



**INSTRUCTION
AND
STUDENT SERVICES
PLAN**

2007-2009

JUNE 2008

TABLE OF CONTENTS

VISION STATEMENT	3
MISSION STATEMENT	3
EXECUTIVE SUMMARY	4
FOREWORD.....	7
KEY TRENDS.....	7
PHILOSOPHICAL PRIORITIES	9
STRATEGIC DIRECTIONS.....	9
STRATEGIC DIRECTION #1: STRENGTHEN THE COLLEGE’S EDUCATIONAL OFFERINGS, INCLUDING INTERDISCIPLINARY PROGRAMS AND DISTANCE EDUCATION.....	10
STRATEGIC DIRECTION #2: IMPROVE STUDENT PREPAREDNESS, RETENTION AND ACADEMIC SUCCESS.....	15
STRATEGIC DIRECTION #3: MAINTAIN AND ENHANCE THE COLLEGE’S INSTRUCTIONAL CLASSROOMS, SUPPORT FACILITIES, AND GROUNDS.	18
STRATEGIC DIRECTION #4: ENHANCE STUDENTS’ EDUCATIONAL EXPERIENCE THROUGH FURTHER DEVELOPMENT OF COMPREHENSIVE STUDENT SUPPORT SERVICES.	23
2007-08 OPERATIONAL PLAN.....	27

Vision Statement

Green River will be a leading community college committed to creating opportunities for lifelong learning and student success.

Mission Statement

Green River Community College improves the lives of people within our diverse communities by providing quality education and training programs. We assist students in defining and achieving their goals through instructional excellence, innovative programs, and responsive services.

Executive Summary

Green River Community College's instruction and student services plan guides existing and future college plans, ensuring that the institution moves organically toward a single goal – student success. This plan is frequently updated as the college's goals and implementation plans evolve to respond to the needs of the community.

The State Board for Community and Technical Colleges (SBCTC), the college's Workforce Education Council, and the college's Adult Basic Education (ABE) and English Speakers of Other Languages (ESOL) programs have identified several key trends, including the replacement of resource-based industries with knowledge-based industries, the need to serve non-traditional students, and an increasingly diverse service area. These trends require an increasing emphasis on integration and collaboration among departments and programs.

The input of faculty of staff has been integral to the development of the plan; and their philosophical priorities – focusing on lifelong learning -- underlie the College's strategic directions and goals.

These strategic directions and goals, specifically, are:

Strategic Direction #1: Strengthen the College's educational offerings, including interdisciplinary programs and distance education to meet the needs of our community.

Goal #1: Expand the number of learning communities offered.

Goal #2: Increase the number of online courses.

Goal #3: Expand offerings at the Kent campus.

Goal #4: Infuse multicultural elements into courses across disciplines.

Goal #5: Implement curricula innovations in the ESOL program to assist the transition of ESOL students into the professional technical and transfer areas.

Goal #6: Develop more opportunities for collaboration between ABE/ESOL and professional technical programs (I-BEST)

Goal #7: Update and develop new professional technical programs to meet the changing needs of industry.

Goal #8: Expand Project TEACH and teacher preparation programs.

Goal #9: Provide additional partnership opportunities with high schools and their students.

Goal #10: Expand opportunities for High School Completion

Strategic Direction #2: Improve student preparedness and academic success.

- Goal #1:* Implement a recruitment and retention plan.
- Goal #2:* Implement early warning system for all students.
- Goal #3:* Offer additional learning alternatives such as supplemental instruction and tutoring to improve student success.
- Goal #4:* Find additional funding opportunities for low income students to attend college.
- Goal #5:* Explore the possibility of creating life skill courses and incorporating them into the curriculum.
- Goal #6:* Provide better orientation to college and increased opportunities for students to improve college skills.

Strategic Direction #3: Maintain and enhance the College's instructional classrooms and facilities, and administrative facilities and grounds.

Projects with State and Local Funding Secured

- Funded Goal #1:* Complete the renovation of the Physical Education Building.
- Funded Goal #2:* Complete the new classroom and office building to replace the aging BI/SS/HS complex.
- Funded Goal #3:* Complete the replacement of the Trades classrooms.
- Funded Goal #4:* Increase the size of the Kent Campus to meet the growing needs of the college and the community.

2009 – 2011 Capital Request Priorities

- Capital Request Goal #1:* Renovate SMT building to better serve the programs housed there.
- Capital Request Goal #2:* Replace the aging Lindbloom Student Center.

Projects Requiring Funding

- Unfunded Goal #1:* Secure funding to support the following necessary capital needs: expanded space for the Tutoring/Help Center; dedicated space for Faculty House; space for the Fine Arts dance program; and a Career Center.
- Unfunded Goal #2:* Secure funding for additional faculty office space and increased faculty/staff parking.
- Unfunded Goal #3:* Secure funding for the expansion and replacement of Physical Education facilities.

Strategic Direction #4: Enhance students' educational experience through the development of comprehensive student support services.

Goal #1: Re-evaluate the current advising model.

Goal #2: Improve persistence rates.

Goal #3: Strengthen and enhance student services at off campus sites.

Goal #4: Increase opportunities for students to earn credit for prior educational and/or work experience.

Goal #5: Promote and support the value of diversity.

Goal #6: Evaluate Code of Conduct Process.

Goal #7: Develop Incident Response teams.

Goal #8: Communicate and collaborate on services college-wide.

Goal #9: Conduct regular evaluation of programs and services.

Within each strategic direction and goal, the College has identified relevant background information and specific implementation strategies. These strategies will be assessed for effectiveness and revised as needed as part of Green River's ongoing efforts to serve its dynamic student population.

Foreword

Green River Community College's instruction and student services plan demonstrates the institution's commitment to anticipating and responding to the needs of the community. This plan is an evolving document that spells out the college's goals and what it will take to achieve them. At the same time, this plan guides existing and new college plans (e.g., technology plan, campus master plan), ensuring that the various plans of the institution tie together and move the entire campus toward student success.

Each unit within instruction and student services has been involved in the ongoing process of plan development. Faculty input was and remains integral to developing this plan. In addition to the overall instructional plan, each unit has been encouraged to develop its own plan parallel to this one. In this way, specific goals of divisions and departments can be pursued even as the college works on more global goals.

Key Trends

In September 2006, the SBCTC¹ identified key trends affecting higher education and the Washington community college system as a whole. In addition, the college's Workforce Education Council published its new Strategic Plan that identified several key trends affecting workforce education in King County. The following key trends will impact the college over the next 5-10 years:

- The need for an educated population is quickly increasing; technology continues to advance, and knowledge-based industries are replacing resource-based industries. 1.4 million working age adults have no formal education beyond high school, making them ill prepared for a knowledge-based economy.
- Between 2005 and 2015, the largest and fastest growing age groups in the state's population are expected to be adults 25 to 35 years old, and adults over 50.
- The Washington State population will continue to become larger and more diverse. The largest increases in ethnic groups will be Hispanics, those of two or more races, and Asian/Pacific Islanders. GRCC's service area is no exception. According to the 2000 Census, South King County has become one of the most racially diverse areas of the state. Kent's Hispanic population has increased 342% since 1990; and its African-American population has increased 400%. More than 63,000 people, speaking up to 70 different languages, reported English as their second language.

¹ SBCTC's "System Direction: Creating Opportunities for Washington's Future."

The college's Adult Basic Education (ABE) and English for Speakers of Other Languages (ESOL) programs identified additional trends that could potentially have a significant impact on the college:

- Increased numbers of low income and low skill students in South King County.
- Increase numbers of students who need basic and English language skills.
- Growth of generation 1.5 students who are the children of the immigrants who have settled in our service area over the last 10-15 years. Many are leaving high school prematurely.
- Increased numbers of students looking for transitional programs to workforce and transfer education and training.

In response to these trends:

- Technology, driven by the needs of the students, businesses, industry, and the community, must be the impetus for on-going institutional change.
- Colleges must improve educational attainment for adults 25 to 35 years old, and adults over 50, as their contribution is essential to the state's economy; young people alone cannot meet the need for skilled employees.
- Colleges must spend more resources and time on integrated strategies that build adult basic skills and advance workforce skills which aid in the achievement of economic developmental goals.

In summary, according to the SBCTC, "The college system must create an agile, technologically integrated educational environment that is innovative and up to date... Innovative curriculum, flexible delivery methods, new technologies, online access to college instruction and services, dynamic partnerships, stringent measurements, and increased recruitment and retention of underserved people are essential."²

² SBCTC's "System Direction: Creating Opportunities for Washington's Future."

Philosophical Priorities

The instructional plan is based the philosophical priorities identified by faculty and staff. These priorities guide the institutional decision-making processes around instruction and student support services. Because the instructional plan includes both distinct and melded traditional/entrepreneurial programs, it calls for strong emphasis on collaborative efforts between academic instruction, and Workforce Development and Continuing Education/training.

The philosophical priorities most highly valued are as follows:

- Instruction as the primary function of the college.
- Students as learners first with a focus on the students' whole educational experience.
- Student learning must include the ability to think logically, solve problems, gain skills for lifelong learning, and analyze real life data.
- Students should gain the skills of responsibility, teamwork, communication, critical thinking, self discipline, ethical standards, goal setting, and time management in order to succeed in future endeavors.

Strategic Directions

An instructional plan task force reviewed the trend analysis and philosophical priorities of the institution. They recommended the following strategic directions for instruction and student services for the 2007-08 academic year:

Strategic Direction #1: Strengthen the College's educational offerings, including interdisciplinary programs and distance education to meet the needs of our community.

Strategic Direction #2: Improve student preparedness and academic success.

Strategic Direction #3: Maintain and enhance the College's instructional classrooms and facilities, and administrative facilities and grounds.

Strategic Direction #4: Enhance students' educational experience through the development of comprehensive student support services.

Strategic Direction #1: Strengthen the College’s educational offerings, including interdisciplinary programs and distance education.

Goal #1: Expand the number of learning communities offered on the schedule.

Background: Interdisciplinary education is extremely valuable for both students and faculty in that they can explore the relationships among different fields rather than focus solely on one subject in isolation. Research has shown that learning communities can significantly increase student retention, student involvement, and overall academic achievement. In addition, trends show that Generation Y (born between 1981 and 1995) prefer a learning environment that includes teamwork, experimental activities and use of technology³.

Implementation Strategies:

- A. Encourage faculty to develop new and innovative learning communities and coordinated studies courses.
- B. Support learning communities and coordinated studies courses with low enrollment.
- C. Offer professional development workshops to help faculty develop and/or adopt courses for learning communities.

Goal #2: Increase the number of courses being offered in an eLearning format.

Background: Distance learning courses are rapidly growing in popularity with students. According to the SBCTC’s *2006-2007 Academic Year Report*, systemwide, “79,649 students (16,248 FTEs) enrolled in eLearning classes, including 72,482 taking online courses. eLearning enrollment continued its double-digit growth rate. In 2006-07, some 14,400 FTEs were served via online instruction, an increase of 16 percent from 2005-06.”

Students are entering college expecting a technology-enhanced learning experience. As we increase our services to place-bound domestic and international students, online courses, both credit and non-credit, will play an ever-greater role in meeting student demand.

Implementation Strategies:

- A. Offer professional development workshops to help faculty develop and/or adapt courses to an online format.
- B. Increase enrollment in the current GED courses offered online in order to build enough enrollments to add new sections.

³ SBCTC’s Environmental Scanning Trend Implications 2006-07.

Goal #3: Expand offerings at the Kent campus.

Background: To more effectively serve students in the northern part of the college's service area, the college needs to offer additional courses, including ESOL courses, at the Kent Campus. The AA transfer degree is currently achievable, with a few eLearning classes. With the opening of the Kent Campus expansion set for 2009, students will have a full range of AA transfer courses and expanded options in Business, Aviation, teacher prep and non-credit continuing professional education.

Implementation Strategies:

- A. Offer the Associate in Business (AB-DTA) degree at the Kent Campus.
- B. Increase the number of ABE, GED, and ESOL courses offered at Kent Campus.
- C. Provide administrative support (such as recruitment staff at fairs, marketing materials, and prospective student contacts) to faculty to help them recruit students into their programs.

Goal #4: Infuse multicultural elements into courses across disciplines.

Background: A commitment to diversity is essential in a global economy. Several state universities now require or encourage transfer students to earn credits in American ethnic diversity. As the President's Commission on Diversity focuses on leading and implementing the Washington State Community and Technical College Framework for Diversity, instruction simultaneously has explored infusing multicultural elements into the curriculum.

Implementation Strategy:

- A. Offer professional development workshops to assist faculty add elements of diversity into existing content specific courses as well as across disciplines.

Goal #5: Implement curricula innovations in the ESOL program to assist the transition of ESOL students into the professional technical and transfer areas.

Background: Curricula innovations in the ESOL program are necessary to transition ESOL students into professional-technical and transfer areas. Of particular concern are the growing numbers of Generation 1.5 students who come to the U.S. in their teens but find it difficult to succeed in classes because they are without the necessary academic skills in English or in their own languages.

Implementation Strategies:

- A. Continue and increase outreach to K-12 partners and community-based organizations.
- B. Hold student focus groups to determine specific needs regarding transitioning into academic transfer and workforce training programs.
- C. Develop Educational Interview/Orientation class for all incoming students to increase awareness of the skills needed to transfer as well as the college's systems and supports.
- D. Provide workshops to upper level ESOL students on Prof/Tech and academic programs.
- E. Explore current policy on admitting undocumented students to other programs in the college.

Goal #6: Develop more opportunities for collaboration between ABE/ESOL and professional technical programs (I-BEST).

Background: As a result of the changing demographic within the college's service area, there is a growing gap⁴ between low literacy and non-native speaking workers entering our system and the skill levels employers require. Partnerships between Basic Skills (ABE/ESOL) and Professional Technical Education to offer I-BEST programs will help meet employer demands for highly skilled workers – and a multi-lingual workforce – while providing literacy education.

Implementation Strategies:

- A. Develop an I-BEST (Integrated Basic Education Skills Training) program for Welding, Aviation, and Health Care.
- B. Submit seven additional I-BEST proposals during the 2007-08 academic year.
- C. Create more viable pathways for student entry in academic transfer and professional development programs. (Bridge courses)

Goal #7: Update and develop new professional technical programs to meet the changing needs of industry.

Background: Through 2012, it is expected that 38% of new jobs will require short-term preparation, some college, or an associate degree. Trends indicate a continued supply-demand for workers with at least one year of college but less than a bachelor's degree⁵.

Implementation Strategies:

- A. Review GIS curriculum and conduct DACUM to update curriculum as needed.
- B. Review the Database portion of the Information Technology program.
- C. Review the Practical Nursing program with input from the Washington State nursing commission. Continue to strive to for the RN program once the LPN program is approved by the Nursing commission.
- D. Work with Physical Therapy Assistant program to ensure successful completion of their self study and accreditation visit in October 2007.
- E. Expand the Occupational Therapy Assistant program by one third using High Demand funding if possible. This program will be offered with an alternative schedule.
- F. Obtain and implement the Food Stamp Employment & Training program to assist students with funding for their education.
- G. Obtain the Opportunity Grant to assist students with funding for their education.
- H. Investigate and implement the supplemental instruction program
- I. Apply with the FAA to become a CTI for the aviation program.
- J. Revise the Medical Office programs.
- K. Make the entire Business Education program accessible on line.

⁴ SBCTC's Environmental Scanning Trend Implications 2006-07

⁵ GRCC Workforce Development External Environmental Trends, June 2006

Goal #8: Expand Project TEACH and our teacher preparation program.

Background: We have successfully broadened the scope of Project TEACH by sharing our model statewide with other community college and school districts. Central Washington University is offering upper division education classes on our campus, which allows place-bound students and those interested in teaching science to complete their 4-year teacher preparation program and obtain their certification on the Green River campus.

Implementation Strategies:

- A. Continue to integrate ESOL with additional education-related classes.
- B. Continue to create accessible pathways between ABE, ESOL, Developmental Education, Early Childhood Education, Para-educator and teacher preparation classes, certificates and degrees.
- C. As needed, add additional teacher certification programs in partnership with 4-year schools.
- D. Seek funding to serve under-prepared students and to expand research into the impact of reform science education.

Goal #9: Provide additional partnership opportunities with high schools and their students.

Background: As statewide education reform begins to impact the K-12 system, schools are searching for alternatives for their students who complete the WASL test in the tenth grade. The college must strengthen its relationship with high schools to ensure stronger faculty to faculty interactions and to make sure we are meeting the needs of their students.

Implementation Strategies:

- A. Increase enrollment in Enumclaw Cohort program.
- B. Strengthen the High School Connections program.
- C. Increase partnership opportunities with area high schools on transfer and professional technical programs as well as college transition skills.
- D. Increase the number of Tech Prep students entering Green River after high school.

Goal #10: Expand opportunities for High School Completion.

Background: As the K-12 system continues its mission of educational reform to include more stringent graduation requirements, the Green River High School Completion program needs to build upon its existing program to meet the changing needs. The Green River program will need to develop a class to help students complete the newly required culminating project. Green River will also need to explore options for offering students the newly required standardized test, the WASL. Additionally, the program will undergo a self-evaluation that will include student focus groups, outreach to high school partners, and an examination of how the program is structured.

Implementation Strategies:

- A. Better serve under prepared high school students.
- B. Create culminating project course.
- C. Provide late start history classes.

- D. Sequence US History in a two course, 1 quarter sequence.
- E. Create a High School tuition and book scholarship program through the Foundation.
- F. Revise marketing materials and catalog presence.

Goal #11: Develop additional programs for adults 50+.

Background: As our population ages and retirees search for meaningful activities, older adult education takes on new significance for our continuing education operation. Many baby boomers are highly educated and expect to remain productive well into their 70's and 80's. There is a renewed interest in 2nd or retirement careers and a need for college programs aimed at meeting this need. Continuing Education will continue to work collaboratively with companies and organizations to provide entrepreneurship classes, financial literacy programs, technology classes and international volunteerism education to this targeted population.

Implementation Strategies:

- A. Continue to expand opportunities through the Prime Time institute.
- B. Provide career transitioning programs.

Strategic Direction #2: Improve student preparedness, retention and academic success.

Goal #1: Implement a recruitment and retention plan.

Background: A major priority for the college over the next few years is to address student persistence and student success. Currently, the college fall-to-fall retention rate is around 42% for first-time students. The Enrollment Management Committee was reconstituted last year with a focus toward student retention and success, and is in the process of implementing a college-wide recruitment and retention plan.

Implementation Strategies:

- A. Continue implementation of the recruitment plan.
- B. Continue coordination of efforts between Enrollment Management and Communications and Program Marketing groups to develop marketing materials focused on adult students.
- C. Develop Spanish, Korean, and Russian language marketing materials.
- D. Develop efforts that will promote student retention initiatives and will tie in with SBCTC goals of student achievement.
- E. Develop targeted marketing for high demand programs of student with excess capacity.
- F. Develop recruitment strategies to attract a more diverse applicant pool of students from our district high schools.
- G. Continue to expand marketing for Adult Basic Education classes.
- H. Include graduation information in the GED celebration letters sent to GED recipients.
- I. Revise ABE marketing materials.

Goal #2: Implement early warning system for all students.

Background: Research clearly indicates that early identification of academic difficulties and early intervention are critical to retaining under-prepared students. Expanding the existing college-wide early alert and intervention efforts supports our Academic Standards process and will help the college address the Lingering Student Legislation requirements. Students identified as being in academic difficulty mid-quarter could be offered strategies for success, workshops, and individualized support services designed to enhance retention and academic success. A new component in the faculty contract will also support an early warning system.

Implementation Strategies:

- A. Expand of existing college-wide early alert and intervention efforts.
- B. Review Academic standards committee and policies for significant change to better support student engagement and intervention.

Goal #3: Offer additional learning alternatives such as supplemental instruction and tutoring to improve student success.

Background: Advising, assessment, and learning support have the greatest impact on retention in two-year public colleges, according to ACT research.⁶ According to this study, 77% of high performing (in retention and degree completion) two-year public colleges have a Writing Center/Lab.

Implementation Strategies:

- A. Increase open hours for the Writing Center.
- B. Offer online tutoring through the Writing Center.
- C. Formulate an improvement plan for the Tutoring and Resource Center.
- D. Increase staffing in the Tutoring and Resource Center to be able to offer evening tutoring.
- E. Add additional tutor hours in the Tutoring and Resource Center for Social Science courses – Anthropology, Geography, and Psychology.
- F. Develop a system to track student participation and services offered by Tutoring & Resource Center and the Writing Center.

Goal #4: Find additional funding opportunities for low income students to attend college.

Background: Research shows that low-income students are at greater risk of not completing their education when compared to other students. As a community college, Green River must become more effective in serving low-income students who are struggling to balance home, work, and education with the goal of getting students to the “tipping point”⁷ and beyond.

Implementation Strategies:

- A. Restructure the WorkFirst program so that eligible low-income students can enter credit career pathway programs.
- B. Create a GED scholarship program.
- C. Submit a TRIO continuation grant in the next TRIO funding cycle (2007-2008) to continue to assist low-income students.

⁶ “What Works In Student Retention? – Two-Year Public Colleges.” ACT. 2004

⁷ http://www.sbctc.ctc.edu/docs/data/research_reports/resh_06-2_tipping_point.pdf

Goal #5: Explore the possibility of creating life skill courses and incorporating them into the curriculum.

Background: More and more students arrive at Green River under-prepared academically and emotionally for the stresses of college life. Research shows that personal issues are a significant cause of community college student attrition. Green River counselors currently offer one-time workshops and limited small group offerings which are helpful but are inadequate to attract and retain students who would benefit from a more consistent approach to learning life skills.

As part of an extended orientation program, modules that address topics such as stress management, emotional management skills, and conflict resolution could be incorporated into a student services support model along with traditional student success strategy topics like goal setting, career development activities, study skills, and test-taking skills. The additional modules could be offered as an option rather than a requirement, and faculty and staff could refer students as appropriate.

Implementation Strategy:

- A. Develop a new two-credit college survival course that is mandatory for under-prepared or struggling students through placement and academic standards intervention and mandatory workshops through academic standards, financial aid and advising to support student success.

Goal #6: Provide better orientation to college and increased opportunities for students to improve college skills.

Background: The majority of students entering or wishing to enter the college have great need for skill enhancement in preparation for college level study.

Implementation Strategies:

- A. Increased partnership between English Division and Educational Planning to grow the Steps to Success program.
- B. Increase funding for Steps to Success by including this program in a Title III proposal.
- C. Add a GED math and reading class.
- D. Continue to revise curriculum in the Adult Basic Education (ABE) program to include learning disability friendly materials and activities.
- E. Explore a new schedule for ABE that includes shorter lab classes.
- F. Research the addition of “eligibility for English 110” as a pre-requisite for Social Science courses.

Strategic Direction #3: Maintain and enhance the college's instructional classrooms, support facilities, and grounds.

Projects with State and Local Funding Secured

Funded Goal #1: Complete the renovation of the Physical Education Building.

Background: Physical Education (PE) has always been an important part of the college's educational offerings. Today, all academic degrees require fitness-related activities. Currently, physical education activities are spread across campus, often resulting in inefficient use of either staff or material resources. Most PE courses are taught in the gymnasium, scheduled for renovation beginning spring 2008. The renovation will address deficiencies with issues such as ADA compliance, current building codes, air-handling systems, Title IX equity with respect to locker room size, and will bring the facility up-to-date to better accommodate the growing needs of the department, and current athletic and recreational programs.

Implementation Strategies:

- A. Complete discussions concerning the use of the new space so that design represents and meets program needs.
- B. Develop plan in consultation with faculty and staff to support PE's instructional programs while renovations are underway.

Funded Goal #2: Complete the new classroom and office building to replace the aging BI/SS/HS complex.

Background: The HS complex (HSA, HSB, HSC, BI, SG and SS) was built in the late 60's and has exceeded its life cycle. This building has been in design during the 2007-09 biennium with construction following in 2009-11. The new classroom building will consolidate classroom and office locations to enhance the student experience, and will serve the Business, English, Fine Arts, Humanities, and Social Science Divisions with adequate classrooms and labs, offices and support spaces. This configuration allows the college to better meet the needs of its students.

Implementation Strategy:

- A. Active involvement by Business, English, Fine Arts, Humanities, and Social Sciences divisions with the final design/construction of this new building.

Funded Goal #3: Complete the replacement of the Trades classrooms.

Background: Predesign for the new Trades Complex will take place during the 2007-08 academic year. Design is scheduled for 2009-2011 followed by construction in 2011-2013. This will replace the outdated and inadequate space for the Trades programs including automotive, auto body, welding, manufacturing technology, and carpentry.

Implementation Strategy:

- A. Actively involve Trades Division with the pre-design/design/construction of this new complex.

Funded Goal #4: Increase the size of the Kent Campus to meet the growing needs of the college and the community.

Background: The establishment of the Kent Campus allowed the college to increase its instructional offerings to better serve the students and their needs. Kent Campus currently offers a full slate of core academic transfer courses, and ABE, GED, and ESOL programs.

Phase II will bring additional programs and courses that culminate in the direct transfer Associate of Science degrees in Engineering and Computer Science, and pilot training, flight dispatch, and related aviation courses – programs that all lead to high demand, high wage careers. Business transfer programs, teacher preparation courses, health science programs, high school completion courses, and courses that complement the adjacent Regional Justice Center will be added as well. It is imperative that the college design this facility to support these programs as well as a multi-purpose science lab.

The self support activities of the Kent Campus have been redirected to a business and professional development focus and offer Business Management programs, professional CEU attainment, and contract training which provides local companies with updated employee training and management tools for today's changing work environments.

Construction of an additional 40,000 square feet in Kent Campus Phase II will begin in 2008 with completion in summer 2009.

Implementation Strategy:

- A. Active involvement by program faculty intending to offer classes in Kent with the design/construction of this new building.

2009 – 2011 Capital Request Priorities

Capital Request Goal #1: Renovate SMT building to better serve the programs housed there.

Background: The Green River Community College Science Math Technology (SMT) Building currently houses classrooms, labs, and faculty offices supporting Mathematics, Engineering, Design Technology, Natural Resources, and Early Childhood Education programs. The Math Learning Center, numerous Workforce Training Program offices, and the Facilities Department are also located in SMT.

The SMT Building has had no major program reconsolidation and/or substantive remodel since the original construction. After thirty plus years of personnel relocations and academic program changes, the result is best described as a DOS operating system that has not been “reconfigured” and/or “defragmented.” The current building is replete with inefficient building circulation; inter-program functions scattered throughout the building and on disparate floors, redundant work spaces; technology deficient academic support spaces; and classrooms ill-sized for meeting current instruction standards.

Implementation Strategies:

- A. Submit a capital project proposal to renovate the SMT Building.
- B. Develop a strategic plan to work with faculty, students, and staff to create a plan for the renovated SMT building.

Capital Request Goal #2: Replace the aging Lindbloom Student Center.

Background: The Green River Community College Lindbloom Student Center (LSC) was built thirty-six years ago (1971) with an addition constructed in 1990 to meet the needs of a growing student population. The LSC houses the Student Services Division, Instructional Programs in the Fine Arts Division (Print and Broadcast Journalism), and Student Life programs. Student Services Division programs include Education and Career Planning, Enrollment Services, Student Success Programs, Student Health Services, and Disability Support Services. Almost twenty years after the 1990 addition, the facility has exceeded its life cycle, is in disrepair, and no longer supports programming.

A capital request is needed for the design and construction of a student services facility. In May 2007, the student body approved by a 76% margin a new student fee to finance a new student life facility, a campus mandate that the LSC be replaced. The new student fee provides the necessary down payment and debt service for a Certificate of Participation (COP). The student life and student services facilities would be constructed concurrently.

Implementation Strategies:

- A. Pursue a Certificate of Participation (COP) to support the construction of a student life facility.
- B. Submit a capital project request to construct a facility that will house core student services.

- C. Develop a strategic plan to work with students, staff, and faculty to create a plan for the new LSC facility.

Projects Requiring Funding

Unfunded Goal #1: Secure funding to support the following necessary capital needs: expanded space for the Tutoring/Help Center; dedicated space for Faculty House; space for the Fine Arts dance program; and a Career Center.

Background:

Dedicated space for supplemental instruction/tutoring services: A majority (83%) of the college's in-coming first-year freshmen test below college level in reading, writing and mathematics. In addition to inadequate space to serve these students, students who do utilize academic support services lack privacy and are often sharing space. Alternately, the Help Center is housed in the library and there are not enough seats available to serve current needs of the students.

Dedicated space for faculty meeting space: As college services have been shuffled between buildings to accommodate growth, the dedicated space for a Faculty House was eliminated several years ago. Faculty currently has to schedule space within the student center but are often moved or bumped at the last minute due to competing priorities. It is imperative that faculty have dedicated space where they can meet on a regular basis to share teaching ideas and hold cross-disciplinary discussions.

Dedicated space for Career Center: A few years ago, the dedicated space for the Career Center was eliminated to accommodate growth in student services. It has become a priority for the college to find dedicated space for students and community members where each can receive guidance in formulating career plans or accessing resource material on career options.

Dedicated space for the Fine Arts Dance Program

Dance classes are currently being offered in a portion of the gym that is separated by a bleacher wall. The wall lacks sound insulation and noise from sports programs using the court floor creates a significant negative impact on the dance classes. With constant scheduling conflicts, the two programs are incompatible. A dedicated space is needed for dance that includes the appropriate flooring and sound systems.

Dedicated space for Disability Support Services

The amount of space for DSS was downsized in 2006, and since then the numbers of DSS students and frequency of DSS student use of office and lab has increased significantly. Dedicated and additional expanded space is needed for Disability Support Services (DSS). DSS and TRIO share a small lab with 3 computers. The lab is used for private testing, assistive technology training, de-escalation for students with psychiatric issues, tutoring, and computer access for TRIO and DSS students. DSS actively serves over 500 students per year, and are required by law to provide testing accommodations and assistive technology training to their

students. The hallway into DSS is often not accessible for wheelchair users since this area also serves as a waiting area.

Implementation Strategy:

- A. Work with Facilities Master Plan staff to seek funding sources to support the addition of dedicated spaces for programs described above.

Unfunded Goal #2: Secure funding for additional faculty office space and increased faculty/staff parking.

Background: Lack of faculty offices is a problem for the college. The large majority of part-time faculty does not have their own office or access to office space where they can meet with students in private and/or prepare for classes. Although there may be additional faculty offices in new buildings, we also add new full-time faculty each year. Thus, added offices are often taken by the time the new buildings are occupied.

Our shortage of parking further limits students' access to both faculty and administrative services. The Park and Shuttle at Pacific Raceway, 2.6 miles from campus, has eased, although not solved, our parking challenges. Shuttle vans make continuous trips Monday through Friday between 7:30 a.m. and 5 p.m.

Implementation Strategy:

- A. Work with Facilities Master Plan staff to seek funding sources to support the addition of dedicated spaces for programs described above.

Unfunded Goal 3: Secure funding for the expansion and replacement of Physical Education facilities.

Fitness related instruction takes place in the adjacent Fitness Center. There is a growing need to expand the current Fitness Center to meet the exercise and fitness needs of not only students but also college employees and the community. An expansion would include 2 classrooms, 2 changing rooms, an office and a storage area. This allows the existing facility to be used for fitness classes set to music, such as aerobic dance classes, yoga, and martial arts classes.

The PE program has been operating without outdoor play fields since the construction of the new Technology and Science buildings began. These buildings are now located where the outdoor play fields once were housed. Finding dedicated space for outdoor activities such as soccer, baseball and softball is a priority for the Physical Education program. This priority also includes re-engineering the college's Challenge Course, refurbishing the tennis courts, and adding additional courts.

Implementation Strategy:

- A. Work with Facilities Master Plan staff to seek grant opportunities and alternative funding sources to support the outdoor playing fields, tennis courts, and a re-engineered Challenge Course for PE programs.

Strategic Direction #4: Enhance students' educational experience through further development of comprehensive student support services.

Goal #1: Re-evaluate the current advising model.

Background: Issues related to student retention, goal clarification, and student progress legislation policies forces educational planners to spend significantly more time with each new student. Mandatory new student advising and new student orientation sessions have been implemented at the college. This direction impacts how educational planners provide service for the significant increase in student traffic and could impact our current faculty advising model. The Green River faculty contract was negotiated to include enhanced advising responsibilities for faculty.

Implementation Strategy:

- A. Develop an Advising Committee as part of the college's Implementation Teams that can review advising issues and make recommendations for improving our advising system.

Goal #2: Improve persistence rates.

Background: Research has shown that when students have developed stronger ties and relationships to their college, they are more likely to persist through the completion of their goals. In fall 2006, Dr. Geri Anderson, Vice President at Front Range Community College shared ideas that had worked at her college. Some of these included: college coaching, student call centers, and increased monitoring of data.

Implementation Strategies:

- A. Develop a Gator Guide program modeled on the College Coach program used at Front Range and Seneca Community Colleges.
- B. Implement a universal design program.
- C. Develop materials that address barriers students are facing.
- D. Research other best practices in recruitment and persistence from other community colleges with similar demographics.

Goal #3: Strengthen and enhance student services at off campus sites.

Background: Through Student Services, the Enumclaw Campus is able to offer many student services to their students such as admission and registration assistance, advising, and COMPASS assessment. As the Kent Campus is growing and expanding its facility, appropriate student services functions must be provided on-site to support instruction and the recruitment and retention of students. The goal is to have both off campus sites become full-service sites.

Implementation Strategies:

- A. Add appropriate Student Services functions at the Kent Campus to become a more full service site.
- B. Broaden services to Kent and Enumclaw to support recruitment and retention by providing new advising sessions, student programming, and financial aid sessions.

Goal #4: Increase opportunities for students to earn credit for prior educational and/or work experience.

Background: Many community colleges in Washington now offer students the opportunity to earn credit for prior educational and/or work experience. Students' experiences are documented in portfolios and then translated into college degree/certificate credits using a thorough assessment process. This model can be used for evaluating prior educational and/or work experiences for both domestic and international students. Faculty have been identified who want to work on Prior Learning Assessment (PLA).

Implementation Strategy:

- A. Provide training to faculty in effective portfolio assessment techniques.

Goal #5: Promote and support the value of diversity.

Background: The college strives to provide all students with equitable access to resources and opportunities. Green River is committed to providing programs and services to recruit, retain and graduate under-represented student populations. Further, the college works to educate and enrich the campus environment and surrounding community to affirm and value differences.

It is imperative that Disability Support Services be given College/administrative backing/support and authority from the highest levels to train staff on disability law, and to mandate compliance. Disability must be recognized as a major component of diversity.

Implementation Strategies:

- A. Expand the CAP program so more students can be served. The Commencement Achievement Program (CAP) was started in 2006 to provide a student support system for first-year, under-represented students and students of color and to help them navigate the college. The program has proven to be successful and the goal is now to expand the program.
- B. Actively pursue the possibility of coordinating CAP resources with the TRIO and Steps to Success program.
- C. Apply for additional funding such as Displaced Homemaker grant, Universal Design grants, and ADA compliance to assist in promoting and supporting diversity initiatives for other under-represented groups on campus.
- D. Develop a plan to train student services staff and student leaders on issues of diversity.
- E. Offer professional development workshops on diversity.
- F. Utilize the President's Commission on Diversity to make recommendations and implement changes on the campus to support diversity.

Goal #6: Evaluate Code of Conduct Process.

Background: An increase in the number of code of conduct violations has occurred on campus with the addition of housing and increase in student enrollment. Stress, anxiety, mental health, financial burdens, and substance abuse are all contributing factors to the growing number of behavioral issues. Reviewing the code of conduct process and educating the community regarding the community standards can maximize the effectiveness in dealing with student misconduct and providing educational opportunities for students to learn that these behaviors are not acceptable.

Implementation Strategies:

- A. Enhance the adjudication process for student retention through an educational formalized code of conduct process.
- B. Monitor the one-on-one assessment process for alcohol and drug violations, change WAC codes where updates are needed, formalize and review the academic hearing process, provide bi-quarterly Alcohol and Drug Seminars, purchase and implement an online alcohol and drug workshop.
- C. Create a consistent process from warning to suspension with faculty and International Programs.
- D. Complete training for faculty and staff on sex offenders and code of conduct process working collaboratively with Teaching and Learning Center to present adjudication process.

Goal #7: Develop Incident Response teams.

Background: Colleges and universities continue to deal with critical incidents on campus. Green River is committed to working toward a campus that is free from discrimination and that celebrates the diversity of its various community members. Critical incident teams are mechanisms to intervene in cases of race, GLBT, gender, religious, and disability issues. In addition, campus disruption, violence, and other situations which have a direct impact on the campus community can be evaluated by a team of individuals. The incident team models provide effective responses, accurate documentation, and a means to monitor and house information in a central location.

Implementation Strategies:

- A. In partnership with Emergency Operations Team (EOC), create a response team to address “human trauma” on campus.
- B. Evaluate ways to train faculty and staff on ways to deal with disruptive behavior and crisis in the classroom.
- C. Create and implement an Incident’s team to develop and address racial, GLBT, gender, and religious incidents on campus.
- D. Offer training for faculty and staff.

Goal #8: Communicate and collaborate on services college-wide.

Background: Occasionally programs on campus change processes/procedures and Student Services staff are not aware of the most recent changes, leaving students at risk of being misdirected. While the online Advising Updates list serve is helpful in sharing information, direct communication and collaboration among our areas needs to be implemented—for example a quarterly meeting between Student Services, Adult Basic Ed, English as a Second Language, Worker Retraining, and others as appropriate.

Implementation Strategies:

- A. Continue to build on outreach efforts to connect student services and faculty.
- B. Partner with instructors who teach related topics to bring their classes to Student Services events, whether offering extra credit for attending or writing a paper on that event.

Goal #9: Conduct regular evaluation of programs and services.

Background: Student Services currently conducts program evaluation and the Non-Instructional Program Assessment. However, to further serve the needs of our students, it is important to conduct a more thorough investigation of a student's experience to ensure that the college's policies, procedures, and processes are not creating artificial barriers to prevent student success in applying, enrolling, and persisting at the college.

Implementation Strategies:

- A. Conduct process mapping and a “lean” program for entry services into the college to ensure that processes meet the needs of students.
- B. Implement a mystery shopper program to check the effectiveness of entry services and customer service on the campus

2007-08 Operational Plan

Strategic Direction #1: Strengthen the College's educational offerings, including interdisciplinary programs and distance education to meet the needs of our community.

Goal 1: Expand the number of learning communities offered on the schedule

Supports: SBCTC Ten Year Goal – Innovation and Student Success, GRCC Strategic Goal(s) – Student Learning

Implementation Strategies	Responsible	Timeline	Expected Outcome	Results
A. Encourage faculty to develop new and innovative learning communities and coordinated studies courses.	April Jensen, Christie Gilliland, Judy Burgeson, Jen Wetham, Faculty	Spring 2008	<ol style="list-style-type: none"> 1. Offer 4 new coordinated studies courses by 2008-09. 2. Faculty excellence funding will be available for development of new coordinated studies course. 	
B. Support learning communities and coordinated studies courses with low enrollment.	April Jensen, Christie Gilliland, Judy Burgeson, Faculty	Spring 2008	<ol style="list-style-type: none"> 1. Protection from cancellation of courses with at least 50% enrollment. 	
C. Offer professional development workshops to help faculty develop and/or adopt courses for learning communities.	Kim Nakano, Classified Staff Committee	Winter and Spring 2008	<ol style="list-style-type: none"> 1. Offer week-long institute. 2. Offer weekend institute. 	

Goal #2: Increase the number of courses being offered in an on-line format.

Supports: SBCTC Ten Year Goal – Student Success and Innovation, GRCC Strategic Goal(s) – Access

Implementation Strategies	Responsible	Timeline	Expected Outcome	Results
A. Offer professional development workshops to help faculty develop	Kim Nakano, Jerry Marshall, e-learning	Winter and Spring 2008	<ol style="list-style-type: none"> 1. Offer e-learning development 	

and/or adapt courses to an online format.	Committee		seminar/workshop.	
B. Increase enrollment in the current GED course offered online in order to build enough enrollments to add new sections.	Laura Griep	Spring 2008	<ol style="list-style-type: none"> 1. Increased marketing and visibility of GED 2. Identification of new recruiting strategies specific to this population. 3. Increased enrollments from summer 07 to spring 08. 	
Goal #3: Expand offerings at the Kent Campus Supports: SBCTC Ten Year Goal – Student Success, GRCC Strategic Goal(s) – Access				
Implementation Strategies	Responsible	Timeline	Expected Outcome	Results
A. Offer the Associate in Business (AB-DTA) degree at the Kent Campus.	Ron Wheadon, Krista Fox, Leslie Moore	2007-08 Academic Year	1. Program will be implemented.	
B. Increase the number of ABE, GED, and ESL courses offered at Kent Campus.	Laura Griep, Leslie Moore	2007-08 Academic Year	1. Plans for Kent expansion will be reviewed to assess space availability.	
C. Provide administrative support to faculty that facilitates enrollment growth.	Leslie Moore, Laura Griep, Ron Wheadon, Krista Fox, Judy Burgeson, Christie Gilliland	2007-08 Academic Year	<ol style="list-style-type: none"> 1. Increased support in marketing and recruiting for KC classes. 2. Increased enrollment by 10%. 	

Goal #4: Infuse multicultural elements into courses across disciplines.

Supports: SBCTC Ten Year Goal – Student Success, GRCC Strategic Goal(s) – Access and Success of Under-Represented Students

Implementation Strategies	Responsible	Timeline	Expected Outcome	Results
A. Offer professional development workshops to assist faculty in adding elements of diversity into existing content specific courses as well as across disciplines.	Kim Nakano, MEC, IDC	2007-08 Academic Year	1. Offer a diversity in the curriculum workshop during the Spring 2008 in-service day.	

Goal #5: Implement curricula innovations in the ESOL program to assist the transition of ESOL students into the professional technical and transfer areas.

Supports: SBCTC Ten Year Goal – Student Success, GRCC Strategic Goal(s) – Access and Student Learning

Implementation Strategies	Responsible	Timeline	Expected Outcome	Results
A. Continue and increase outreach to K-12 partners and CBOs.	Laura Griep	2007-08 Academic Year	<ol style="list-style-type: none"> 1. GRCC hosted community service provider breakfast focusing on pathways (Fall) 2. GRCC hosted educator breakfast focusing on basic skills (Winter) 3. Establish partnerships with at least two new K-12 or CBO agencies. 4. Establish relationships with Kent School District and Auburn School District 	
B. Hold student focus groups to determine specific needs regarding transitioning into academic transfer and workforce training programs.	Laura Griep	Winter, Spring	1. At least three focus groups will be held in basic skills classrooms.	

C. Develop Educational Interview/Orientation class for all incoming students in order to increase awareness of the college's systems, supports, and skills needed to transfer.	Laura Griep	Winter, Spring	1. ABE pilots class in Winter. 2. ESOL pilots in Spring in order to expand to all incoming students for Summer 08	
D. Provide workshops to upper level ESOL students on the Prof/Tech and academic programs.	Laura Griep	Fall, Winter	1. Professional technical Open House geared toward Basic Skills students (Fall, Winter) 2. GRCC will pilot a Transitions Week (Winter)	
E. Explore current policy on admitting undocumented students to other programs in the college.	Laura Griep	2007-08 Academic Year	1. Increased information on registration policies will be shared with faculty and Transitions Committee	
Goal #6: Develop more opportunities for collaboration between ABE/ESOL and Professional Technical programs (I-BEST). Supports: SBCTC Ten Year Goal – Economic Demand, GRCC Strategic Goal(s) – Student Learning				
Implementation Strategies	Responsible	Timeline	Expected Outcome	Results
A. Develop an I-BEST program for Welding, Aviation, and Health Care.	Laura Griep, Ron Wheaton, Rebecca Rhodes, Krista Fox, Faculty	Spring	1. I-BEST teams will be identified and will work collaboratively to design program and curriculum. 2. I-BEST applications will be approved by the state. 3. Marketing and	

			recruitment strategies will be identified.	
B. Submit seven additional I-BEST proposals during the 2007-08 academic year.	Laura Griep, Ron Wheaton, Rebecca Rhodes, Krista Fox	2007-08 Academic Year	1. Submission of Natural Resources (Fall 08), ECE (Winter 08), Autobody and Business Education (Fall 07) I-BEST applications to the state.	
C. Create more viable pathways for student entry in academic transfer and professional technical programs. (Bridge courses)	Laura Griep, Faculty	Winter, Spring	1. Clear pathway between ESOL and ABE will be established. 2. Students will have more options in transitioning out of ESOL	
Goal #7: Update and develop new professional technical programs to meet the changing needs of industry.				
Supports: SBCTC Ten Year Goal – Economic Demand, GRCC Strategic Goal(s) – Student Success and Community Involvement				
Implementation Strategies	Responsible	Timeline	Expected Outcome	Results
A. Review GIS curriculum and conduct DACUM to update curriculum as needed.	Ron Wheadon, Rebecca Rhodes, faculty	Summer 07	1. New Curriculum will be developed.	
B. Review the database portion of the Information Technology program.	Ron Wheadon, Rebecca Rhodes, faculty	Spring 07	1. New curriculum will be developed.	
C. Review the Practical Nursing program with input from the Washington State nursing commission. Continue to strive for the RN program once the LPN program is approved by the Nursing Commission.	Ron Wheadon, Krista Fox, faculty	Fall 07	1. Accreditation process will occur. 2. Full accreditation of the program is anticipated.	

D. Work with Physical Therapy Assistant Program to ensure successful completion of their self study and accreditation visit in October 2007.	Ron Wheadon, Krista Fox, faculty	October 2007	<ol style="list-style-type: none"> 1. Accreditation process will occur. 2. Full accreditation of the program is anticipated. 	
E. Expand the Occupational Therapy Assistant program by one third using High Demand funding, if possible. This program will be offered with an alternative schedule.	Ron Wheadon, Krista Fox, faculty	Fall 2007	<ol style="list-style-type: none"> 1. High demand funding will be received. 2. Program will be expanded. 	
F. Obtain the Food Stamp program to assist students with funding for their education.	Ron Wheadon, Krista Fox, Rebecca Rhodes, Rick Brumfield	Winter 2007	<ol style="list-style-type: none"> 1. Funding will be applied for. 2. Funding will be received. 3. Additional enrollments in prof tech programs will be achieved with this funding. 	
G. Obtain the Opportunity Grant to assist students with funding their education.	Ron Wheadon, Krista Fox, Rebecca Rhodes, Bill Belden	Fall 2007	<ol style="list-style-type: none"> 1. Funding will be applied for. 2. Funding will be received. 3. Additional enrollments in prof tech programs will be achieved with this funding. 	
H. Investigate and implement the supplemental instruction program to assist students.	Ron Wheadon, Adrienne Palmer, Kathi Anderson	Winter 2008	<ol style="list-style-type: none"> 1. Classes to pilot SI will be identified. 2. SI tutors will be trained 3. Students will be recruited to participate. 	

			<ul style="list-style-type: none"> 4. Increase in retention in those classes with SI expected to occur. 5. Additional classes identified to expand SI on campus. 	
I. Apply with the FAA to become a CTI for the aviation program.	Ron Wheadon, Rebecca Rhodes, faculty	Summer 2007	<ul style="list-style-type: none"> 1. Designation to be applied for. 2. Designation received. 3. Students enrolling in program beginning Winter 08. 	
J. Revise the Medical Office programs.	Ron Wheadon, Krista Fox, faculty	Fall 2007	<ul style="list-style-type: none"> 1. Curriculum approved. 2. New classes implemented. 	
K. Make the entire Business Education program accessible online.	Ron Wheadon, Krista Fox, faculty	Fall 2009	<ul style="list-style-type: none"> 1. Work with faculty to develop online curriculum. 2. Market new program to increase enrollments. 	
<p>Goal #8: Expand Project TEACH and our teacher preparation program. Supports: SBCTC Ten Year Goal – Economic Demand and Student Success, GRCC Strategic Goal(s) – Student Learning and Community Involvement</p>				
Implementation Strategies	Responsible	Timeline	Expected Outcome	Results
A. Continue to integrate ESOL with additional education-related classes	Leslie Heizer Newquist, faculty	Fall 08	<ul style="list-style-type: none"> 1. ECE I-BEST certificate program will begin. 2. Tutors will be provided for transitioning students. 	

B. Continue to create accessible pathways between ABE, ESOL, Developmental Education, Early Childhood Education, Para-educator and teacher preparation classes, certificates, and degrees	Leslie Heizer Newquist, Laura Griep, Ron Wheadon, Krista Fox	Spring 08	1. Internal pathway between ESOL and ABE will be delineated. 2. ECE I-BEST application will be submitted.	
C. As needed, add additional teacher certification programs in partnership with 4-year schools.	Leslie Heizer Newquist, faculty	Spring – Fall 2008	1. Math certification only program will be explored and possibly piloted at Kent Campus (through CWU) 2. CWU and GRCC will continue to discuss possible secondary science certification and middle level science certification.	
3. Seek funding to serve under-prepared students and to expand research into the impact of reform science education.	Leslie Heizer Newquist, Danielle Newton, faculty	Ongoing	1. NSF TPC grant will achieve one-year no-cost extension. 2. Education will be proposed as opportunity grant pathway (this was in summer, 2007)	
Goal #9: Provide additional partnership opportunities with high schools and their students.				
Supports: SBCTC Ten Year Goal – Student Success, GRCC Strategic Goal(s) – Student Learning and Community Involvement				
Implementation Strategies	Responsible	Timeline	Expected Outcome	Results
A. Increase enrollment in Enumclaw Cohort program	Diane Martin, Leslie Moore, Diane Anderson	Fall 2008	1. Increased enrollment in the Enumclaw cohort to 22 students.	

B. Strengthen the High School Connections Program	Diane Martin			
C. Increase partnership opportunities with area high schools on transfer and professional technical programs as well as college transition skills.	Phillip Neal, Christie Gilliland, Judy Burgeson, Ron Wheadon	Academic year	<ol style="list-style-type: none"> 1. Partner with the Foundation to offer scholarships to targeted districts. 2. Continue to support high school counselors with accurate & timely information. 3. Invite high school partners to opening of Welcome Center to introduce them to the resources. 4. Continue to look at ways to increase Tech Prep enrollments. 5. Continue to work on increasing transfers from tech prep to Green River. 	
D. Increase the number of Tech Prep students entering Green River after high school.	Rebecca Rhodes, Phillip Neal	Academic Year	Increase in number of students from Tech Prep attending Green River after high school by 5%.	

Goal #10: Expand opportunities for High School Completion.

Supports: SBCTC Ten Year Goal – Student Success, GRCC Strategic Goal(s) – Access

Implementation Strategies	Responsible	Timeline	Expected Outcome	Results
A. Better serve under prepared high school students.	Laura Griep	Fall 07 – Spring 08	1. Feedback will be collected through student focus groups and interviews	
B. Create culminating project course.	Laura Griep	Winter 08	1. Course will be offered in Winter 08	
C. Provide late start history classes.	Laura Griep	Fall 07	1. History II will be offered mid-quarter	
D. Sequence US History in a two course, 1 quarter sequence.	Laura Griep	Fall 07	1. History 1 will condense schedule to be offered in first half of quarter. 2. History II will be offered sequentially for second half of quarter.	
E. Create a High School tuition and book scholarship program through the Foundation.	Laura Griep	Spring 08	1. Option will be listed in employee contribution drive.	
F. Revise marketing materials and catalog presence.	Laura Griep, Philip Neal	Fall 07	1. New marketing materials will be produced and distributed. 2. Catalog revisions will be made.	

Goal #11: Develop additional programs for adults 50+.

Supports: SBCTC Ten Year Goal – Student Success, GRCC Strategic Goal(s) – Student Learning

Implementation Strategies	Responsible	Timeline	Expected Outcome	Results
A. Continue to expand opportunities through the Prime Time institute.	Leslie Moore	2007-08 Academic Year	1. Number of participants in Prime Time institute will increase by 15%	
B. Provide career transitioning programs.	Leslie Moore	2007-08 Academic Year	2. Provide four specifically targeted career transitioning events.	

Strategic Direction #2: Improve student preparedness, persistence, and academic success.

Goal #1: Implement a recruitment and persistence program.

Supports: SBCTC Ten Year Goal – Student Success, GRCC Strategic Goal(s) – Student Learning

Implementation Strategies	Responsible	Timeline	Expected Outcome	Results
A. Continue implementation of the recruitment plan.	Bill Belden, Phillip Neal	2007-08 Academic Year	1. Assessment of outreach effectiveness by comparing previous year yield to current year.	
B. Continue coordination of efforts between Enrollment Management and Communications and Program marketing groups to develop marketing materials focused on adult students.	Bill Belden, Philip Neal	2007-08 Academic Year	1. Development of one or two marketing pieces designed specifically for non-traditional students.	
C. Develop Spanish, Korean, and Russian language marketing materials.	Philip Neal	Fall and Winter Quarters	1. A minimum of four pieces translated and distributed in multiple languages.	
D. Develop efforts that will promote student retention initiatives and will tie in with SBCTC goals of student achievement.	Bill Belden, Ron Wheadon, Judy Burgeson, Christie Gilliland, Laura Griep, Rebecca Rhodes, Krista Fox, Deb Casey	2007-08 Academic Year	1. Green River will pilot Transitions Week in Winter 08	
E. Develop targeted marketing for high demand programs with excess capacity.	Ron Wheadon, Rebecca Rhodes, Krista Fox, Philip Neal	2007-08 Academic Year	1. Development of marketing materials for a minimum of three high demand programs	

F. Develop recruitment strategies to attract a more diverse applicant pool from our district high schools	Bill Belden, Phillip Neal	2007-08 Academic Year	1. Implement activities to reach out to high schools in our service area with a more diverse population.	
G. Continue to expand marketing for Adult Basic Education Classes	Laura Griep, Philip Neal	2007-08 Academic year	1. Development of two or three new marketing pieces for ABE classes	
H. Include graduation information in the GED celebration letters sent to GED recipients.	Laura Griep, Philip Neal	Spring Quarter	1. Development of marketing piece for GED celebration letters	
I. Revise ABE marketing materials	Laura Griep, Philip Neal	2007-08 Academic Year	1. Development of at least one or two new marketing pieces for ABE.	
Goal #2: Implement early warning system for all students.				
Supports: SBCTC Ten Year Goal – Student Success, GRCC Strategic Goal(s) – Student Learning				
Implementation Strategies	Responsible	Timeline	Expected Outcome	Results
A. Expand existing college-wide early alert and intervention efforts.	Ricardo Leyva-Puebla	2007-08 Academic Year	1. Increase faculty participation to support retention.	
B. Review Academic Standards Committee and policies for significant change to better support student engagement and intervention.	Ricardo Leyva-Puebla	2007-08 Academic Year	1. Hold session at spring in service day.	
Goal #3: Offer additional learning alternatives such as supplemental instruction and tutoring to improve student success.				
Supports: SBCTC Ten Year Goal – Student Success, GRCC Strategic Goal(s) – Student Learning				
Implementation Strategies	Responsible	Timeline	Expected Outcome	Results
A. Increase open hours for the Writing Center	Judy Burgeson, Amanda Schaefer	Fall 2008	1. Hours of operation between 9:00 a.m. and 4:00	

			p.m. and selected evenings after move to new facility.	
B. Offer online tutoring through the Writing Center.	Judy Burgeson, Amanda Schaefer	Spring 1008	1. Online Tutoring available through the OWL web site, with a 48-hour response time.	
C. Formulate an improvement plan for the Tutoring & Resource Center	Diane Martin, Kathi Anderson-Marshall			
D. Increase staffing in the Tutoring & Resource Center to be able to offer tutoring in the evening.	Diane Martin, Kathi Anderson-Marshall			
E. Add additional tutor hours in the Tutoring and Resource Center for Social Science courses – Anthropology, Geography and Psychology	Diane Martin, Kathi Anderson-Marshall			
F. Develop a system to track student participation and services offered by Tutoring & Resource Center and the Writing Center.	Judy Burgeson, Diane Martin	Ongoing	1. Improved scanning of participating students.	
Goal #4: Find additional funding opportunities for low income students to attend college.				
Supports: SBCTC Ten Year Goal – Student Success, GRCC Strategic Goal(s) – Access				
Implementation Strategies	Responsible	Timeline	Expected Outcome	Results
A. Restructure the WorkFirst program so that low-income eligible students can enter credit career pathway programs.	Ron Wheadon, Krista Fox	Summer 2007	1. Increased enrollment in WorkFirst.	
B. Create a GED scholarship program.	Laura Griep	Spring 2008	1. Option will be listed in the employee contribution campaign	

C. Submit a TRIO continuation grant in the next TRIO funding Cycle (2007-08) to continue to assist low-income students	Deb Casey, Joanne Martin, Danielle Newton	Summer-Fall 2008	1. Submit Proposal to the Department of Education	
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Goal #5: Explore the possibility of creating life skill courses and incorporating them into the curriculum.
Supports: SBCTC Ten Year Goal – Student Success, GRCC Strategic Goal(s) – Student Learning

Implementation Strategies	Responsible	Timeline	Expected Outcome	Results
A. Develop a new two-credit survival course that is mandatory for under-prepared or struggling students through placement and academic standards, financial aid, and advising to support student success.	Judy Burgeson, Bill Belden	Fall 2007	Development of Study Skills 106	

Goal #6: Provide better orientation to college and increased opportunities to improve college skills.
Supports: SBCTC Ten Year Goal – Student Success, GRCC Strategic Goal(s) – Student Learning and Success of Under-Prepared Students

Implementation Strategies	Responsible	Timeline	Expected Outcome	Results
A. Increased partnership between the English Division and Career & Advising Services to grow the Steps to Success partnership.	Judy Burgeson	Fall 2007 – Fall 2008	1. Double the number of participants in Steps to Success.	
B. Increased funding for Steps to Success and inclusion in the Title III proposal.	Judy Burgeson, Marcie Sims, Danielle Newton	Spring 2008	1. Budget approval to allow for growth. 2. Successful Title III grant.	
C. Add a GED math and reading class.	Laura Griep	Fall 07 Fall 08	1. GED Reading class will be broken into one credit segments based on GED test subject areas.	

			2. Course will be offered by Fall 07	
D. Continue to revise curriculum in the Adult Basic Education program to include learning disability friendly materials and activities.	Laura Griep	Fall 07	1. Trainings on LD will be held with ABE faculty. 2. All faculty will produce materials for classes based on information from trainings.	
E. Explore a new schedule for ABE that includes shorter lab classes.	Laura Griep	Summer 07	1. Focus groups will be held with ABE faculty to explore this possible schedule shift.	
F. Research the addition of “eligibility for English 110” as a pre-requisite for Social Science courses.	Christie Gilliland, Marianne Jacobs	Fall 2007	1. Prerequisite added.	

Strategic Direction #3: Maintain and enhance the College’s instructional classrooms and facilities, and administrative facilities and grounds.

PROJECTS WITH STATE AND LOCAL FUNDING SECURED

Funded Goal #1: Complete the renovation of the gym and Physical Education facilities.

Supports: SBCTC Ten Year Goal – Student Success, GRCC Strategic Goal(s) – Access and Student Learning

Implementation Strategies	Responsible	Timeline	Expected Outcome	Results
A. Complete discussions concerning the use of the new space so that design represents and meets program needs.	Sam Ball, Laura Griep	Winter - Spring 2008		
A. Develop plan in consultation with faculty and staff to support PE’s instructional programs while renovations are underway.			A. Temporary locations will support classes during their renovation.	

Funded Goal #2: Complete the new classroom and office building to replace the aging BI/SS/HS complex.

Supports: SBCTC Ten Year Goal – Innovation, GRCC Strategic Goal(s) – Access and Student Learning

Implementation Strategies	Responsible	Timeline	Expected Outcome	Results
A. Actively involve Business, English, Fine Arts, Humanities, and Social Science divisions with the design/construction of this new building.	Sam Ball, Christie Gilliland, Ron Wheadon, Judy Burgeson, Krista Fox, faculty	Fall 2007 – Spring 2008	1. A completed design with program spaces that will respond to current and future FTE demands.	

Funded Goal #3: Complete the replacement of the Trades Building

Supports: SBCTC Ten Year Goal – Economic Demand and Innovation, GRCC Strategic Goal(s) – Access and Student Learning

Implementation Strategies	Responsible	Timeline	Expected Outcome	Results
A. Actively involve Trades Division with the pre-design/design/construction of this new complex.	Sam Ball, Ron Wheadon, Rebecca Rhodes, faculty	2007-08 academic year	1. A completed predesign/design/construction with program	

			spaces that will respond to current and future FTE demands.	
Funded Goal #4: Increase the size of the Kent Campus to meet the growing needs of the college and the community.				
Supports: SBCTC Ten Year Goal – Economic Demand and Student Success, GRCC Strategic Goal(s) – Access and Student Success				
A. Active involvement by program faculty intending to offer classes in Kent with the design/construction of the new building	Sam Ball, Leslie Moore, Ron Wheadon, Christie Gilliland, Judy Burgeson, faculty	2007-08 Academic year	1. 1. A completed design with program spaces that will respond to current and future FTE demands.	
2009 – 11 CAPITAL REQUEST PRIORITIES				
Capital Request Goal #1: Renovate the SMT building to better serve the divisions housed there.				
Supports: SBCTC Ten Year Goal – Innovation, GRCC Strategic Goal(s) – Access and Student Learning				
Implementation Strategies	Responsible	Timeline	Expected Outcome	Results
A. Submit a capital project proposal to renovate the SMT building.	Sam Ball, Tom Weisweaver, Danielle Newton	Fall 2007	1. Capital submission delivered to the state in December 2007	SMT approved by SBCTC for inclusion in request to state.
B. Develop a strategic plan to work with faculty, students and staff to create a plan for the renovated SMT building.	Sam Ball, Ron Wheadon, Christie Gilliland	Winter 2008 – Spring 2009	Faculty and staff are prepared to begin design process in fall 2009.	
Capital Request Goal #2: Replace the aging Lindbloom Student Center.				
Supports: SBCTC Ten Year Goal – Student Success, GRCC Strategic Goal(s) – Access				
Implementation Strategies	Responsible	Timeline	Expected Outcome	Results
A. Pursue a Certificate of Participation (COP) to support the construction of a student life building.	Sam Ball	Application submitted in 2009	1. COP application will be approved.	
B. Submit a capital project proposal to construct a building that will house core	Sam Ball, Danielle Newton	Fall 2007	1. Capital project proposal submitted by December 31,	Student Services request was not

student services.			2007.	approved. A request will be resubmitted in fall 2009.
C. Develop a strategic plan to work with students, staff, and faculty to create a plan for the new LSC building.	Bill Belden, Deb Casey	2009 – 2011 Biennium	<ol style="list-style-type: none"> 1. Strategic plan will be developed with input from students, staff, and faculty. 2. Develop plan to address Student Center replacement if Student Services building is not approved. 3. Keep Student Programs and students informed of budget and fee collections for Student Center. 	

PROJECTS REQUIRING FUNDING

Unfunded Goal #1: Secure funding to deal with the following necessary capital projects: expanded space for the Tutoring/Resource Center; dedicated space for Faculty House; space for the Fine Arts dance program; and a Career Center.

Implementation Strategies	Responsible	Timeline	Expected Outcome	Results
A. Work with Facilities Master Plan staff to seek funding sources to support the addition of dedicated spaces for programs described above.	Sam Ball, Tom Weisweaver	Ongoing	1. Acquisition of funds	

Unfunded Goal #2: Secure funding for additional faculty office space as well as increased faculty/staff parking.

Implementation Strategies	Responsible	Timeline	Expected Outcome	Results
A. Work with Facilities Master Plan staff to seek funding sources to support the addition of dedicated spaces for programs described above.	Sam Ball, Tom Weisweaver	Ongoing	1. Acquisition of funds	

Unfunded Goal #3: Secure funding for the expansion and replacement of Physical Education facilities.

Implementation Strategies	Responsible	Timeline	Expected Outcome	Results
A. Work with Facilities Master Plan staff to seek grant opportunities and alternative funding sources to support the outdoor playing fields, tennis courts, and a re-engineered Challenge Course for PE programs.	Sam Ball, Tom Weisweaver, Laura Griep, Danielle Newton	Ongoing	1. Acquisition of funds	

Strategic Direction #4: Enhance our students' educational experience and help ensure their success through further development of comprehensive student support services.

Goal #1: Re-evaluate the current advising model.

Supports: SBCTC Ten Year Goal – Student Success, GRCC Strategic Goal(s) – Student Learning

Implementation Strategy	Responsible	Timeline	Expected Outcome	Results
A. Develop an Advising Committee as part of the college's Implementation Teams that can review advising issues and make recommendations for improving our advising system	April Jensen, Jeff McCauley, Ricardo Leyva-Puebla	2007-08 Academic Year	1. Improvements will be made to the advising process.	

Goal #2: Improve the persistence rates of students.

Supports: SBCTC Ten Year Goal – Student Success, GRCC Strategic Goals(s) – Student Learning

Implementation Strategies	Responsible	Timeline	Expected Outcome	Results
A. Develop a Gator Guide program modeled on the College Coach program used at Front Range and Seneca Community Colleges.	Bill Belden, Philip Neal, Kim Nakano, Danielle Newton, Kirk Walker	Summer and Fall 2007	1. A minimum of 100 Gator Guides recruited, trained and matched with students	
B. Implement a universal design program.	Deb Casey, Gail Himes	Summer Fall 2007 Winter 2008	1. Training completed for Enrollment Services, Career and Advising, Financial Aid, Teaching and Learning Center, and faculty. 2. Attend University of Minnesota training. 3. Present program on	

			<p>Universal design at American College Personnel Association and Student Services Conference.</p> <p>4. Work with departments and faculty to apply universal design into services and academic curriculum.</p>	
C. Develop materials that address barriers that students are facing.	Deb Casey, Bill Belden	2007-08 Academic Year	<p>1. Develop brochure to help students overcome funding barriers.</p> <p>2. Modify the welcome packet folder with new map to help students navigate the campus.</p> <p>3. Develop new resources for the Welcome Center.</p> <p>4. Update WAC codes for Student Right to Know Brochure and Student Handbook.</p> <p>5. Develop Grade Grievance Forms to help students navigate the process.</p>	
D. Research other best practices in recruitment and persistence from other	Bill Belden, Phillip	2007-08 Academic	A list of 10 – 15 best practices that would be	

community colleges with similar demographics	Neal	Year	possibilities for implementation at Green River	
Goal #3: Strengthen and enhance student services at off campus sites. Supports: SBCTC Ten Year Goal – Student Success, GRCC Strategic Goal(s) – Access				
Implementation Strategies	Responsible	Timeline	Expected Outcome	Results
A. Add appropriate Student Services functions at the Kent Campus to become a more full service site.	Leslie Moore, Mari Ragland, Bill Belden, Deb Casey	2007-09 Academic Years	<ol style="list-style-type: none"> 1. Increase advising at the Kent Campus (07-08) 2. Develop plans for enlarged campus space (07-08) 3. Add a full-time student services generalist to Kent Campus staff (08-09) 4. Develop student activities and programming at Kent site. 5. Train faculty and staff to address Code of Conduct and Sex Offender procedures. 	
B. Broaden services to Kent and Enumclaw to support recruitment and retention by providing new advising sessions, student programming, and financial aid sessions.	Leslie Moore, Mari Ragland, Diane Anderson, Bill Belden, Deb Casey	2007-08 Academic Year	<ol style="list-style-type: none"> 1. Additional advising and financial aid sessions will be offered (Goal – increase by four) 2. Evaluate CLEO position or Student Senate representatives at branch sites. 3. Offer training for faculty 	

			and staff on services such as Diversity Services, Women's Program, Displaced Homemaker, DSS	
Goal #4: Increase the opportunity for students to earn credit for prior educational and/or work experience. Supports: SBCTC Ten Year Goal – Student Success, GRCC Strategic Goal(s) – Access and Student Learning				
Implementation Strategy	Responsible	Timeline	Expected Outcome	Results
A. Provide training to faculty in effective portfolio assessment techniques.	Kim Nakano, LOC, Julie Moore, Jerry Marshall	Winter and Spring 2008.	1. Will discuss with Julie Moore and Frank Primiani Winter 2008.	
Goal #5: Promote and support the value of diversity. Supports: SBCTC Ten Year Goal – Student Success, GRCC Strategic Goal(s) – Student Learning				
Implementation Strategies	Responsible	Timeline	Expected Outcome	Results
A. Expand the CAP program so that more students can be served.	Deb Casey, Terri Thayer	Fall 2007	1. Bring in 200 students to participate in program. Train 7 peer navigators to assist in program	
B. Actively pursue the possibility of coordinating CAP resources with the TRIO and Steps to Success program.	Deb Casey, Terri Thayer, Joanne Martin, Judy Burgeson	Fall 2007	1. Identify the success of these three programs and what students are being served? Overlap in Service? Student Retention? Student retention quarter to quarter	
C. Apply for additional funding such as Displaced Homemaker grant, TRIO, Universal Design grants, and the ADA compliance to assist in promoting and supporting diversity initiatives for other under-represented groups on campus.	Deb Casey, Danielle Newton, Colleen Neubert, Gail Himes	Fall 2007-Spring 2008	1. Received grant funding for 2-year cycle for DHP, TRIO funding, continue to collaborate with UW and UM on UD and ADA grant opportunities.	

<p>D. Develop a plan to train student services staff and student leaders on issues of diversity.</p>	<p>Deb Casey,</p>	<p>Fall 2007- Spring 2008</p> <p>On-going initiative</p>	<ol style="list-style-type: none"> 1. Diversity Services workshop offered during CLEO training, Artist and Speaker Services offers real life stories, Disability training, all staff required to attend non-discrimination training, offer training on diversity through Center for Teaching and Learning. Offer workshops on cultural and gender topics. 2. Provide support and leadership opportunities for student services staff to be involved in MEC, President's Commission on Diversity. 3. Offer a program on first-generation college students to better understand this student population. 	
<p>E. Offer professional development workshops on diversity.</p>	<p>Kim Nakano</p>	<p>Fall 2007, Winter and Spring 2008</p>	<ol style="list-style-type: none"> 1. Staff and faculty will have current student demographic information and have had conversations about diversity on campus and 	

			in the classroom.	
F. Utilize the President's Commission on Diversity to make recommendations and implement changes on the campus to support diversity.	President's Commission on Diversity	Ongoing	2. Strong recommendations on campus changes to support diversity.	
Goal #6: Evaluate Code of Conduct Process.				
Supports: SBCTC Ten Year Goal – Student Success, GRCC Strategic Goal(s) – Student Learning				
Implementation Strategies	Responsible	Timeline	Expected Outcome	Results
A. Enhance the adjudication process for student retention through an educational formalized code of conduct process.	Deb Casey	Fall 2007-2008	<ol style="list-style-type: none"> 1. Hire and train a judicial officer. 2. Provide an educational process for students to be retained and learn from their inappropriate actions. 3. Offer quarterly training for faculty and staff on the code of conduct process. 	
B. Monitor the one-on-one assessment process for alcohol and drug violations, change WAC codes where updates are needed, formalize and review the academic hearing process, provide bi-quarterly Alcohol and Drug Seminars, purchase and implement an online alcohol and drug workshop.	Deb Casey	Fall 2007-Spring 2008	<ol style="list-style-type: none"> 1. Offer quarterly Alcohol and drug workshops for student offenders of Code. Develop process of assessment and referral after Code of Conduct process is complete. 2. Update and submit WAC codes for 	

			revision. 3. Evaluating three tools for online workshop.	
C. Create a consistent process from warning to suspension with faculty and International Programs.	Deb Casey, Wendy Stewart	Fall 2007- Spring 2008	1. Attend International Programs meetings to address Code of Conduct process. Include IP in the notification process regarding Code of Conduct. Work in partnership to meet the student needs and needs of the community. 2. Offer workshop and one-on-one training for faculty and staff on Code of Conduct process	
D. Complete training for faculty and staff on sex offenders and code of conduct process working collaboratively with Teaching and Learning Center to present adjudication process.	Deb Casey, Fred Creek, Kim Nakano	Winter , Spring 2008	1. One workshop on each topic presented quarterly.	
Goal #7: Develop Incident Response team. Supports: SBCTC Ten Year Goal – Student Success, GRCC Strategic Goal(s) – Student Learning				
Implementation Strategies	Responsible	Timeline	Expected Outcome	Results
A. In partnership with Emergency	Deb Casey, Fred	Winter 2008	1. Develop procedures for	

Operations Team (EOC), create a response team to address “human trauma” on campus.	Creek, EOC		dealing with human crisis on campus 2. Determine teams needed to address individual human trauma on campus	
B. Evaluate ways to train faculty and staff on how to deal with disruptive behavior and crisis in the classroom.	Deb Casey, Fred Creek, EOC	Fall 2007- Spring 2008	1. Offer workshops through Center for Teaching and Learning	
C. Create and implement an Incident’s team to develop and address racial, GLBT, gender, and religious incidents on campus.	Deb Casey, Fred Creek, EOC	Fall 2007 Spring 2008	1. Complete process for five incidents teams. Present to EOC, President’s Commission on Diversity, MEC, ASGRCC, Teaching and Learning (for faculty awareness).	
D. Offer training for faculty and staff.	Kim Nakano, Deb Casey, Fred Creek	Spring 2008	1. One workshop offered.	
Goal #8: Communicate and collaborate on services college-wide. Supports: SBCTC Ten Year Goal – Student Success, GRCC Strategic Goal(s) – Student Learning				
Implementation Strategies	Responsible	Timeline	Expected Outcome	Results
A. Continue to build on outreach efforts to connect student services and faculty.	Bill Belden, Deb Casey	2007-08 Academic Year	1. Student services and instruction will work together to write a Title III proposal focusing on student retention and	

			<p>transitions.</p> <p>2. Student Services will offer workshops through Teaching and Learning for faculty to be better aware of services offered.</p> <p>3. Student Services staff will serve on committees and provide collaborative ways to become involved (i.e., implementation teams, retention initiatives, mentor and peer programs, grant opportunities, etc.)</p>	
B. Partner with instructors who teach related topics to bring their classes to Student Services events, whether offering extra credit for attending or writing a paper on that event.	Deb Casey, Dani Chang, Student Programs	Fall 2007 Spring 2008	1. Provide faculty with updated and current information through campus email, TRUMBA system, and other marketing resources on Student Programs and Events	
<p>Goal #9: Conduct regular evaluation of programs and services. Supports: SBCTC Ten Year Goal – Student Success, GRCC Strategic Goal(s) – Student Learning</p>				
A. Implement a mystery shopper program to check the effectiveness of entry services and customer service on campus.	April Jensen, Bill Belden, Philip Neal	Winter 2008	Work with Kent Chamber Executive to develop and test program.	