost monthly since its inception, and is a representative, cross-campus group charged with implementing a long-term, strategic recruiting and retention plan to increase diversity among students and staff on campus. To create and sustain this plan, the Commission has focused on the following goals:

- 1) Coaching sessions to assist parents and students in completing financial aid applications.** The Commission has emphasized the need to offer sessions off-site, where families are more likely to participate (e.g., churches), and in the language of the community (e.g., Spanish, Korean).
- 2) Offer content courses concurrently to ABE/ESOL students.** The Commission has emphasized giving basic skills students the opportunity to combine language/skills learning with actual job skills.
- 3) Remove institutional barriers** The Commission has emphasized examination of student retention data and "gateway" courses.
- 4) Limit the number of minimum qualifications for advertised positions.** The Commission has emphasized that rather than specify required degree, the college accepts a relevant range; consider work experience in lieu of academic credentials where possible.
- 5) Award a stipend or released time to a faculty member for focus on diversity** (e.g., curriculum, faculty training, coordination among divisions, faculty hiring, chairing committees). The Commission has emphasized that such a position would be similar to the one utilized for learning outcomes; a model that has been extremely successful.

6) Create critical incidents plan. The Commission emphasizes the need for specific procedures for handling issues of harassment based on race, gender, religion, sexual preference, etc.

Each member of the Commission has identified one or more subcommittees upon which to serve. Members are accountable to the President for providing evidence of working collaboratively across campus, with various staff and faculty, to ensure that these goals are implemented college-wide.

Campus-Wide Leadership Implementation Teams

In an effort to address topics of student recruitment and persistence, the President formed a broad-based “Leadership Retreat” inviting over 100 employees to a pair of one-day meetings during summer/fall 2007. Members of the group were recruited by the President. The purpose of the meetings was to inform and solicit the ideas, leadership and direction of the entire institution to develop strategies and plans to improve recruitment and retention of state-funded students. Groups met during the summer to identify problems and develop strategies for success. At the September 2007 meeting, Implementation Teams were formed around nine areas including data collection, gathering student information, quality interaction, campus processes, transitions, advising, funding, marketing, and instructional support. Team leaders include both faculty and staff while members of each team represent a cross-section of college employees based on their interest in the topic. The recruitment of additional team members from across campus took place at the start of fall quarter. Teams spent the fall quarter 2007 working on short-term strategies before transitioning to longer-range strategies. Additional “Leadership Retreats” are being planned for 2008 and beyond. While helping to recruit additional students and better serve those currently enrolled, the “Leadership Retreat” and its subsequent work demonstrates how critical college decisions are made within the organization as opposed to solely by the administration.

In summary, the college has improved its process of governance, beginning with the Board clearly defining its own role and its expectations of the President and the entire institution, in the form of board-staff relationships and college outcomes. The Board has a documented process for the regular review of its policies and responsibilities. Furthermore, the Board’s expectations of the institution are published and reviewed regularly, and the Board is updated annually on goal attainment. The President has improved and added visibility to decision-making by expanding the Cabinet to include representation from across campus, and by instituting a broad-based “Leadership Retreat” format to involve many individuals in identifying and providing solutions to critical college initiatives. Finally, the President’s Commission on Diversity provides the opportunity for staff, faculty and administrators to work together toward goals that ensure the campus is a welcoming environment for all members of the college community.

Standard Seven: Finance

The college has continued to grow since the 2003 Self Study. All revenue sources other than capital have grown from \$48,647,913 in 00-01, the last year of actuals the college reported in the 2003 study, to \$69,019,101 in 06-07, a 42% increase or about 7.0% per year.¹

The college has spent \$53,726,964 over the last six years (FY02-07) on capital projects, an average of \$8,954,494 per year as compared to \$2,122,825 per year in the previous four years (FY98-01). Most of the FY02-07 capital expenditures have been funded through state allocations. The college anticipates continued spending in the capital arena at this higher rate for several years. Several significant projects are in various planning stages at this point:

- PE Renovation
- Kent Campus Phase II

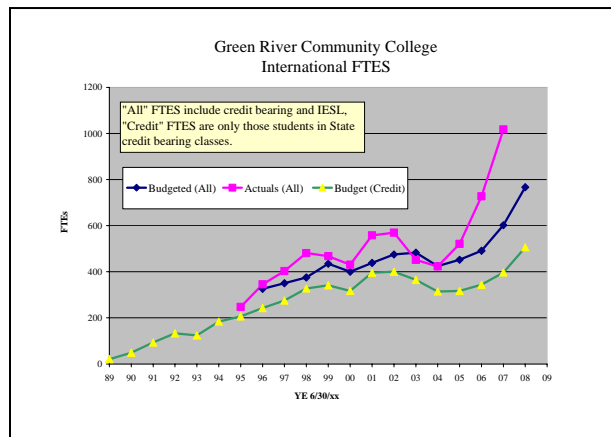
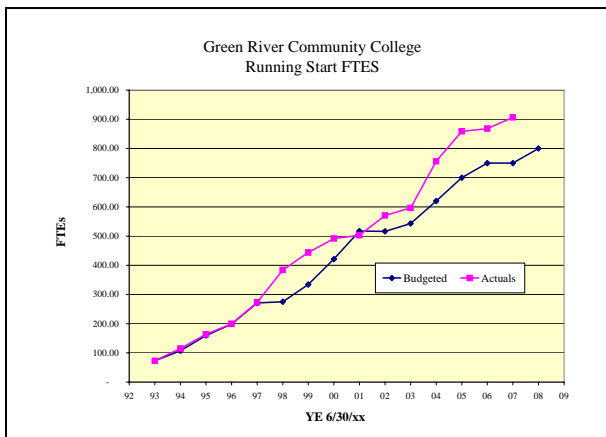
¹ The source for the numbers in this paragraph is [Green River’s year-end Financial Statements](#).

- TI Complex Replacement
- IV-D Expansion
- HS, SS, BI Replacement
- LSC Replacement
- SMT Renovation

The Kent Campus Phase II project and the LSC Replacement project are of particular note as they both have significant debt financing implications for the college. While the college has used some debt financing in the past, these two projects represent a significant increase in COP (Certificate of Participation) financing through the State Treasurer’s Office. The planned resources for repayment are International Programs funds for the Kent Campus Phase II project and student self assessed fees² for the student life portion of the LSC Replacement project. The plan for financing the Kent Campus Phase II project includes the use of local fund balances (\$7M)³. This will be the largest single use of local fund balances⁴ in the college’s history. Fund balances are reviewed annually with the Green River Board of Trustees in conjunction with the annual budget cycle.

The college continues to use a budgeting model that ties resource distribution to the overall strategic planning effort of the college. The college adopted this model from Midlands Technical College in South Carolina in response to recommendations coming from the 1998 accreditation visit. The college continues to make slight modifications⁵ to the process. The adoption of this model has served the college well.

Two particular programs, International Programs and Running Start, deserve special note. Both of these programs have grown significantly over the last five years:



These two programs bring revenue to the college that helps supplement normal state allocations, and they also bring challenges. The State Board for Community and Technical Colleges, which sets the allocation rules for the college, allowed Green River to count the college’s International Credit FTES toward our state targets for 2006-2007. This allowed the college to be approximately 7% over our targeted FTES level. A rule change under consideration at the SBCTC could potentially remove this flexibility.

² Green River students voted to assess themselves this fee in the spring of 2007.

³ This was approved the Green River Board of Trustees at their June 2007 meeting.

⁴ The college had a healthy increase in our cash and fund balances net of capital assets over the last five years allowing us to make this kind of commitment ... source is also [Green River’s year-end Financial Statements](#).

⁵ One change was to expand the make up of the President’s Cabinet, the group that carries out the budget deliberations, to include 3 faculty members, a classified staff member, and 2 non-administrative exempt members.

The Running Start program funds full time equivalent students (FTES) at \$4,509 versus the \$7,581 for a regular state funded student. The resulting \$3,072 “deficit” becomes significant as the volume increases (\$2,784,256 at 06-07 volume of 906 FTES). This particular funding issue is applicable for all Washington State Community and Technical Colleges. The SBCTC has submitted a request to the 2008 Washington State Legislature to remedy this problem.

Green River Community College Foundation

Green River Community College Foundation, while not legally part of the college, is required to have its financial statement included (discrete presentation) with the college financial statements under GASB 39. In the fall of 2004 the Foundation’s LLC began operation of a \$19M student housing facility, Campus Corner Apartments. Prior to that time the college had no student housing on campus. The Foundation has begun to receive significant planned gifts.⁶ These will augment the ability of the Foundation to help the college through additional scholarships, capital support, and additional flexibility.

Standard Eight: Physical Facilities

Overview

Green River’s Instructional and Student Services Plans are supported by the Facility Master Plan (FMP), an integrated, college-wide strategic, instructional, student service, and facilities planning process launched in 2001. The FMP is updated every two years to reflect current conditions and provide the planning tools needed to respond to state-wide, institutional and community needs. This update entails:

- evaluating the ability of campus facilities to serve emerging curriculum needs and their suitability for current instructional and student service functions
- assessing and ranking the current physical condition of each campus building
- reviewing the ability of buildings to meet standards for accessibility and public safety and
- updating long range capital project sequencing

Several facility improvements have occurred since the 2003 ten year report. The main campus now consists of 40 college owned facilities including the new Science Center, which is replacing 7 of these facilities. The college also has three satellite facilities located in Kent, Enumclaw and an off-campus Child Care facility adjacent to the campus. Additionally, there are two leased facilities housing programs in downtown Auburn. The facilities currently range in size from 300 square feet to 76,000 square feet for a total of 637,503 square feet – up from 435,000 in 2003.

Green River continues to be proactive in seeking and obtaining funding for capital projects. This has resulted in the construction of two new main campus buildings, a Technology Center (TC) completed in 2005, and a Science Center (SC) in 2007. TC is a growth project while SC replaced the ST complex. Further, a 340 bed student housing facility owned by Green River Community College Foundation was occupied Fall Quarter 2005. The facility provides housing for both international and domestic students.

OEA Building/Student Success Center

Construction of a 5,000 square foot addition to the OEA building is underway and funded by a state matching project to create a new Student Success Center. The project will be completed in spring 2008.

Physical Education Building Renovation

Renovation of the PE building will begin in May 2008, along with a locally funded 5,000 square foot addition to IVD, also to begin construction in 2008.

⁶ As examples, the Green River Foundation received a \$1M gift in 05-06 and a \$2M gift in 06-07

Humanities/Social Science/Business Education Complex and Trades Industry Complex (Replacements)

Two building replacement project have received state funding for either architectural design or pre-design (HS/SS/BI Complex and the TI complex) and are slated for construction in 2009 and 2011 respectively.

Kent Campus

The college also received approval to utilize state Certificates of Participation (COP) to fund the acquisition in 2009 of an additional 40,000 square foot condominium portion of a building at Kent Station adjacent to Kent Campus Phase I to house Kent Campus Phase II.

Lindbloom Student Center (LSC) Replacement

In spring quarter 2007, the student body voted to approve a student fee to fund a down payment and the subsequent debt service for a state COP to construct a replacement facility to house student life activities currently located in the Lindbloom Student Center. This student mandate will help provide funds to pre-design a companion student life/student services facility in 2009-2011, followed by design and permitting in 2011-2013, and construction in 2013.

Science, Mathematics, and Technology (SMT) Building Renovation

The State Board for Community and Technical Colleges' Capital Request 2009-2011 biennium competition included a renovation request from Green River for the Science, Mathematics, and Technology Building. The SBCTC released on December 20, 2007, the rankings of the requests it received. Green River's request ranked second highest overall in the state among all requests.

Building Demolition

The demolition of replaced structures continues to provide environmentally sound opportunities to locate new buildings on existing building sites. The demolition of the ST complex in 2009 becomes the site for the HS/SS/BI replacement project. The demolition of the TI complex in 2013 and the HS/SS/BI complex in 2013 will provide an ideal building site for the student life/student services facility.

Capital Projects Overview

Table 8.1 below details capital projects that are completed, currently underway, in the design phase, and slated for the next capital request process.

TABLE 8.1: CAPITAL PROJECTS OVERVIEW

Building	Design	Construction	Occupancy	Gross Sq Ft
• Technology Center – New	2002	2003/2005	2005	31,250
• Student Housing – New	2003/2004	2004/2005	2005	101,800
• Kent Campus Phase I – New	2004	2004/2005	2005	22,192
• Science Building – Replacement	2003/2004	2005/2007	2007	76,000
• Student Success Center – Addition	2006/2007	2007/2008	2008	5,000
• PE – Renovation	2006/2007	2008	2008	33,990
• IVD – Addition	2007/2008	2008/2009	2009	5,000
• Kent Campus Phase II – New	2007/2008	2008/2009	2009	40,000
• HS/SS/BI – Replacement	2007/2009	2009/2011	2011	70,000
• TI – Replacement	2009/2011	2011/2013	2013	70,000
2009 Capital Request				
• SMT – Renovation	2009/2011	2011/2012	2012	54,000
• LSC – Replacement	2011/2013	2103/2015	2015	94,000 (est.)

In summary, the creation of new buildings, and the utilization of vacated space resulting from programmatic moves, has allowed the college to retrofit to meet identified needs.

Standard Nine: Institutional Integrity

Green River remains committed to integrity and high ethical standards. The college has ensured that all faculty and staff are trained on the state ethics policy. The college has been updating its policies with a process that allows all constituents (including the faculty and classified staff unions) to comment on proposed policies, and all such policies are posted on the college's website for easy access. All printed and web-based materials adhere to accuracy and ethics standards, and college employees and Board members are bound by strict conflict of interest policies. As referenced in Standard Four, academic freedom is very strong at Green River. In the college's 2003 report concern was expressed about not getting information across campus in a timely manner. The President's quarterly "Rap with Rich" has helped to link all staff to information sources, and the Executive Vice President continues her quarterly open meetings.

Summary statement of Green River's progress in addressing area's of inquiry by the Commission

Green River has worked diligently since our 2003 full-scale visit to not only comply with, but to exceed, requirements of accreditation. The college is extremely pleased to have received two commendations and no recommendations from our last visit, and we strive to make such an outcome a regular practice.

Campus-Wide Outcomes & Degree Outcomes

Campus-Wide Outcomes (Required for All Degrees)

1. Written Communication

Written Communication encompasses all the abilities necessary for effective expression of thoughts, feelings, and ideas in written form. This outcome includes abilities designed to help students:

- 1.1 Demonstrate use of a writing process.
- 1.2 Demonstrate a clear sense of purpose, focus, thesis, and design in writing.
- 1.3 Demonstrate the ability to develop an idea through the use of concrete examples and specific details.
- 1.4 Demonstrate audience awareness by appropriately modifying writing.
- 1.5 Demonstrate appropriate methods of integrating and documenting outside sources.
- 1.6 Demonstrate ability to use common tools of information research.
- 1.7 Demonstrate clear organization of thoughts in coherent written form.
- 1.8 Demonstrate appropriate choice of format, style, and tone for each particular writing assignment.
- 1.9 Use appropriate mechanics, grammar, and word usage based on American Standard Written English.
- 1.10 Improve the ability to evaluate, revise, edit, and proofread individual work and the work of others.

2. Critical Thinking

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. This outcome includes abilities designed to help students:

- 2.1 Apply relevant criteria and standards when evaluating information, claims, and arguments.
- 2.2 Use appropriate reasoning to evaluate problems, make decisions, and formulate solutions.
- 2.3 Give reasons for conclusions, assumptions, beliefs, and hypotheses.
- 2.4 Seek out new information to evaluate and re-evaluate conclusions, assumptions, beliefs, and hypotheses.
- 2.5 Exhibit traits evidencing the disposition to reflect, assess, and improve thinking or products of thinking.

3. Responsibility

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. This outcome includes abilities designed to help students:

- 3.1 Identify and comply with clearly stated expectations, policies, and procedures.
- 3.2 Appropriately question or change stated expectations, policies, and procedures.
- 3.3 Recognize and accept consequences resulting from a failure to comply with stated expectations, policies, and procedures.
- 3.4 Meet obligations necessary to complete individual and group tasks.
- 3.5 Clearly communicate to affected parties any difficulties that may prevent them from fulfilling obligations.
- 3.6 Demonstrate common courtesies and show respect for the needs, difficulties, and rights of others.
- 3.7 Strive for excellence in contributions, performances, and products.
- 3.8 Complete work independently and appropriately acknowledge the source of ideas and contributions of others.

4. Quantitative and Symbolic Reasoning

Quantitative 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. This outcome includes abilities designed to help students:

- 4.1 Evaluate and interpret quantitative and symbolic reasoning information/data.
- 4.2 Recognize which quantitative or symbolic reasoning methods are appropriate for solving a given problem, and correctly implement those methods.
- 4.3 Demonstrate the ability to estimate a solution to a presented problem.
- 4.4 Translate data into various formats such as symbolic language, equations, graphs, and formulas.
- 4.5 Implement calculator/computer technology to solve problems.
- 4.6 Demonstrate logical reasoning skills through formal and informal proofs.

Degree/Certificate Outcomes
(Required for Some Degrees and Certificates)

1. Human Relations (AAA, AAS)

Human Relations encompasses personal quality foundation skills and interpersonal workplace abilities.

- 1.1 Demonstrates responsibility
- 1.2 Demonstrates self-worth
- 1.3 Demonstrates sociability in groups
- 1.4 Demonstrates self management
- 1.5 Demonstrates integrity/honesty
- 1.6 Participates as team member
- 1.7 Teaches/helps others
- 1.8 Exhibits leadership
- 1.9 Negotiates agreements
- 1.10 Appreciates and works with diverse groups

2. Oral Communication (AA, AS, AP-P)

Oral Communication encompasses all the abilities necessary for effective expression of thoughts, feelings, and ideas in oral form. This outcome is concerned with helping students:

- 2.1 Identify the role oral communication plays in academic, social, and professional endeavors.
- 2.2 Demonstrate increased confidence in oral communication skills.
- 2.3 Listen carefully and respond to questions appropriately.
- 2.4 Modify verbal and nonverbal communication appropriately given the purpose and the context of the communication.
- 2.5 Plan, prepare, and deliver a well-organized, logical oral presentation that demonstrates critical thinking skills.
- 2.6 Use appropriate presentation techniques (e.g. maintain eye contact, modulate voice, avoid distracting mannerisms, etc.).
- 2.7 Employ appropriate discussion, negotiation, conflict resolution, and cooperation skills to work with people from a variety of experiences and backgrounds to promote learning in class activities and group work.

**Green River Community College
Core Indicators of Effectiveness
2006-07 to 2008-09**

Goal: Student Learning – Transfer

Students will benefit from Green River's commitment to learning as its highest priority; Transfer students will meet the requirements for transfer to successfully pursue a baccalaureate degree.

Core Indicator 1: Transfer students' academic progress is satisfactory.

Measure:

1. % of first-time, fall students who return for the second fall
2. For students who returned in the second fall, the mean number of first year credits and college level credits earned, and first year GPA
3. % of first-time students who graduate within three years
4. % of first-time students who are still enrolled at three years
5. # of students who completed a minimum of 45 college-level credits and a 2.0 GPA that are not enrolled nor graduated

Core Indicator 2: Transfer graduates are prepared for transfer to four-year colleges and universities.

Measure:

1. # of transfer degrees conferred
2. # and % of degree recipients that graduate with Honors, and with a GPA of 2.75 or higher

Core Indicator 3: Transfer students and graduates enroll at four-year colleges and universities.

Measure:

1. % of transfer graduates who enroll at four-year institutions
2. % of transfer-ready students who enroll at four-year institutions

Core Indicator 4: Transfer students succeed at four-year colleges and universities.

Measure:

1. First term GPA at transfer institution
2. Cumulative GPA at transfer institution

Core Indicator 5: Transfer alumni are satisfied with the quality of their educational experience at Green River.

Measures:

1. % of transfer graduates satisfied or very satisfied with their educational experience at GRCC
2. % of transfer graduates indicating that GRCC enhanced their academic skills or abilities very much or quite a bit in written communication, critical thinking, quantitative reasoning, and responsibility

Goal: Student Learning – Professional/Technical

Students will benefit from Green River's commitment to learning as its highest priority; Professional/technical and workforce students will master the skills sought by employers to be successful in the workplace.

Core Indicator 1: Professional/technical and workforce students' academic progress is satisfactory.

Measure:

1. % of first-time, fall students who return for the second fall
2. For students who returned in the second fall, the mean number of first year credits and college level credits earned, and first year GPA
3. % of first-time students who graduate within three years
4. % of first-time students who are still enrolled at three years
5. # of first-time students who completed a minimum of 45 college-level credits and a 2.0 GPA that are not enrolled nor graduated

Core Indicator 2: Professional/technical and workforce graduates are prepared for employment.

Measure:

1. # and % of students passing certification examinations
2. # of students who graduate with a professional/technical degree
3. # of students who complete a 45-89 credit certificate
4. # of students who complete a less than 45 credit certificate

Core Indicator 4: Professional/technical and workforce students are employed after leaving Green River.

Measure:

1. # and % students who are employed six to nine months after graduation

Core Indicator 5: Professional/technical and workforce students earn respectable wages as a result of their Green River education.

Measure:

1. Median wage of students six to nine months after graduation

Core Indicator 6: Professional/technical and workforce alumni are satisfied with the quality of their educational experience; employers are satisfied with former GRCC students.

Measures:

1. % of graduates very satisfied or satisfied with their educational experience at GRCC
2. % of graduates indicating that they met their primary goal for attending GRCC
3. % of targeted employers who are very satisfied or satisfied with the job performance of former GRCC students

Goal: Student Learning – Under-prepared

Students will benefit from Green River's commitment to learning as its highest priority; Under-prepared students will demonstrate competency in reading, English, and math that prepares them for success in college-level courses.

Core Indicator 1: Students successfully complete their basic skills studies.

Measures:

1. # and % of ABE students who meet the state achievement standard
2. # and % of ESOL students who meet the state achievement standard
3. # and % of students who earn their GED credential
4. # and % of basic skills students who meet their goal of obtaining a job
5. # and % of basic skills students who transition to college programs [New as of AY 08-09]

Core Indicator 2: Students successfully complete their developmental education courses.

Measures:

1. # and % of students enrolled in developmental writing courses who successfully meet the requirements to enroll in the next writing and/or English course
2. # and % of students enrolled in developmental reading courses who successfully meet the requirements to enroll in the next reading and/or English course
3. # and % of students enrolled in developmental math courses who successfully meet the requirements to enroll in the next math course

Core Indicator 3: Former developmental students enroll and successfully complete related college level courses.

Measures:

1. # and % of former developmental writing students enrolled in college level English courses; and the # and % who pass, and who pass with a grade of 2.5 or higher
2. # and % of former developmental reading students enrolled in college level English courses; and the # and % who pass, and who pass with a grade of 2.5 or higher
3. # and % of former developmental math students enrolled in college level math courses; and the # and % who pass, and who pass with a grade of 2.5 or higher
4. For comparison purposes, the # and % of all students in English 110 and in college level math with a 2.5 or higher grade

Goal: Student Learning – Continuing Education

Students will benefit from Green River's commitment to learning as its highest priority; Community members will have opportunities for life-long learning to enrich their lives personally, socially, and culturally.

Core Indicator 1: Continuing Education programs serve the community's need for personal, social, and cultural enrichment.

Measures:

1. The breadth and depth of program offerings meets the community's needs
2. Program offerings keep pace with changing demand

Core Indicator 2: Continuing Education provides broad access to life-long learning opportunities.

Measures:

1. Enrollment in continuing education courses
2. Enrollment at each main campus location and in DL courses
3. Enrollments from the different local communities
4. Enrollment by age
5. Course/program affordability

Core Indicator 3: Continuing Education's students are satisfied with the quality of their educational experience.

Measures:

1. % of students who are very satisfied or satisfied with their course and /or program
2. # and % of repeat customers

Goal: Student Access

Members of our diverse communities will have reasonable access to affordable educational programs and services that meet their needs.

Core Indicator 1: Green River's enrollment remains strong.

Measures:

1. Total annual headcount enrollment (excluding Continuing Education)
2. Transfer annual FTEs
3. Professional/Technical annual FTEs
4. Basic Skills/Developmental Education annual FTEs
5. The number of annual applicants who registered (i.e., the yield).

Core Indicator 2: Students are able to attend Green River due to receiving financial aid.

Measures:

1. Tuition and fees
2. # of students applying for financial aid
3. # and % of state-supported students receiving financial assistance from all sources
4. # and amount of financial aid awards by source
5. # and % of state-supported students receiving need-based financial aid

Core Indicator 3: Students are able to attend Green River at different locations.

Measures:

1. # and % of student FTEs enrolled at satellite campuses
2. # and % of student FTEs enrolled in distance learning courses
3. # and % of student FTEs enrolled in late afternoon and evening courses

Goal: Success of Under-Represented Students

Under-represented students will be provided services that support their learning and promote student success.

Core Indicator 1: Under-represented students' academic progress is comparable to that of other student groups (i.e., non-Hispanic whites).

Measures:

1. % of first-time, fall students who return in winter
2. % of first-time, fall students who return the second fall
3. For students who returned in the second fall, the mean number of first year credits and college level credits earned, and first year GPA

Core Indicator 2: Under-represented students' graduation and retention rates are comparable to that of other student groups.

Measures:

1. % of first-time, fall students who graduate within three years
2. % of first-time, fall students who are still enrolled and/or graduated at three years

Core Indicator 3: Under-represented students' are equally satisfied with GRCC as other student groups.

Measures:

1. % very satisfied or satisfied from returning student and alumni surveys

Core Indicator 4: The race/ethnicity of Green River's employees is reflective of its students'.

Measures:

1. Ratio of all employees of color to students of color

2. Ratio of FT faculty and all faculty of color to students of color
3. Ratio of administrative and exempt staff of color to students of color
4. Ratio of classified staff to students of color [New as of AY 08-09]

Goal: Community Involvement

The community will benefit from Green River's active participation in programs, events, collaborative partnerships, and entrepreneurial activities with government, business, and community organizations.

Core Indicator 1: Green River establishes formal partnerships, agreements, or working relationships with other organizations.

Measure:

1. # of affiliations with government, business, and community organizations

Core Indicator 2: Green River faculty and staff are active participants in community organizations.

Measures:

1. # of GRCC employees that serve on boards or as officers of local organizations
2. # of GRCC employees that serve as members of local organizations

Core Indicator 3: Green River sponsors cultural events for the community.

Measures:

1. # of GRCC sponsored public arts and cultural events
2. Event attendance

Core Indicator 4: Green River supports community service initiatives.

Measure:

1. # of community service initiatives supported

Institutional Goal: Financial Stewardship and Public Accountability

The citizens of Washington will be ensured of Green River's consistent practice of responsible fiscal stewardship and public accountability.

Core Indicator 1: Green River meets or exceeds its enrollment targets.

Measure:

1. Number of state FTEs compared to allocation
2. Number of Worker Retraining FTEs compared to allocation
3. Number of Running Start FTEs compared to budgeted level
4. Number of International FTEs compared to budgeted level

Core Indicator 2: Green River is fiscally sound.

Measure:

1. Maintains a reasonable fund balance
2. Attains its budgeted revenue
3. Manages its expenditures within its overall expenditure budget
4. Maintains a reasonable student/faculty ratio

Core Indicator 3: Green River implements and utilizes operational processes to ensure institutional integrity.

Process Measures:

1. Accreditation
2. Audit, Financial Statements

3. Budget
4. Development, Grant Activities
5. Capital Request
6. Facilities Master Plan
7. Internal Control
8. Personnel Hiring and Evaluation
9. Strategic Planning
10. Training



**DIRECT REPORTS TO
CO-DEANS OF
STUDENT SERVICES**

