# Appendix D | Original Working Group Results

## A. Strategic Plan Goals, Objectives and Draft Success Measures

| GOAL A: SUCCESS FOR ALL STUDENTS<br>Eliminate the Opportunity Gap and Remove All Barriers to Student Success | |
|---|---|
| **Objectives** | **Success Measures** |
| *Objective A.1*<br>Identify anti-racist practices to mitigate the disparate impacts of placement mechanisms and developmental course sequences in English and math to support students' successful transitions to and through college.<br><br>[Sources: Environmental Scan, Equity Visioning Forum, Strategic Planning Charette] | • 100% of students have placement in English and math prior to class registration for their second quarter at GRC, and take required classes in English and math every quarter until they attain completion of requirements for their program<br>• Expansion of placement mechanisms to provide students with additional formats / modalities for demonstrating their prior learning/proficiency<br>• Increase in percentage of pre-college math sections offered as lecture (with synchronous instruction) each quarter<br>• Increase in percentage of students completing English 101 in first 3 quarters |
| *Objective A.2*<br>Develop the infrastructure and capacity to expect and support all current and future employees to engage in ongoing training, educational and professional development opportunities to become an anti-racist institution that is culturally responsive to the evolving needs of the community. This will include the following elements:<br>• Streamlined system / database regarding equity and inclusion opportunities<br>• Contributions from multiple departments to trainings / content<br>• Clear expectations and accountability established in revised job descriptions and annual performance assessments<br><br>[Sources: Equity Visioning Forum] | • Number of Green River employees engaged in anti-racist or cultural awareness trainings or events<br>• Percentage of employees meeting clearly established expectations and accountability as included in revised job descriptions and annual employee performance assessments<br>• Reduction of differential student pass rate outcomes for all demographics across all GRC courses<br>• Improvement in campus climate with respect to Diversity, Equity, and Inclusion as assessed by students |
| *Objective A.3*<br>Establish networking, support, and mentorship opportunities within the campus community to ensure all students entering GRC have an assigned mentor / support person for the length of their college career. This will include a campus-wide mentoring program, with students' mentors included in "support team" in myGreenRiver.<br><br>[Source: Strategic Planning Charette] | • Percentage of students connecting with their mentor at least twice a quarter<br>• Percentage of students who respond "yes" to the following question: Is there a person on campus who cares about you that you can talk to when you need help? |

| GOAL A: SUCCESS FOR ALL STUDENTS<br>Eliminate the Opportunity Gap and Remove All Barriers to Student Success | |
|---|---|
| **Objectives** | **Success Measures** |
| *Objective A.4*<br>Develop mechanisms to continuously gather feedback from students (including those who have left GRC), employees, and community members to assess needs and barriers. Create systems for reviewing and acting on this feedback, including an Assessment and Improvement Committee with broad, inclusive campus membership, designated funding, and established feedback process.<br><br>[Sources: Equity Visioning Forum, Strategic Planning Charette] | • Successful gathering of feedback from current and former students, employees, and community members<br>• Establishment of a system for reviewing and acting on the feedback received |
| *Objective A.5*<br>Support students' access to emergency funding. | • Percentage of staff and students being knowledgeable about the types of support available including emergency funding<br>• Amount of funds available to address students' need for emergency funding |
| *Objective A.6*<br>Update campus signage and streamline materials and student access points to ensure that they reflect students' diverse languages and identities and helps students locate the services they need.<br><br>[Sources: Environmental Scan, Equity Visioning Forum, Strategic Planning Charette] | • Increase in accessibility of all campus signage, website, informational content, and assistance in locating services in multiple languages |
| *Objective A.7*<br>Explore opportunities within the four essential pillars of Guided Pathways to incorporate a mandatory 'College Success' class that fits within degree requirements, is eligible for Federal, State, and local funding and incorporates all necessary skills.<br><br>[Sources: Strategic Planning Charette, Environmental Scan, Equity Visioning Forum] | • Percentage of involvement of various sub-populations of students in the development, evaluation, and continuous improvement of 'College Success' course content |
| *Objective A.8*<br>Maximize the number of courses taught in multiple modalities to accommodate students' learning styles and schedules.<br><br>[Sources: Environmental Scan, Equity Visioning Forum, Strategic Planning Charette] | • Availability of each course in each modality (online, hybrid, virtual, face-to-face, lecture, etc.), with aligned course scheduling to enable sequential progression and timely degree completion<br>• Utilization of campus spaces throughout the day<br>• Expansion of block course offerings |

| GOAL B: TEACHING AND LEARNING<br>Ensure That All Teaching and Learning Processes Embody Equity-Centered Principles | |
|---|---|
| **Objectives** | **Success Measures** |
| *Objective B.1: Systemic Professional Development*<br>Implement a robust, College-wide program of teaching and learning that supports excellence via compensated professional development in high-impact practices for faculty and staff. Ensure that Green River College faculty and staff are trained in equity-centered and inclusive approaches for areas such as instruction, public outreach, workplace environment, etc. | • Number of faculty/staff members who participate in professional development training<br>• Variety of types of professional development (topic, audience, etc.) available through the centralized repository<br>• Number of faculty/staff members with badges awarded for different training<br>• Number of students across all demographics who report feeling included<br>• Growth in faculty/staff knowledge and ability in areas such as equity-centered and inclusive pedagogies post-professional development training<br>• Increase in the level of faculty and staff who are comfortable, wiling, and confident in receiving support and in delivering equity-centered and inclusive pedagogies |
| *Objective B.2: College Culture*<br>B.2.1. Build a campus culture of trust through routine professional development, mentorship, and relationship building for all faculty, staff, and students; encourage communication, self-reflection, sharing of stories, and safe spaces from which to fight oppression.<br>B.2.2. Balance course offerings between on-campus, online, and hybrid classes; maximize opportunities for students with diverse course needs while maintaining the best of what we've gained during the campus closure due to Covid-19. | • Level of faculty and staff participation in professional development and relationship building activities (e.g., the type and number of activities)<br>• Perceptions of climate for diversity and inclusion<br>• Awareness and understanding of campus resources related to discrimination, identity-based violence, harassment, etc.<br>• Retention rates for faculty and staff of color<br>• Students' ability to complete degrees in a timely fashion<br>• All students have the ability to engage in a teaching and learning modality of their choice |
| *Objective B.3: Community Connections*<br>Increase and deepen connections with our external partners and communities (including K-12) to understand their diverse needs so that the college can (1) link student instruction to diverse community needs and (2) provide faculty and staff training and support with input from different groups who focus on equity and social justice. | • Number of relevant connections with external partners and communities<br>• Number of community projects that are embedded in coursework and club activities<br>• Number of students involved in all projects |
| *Objective B.4: Hiring, Retention, Labor, and Compensation*<br>Actively push for diverse applicant pools for job opportunities, support faculty and staff members' diverse identities in the face of scrutiny by students or other community members, and ensure that faculty and staff members have equal opportunities for equal compensation of labor. Assess and track retention of underrepresented staff (part-time/full-time/temporary) and faculty (tenured, tenure track, and adjunct), especially staff and faculty of color. | • Proportional representation of communities of color among faculty, staff, and student populations in relation to their proportional representation in the surrounding community<br>• Level of improvement in applicant representation for job postings<br>• Extent to which diversity, equity, and inclusion are represented in course offerings and design<br>• Extent to which diversity, equity and inclusion issues are tracked through reporting system |

| GOAL B: TEACHING AND LEARNING<br>Ensure That All Teaching and Learning Processes Embody Equity-Centered Principles | |
|---|---|
| **Objectives** | **Success Measures** |
| *Objective B.5: Assessment and Operations*<br>Develop Green River College operations with transparency, openness, diversity, equity, and inclusion in mind. Break down silos across areas. Assessments of college programs and departments should include measures of diversity, equity, and inclusion. | • Improvement in promotion of diversity, equity and inclusion as demonstrated by proven, shared assessment tools<br>• Increase in diversity, equity and inclusion in campus operations, programs and departments as reported by students<br>• Increase in persons of diverse background in operational and decision-making hierarchies<br>• Increase in number of instructional and operational cross-divisional committees engaged in College-wide operations and initiatives |

| GOAL C: EDUCATIONAL PROGRAMS AND SUPPORT SERVICES<br>Provide the Full Range of Educational and Support Programs and Services Needed to Allow Students to Meet their Educational, Career, and Personal Goals | |
|---|---|
| **Objectives** | **Success Measures** |
| *Objective C.1: Support student pathways and transitions to, through, and beyond at Green River College*<br>**C.1.1.** Adopt the Guided Pathways activities and framework at GRC, re-designing the College's on-boarding and advising model to provide holistic and proactive student supports from start to finish.<br>[Source: Equity Visioning Forum, Key Stakeholder Interviews]<br>**C.1.2.** Continue to resource and support Transitional Studies, pre-college, and grow iBest programs, accessible offerings, and create clear transitional pipelines to degree and certificate programs.<br>**C.1.3.** Improve and increase campus articulation agreements and pipeline programs with local K-12 districts with an increased focus on serving under-represented student populations (King County Promise!)<br>**C.1.4.** Improve awareness of and increase number of campus articulation agreements with 2-year (BAS) and 4-year institutions, specifically in AAS, AAA and AAS-T as well as BAS to graduate. Increasing awareness of transfer opportunities for students<br>**C.1.5.** Improve and increase Dual Credit / College in the high school program offerings to improve pipelines; decrease instructional barrier for instructor participation in these programs. | • Increase in percentage of students who are able to utilize Guided Pathways to identify their pathway to academic / career goals, meet with assigned advisor and create an educational plan<br>• 100% of the faculty and relevant staff have completed the Guided Pathways training, and report that it is effective to assist students in making successful transitions<br>• Increase in percentage of transitional studies / pre-college students who feel they understand and successfully complete the transition into academic programs<br>• Increase in percentage of enrollments of students from under-served student populations<br>• Increase in percentage of students completing applications for Federal and State financial aid<br>• Increase in percentage of opportunities for and successful articulation of students to four-year institutions and degree opportunities beyond Green River<br>• Increase in percentage of successful pipeline offerings and student participation across K-12 districts in service area |

| GOAL C: EDUCATIONAL PROGRAMS AND SUPPORT SERVICES<br>Provide the Full Range of Educational and Support Programs and Services Needed to Allow Students to Meet their Educational, Career, and Personal Goals | |
|---|---|
| **Objectives** | **Success Measures** |
| *Objective C.2: Streamline student support service delivery and awareness by engaging and educating students, faculty, and staff*<br>C.2.1. Provide every GRC student with an individual education, financial, and career transition plan based on their personal, educational, and career goals.<br>[Source: Strategic Planning Charette]<br>C.2.2. Strengthen quarterly student progress interventions - through various faculty, advisor, staff, and student-initiated requests/referrals for help (advising, tutoring, emergency aid) through one technology (Super PASS / combined with Emergency funding).<br>C.2.3. Create a campus-wide student peer mentorship program to increase student engagement, persistence, and utilization of key resources. First Year Experience (FYE) style + ASAP style peer mentoring will provide confidence with navigating college technology, resources, and systems.<br>C.2.4. Develop culturally relevant staff and faculty training focused on providing DEI-minded and effective student services to our diverse student population (specifically in the service delivery of student support resources). and integrate completion requirements into the employee review process. | • 100% of students are educated on the necessity of creating and updating an academic plan in consultation with their advisory<br>• Increase in percentage of students who have an educational, financial, and career transition plan by their 2nd or 3rd quarter<br>• Percentage of reduction in disparities with academic plan completion between student groups<br>• 75% of students can identify the product created as a way to access help<br>• 100% of faculty and staff can identify this as a way to funnel help towards students<br>• Percentage of annual increase in student participants in program<br>• 75% of participants rank high for a sense of welcoming and belonging on the LIKERT scale<br>• 100% of faculty, staff and administrators have access to diversity, equity, and inclusion training opportunities that are professionally content specific<br>• Increase in annual percentage of employees participating in required diversity, equity, and inclusion training |
| *Objective C.3: Build a robust career services department and pre-employment activities that prepare all students for professional opportunities and strengthen industry partnerships.*<br>C.3.1. Expand and support a career services department that collaborates with student support services, instruction, and industry partners based on student-identified needs.<br>C.3.2. Improve and increase the stackable certificate offerings within CTE programs<br>C.3.3. Improve and increase PLA (Prior Learning Assessment) / ACPL (Academic Credit for Prior Learning) program offerings, and access for students in terms of both professional / military experience and language expertise | • 100% of CTE degrees and programs have a baseline of data on job placement and salaries posted on their websites<br>• Increase in percentage in awareness of the career service department and utilization of services<br>• Increase in percentage in capacity to serve students<br>• Number of community partners and CTE advisory committees engaged with to identify industry needs<br>• Increase in percentage in offerings that by themselves lead to employment opportunities<br>• Increase in percentage in student awareness of how to initiate PLA / ACPL process<br>• Increase in number of additional academic areas beyond CTE that will transfer to universities |

| GOAL D: ORGANIZATIONAL STRUCTURE, SYSTEMS AND PROCESSES<br>Align the College's Organizational Structure, Systems and Processes with Equity-Centered Principles and Practices, Reflecting the Diversity of the Communities We Serve | |
|---|---|
| **Objectives** | **Success Measures** |
| *Objective D.1*<br>***Ensure that all recruitment and hiring processes are designed according to equity principles; identify and eliminate biases; increase diversity of GRC faculty, staff, and administrators to reflect the communities and students we serve. This includes ensuring:***<br>• Pay scales that match or beat competing institutions<br>• Statistically diverse applicant pools<br>• New hires and reorganizations are aligned with College's Equity Statement, Mission and Vision<br>• Clear and transparent policies and procedures related to hiring, salaries, and classifications<br><br>[Sources: Student and Internal Focus Groups, Key Stakeholder Interviews, Equity Visioning Forum, Strategic Planning Charette] | • Increase in percentage in staff and faculty of color, by percentage commensurate with the diversity of the student body, within functional areas of the College<br>• Increase in percentage of appointing authorities, hiring managers, search chairs and committee members trained in equity-focused hiring practices and engaged in required bi-annual refresher courses<br>• 100% of hiring processes including job description, interview questions, selection process, and salary negotiation are equitable and inclusive as determined by trained "search advocates" included in each hiring committee<br>• Increase in percentage of managers trained in the policies and procedures related to process and frequency of reexamination of reclassification of employees<br>• Establishment of executive-level position responsible for College Diversity, Equity, and Inclusion |
| *Objective D.2*<br>***Ensure that the employee onboarding and professional development process at the college: HR, divisions, and departments, is setting everyone up for success; and to retain our diverse and unique talent pool.***<br><br>[Sources: Environmental Scan – Interviews, Equity Visioning Forum, Workgroup D] | • 100% of new employees are engaged in College-wide onboarding process<br>• 100% of college employees are provided with tools for equity self-audit, self-awareness, and self-improvement<br>• 100% of college employees work with their supervisor to develop a professional development plan that will include job- and DEI-related development as part of the annual review process |
| *Objective D.3*<br>***Ensure that all campuses and branch locations, students and all other constituents are treated equitably and fairly with respect to campus resources: funding, policies/processes, programs, facility space, maintenance, and events.***<br><br>[Sources: Student and Internal Focus Groups, Key Stakeholder Interviews, Equity Visioning Forum, Strategic Planning Charette] | • 100% of campus community has the opportunity to examine any campus resource during development through an open and transparent process at each stage<br>• 100% of departments and branch locations are included in a communications channel regarding all College-level decision-making, policymaking, and budgeting<br>• Establishment of a campus-wide budget committee and public presentation forum to create transparent and sustainable budget development and request processes |

| GOAL D: ORGANIZATIONAL STRUCTURE, SYSTEMS AND PROCESSES<br>Align the College's Organizational Structure, Systems and Processes with Equity-Centered Principles and Practices, Reflecting the Diversity of the Communities We Serve | |
|---|---|
| **Objectives** | **Success Measures** |
| *Objective D.4*<br>*Ensure that college's policy making process is transparent, inclusive and support our vision of being an anti-racist, equity-centered institution.*<br><br>[Source: Equity Visioning Forum, Strategic Planning Charette, Workgroup D] | • 100% of policy revisions are consistent with statewide legislative codes<br>• Establishment of clear and transparent process for creating policies<br>• Policies are relevant, inclusive, fully transparent, and available, and easily understood as determined by annual review and by combined staff, faculty and student committees convened biennially<br>• Increase in percentage of College constituents agreeing that GRC is an anti-racist, equity-centered institution<br>• Level of access to policy feedback portal<br>• Responsibility for maintenance of particular policies or procedures is explicitly contained in job descriptions |
| *Objective D.5*<br>*Establish a well-defined shared governance structure with provisions for robust employee involvement and inclusion, with a deadline by Summer of 2022.*<br><br>[Source: Strategic Planning Charette] | • 100% of College groups are represented on each College-wide committee<br>• Establishment of liaisons to exchange information among committees on the college internal website<br>• 100% of employees know where to find committee meeting schedules and notes on the Committees and Councils Site<br>• 100% of staff members designated as campus-wide committee participants are able to participate fully as committee representatives and are trained in appropriate skills for committee participation |
| *Objective D.6*<br>*Include within the annual budget development process the expansion of financial resources available to support students with financial insecurities.*<br><br>[Source: Workgroup D] | • Biannual data analysis of fund allocation to ensure equitable distribution<br>• Successful confirmation that no additional fees / costs are incurred for students<br>• 20% increase in scholarship opportunities to meet students' financial insecurities as identified by data analysis<br>• Increase in percentage of students from diverse communities who find that the Gator Pledge has been clearly communicated and understood<br>• Increase in percentage in specific funding opportunities for students from tribal communities within GRC service district |
| *Objective D.7*<br>*Create a welcoming environment to promote and affirm equity and inclusion for all who enter our campus, branch locations, and online domain.*<br><br>[Source: Strategic Planning Charette] | • Establishment of clear anti-racist statements and land acknowledgments and consideration of diverse perspectives throughout campus, branch locations, and online domain<br>• Increase in percentage of community members who agree that measures taken to promote and affirm equity and inclusion for all who enter campus, branch locations and online domain have succeeded in creating a welcoming environment<br>• Establishment of ground rules to create a common understanding for inclusive, campus-wide communication |

| GOAL E: FACILITIES AND TECHNOLOGY<br>Optimize Educational Facilities and Technology to Support Teaching and Learning | |
|---|---|
| **Objectives** | **Success Measures** |
| *Objective E.1*<br>*Create a GRC Facilities Master Plan with full participation of the campus community, including the following elements:*<br>• RFP process including key campus and community stakeholders<br>• Campus needs assessment of all facilities<br>• Regular review, upkeep and maintenance of all facilities with upgrade schedule available on GatorNet<br>• Regular review, upkeep and replacement of instructional and office infrastructure (e.g., furniture)<br>• Interior and exterior directional signage<br>• LEED certification for all new buildings<br>• Incorporation of universal design principles | • Completion of Facilities Master Plan by Fall 2022 |
| *Objective E.2*<br>*Make improvements to ensure all that all students, faculty, staff, and community members feel welcomed at any GRC location or facility, including the following elements:*<br>• Student and community climate study every 2-3 years<br>• Creation of a stand-alone, centralized Welcome Center<br>• Standardized, welcoming, and inclusive branding and directional wayfinding across all locations<br>• Availability of student support and food services at branch locations and during evening hours<br>• Phone app including Wi-Fi instructions, maps, GPS-enabled campus direction, and live chat<br>• Inclusion of languages, cultural symbols, and artwork that reflect the communities we serve | • 100% of students, faculty, staff, and community members feel welcomed at any GRC location or facility |
| *Objective E.3*<br>*Create a GRC Technology Plan to improve quality and accessibility of College technology, including the following elements:*<br>• Allocated funds for the review, upkeep, and maintenance of College technology needs<br>• Regular review and replacement of College technology (e.g., computer labs, teacher workstations, digital signs)<br>• Creation of a technology purchasing AND upkeep process<br>• Formal adoption of the accessibility recommendations proposed by the Access 360 grant | • Creation of GRC Technology Plan |

| GOAL E: FACILITIES AND TECHNOLOGY<br>Optimize Educational Facilities and Technology to Support Teaching and Learning | |
|---|---|
| **Objectives** | **Success Measures** |
| *Objective E.4*<br>*Ensure equal access to technology and student support services, including the following elements:*<br>• Single online resource for all class-related activities and training/documentation, available to all students<br>• Availability of check-out computer equipment and Wi-Fi hotspots<br>• Continuation of online offerings of events, services, and courses to allow in person or virtual accessibility to students and employees | • 100% of students are able to access all class-related activities and training/documentation via a single online resource<br>• 100% of students who need to access to either a computer and/or Wi-Fi hotspot have the ability to check one out from GRC<br>• 100% of students and employees have access to events, services, and courses through online modalities |

| GOAL F: COMMUNITY CONNECTIONS<br>Strengthen the Connections Between the College and the Local, Regional, and Global Community | |
|---|---|
| **Objectives** | **Success Measures** |
| *Objective F.1: Evaluate and implement changes to the GRC website and social media outreach*<br>**F.1.1.** Evaluate the effectiveness of the Green River website and update as necessary, specifically focusing on ease of communication, navigability, and user interactions; including student-friendly language, accessible in multiple languages, with database tracking of social media engagement.<br>[Source: Strategic Planning Charette]<br>**F.1.2.** Expand and coordinate social media presence, including student and community-generated content, to demonstrate GRC's dedication to a quality student experience, services, diversity, equity, inclusion, and anti-racism.<br>[Source: Equity Visioning Forum] | • Percentage of website users stating "I can find what I need on the GRC website."<br>• Website users are able to access website in multiple languages reflective of community diversity<br>• Increase in percentage of followers on social media platforms and contacts in cloud-based database as a method of learning about GRC<br>• Improvement in response times from social media page |
| *Objective F.2: Establish a Community Connection Center (similar to former Welcome Center)*<br>**F.2.1.** Develop a team that would be a central point of contact, digital and physical, responsible for facilitating relationships between GRC and the community.<br>[Sources: Strategic Planning Charette and Equity Visioning Forum]<br>**F.2.2.** Identify and evaluate where new positions should be developed to form a team to include individuals from areas already engaged in this work.<br>[Sources: Equity Visioning Forum and Strategic Planning Charette]<br>**F.2.3.** Identify and build relationships, acting as a liaison between businesses, community partners, social justice resources, and the appropriate campus resource. Work closely with areas already engaged in this work such as the CTE divisions, Branch locations, Outreach, DEI, etc.<br>[Sources: Equity Visioning Forum and Strategic Planning Charette]<br>**F.2.4.** Develop a process for intake, partnership tracking, and distribution, possibly using already existing databases. | • Establishment of service-focused directory where users can add content<br>• Percentage of GRC and external community members stating that they were able to find what they needed and had a positive experience working with GRC |

| GOAL F: COMMUNITY CONNECTIONS<br>Strengthen the Connections Between the College and the Local, Regional, and Global Community | |
|---|---|
| **Objectives** | **Success Measures** |
| *Objective F.3: Create Inclusive Services and Outreach*<br>F.3.1. Launch student and peer navigation groups that will work in the community to strengthen and develop those partnerships. [Source: Equity Visioning Forum]<br>F.3.2. Educate campus about GRC ambassadors who engage regularly with various community partners, including local and international populations. [Source: Equity Visioning Forum]<br>F.3.3. Ensure local volunteer opportunities are regularly tracked and shared with the college community via the public-facing Green River Website.<br>F.3.4. Establish a Community Resource Center to provide resources and services at a free or reduced rate to community members. [Source: Equity Visioning Forum]<br>F.3.5. Create a childcare center or ensure viable childcare options for eligible students, faculty, and staff in order to build a culture of intentional relationship building and to center GRC as an integral part of the community.<br>[Source: Equity Visioning Forum] | • Establishment of regularly updated database and public-facing, cloud-based "Community Connect" tool to collect and share resources and services, internally and externally<br>• Percentage of users providing positive feedback regarding accessibility and use of "Community Connect" tool<br>• Number of programs created and amount of participation in new and already existing services<br>• Percentage of users reflecting that services provided meet identified community needs |

## B. Verbatim Working Group Results

The draft Working Group results are reproduced on the following pages exactly as submitted prior to editing for consistency and parallel structure and in response to Steering Committee feedback.

## Working Group G – Equity, Vision, Mission, and Values

## April 2021

### Draft Equity Statement

The Green River College Promise:

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

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

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

### Draft Vision

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

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

Green River will be –

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

### Draft Mission

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

**Draft Values**

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

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

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

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

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

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

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

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

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

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

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

***Objective A.1***
Refine placement mechanisms and developmental course sequences in English and math to support students' successful transition into and through college.
(Sources: Environmental Scan, Equity Visioning Forum, Strategic Planning Charette)

***Objective A.2***
Develop the infrastructure and capacity to expect and support all current and future employees to engage in ongoing training, educational and professional development opportunities to become an anti-racist institution that is culturally responsive to the evolving needs of the community. (Sources: Equity Visioning Forum)

***Objective A.3***
Establish networking, support, and mentorship opportunities within the campus community to ensure all students entering GRC have an assigned mentor/support person for the length of their college career. (Source: Strategic Planning Charette)

***Objective A.4***
Develop mechanisms to continuously gather feedback from students (including those who have left GRC), employees, and community members to assess needs and barriers. Create systems for reviewing and acting on this feedback (Sources: Equity Visioning Forum, Strategic Planning Charette)

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

***Objective A.6***
Update campus signage and streamline materials and student access points to ensure that they reflect students' diverse languages and identities and helps students locate the services they need (Sources: Environmental Scan, Equity Visioning Forum, Strategic Planning Charette)

***Objective A.7***
Explore opportunities within the four essential pillars of Guided Pathways to incorporate a 'College Success' class. (Sources: Strategic Planning Charette, Environmental Scan, Equity Visioning Forum)

***Objective A.8***
Maximize the number of courses taught in multiple modalities to accommodate students' learning styles and schedules (Sources: Environmental Scan, Equity Visioning Forum, Strategic Planning Charette)

***Success Measure(s)***
A.1

- 100% of students will have placement in English and math prior to class registration for their second quarter at GRC. Implementation by Winter 2022. Must ensure accessibility of testing.

- Upon achieving math placement, students will be required to take math classes every quarter until they complete the math required for their program. Implementation by Spring 2022.
- Upon achieving English placement, will be required to take English classes every quarter until they complete the English requirement for their program. Implementation by Spring 2022. Note: Class availability is an issue (# of sections, timing during the day, modalities)
- Increase the percentage of pre-college math sections each quarter will be offered as lecture (i.e. with synchronous instruction).
- Increase the percentage of students completing Engl&101 in first 3 quarters. (currently 47%)

A.2

- A streamlined system to suggest opportunities and receive funding, including a mechanism for obtaining feedback from training participants, possibly overseen by VP of DEI
- The creation of a database of upcoming opportunities for employees to engage with, Equity and Inclusion work, similar to the workshop sign-ups during In-Service Day
- Contributions from multiple departments across campus (HR, GDEC, caucuses, etc.) to provide trainings/content
- All GRC employees engaging in an anti-racist or cultural awareness training or event each quarter
- Revised job descriptions and annual employee performance assessments that establish clear expectations and accountability
- Disaggregated student pass rate data for all demographics across all GRC courses to identify and address differential outcomes
- Students reporting improved campus climate with respect to Diversity Equity and Inclusion on surveys

A.3

- Creation of campus wide mentoring program
- Students successfully connecting with their mentor at least twice a quarter.
- Increased percentage of students who respond yes to the following question: Is there a person on campus who cares about you that you can talk with when you need help?
- Include student's mentor in their "support team" in myGreenRiver (along with assigned staff in Registrar's Office, Fin Aid, etc.)

A.4

- Creation of an Assessment & Improvement Committee with charter that has broad campus membership to include students at different stages and representing various subpopulations; fulltime and adjunct faculty, division chairs/deans; employees of all classifications, from all divisions and service areas
- Designated institutional funding for supporting participation of students and employees if outside contracted job responsibilities,
- Multiple ways for feedback to be gathered – online, in-person, phone, email, etc., solicited on a regular basis – at different stages of student lifecycle, specific times each quarter/academic year
- Established process and schedule for reviewing feedback – on a regular basis and in urgent situations

- Targeted questions to seek feedback in areas we know are barriers for students – financial, registration, course eligibility, grading – and continually incorporate new barriers that students identify in their feedback
- Communication to students the changes that were made in response to their feedback
- Maintenance of historical chronicle of programmatic changes stemming from this improvement process

A.5

- Current emergency funding request process assessed and improved to
    - Educate all staff about how students can request emergency funding and the types of support available (e.g. money for textbooks, rent assistance, etc.)
    - Secure additional sources (e.g. faculty/staff contributions, alumni donations, etc.) to increase funding available to students and limit reliance on temporary and/or external assistance e.g. Cares Act, United Way

A.6

- Campus signage and website available in multiple languages based on geographical service area need
- Include phone number or mechanism at wayfinding locations to connect with employees or students in native language for assistance locating services
- Marketing, outreach, recruitment, and informational content is accessible to those developing English language and reading comprehension – including minimal use of 'college speak'

A.7

- Creation of mandatory 'College Success' course(s)
    - Fits within degree requirements
    - Eligible for Federal, State, and local funding
    - Incorporation of non-cognitive skill development, college system and resource navigation, degree selection, program plan creation, and career discernment
- Inclusion of various sub-populations of students in the development, evaluation, and continuous improvement of course content

A.8

- Each course is available at least once per year in each modality (online, hybrid, virtual, face-to-face, lecture, etc.)
- Annual course scheduling aligned to enable sequential progression and timely degree completion
- Utilization of campus spaces throughout the day, with morning, afternoon, evening, and weekend options (7am to 9pm)
- Expanded block course offerings (MW, TTh, MWF, etc.)

# Teaching & Learning (Workgroup B)

Objectives & Metrics (Ways to Measure Success)

**Team Members:** Vivette Beuster, Amanda Chin, Jamie Fitzgerald, Jake Heare, Jaeney Hoene, Kathryn Hoppe, Leslie Kessler, Michela (Mu) Li, Wendy Lundquist, Lara Michaels, Patrick Mumpower, Amanda Schaefer, Ian Sherman (Notetaker), Lea Ann Simpson, Chitra Solomonson (Facilitator).

**Goal:** Ensure that all teaching and learning processes embody equity-centered principles

| Area | Objective | Action Steps | Ways to Measure Success |
|---|---|---|---|
| **Systemic Professional Development** | Implement a robust, collegewide program of teaching and learning that supports excellence via compensated professional development in high-impact practices for faculty and staff. Ensure that Green River College faculty and staff are trained in equity-centered and inclusive approaches for areas such as instruction, public outreach, workplace environment, etc. | • Build time into workload to allow for participation.<br>• Ensure faculty and staff of all contract types are adequately compensated for participation in training.<br>• Ensure those who host or develop DEI trainings are adequately compensated for time/effort.<br>• Centralize an open access location or repository of professional-Development opportunities that exist within GRC and externally for faculty and staff to easily discover, browse, register for, and request training.<br>• Develop staff and faculty positions (co-director model) that focus on the coordination of professional-Development opportunities and the maintenance of the repository of these opportunities and the program as needed.<br>• Establish consistent onboarding processes for new faculty and staff that incorporate DEI professional-Development and support for diverse faculty and staff<br>• Establish a public and transparent credentialing or badging system which | • Track number of faculty/staff members who participate in professional-Development training whether hosted by GRC or externally…this can be participation in individual offerings as well as professional-Development as a whole.<br>• Track type of professional-Development (topic, audience, etc.) available through the centralized repository.<br>• Track number of faculty/staff members with badges awarded for different training.<br>• Incorporate questions in student evaluations or surveys regarding demographic data and whether students feel included.<br>• Administer pre and post surveys for professional-Development training and assess for growth in areas such as knowledge and ability in equity-centered and inclusive pedagogies<br>• Administer an annual survey to all faculty/staff with questions to assess comfort, willingness, and confidence in equity-centered and inclusive pedagogies |

| | | | |
|---|---|---|---|
| | | rewards faculty and staff for the various training they complete (whether offered by GRC or externally) | as well as questions to assess feelings of support in the application of such pedagogies (paying particular attention to the support felt by diverse faculty/staff) |
| **College Culture** | Build a campus culture of trust through routine professional development, mentorship, and relationship building for all faculty, staff, and students; encourage communication, self-reflection, sharing of stories, and safe spaces from which to fight oppression. | | • Track faculty and staff participation in professional-Development and relationship building activities (benchmark and measure year over year, percentage to be determined later)<br>• Track number and types of activities (benchmark, and measure year over year, percentage determined later)<br>• Assess perceptions of climate for diversity and inclusion measured by feedback, questionnaires, and surveys (pre and at 1- or 2-year intervals)<br>• Assess awareness and understanding of campus resources related to discrimination, identity-based violence, harassment, etc. as measured by feedback, questionnaires, and surveys (pre and at 1to 2-year intervals)<br>• Track the retention of faculty and staff of color |
| | Balance course offerings between on-campus, online, and hybrid classes; maximize opportunities for students with diverse course needs while maintaining the best of what we've gained during the campus closure due to Covid-19. | • Expand physical Assessment and Testing Center computerized testing and overall capacity.<br>• Expand at home testing tools such as Proctor U for instruction and placement.<br>• Provide access to equipment for home testing.<br>• Offer students the ability to complete their degree with all online and/or hybrid classes.<br>• Offer all classes in as many modalities as possible, face-2-face, DE, and hybrid format.<br>• Evaluate student persistence rates and success rates in each modality. | • Assess students' ability to complete degrees in a timely way.<br>• Survey students on modality preference, barriers to graduation to see if we are meeting student needs.<br>• Measure relative effectiveness of different modalities using DFW (drop, fail, withdraw) rates and adjust offerings every two years. |

| | | | |
|---|---|---|---|
| | | • Identify need and frequency of various modalities.<br>• Equip more classrooms with technology to support combined face-2-face and online learning components. | |
| **Community Connections** | Increase and deepen connections with our external partners and communities (including K-12) to understand their diverse needs so that the college can (1) link student instruction to diverse community needs and (2) provide faculty and staff training and support with input from different groups who focus on equity and social justice. | • Increase student involvement in their communities by embedding projects in coursework or clubs that are meaningful to the communities.<br>• Engage students in service projects and undergraduate research projects that focus on equity and social justice and are relevant to their communities. | • Track number of relevant connections with external partners and communities (Identify/audit our stakeholders and grow our list of opportunities within our communities; benchmark, determine missing connections, and measure year over year, percentage can be determined later).<br>• Track number of community projects that are embedded in coursework and club activities.<br>• Track the number of students involved in all projects.<br>• Generate an annual report to the community on the result of these community projects. |
| **Hiring, Retention, Labor, and Compensation** | Actively push for diverse applicant pools for job opportunities, support faculty and staff members' diverse identities in the face of scrutiny by students or other community members and ensure that faculty and staff members have equal opportunities for equal compensation of labor. Assess and track retention of underrepresented staff (part-time/full-time/temporary) and faculty (tenured, tenure track, and adjunct), especially staff and faculty of color. | • Create HR Faculty/Staff DEI Liaison position to support/promote/and develop job listings and hiring practices that utilize DEI to improve diverse representation on campus.<br>• Actively disseminate job listings created to appeal to diverse applicants and are promoted in ways that reach diverse pools of applicants.<br>• Offer competitive pay for positions with high demand for diverse faculty.<br>• Increase opportunities for adjunct faculty to transition into tenure track to encourage less experienced faculty to apply for adjunct positions | • Publish disaggregated data assessing representation of communities of color among faculty, staff, and student populations in comparison to populations in the surrounding community.<br>• Track locations of job postings and provide recommendations to improve outreach via websites where job listings are posted.<br>• Track applicant representation for all searches to assess the success of job listing outreach.<br>• Assess implementation of DEI in course design and offerings.<br>• Implement yearly faculty/staff engagement surveys to identify issues |

| | | | |
|---|---|---|---|
| | | • Develop training program for hiring and tenure committees to promote DEI awareness during hiring/tenure processes<br>• Evaluate, update, and improve transparent reporting processes for complaints/concerns addressing DEI issues on campus<br>• Develop independent non partisan investigative processes for reviewing complaints/concerns<br>• Create an open access, transparent set of guidelines on how to respond to incidents involving DEI issues<br>• Create alternatives to and deprioritize student evaluations of faculty as basis for hiring, promotion, or termination<br>• Develop independent analysis of pay structures on campus to be performed by outside groups in effort to identify diversity or equity-based pay gaps with suggestions on how to improve them<br>• Opportunities for release time, moonlighting, course offerings are provided in such a way that being of a diverse background will not affect the faculty/staff members ability to do them or in a way that promotes favoritism | with DEI on campus that may not be addressed through reporting system. Disaggregate based on race/ethnicity/gender preference/contract status/length of employment |
| **Assessment and Operations** | Develop Green River College operations with transparency, openness, diversity, equity, and inclusion in mind. Break down silos across areas. Assessments of college programs and departments should include measures of diversity, equity, and inclusion. | • Student success, especially for those of historically underserved identities, is formally set as the basis for every operational decision. Operational decisions include statements on student impact.<br>• Follow-up on assessments to enable programs to "close the loop" in the assessment/reform cycle. For instance, build more equity assessment into the | • Regular and systematic departmental and programmatic assessment using shared tools with proven track records for promoting diversity, equity, and inclusion (for example, D2S2)<br>• Multiple student feedback formats such as Student-led campus forums, Bi-annual Surveys of student experience, Focus Groups, and Student group listening forums. |

| | | | |
|---|---|---|---|
| | | PA&I process and add in a follow-up/reform cycle.<br>• Operational decisions are reviewed by faculty and staff of diverse racial/gender/ethnic identities, employment groups, and other pertinent categories to identify problematic areas.<br>• Improved communication both vertically (from leadership down and from faculty/students/staff up) and horizontally (across/among departments and offices)<br>• Mitigation efforts in place for increased workload for DEI assessments—increased assessment demands should be fairly compensated. | • Operational and decision-making hierarchies are composed of more members of diverse backgrounds.<br>• Measure the number of cross-divisional committees (not just instructional divisions but operational divisions) that are engaged in college-wide operations and initiatives. |

**Working Group C: Educational Programs and Support Services**

**OBJECTIVE 1: Support student pathways and transitions to, through, and beyond at Green River College**

- C.1.1. Adopt the Guided Pathways activities and framework at GRC. (Source: Equity Visioning Forum, Key Stakeholder Interviews).
    - **Resources:** staffing, technology and time
    - **5-year mark:**
        - All students will be able to identify Green River's areas of interest or meta majors connected to their academic/career goals.
        - The college's on-boarding and advising model will be redesigned to provide holistic and proactive student supports from start to finish - to include at least 75% percent of all degree seeking students will have created an educational plan by the end of their 3rd quarter.
        - 90% of students will have had an advising appointment with their assigned advisor by the end of their 2nd quarter.
        - 100% of the faculty and relevant staff will have completed the Guided Pathways training.
    - **Measurement of Success:** user survey to assess that a clear pathway exists and is visible on our Green River webpage; Institutional Effectiveness will track academic plans through CTClink reporting and student advising interactions will be tracked by student traffic reporting software and student satisfaction of advising will continually be measured through student surveys. Faculty and staff will be trained in a single location educational apparatus on the Guided Pathways model
- C.1.2.Continue to resource and support Transitional Studies, pre-college, and (grow) iBest programs, accessible offerings, and create clear transitional pipelines to degree and certificate programs.
    - **Resources:** tutoring centers, Advising, peer mentorship
    - **5-year benchmark:**
        - An improvement of up to 25% more transitional studies/pre-college students will have moved into academic programs.
        - A focus group of students will report that they feel they understand the transition from pre-college to college. 100% of the students in the group agree strongly with this statement.
        - A focus group of relevant staff and instructors will report that they understand and are able to communicate the pathways effectively to students. They feel that the college system is setup for the students to transition. 100% can identify the barriers that have been removed for students.
    - **Measurement of Success:** collect data showing the comparison between the number of students currently in these programs and their completion rates before and after adopting a Guided Pathways model; assessment

focus group of students in these programs (in English or in other languages); focus groups of instructors in these programs

- C.1.3. Improve and increase campus articulation agreements, pipeline programs with local K-12 with an increased focus on serving under-represented student populations (King County Promise!)
    - **Resources -** staffing
    - **5-year benchmark**:
        - An increase of 50% is seen in enrollments of students from under-served student populations. [Institutional effectiveness/research will set the vocabulary term here to match best with the data]
        - An increase of 50% in completion of FAFSA/WASFA
    - **Measurement of Success:** data comparing the past and current number of students coming from feeder HS, specifically tracking the number of under-served student populations and increasing the % of college-going graduates from local HS feeders, number of completed FAFSA/WASFA completions of in-coming students from K-12 feeder schools.
- C.1.4. Improve awareness of, and increase number of campus articulation agreements with 2-year (BAS) and 4-year institutions, specifically in AAS, AAA and AAS-T as well as BAS to graduate. Increasing awareness of transfer opportunities for students.
    - **Resources –** staffing, time to cultivate relationships
    - **5-year benchmark:**
        - All articulation agreements have been revisited and updated within the last 5-year time. Opportunities for post-Green River articulation to 4-year institutions are widely marketed to students beyond the AA-DTA and AS-T options.
        - An increase in agreements between AAS, AAS-T and AAA to four-year opportunities (and to 2-year BAS programs outside of Green River), and BAS to graduate opportunities have been created.
    - **Measurement of Success:** data comparing the current articulation agreements with future articulation agreements; Student survey, on a Likert scale on post-graduation job placement and salary.
- C.1.5. Improve and increase Dual Credit / College in the high school program offerings to improve pipelines; decrease instructional barrier for instructor participation in these programs.
    - **Resources:** Instructional Council, Instruction, Staffing
    - **5-year benchmark**:
        - An increase of 5% of successful offerings across multiple K-12 districts that persist on the schedule for at least 2 quarters
        - High schools can identify that student participation has increased by 10% and provide numerical data of enrollments.
        - An increase in intentional course offerings of pipeline courses to specific programs and degrees

        - Instructors in these offerings can identify barriers that have been removed for them
    - **Measurement of Success:** Number of offerings seen increased; focus group of college in the high school program instructors

**OBJECTIVE 2: Streamline student support service delivery and awareness by engaging and educating students, faculty and staff**

- C.2.1. Provide every GRC student with an individual education, financial, and career transition plan based on their personal, educational, and career goals. (Source: Strategic Planning Charette)
    - **Resources:** tutoring centers, Career and Advising, use of STAR/PASS, Financial Aid, Benefits Hub
    - **5-year benchmark:** All students will be educated (through the campus-wide on-boarding and first year advising activities) on the necessity of creating an academic plan, updating the plan as plans change and consulting with their advisor to ensure plans are developed to help them accomplish their goals.
    - **Measurement of Success:** 75% of students have an educational, financial, career plan by their 2nd quarter and 80% of students by their 3rd quarter; use the new ctcLink system to track student educational, financial and career transitional plans. Disparities with academic plan completion between student groups – underserved student populations is reduced (gaps are reduced between those with academic plans and those without) Student satisfaction and student perceived relevance with academic plans through focus groups and survey data. Tracking of academic plan updates made by students will indicate perceived student relevance. Disaggregate the data to ensure that students from underserved populations are being served at the same rate as other student groups.
- C.2.2. Strengthen quarterly student progress interventions - through various faculty, advisor, staff and student-initiated requests/referrals for help (advising, tutoring, emergency aid) through one technology (Super PASS / combined with Emergency funding).
    - **Resources -** staff, tutoring centers, technology
    - **5-year benchmark:**
        - A product is available for students and faculty to request help - single product that captures data on student requests for help and faculty/staff-initiated requests.
        - 75% students can identify the product as a way to access help
        - 100% of faculty and staff can identify this as a way to funnel help towards students
    - **Measurement of Success:** Survey instructors about their satisfaction score with the PASS system (past and present). Survey student recipients

of “PASS” alerts on perceived impact of PASS alerts in regards to student retention. Quantitative measurement: Assess current process (faculty submission and advisor follow up model) on student retention rates (qtr to qtr) and GPAs. Measure usage (faculty), including increased use positive alerts/feedback.

- C.2.3. Create a campus wide student peer mentorship program to increase student engagement, persistence, and utilization of key resources. First Year Experience (FYE) style + ASAP style peer mentoring will provide confidence with navigating college technology, resources and systems.
    - **Resources –** student employees, staff, faculty
    - **5-year benchmark:**
        - The program is created and has run for at least 2 years with a 10% increase in student participants each year.
        - On the LIKERT scale 75% of participants rank high on a sense of welcoming and belonging.
    - **Measurement of Success:** Pre/post survey- students to see what resources they have utilized and how helpful it was, also measure level of engagement with campus and satisfaction with mentoring. Creation of learning outcomes by week based on student goals and academic intent. *(Per International Programs Peer Mentoring Program –M.Butcher)*. Quantitative measurements: number of student participants disaggregate by student population, BIPOC students on a LIKERT scale rank high in connection with the campus, sense of welcoming.
- C.2.4. Develop culturally relevant staff and faculty training focused on providing DEI minded and effective student services to our diverse student population (specifically in the service delivery of student support resources)
    - **Resources:** Use of In-Service Day and possible partnership with HR required trainings
    - **5-year benchmark:**
        - A sustainable program has been created that provides all faculty, staff, and administrators with access to DEI training opportunities that are professionally content specific.
        - Requirements for participation in DEI training is integrated into the employee review processes.
        - There is a 10% increase year-to-year of participation in these sessions.
    - **Measurement of Success:** perhaps a survey to faculty and staff about their experiences in directing students post training, a mid-quarter check in on knowledge. “Survey” students regarding satisfaction regarding advising and student support services. Staff and faculty are evaluated on participation and cultural competency / DEI growth within review processes. Quantitative measurement: number of staff and faculty participants in training.

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

- C.3.1. Expand and support a career services department that collaborates with student support services, instruction, and industry partners based on student-identified needs
    - **Resources:** staffing and possible central location
    - **5-year benchmark:**
        - All CTE degrees and programs have a baseline of data on job placement and salaries posted on their websites.
        - An increase in awareness of the career service department and utilization of services
        - An expansion of resources to increase capacity to serve more students
    - **Measurement of Success:** Engage campus and community/industry stakeholders to assess current landscape of career and employment services (pre survey and focus groups will be held to determine operational needs of proposed one-stop career center). Success will be measured by broad (and numerous) stakeholder engagement.
- C.3.2. Improve and increase the stackable certificate offerings within CTE programs
    - **Resources -** faculty trained to offer these additional certificates; hire faculty with experience building new certificate offerings
    - **5-year benchmark:**
        - Increasing engagement with community partners and CTE advisory committees to identify industry needs
        - An increase in more offerings that by themselves lead to employment opportunities
    - **Measurement of Success:** Quantitative measurements: job placement, average wage (is it a livable wage based on King and Pierce County standards), completion rates and progression rates (do students continue on to pursue more certs and degree) and disaggregate based on student population.
- C.3.3. Improve and increase PLA (prior learning assessment)/ACPL program offerings and access to students (advertise) - addressing this from both professional/military experience but also at language expertise
    - **Resources -**faculty/staff willing to evaluate prior learning and create clear credit options
    - **5-year benchmark:**
        - The PLA/ACPL process is more transparent in how students gain access to initiate this process

        - The process is expanded to include more academic areas beyond CTE that will transfer to universities
    - **Measurement of Success:** Number of students utilizing ACPL and time and money saved on cert and degree completion. Number of departments utilizing ACPL – including foreign language, work experience from non-trade areas. Improved processes from marketing of program to granting of credit (time and effort).

**Goal Area D: Organizational Structure, Systems and Processes**
**Align the College's Organizational Structure, Systems and Processes with Equity-Centered Principles, Reflecting the Diversity of the Communities We Serve**

## Objectives

### *Objective D.1*

Ensure that all recruitment and hiring processes are designed according to equity principles; identify and eliminate biases; increase diversity of GRC faculty, staff, and administrators to reflect the communities and students we serve. (Sources: Student and Internal Focus Groups, Key Stakeholder Interviews, Equity Visioning Forum, Strategic Planning Charette)

### *Success Measures*

1) GRC pay scales will match or beat competing institutions to attract diverse faculty and staff.
    a) Conduct an audit of all college salaries, disaggregated by gender and race identity to identify and eliminate all identity-based pay gaps.
    b) Evaluate and assess internal and external job titles to reflect the Washington State higher education workforce in order to attract and retain diverse employees.
2) Between 2021-2025, GRC will increase its staff and faculty of color by 30% within functional areas of the College (or select specific percentages commensurate with the diversity of the student body. E.g., increase Asian and Pacific Islander faculty/staff by 10%, increase Black faculty/staff by 25%, etc.)
    a) For every position, a statistically diverse applicant pool must be received prior to moving forward. Certain exceptions may be made for specific certified positions.
3) Train 100% of appointing authorities, hiring managers, search chairs and committee members in equity-focused hiring practices. Require bi-annual refresher courses.
4) Require all hiring committees to include a "search advocate" (like the Oregon State University Search Advocate program). As a non-voting member of the team, advocates will be trained to observe the process to recommend that the job description, interview questions, selection process, and salary negotiation is equitable and inclusive.
5) Review and publish the process of how base salary offers are determined:
    a) The hiring authority will publish how and why pay scale placement of new hires is determined *prior to posting the position on campus.*
    b) Publish opportunities for internal employees to move to different pay scales.
    c) Establish relocation allowance in order to recruit competitively.
6) When hiring new employees, or undergoing a reorganization, require justification of how positions align with the college's equity statement, mission and vision.
7) Clarify the policies and procedures related to process and frequency of reexamination of reclassification of employees. Post this information on SharePoint and ensure all managers are trained accordingly.
8) Hire an executive-level position responsible for College Diversity, Equity and Inclusion by July 1st, 2022 (Town Hall Survey).

### *Objective D.2*

Ensure that the employee onboarding and professional development process at the college: HR, divisions, and departments, is setting everyone up for success; and to retain our diverse and unique talent pool. (Sources: Environmental Scan – Interviews, Equity Visioning Forum, Workgroup D)

***Success Measures***

1) Create and implement college wide onboarding process for all new employees that will give them information that all employees need to know, this training will include equity self-audit and CTCLink, Title IX, Cleary Act and Technology Trainings
2) 100% of college employees will be provided tools for equity self-audit, self-awareness and self-improvement. (Sources: Environmental Scan – Interviews, Equity Visioning Forum)
3) All college employees, as a part of the annual review process, will work with their supervisor to develop a professional development plan that will include job related development as well as DEI related development.

***Objective D.3***

Ensure that all campuses and branch locations, students and all other constituents are treated equitably and fairly with respect to campus resources: funding, policies/processes, programs, facility space, maintenance, and events. (Sources: Student and Internal Focus Groups, Key Stakeholder Interviews, Equity Visioning Forum, Strategic Planning Charette)

***Success Measures***

1) The campus community will have the opportunity to examine any campus resource during development through an open and transparent process at each stage.
2) Create a communication channel to include departments and branch locations in College-level decision-making, policymaking and budgeting by July 1st, 2022.
3) Publish a schedule of when facilities' maintenance occurs by December 31st, 2021.
4) Provide a public forum for presentation of the annual budget during development process.
5) Create a transparent and sustainable budget request process by instituting a campus-wide budget committee by July 1st, 2022.

***Objective D.4***

The college's policy making process will be transparent, inclusive and support our vision of being an anti-racist, equity-centered institution. (Source: Equity Visioning Forum, Strategic Planning Charette, Workgroup D)

***Success Measures***

1) Review the statewide legislative codes for policy revision for 100% consistency.
2) Examine, revise, and clarify the process for creating policies (Source: Strategic Planning Charette).
3) Publish who is responsible for contributing to, approving, and upholding respective policies.
    a) Determine scope of division-wide policies. Consider if these policies align with College-wide policies or if they create barriers to inclusivity.
    b) Every two years, create combined staff, faculty and student committees to review policies for relevance and clarity to ensure they are easily understood (Source: Strategic Planning Charette).
4) College policies will remain relevant to serve our current constituents (Sources: Equity Visioning Forum, Strategic Planning Charette).
    a) Policies will be reviewed annually to align with the mission and vision outcomes.
    b) Policy appointing authorities will work each summer on a list of policies for considerations, legislative updates required, and determine a timeline for bringing to campus stakeholders.

5) Evaluate all college policies against a DEI rubric. List the desired outcomes for each policy and state how they contribute to DEI (Source: Strategic Planning Charette).
6) Store all college policies in a central place like SharePoint for transparency.
    a) Publish prior copies of revised policies and include notes on any historical efforts to evolve/change policies against DEI rubric.
7) Create a policy feedback portal so anyone on campus can share their thoughts on a particular policy or issue at any given time (Source: Strategic Planning Charette, Equity Visioning Forum)
    a) Show access to all feedback shared during the policy formation or update process.
8) When an individual is responsible for maintaining a particular policy or procedure, write it into their job description explicitly (Source: Strategic Planning Charette).

***Objective D.5***

Establish a well-defined shared governance structure with provisions for robust employee involvement and inclusion, with a deadline by Summer of 2022. (Source: Strategic Planning Charette)

***Success Measures***

1) Ensure all college groups – faculty, classified, exempt, admin, and students – are represented on each college-wide committee with a maximum of two individuals from the same department or division.
2) Establish liaisons to exchange information among committees using an "current business" list to report on active topics on the college internal website. Source: Strategic Planning Charette.
3) Publish committee meeting schedules, keep record of committee notes, and ensure all employees know where to find them on the Committees and Councils Site.
4) Managers and supervisors will create a plan to allow staff to actively engage and participate in campus-wide committees. Allow committee participants to participate fully as committee representatives: e.g., time built into work week for meeting attendance and planning.
5) Provide knowledge and employee development plan – trainings on problem solving, constructive dialogue, and so on.

***Objective D.6***

Include within the annual budget development process the expansion of financial resources available to support students with financial insecurities. (Source: Workgroup D)

***Success Measures***

1) Conduct biannual data analysis to define source of current funds, how they are allocated, and to whom (demographic/intersectional data). This data will be used to inform decision making in the annual budget process and will be used to identify gaps in needed funding and to ensure the decision-making process is equitable.
2) Ensure no additional fees/costs incurred for students.
3) Evaluation and assessment of grants to carry on support services for students within the annual budget process; consistently look at retention of grant once cycle is complete.
4) Survey students on an annual basis to find out what needs are not being met and where more funding and resources are needed.
    a) Survey both students *and* staff; look at information to fill in the gaps of overall needs.

5) Identify 20% more scholarship opportunities to meet students' financial insecurities as identified by data analysis.
    a) Create clearinghouse for funding opportunities.
    b) Emphasize community-based partnerships. Include the Trades division for local Trades-based sponsorships; include study abroad in targeting local airlines and international companies with hubs in Seattle. Allow communities to dedicate scholarships in honor of their own communities.
    c) Support the work of the GRC Foundation.
    d) Diversify funding sources.
6) Develop a clear way to explain Gator Pledge to students.
    a) Evaluate the current communication method/create communication plan to target communities who are frequently left out.
7) Increase specific funding opportunities for students from tribal communities within our service district. Evaluate current funding opportunities; increase by 10% per biennium.

***Objective D.7***

Create a welcoming environment to promote and affirm equity and inclusion for all who enter our campus, branch locations, and online domain. (Source: Strategic Planning Charette)

***Success Measures***

1) Use the GRC website to clearly state that this is an *anti-racist* institution. (Source: Equity Visioning Forum) and alongside executive/administrative leadership:
    a) Create a permanent BIPOC Statement.
    b) Create a Black Lives Matter statement.
    c) Create a social-justice statement that reflects current societal issues and GRC responsiveness – timely responses to current events (3–5-day timeframe).
2) Draft and publish, with stakeholders, acknowledgement statements that recognize and honor the people who originally inhabited the land on which our campuses are located.
3) Improve external/physical environment:
    a) Use signage and wayfinding throughout each campus to communicate land acknowledgements and go beyond land acknowledgements such as translated signage. (Source: Equity Visioning Forum)
    b) Acknowledge that a welcoming space includes all perspectives of the communities we serve (visual, auditory, spatial, virtual)
4) Set and publish ground rules to create a common understanding for inclusive, campus-wide communication (e.g. all-college email, President's Hour).

# Equity-Centered Strategic Visioning and Planning

## Goal E: Facilities and Technology

Optimize Educational Facilities and Technology to Support Teaching and Learning

### Objective 1: GRC will create a Facilities Master Plan by Fall 2022, which will include:

- The completion of a RFP process that identifies necessary consultant(s), and includes key campus and community stakeholders.
- A campus needs assessment of classrooms, student support services facilities, communal study spaces, athletics/greenspace and office space.
    - Engage students, faculty and staff in surveys and focus groups
- Regular review, upkeep and maintenance of facilities planned.
    - A schedule for planned building updates/refurbishments is created and shared on GatorNet so faculty and staff can see what's next.
- Interior and exterior directional signage part of all future capitol projects.
- FMP is sustainably focused, new buildings are LEED Certified.
- FMP follows the 7 Principles of Universal Design, creating a physical environment that can be used by all people, regardless of their age, size, disability or ability.

### Objective 2: Students, faculty, staff and community members feel welcomed at any GRC location or facility

- Student and community climate study every 2-3 years
- Creation of a stand-alone, centralized Welcome Center
    - Main point of entry for new students and campus visitors (Gator footprints leading to Welcome Center from parking lots)
    - Hub of tours, directions and general Q&A
- Standardized building branding and directional wayfinding across all locations that is welcoming and inclusive (to be included in 2022 FMP)
- Student support and food services are available at branch locations and during evening hours
- Creation of a GRC phone app that includes: wifi instruction, maps and GPS enabled campus direction, live chat

### Objective 3: Creation of a GRC Technology Plan by, which will include:

- Allocated funds for the review, upkeep and maintenance of campus technology needs
    - Employee PC replacement program already exists, creation of similar plan for: computer labs, teacher workstations, projectors, specialty labs, reader boards, digital sign, and campus audio/visual technology.
- Creation of a technology purchasing AND upkeep process
    - Process exists for new technology-related purchases, but doesn't take into account upgrades/upkeep
    - New technology committee that plans/forecasts technology needs for the campus, which includes key stakeholders. Create and recommend up-to-date and sustainable technology that will enable the College to enhance current and future instructional programs.

- Formally adopts the accessibility recommendations proposed by the Access 360 grant, found within the *GRC End of Year Reflection and 2019-20 Work Plan*.

## Objective 4: Ensure equal access to technology and student support services

- A single online resource for Instruction to conduct class-related activities for online, hybrid and in-person courses has been identified (e.g. houses syllabi, submission of coursework) and training/documentation is available to all students
- 100% of students who need to access to either a computer and wifi hotspot have the ability to check one out from GRC.
    - Promote it to prospective and current students as both a unique feature at GRC and a tool for retention
- Events, services and courses continue to be offered via online modalities that allow students and employees access, whether in person or virtually

**Goal Area F: Community Connections**
**Evaluate and implement changes to the GRC website and social media outreach**

**Objectives**

***Objective F.1***
Evaluate the effectiveness of the Green River website and update as necessary, specifically focusing on ease of communication, navigability, and user interactions (Source: Strategic Planning Charette)

***Objective F.2***
Expand and coordinate social media presence, including student and community-generated content, to demonstrate GRC's dedication to a quality student experience, services, diversity, equity, inclusion, and anti-racism (Sources: Equity Visioning Forum)

***Success Measure(s)***
- A revised, accessible website with student-friendly language, demonstrated by user feedback stating, "I can find what I need on the GRC website."
- Website is accessible in multiple languages reflecting our diverse community.
- Database tracking "How did you learn about GRC?," social media engagement, including an increase in followers on social media platforms and increase in contacts in cloud-based database
- Improved response times from our social media pages.

**Goal Area F: Community Connections**
**Establish a Community Connection Center (similar to former Welcome Center)**

**Objectives**

***Objective F.3***
Develop a team that would be a central point of contact, digital and physical, responsible for facilitating relationships between GRC and the community. (Source: Strategic Planning Charette and equity visioning forum)

***Objective F.4***
Identify and evaluate where new positions should be developed to form a team to include individuals from areas already engaged in this work (Sources: Equity Visioning Forum and Strategic Planning Charette)

***Objective F.5***
Identify and build relationships, acting as a liaison between businesses, community partners, social justice resources, and the appropriate campus resource. (work closely with areas already engaged in this work such as the CTE divisions, Branch locations, Outreach, DEI, etc. (Sources: Equity Visioning Forum and Strategic Planning Charette)

***Objective F.5***
Develop a process for intake, partnership tracking, and distribution, possibly using already existing databases.

***Success Measure(s)***

- One or more surveys collecting immediate feedback from GRC community members
- Service-focused "Enhanced Directory," where users can add content "I can help you with..."
- One or more surveys collecting immediate feedback from GRC community members
- Survey/feedback form for external community members, "Did you find what you needed?" How would you rate your experience working with Green River College?", "How can we improve?" Collect contact info in cloud-based database
- Phone survey, publicly shared results.
- Service-focused "Enhanced Directory," where users can add content "I can help you with..."

**Goal Area F: Community Connections**
**Create Inclusive Services and Outreach**

**Objectives**

***Objective F.6***
Launch student and peer navigation groups that will work in the community to strengthen and develop those partnerships. (Source: Equity Visioning Forum)

***Objective F.7***
Educate campus about GRC ambassadors who engage regularly with various community partners, including local and international populations. (Source: Equity Visioning)

***Objective F.8***
Ensure local volunteer opportunities are regularly tracked and shared with the college community via the public-facing Green River Website.

***Objective F.9***
Establish a Community Resource Center to provide resources and services at a free or reduced rate to community members. (Source: Equity Visioning Forum)

***Objective F.10***
Create a childcare center or ensure viable childcare options for eligible students, faculty, and staff in order to build a culture of intentional relationship building and to center GRC as an integral part of the community. (Source: Equity Visioning Forum)

***Success Measure(s)***

- Creation of regularly updated database, to be used to strengthen existing relationships and identify gaps.
- Regularly updated documentation, to be used to strengthen existing relationships and identify gaps.
- Public-facing, cloud-based "Community Connect" tool that is easily accessed by all GRC community members to collect and share resources and services, internally and externally
- Tracking and positive user-feedback of "Community Connect" tool
- Creation of regularly updated volunteer opportunities in cloud-based database
- Tracking of programs created and participation in new and already existing services.
- Establishment of a childcare center that meets identified community needs.