Green River College PRFR Report Appendix 2.G.1

2.G.1 Consistent with the nature of its educational programs and methods of delivery, and with a particular focus on equity and closure of equity gaps in achievement, the institution creates and maintains effective learning environments with appropriate programs and services to support student learning and success.

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2.G.1 EV.#1 / Section 1

General Student Support Services

Select Language
Powered by Google Translate

STUDENT SUPPORT & SERVICES

AT GREEN RIVER COLLEGE

You've Got Options

As you work towards your goals at Green River College you will face many challenges, both in and out of the classroom. Know that you are not alone.

Our faculty and staff can help connect you with the tools to overcome those challenges. If at any time you need assistance, the following support and services are available to all members of the Gator family.

A print friendly version of these resources is also available for download: Please also refer to: Student Affairs Referral Sheet [PDF]

Not a GRC student yet?

Get started here!

Need a GRC ID Card?

Go To the Holman Library

Benefits Hub

"I am experiencing barriers getting access and support to services within the community and on campus."

A partnership between the Progress & Completion Center and the United Way of King County designed to help students connect with support services at Green River College and in the community.

NOTICE:

Per the Governor's phased re-opening plan, all Green River College students, faculty and staff must confirm they are not experiencing any symptoms of COVID-19 (e.g., fever, cough, shortness of breath, fatigue, muscle aches, or new loss of taste or smell) each day when accessing a GRC facility.

Go To the COVID Attestation

For more information visit the Benefits Hub and Progress and Completion Center.

Go to Benefits Hub

Gator Pledge

"I am experiencing financial barriers keeping me from continuing their studies at Green River."

Emergency funding for students to close small (usually less than $500), but critical financial gaps that would otherwise cause a student to drop out.

To apply please complete the Student Support Grant Application form. Visit the Foundation website for more information or talk to any GRC faculty or staff.

Learn More

Holman Library

"I am in need of technology, books, or help with research."

Holman Library serves the students, faculty, and staff of Green River College by providing the resources and services necessary to ensure access to information and development of information literacy skills.

Please visit the Holman Library to explore all of the resources and services we provide. You can also ask specific questions using our Ask a Librarian page.

Counseling Services

"I am experiencing mental health difficulties."

Confidential, short-term mental health counseling and wellness education provided to students for free.

For more information visit Counseling Services, call 253-833-9111, ext. 6670 or visit SA-231.

Gator Pantry

"I am in need of a little extra food immediately."

The Gator Pantry provides free food assistance to students on a temporary basis and connects them to longer-term resources in the community.

To access the Food Pantry, please contact Campus Safety at 253-288-3350 to be given access.

Monday – Friday: 8 p.m. - 5 p.m.

Workforce Education

"I am a dislocated worker or low income student experiencing life barriers."

Workforce Education administers programs that provide free or reduced tuition to students who qualify. A number of our programs also assist with books, fees, and, in some cases, educational supplies.

For more information visit Workforce Education.

Collegiate Recovery

"I would like to more information on GRC's recovery program."

Green River College's program for those recovering from any destructive behavior. This program aims to assist students in recovery or thinking about recovery to better focus on their education so they don't have to choose one or the other. Allies are welcome.

For more information visit Collegiate Recovery.

Student Tech Support Desk

Connect Through Zoom

Zoom Meeting ID: 938 4358 3105
Password: 98092

Summer Break Hours

Before Labor Day: Monday - Thursday 9AM - 3PM
Closed Fridays, Weekends and Labor Day

After Labor Day: Monday - Friday 9AM - 3PM
Closed Weekends
While most tech help is best done via Zoom,
some information can be given over the phone: 253-931-6465

Phone Hours: Same As Zoom Hours

Please visit the Student Technology Support Desk web page for more information.

Student Tech Support Desk Page

Safety Ride

"I am in need of a ride nearby."

Safety Rides provides rides for all students to and from CCA, nearby apartments, home shares, Holman Library and local stores near Green River College's main campus.

253-508-7081 Red Line
253-508-4590 Blue Line
253-288-3350 Campus Safety Office

Monday—Thursday: 3 p.m. - 11 p.m.
Fridays & Saturdays: 3 p.m. - 11 p.m.

Foundation Scholarships

"I am looking for scholarships."

More than 300 Green River College Foundation scholarships available to be used for tuition, fees, books, and required supplies at Green River College.

For more scholarship information and frequently asked questions, visit the Green River College Foundation website.

Violence Prevention Center

"I am or I know someone who has experienced violence."

The Violence Prevention Center provides support and resources to all members of the campus community that have experienced stalking, harassment, sexual assault and relationship violence. The VPC is a safe and peaceful space with access to a variety of free self-care items.

For more information please visit the Violence Prevention Center.

Tutoring & Resource Centers

"I am in need of help with my studies."

GRC has a number of places to get tutoring with a number of subjects.

For more information visit the Tutoring & Resources page. Or on campus visit these locations:

Tutoring & Resource Center (HL - 2nd floor)
Math Learning Center (CH-313)
Writing & Reading Center (RLC-173)
Public Speaking Center (HL-150)

Student Support Services Referral Sheet

Student Support Services REFERRAL SHEET

FREQUENTLY REQUESTED CAMPUS RESOURCES

BENEFITS HUB
Student Affairs & Success Center (SA) 122
(253) 288-3482
Balancing school, life, and the cost of living is hard. The Benefits Hub is here to help students achieve their educational goals and increase student retention by helping students identify and navigate financial resources on and off campus that can help make that balance a little easier.

BOOKSTORE (PAPER TREE BOOKSTORE)
Mel Lindbloom Student Union (SU) 140 (253)
Paper Tree has the textbooks and supplies to meet your academic needs. Support your school with GRC logo apparel and gifts. Come and enjoy snacks and drinks. We also provide faxing, UPS, ID cards, gift cards, and balloon bouquets for a fee.

STUDENT HOUSING
Campus Corner Apartments
(253) 876-0700
Living on campus invites you to immerse yourself to all the resources Green River College has to offer. Student Housing works to create a warm, welcoming environment for GRC students. A variety of events; educational and wellness programs are held at the housing site, Campus Corner Apartments (CCA). Student Housing is available to all full time GRC Students enrolled at the main and branch campuses.

CAMPUS SAFETY & TRANSPORTATION
Student Affairs & Success Center (SA) 156
(253) 288-3350 or Emergency: Dial 911
A comprehensive approach in providing a safe and inclusive community where students, faculty, staff and visitors may experience a sense of security and belonging by protecting and assisting the campus community 24hrs a day, 7 days a week. Additionally, we provide Safety Rides to nearby places of residence and local stores.

CAREER & ADVISING CENTER
Student Affairs & Success Center (SA) 104
(253) 931-3482
Comprehensive services designed to inform, support, and encourage individuals to be self-directed in the career exploration and planning process..

Child Care Access Means Parents in School Program (CCAMPIS)
Student Affairs & Success Center (SA) 122
(253) 931-3482
The Child Care Access Means Parents in School Program (CCAMPIS) is an amazing opportunity for parents who are also pursuing certificates/degrees at Green River College. This award supplements tuition for your child to attend state qualified childcare providers.

CONFERENCE AND EVENT SERVICES
Mel Lindbloom Student Union (SU) 210
(253) 333-6010
Our office provides current students, approved clubs, GRC employees and community members with on-site event planning including room reservations, caterings services, and audio-visual needs. Food Services and coffee stands are in the Student Union and Tech Center.

COUNSELING SERVICES
Student Affairs & Success Center (SA) 230
(253) 351-6670
We provide short-term mental health counseling and self-care/wellness education. Workshop/consultation services are offered to employees and student organizations. Services are free/confidential.

DISABILITY SUPPORT SERVICES
Student Affairs & Success Center (SA) 210
(253) 931-6460
DSS works with qualified students with disabilities in a confidential, respectful, and safe environment to identify and develop reasonable classroom accommodations; to ensure equal opportunity and access of academic and professional goals; and to promote an accessible community where students with disabilities have equal opportunity to participate in college programs and activities.

DIVERSITY, EQUITY, & INCLUSION
Mel Lindbloom Student Union (SU) 240,
(253)333-4973; Bilingual Line: (253)833.9111
Indigenous Student Success Center (SA) 227
The Office of Diversity, Equity, and Inclusion (ODEI) champions diversity, equity, and inclusion principles to create an inclusive and accessible environment at Green River College. We foster intellectual discourse & social justice through the Diversity Educational Series (DES), diverse leadership through the Cultural Wealth Mentorship program, and provide equitable services to students through our Book Loan Program & Passport to Careers Program. We aim to promote brave spaces that empower students and the surrounding communities in advancing diversity and enacting change.

FINANCIAL AID
Student Affairs & Success Center (SA) 231
(253) 288-3392
The Financial Aid office staff can assist students who need help completing financial aid applications/forms. Students should apply for financial aid each year using the Free Application for Federal Student Aid (FAFSA) or the Washington Application for State Financial Aid (WASFA).

INDIGENOUS STUDENT SUCCESS CENTER
Student Affairs & Success Center (SA) 218
(253) 288-5558
The Indigenous Student Success Center (ISSC) provides a welcoming space for Native students to connect, socialize, and study, while also facilitating access to a range of campus and community resources and support services to help them succeed in their academic journey, thrive in their college experiences, fulfill their goals. The ISSC also offers one-on-one advising sessions whereby Indigenous students can receive personalized support and guidance in optimizing opportunities, navigating academic, career, and personal challenges.

INTERCOLLEGIATE ATHLETICS
Mel Lindbloom Student Union (SU) 120
(253) 833-9111 ext. 2482
Green River Athletics is part of the Northwest Athletics Conference(NWAC) & competes in the following sports: M/W Cross-Country, Women's Volleyball, Women's Soccer, M/W Basketball, M/W Track & Field and Cheer. Gator Athletics has over 130 student-athletes in sports year round. Interested in participating? Contact the Director of Athletics.

LANGUAGE CENTER
SH 150
https://www.greenriver.edu/students/academics/tutoring-resources/
One-on-one consulting services for students at all stages of proficiency and acquisition of the languages we offer. Our services include help with grammar and usage, conversation practice, brainstorming ideas, and/or focusing essays. The schedule offers tutoring, help with online activities and conversation practice.

MASTER ACHIEVER CENTER (MAC)
Student Affairs & Success Center (SA) 270
(253)931-6516
The MAC serves as an advising & transitions center for TS, GED®, High School 21+, ELL & I-BEST students.

MATH LEARNING CENTER
CEDAR HALL (CH) 313
(253) 931-6478
Our tutors can help with homework problems or clarifying concepts presented inthe math classes.

MESA STUDENT CENTER
Student Affairs & Success Center (SA) 126
(253) 931-6560
The Mathematics, Engineering, Science Achievement (MESA) Programs provides students with academic support and professional development to ensure they excel academically & transfer successfully to a 4-year institution to earn a STEM (Science, Technology, Engineering, Math) degree. The primary goal of our MESA program is to increase the number of historically underrepresented community college students who transfer & earn STEM bachelor's degrees.

OFFICE OF THE REGISTRAR
Student Affairs & Success Center (SA) 280
(253) 288-3383
The Office of the Registrar provides support services to prospective and current students, as well as the campus community. The office is responsible for interpreting and applying policies and procedures related to Admissions, Enrollment, Student Records, and Graduation.

OPEN DOORS
Rutkowski Learning Center (RLC) 125
(253) 333-4968
Partnership between Green River College and local school districts, serving credit deficient 16–21-year-olds who have not earned a high school diploma. Through Open Doors students can earn a high school diploma, GED®, professional/technical certificates, and/or an associate degree. For students who are meeting eligibility requirements, Open Doors pays for students' tuition, books, and some course fees.

PLACEMENT & TESTING CENTER
Student Affairs & Success Center (SA) 148
(253) 288-3449
The Placement & Testing Center provides a range of services, including evaluating documents and proctoring assessments for course placement. They also offer Pearson VUE exams (like the GED), makeup exams for missed classroom tests, accommodations for special testing needs, and proctoring services for other institutions.

PUBLIC SPEAKING CENTER
Holman Library (HL) 150
(253) 288-3477
Our Communication Studies instructors will work with you one-on-one to improve your delivery technique and offer suggestions about the organization and development of your ideas. Services are available to students, faculty, campus staff and alumni.

RECREATION ATHLETICS CENTER (RAC)
Mel Lindbloom Student Union (SU) 120
(253) 288-5564
The (RAC) provides safe and healthy outlets for Green River students to exercise and play sports. Options include lifting weights in the weight room, using cardio machines in the Fitness Center or joining a group fitness class. A full open gym schedule is offered as well as Intramural Sports leagues and tournaments you can join for a friendly game of basketball, soccer, badminton, table tennis or volleyball.

RECRUITMENT & OUTREACH
Student Affairs & Success Center (SA) 105
(253) 288-3395
Assists prospective students by providing information about Green River College and how to enroll. Staff also engage with the local community by attending events at schools and in the community as well as hosting events and tours on campus.

RUNNING START
Student Affairs & Success Center (SA) 135
(253) 288-3380
Running Start is an exciting and nationally recognized option for high school juniors and seniors to enroll in college courses tuition-free. Credits earned at Green River are transferable to most four-year colleges and universities and can satisfy high school graduation requirements. The Running Start Office provides comprehensive advising, offers a fee waiver and book loan program for eligible students, and connects students to resources.

STUDENT LIFE
Mel Lindbloom Student Union (SU) 240
(253) 931-6450
Lifelong connections are formed both inside and outside the classroom and Student Life offers a wide range of opportunities to become involved on and off campus through program activities and events that will provide a chance to connect to your community at Green River.

STUDY ABROAD
McIntyre International Village D (IVD) 116
(253) 931-6845
Earn academic credits while living and studying abroad in some of the world's most fascinating places. Washington state residence is not required to participate in GRC study abroad programs.

TRANSFORMATIONAL WELLNESS CENTER
Student Affairs & Success Center (SA) 122
253-333-6015
The Transformation Wellness Center holds three programs; The Violence Prevention Program, Gators Thrive, and Wellness Services. Each provides individual support to students and promotes wellness. The Violence Prevention and Support Program implements campus-wide strategies to prevent interpersonal violence and provide support to all members of the campus community that have experienced stalking, sexual assault, and relationship violence. Gators Thrive includes individual and group recovery coaching to students who are either in recovery or interested in recovery. Recovery can mean healing from any behavior such as substance misuse or disordered eating.The program practices harm reduction but can also provide support to students in 12-step programs who are practicing sobriety. Wellness Services includes drop-in support for students as well as access to free sexual health and menstrual supplies, and toiletries.

TRiO STUDENT SUPPORT SERVICES
Student Affairs & Success Center (SA) 211
(253) 288-3478
TRiO serves students who are first generation, low income, and/or have a documented disability, increasing opportunities for academic success through comprehensive, ongoing support to navigate institutional and individual challenges.

TUTORING AND RESOURCE CENTER
Holman Library (HL), 2nd Floor
(253) 931-6475
The Tutoring and Resource Center offers tutoring in science, computer science, business, philosophy, psychology, foreign language, and basic skills. Tutoring services are free to currently enrolled Green River students and no appointments are needed.

VETERAN SERVICES
Student Affairs & Success Center (SA) 224 & 225
(253) 288-3452 ext. 3452
Green River College and the Veteran Services department takes immense pride in fostering the success of our student veterans and their families. With an unwavering commitment, we strive to be the pinnacle of veteran and military-connected student support within the campus community. Student triumph is our mission, and we are here to ensure that every step of the academic journey is met with the utmost care and assistance.

VIRTUAL ASSISTANCE THROUGH ZOOM
https://www.greenriver.edu/va/
Connect with a department through Zoom using a computer, tablet or smartphone or you can call in. Select a department and a staff member will be with you as soon as possible. Please note: Not all student support services are offering virtual assistance through Zoom during all business hours.

WELCOME DESK
Student Affairs & Success Center (SA Lobby - First Floor)
(253) 333-6000
The Welcome Desk is often the first place on campus that students visit to begin their college journey. Prospective, new, and continuing students as well as campus visitors can get program information, detailed instructions for getting started at GRC, and help navigating campus.

WORKFORCE EDUCATION
Student Affairs & Success Center (SA) 270
(253) 931-6550
Workforce Education administers programs that provide free or reduced tuition to qualified students. A number of our programs also assist with books, fees, and, in some cases, educational supplies.

WRITING & READING CENTER
Rutkowski Learning Center (RLC) 174
(253) 333-6022
Whether you have a question about grammar and usage or need help brainstorming ideas or focusing essays, tutors are here to help. While you are here, take advantage of the excellent resource library and online exercises.

If you need disability related accommodations to make this event accessible, please contact Disability Support Services at 253-833-9111, ext. 2631; TTY 253-288-3359; or by email at dss@greenriver.edu. Green River is an equal opportunity educator and employer. Learn more at www.greenriver.edu/accessibility.

Career & Advising Center

Select Language
Powered by Google Translate

CAREER & ADVISING CENTER

AT GREEN RIVER COLLEGE

Welcome to Career & Advising

At the Career & Advising Center, our team works with you to explore career options and develop a plan to achieve your academic and professional goals. Our Academic Advisors provide their experience, knowledge, and expertise to help prepare you for a career or transfer to a four-year program.

Our What:

The Career and Advising Center *s*upports students through a caring, inclusive, and authentic approach that promotes access to essential information to empower them to pursue their educational and career goals. Our work is a collaboration between staff, faculty and our diverse

student body, encouraging them to take the lead in designing, planning, and navigating their own educational journey. We do this through an individualized, student-centered model to academic advising and holistic student success programming.

Our Pledge:

We will foster inclusivity, belonging, while we seek to mitigate and dismantle systematic, racist barriers that negatively impact student persistence, degree completion, and well-being.

We will continuously strive to become an anti-racist department through action, reflection, amplification of voices, personal education, professional development, allyship, individual growth, and advocacy.

We will create space for students to identify, develop, and accomplish meaningful educational goals to help them achieve fulfilling academic and professional lives beyond Green River College.

Getting Started!

New Students please review the **getting started steps** before scheduling an appointment to meet with an advisor.

Current Students can **check their enrollment date** in your MyGreenRiver portal to determine when you can start registering for classes.

Virtual Drop-in hours:
Mondays & Thursdays, 11am - 1pm

Click here to access the CAC Virtual Lobby

Schedule an Advising Appointment

** If you identify as one of the following student categories, please click on the appropriate link to schedule an appointment with your advisor**

- Running Start

- Veterans and Military-Connected Students
- International Student
- TRiO - First-Generation, Low-Income, and/or students with accessibility needs
- English Language Learning (ELL) and Transitional Studies (TS)

Please select one of the appointment types below to schedule an appointment with the appropriate advisor:

Future Students (I have not applied to Green River)
Getting Started (I have applied and have a ctcLink ID)
Career & Technical Programs
Health Occupations
University Transfer
Career Exploration

Let us know how we're doing!

Career & Advising Feedback Survey

Other related appointments:

- Career Services Appointment
- Benefits Hub Appointment
- Mental Health Counseling Appointment
- Disability Support Services (DSS) Appointment

Service Areas

Academic Advising

Academic advising is a key part in navigating your time here at Green River!

Learn About Advising

Career Services

Learn more about how we can help you find a career that fits you!

Learn About Career Services

Hours of Operation

Office Hours
Monday - Thursday: 8am - 5pm
Friday - 9:30am - 4:30pm
Saturday-Sunday - CLOSED

View Closures & Special Hours

Virtual Advising Hours
Mondays & Thursdays: 11am - 1pm

Contact Us

Career and Advising Center, **SA 104**
Phone: 253-288-3482

Email Advising

Email Career Services

Resources

- Benefits Hub
- Tutoring Services
- Counseling Services
- Disability Support Services
- Tech Workshop Registration
- ctcLink Tutorials for Students
- How to Search and Enroll into Classes
- Center for Transformational Wellness
- Veterans & Military-Connected Support

Forms

Speaking with your advisor is recommended before submitting any forms

- Intent to Graduate Form
- Secure Document Upload
- Official Transcript Requests
- Educational Planning Worksheet - Transfer
- Transcript Evaluation Request Form
- Program/Plan Change Request Form
- Withdrawal/Refund Exception Request Form
- FERPA Release/Release of Student Information Form

Center for Transformational Wellness

Select Language
Powered by Google Translate

CENTER FOR TRANSFORMATIONAL WELLNESS

AT GREEN RIVER COLLEGE

The Green River College Center for Transformational Wellness serves all members of our campus community. People of any and all genders, sexualities, races, ethnicities, ability, age, language proficiency, and immigration status are welcome. At the Center for Transformational Wellness you can find a safe and peaceful space with access to a variety of free self-care items including menstrual supplies, sexual health products, beverages, snacks and more.

The Center for Transformational Wellness (CTW) hopes to support the social and emotional wellness of the entire Green River College Community. Currently there are specific programs the CTW offers, but any member of the college community can reach out for support.

Violence Prevention and Support

The Center for Transformational Wellness envisions a college community where everyone has the skills to take action to prevent future violence in our community and everyone who has experienced Interpersonal Violence (IPV) receives trauma-informed support.

Go to Violence Prevention & Support

Collegiate Recovery

The Collegiate Recovery Program offers support to students who are interested in recovery services, whether it be 12-step or harm reduction. Allies and students in recovery or seeking recovery are welcome.

Go To Recovery Resources

Wellness Support

The Center for Transformational Wellness works to promote an experience of wellness for all students at Green River College.

View Additional Support

Resources for Pregnant & Parenting Students

Balancing parenthood while attending school? Find a variety of valuable resources available to you.

Resources for Pregnant & Parenting Students

Benefits Hub

We help students identify financial resources on and off campus that can help make the balance of paying for life and college a little easier.

Benefits Hub

Other Resources

Our faculty and staff can help connect you with the tools to overcome those challenges. If at any time you need assistance, the following support and services are available to all members of the Gator family.

More Resources

Passport to Careers

The Passport to Career program helps current and former foster youth and unaccompanied homeless enroll, persist, and complete a postsecondary education.

Learn More About Passport to Careers

Resources

Contact Us

STUDENT SUPPORT

ctcLink

EMPLOYEE RESOURCES

CAMPUS SAFETY

Counseling Services

Select Language
Powered by Google Translate

COUNSELING SERVICES

AT GREEN RIVER COLLEGE

If you are in crisis, please call the King County 24/hour crisis line at (866) 427-4747 or contact the Crisis Text Line by texting "HOME" to 741-741. In an emergency, please call 911 or go to the nearest hospital.

Counseling Services offers personal, mental health counseling and personal wellness support to currently enrolled students both virtually and in-person. We are available to meet with students in-person on the main campus in Auburn and on the

Kent Campus.

Request an Appointment

If you are having difficulty requesting an appointment, please reach out to us via email at **cs@greenriver.edu** or call us at 253-351-6670. You can also visit us on campus in the Student Affairs Building room 227.

***If you are looking for academic counseling, please contact the Career and Advising Center by email at beadvised@greenriver.edu or by calling 253-288-3482.

You can talk with a Counselor without making an appointment by using our Drop-In hours.

Drop-In is available on a first come, first served basis. You are welcome to enter the virtual or in-person Drop-In waiting areas up to 30 minutes before the Drop-In start time.

The virtual Drop-In waiting area can be accessed at: https://doxy.me/grccounselingservices

The in-person Drop-In waiting areas are listed below.

Drop-In Hours

- **Monday:** 12 - 1 p.m. virtual AND in-person (RLC 106)
- **Tuesday:** 12 - 1 p.m. virtual AND in-person (Kent Campus)
- **Wednesday:** 12 - 1 p.m. virtual AND in-person (SA room 227)
- **Thursday:** 12 - 1 p.m. virtual AND in-person (SA room 227)
- **Friday:** Drop-In not available

If you click the virtual Drop-In link during the Drop-In hour, and do not receive a response within 5 minutes, the Counselor is likely already meeting with another student. Please feel free to contact us to schedule an appointment. If you click the virtual Drop-In link outside of the Drop-In hour, a Counselor will not be available.

Serving Green River Students

Counseling Services provides short-term mental health counseling and self-care/wellness education to Green River students. Short-term counseling means students can attend one (1) Intake appointment and up to seven (7) 50-minute sessions during their time at Green River. Workshops and consultation services are offered for staff, faculty, and student organizations. Services are free and confidential.

Professional mental health counselors support students by helping them explore emotional concerns, develop new awareness and skills, and mobilize their existing strengths, qualities and abilities. While some people who seek counseling have chronic emotional difficulties, most are dealing with normal life events and are simply in need of an objective listener - someone who doesn't judge and who can help them see new alternatives.

Workshops and consultation services are offered for staff, faculty, and student organizations.

If you are in crisis, please contact one of the below resources:

Crisis Lines:

- Crisis Connections (King County 24-hour Crisis Line) 206-461-3222 or 866-4CRISIS
  https://www.crisisconnections.org/24-hour-crisis-line/
- Teen Link 866-TEENLINK (866-833-6546)
  https://www.teenlink.org
- Pierce County 24-hour Crisis Line 800-576-7764
  https://www.multicare.org/pierce-county-crisis-line/
- Crisis Text Line: Text HOME to 741741
  https://www.crisistextline.org

If you have a life threatening or medical emergency, please call 911 right away.

Resources

Below you can find community resources, helplines, and websites to assist students with mental health needs. If you would like to know more about these resources or others that may be available to you, feel free to request an appointment with a Counselor using the our appointment link, https://grc-cs.titaniumhwc.com or by contacting our office directly by

phone or email. While none of these resources are affiliated with or specifically endorsed by GRC Counseling Services, we do want to provide the list as an informational guide to community-identified options for our students.

- Local Mental Health Providers 2025-2026
- Counseling Resource List 2025-2026
- NAMI Teen and Youth Adult Resource Directory
- A Guide for Parents and Families
- Visit our Personalized Tips, Tools and Resources page to learn more about a free, anonymous, online tool called Check-in With Yourself. This tool can provide perspective on how you are feeling and how you tend to cope, along with tips and suggestions for managing stress and improving well-being

You Are Not Alone

A series of videos exploring topics of anxiety, depression, and abuse.

Depression Was Drowning Me

Abuse Made Me Feel Worthless

Counseling Services Hours of Operation

Lobby hours are limited.

Monday: 9 a.m. – 5 p.m.
Tuesday: 9 a.m. – 5 p.m.
Wednesday: 9 a.m. – 5 p.m.
Thursday: 9 a.m. – 5 p.m.
Friday: 9 a.m. – 4:30 p.m.

View Closures & Special Hours

Contact Us

Phone: 253-351-6670
Email: cs@greenriver.edu

Location

Student Affairs Building (SA) 227

Disclosures

- Matthew Cullen Disclosure (PDF)
- Devon Klein Disclosure (PDF)
- Liz McKinney Disclosure (PDF)
- Siobhan Presley Disclosure (PDF)

Disability Support Services

Select Language
Powered by Google Translate

DISABILITY SUPPORT SERVICES

AT GREEN RIVER COLLEGE

Supporting Student Success

Welcome to Disability Support Services at Green River College. We look forward to meeting you and providing you with exemplary services. Each year, we assist over 600 qualified students with Physical, Learning, Sensory, Cognitive and/or Psychological disabilities by identifying and coordinating reasonable accommodations for equal access to academic programs and activities.

Mission

DSS works with qualified students with disabilities in a ***confidential, respectful, and safe environment*** to identify and develop reasonable classroom accommodations; to ensure equal opportunity and access of academic and professional goals; and to promote an accessible community where students with disabilities have equal opportunity to participate in college programs and activities.

To receive this information in an alternative format, please contact DSS at 253-931-6460 or TDD 253-288-3359.

Green River does not discriminate on the basis of race, color, national origin, sex, sexual orientation, disability, marital status, religion, age or any other unlawful basis in its programs or activities. The following person has been designated to handle inquiries regarding the non-discrimination policies:

Vice President for Business Administration and Human Resources
12401 SE 320th Street
Auburn, WA 98092
253-288-3320

Procedure for Obtaining Accommodations

- Apply to the college Admissions - Green River College
- Speak with an advisor and register for Classes Career & Advising Center - Green River College
- **Apply to DSS through your AIM student portal at this link. You can upload document directly to AIM or Contact DSS to drop off your verification of disability or fax the paperwork to the DSS office at 253-288-3471 or you may submit the information to GRC's secure document upload site:** www.greenriver.edu/upload.
- Once we receive your paperwork, we will schedule an intake interview. This appointment is approximately one hour to review the paperwork and discuss eligible accommodations. We will need to have the information at least 24 hours prior to the appointment.
- Once you have completed the intake, your accommodations will be the same each quarter. We only need you to log into AIM and submit your request for accommodations each quarter. If, after you complete the intake you feel you need additional accommodations, we can schedule a 30-minute check-in to review your verification paperwork

to add accommodations; or request additional information from your provider.

Note: Some accommodations (e.g. interpreting services, text in alternative format [Braille, e-text], textbooks on audiotape, enlarged print, etc.) require substantial advance (15 to 30 working days or more) notice. Therefore, it is the responsibility of the prospective or enrolled student to give sufficient early notice of such accommodation to DSS each quarter the student is enrolled in order to ensure timely coordination and availability of equipment, items, and/or services.

As soon as you have registered for classes, begin planning for accommodations for an academic quarter by contacting DSS.

Holiday Hours

Thanksgiving & Native American Heritage Holiday

11/27 & 11/28 campus is closed.

Hours of Operation

Monday - Thursday
8 a.m. - 5 p.m.
Friday 9:30 a.m. - 4:30 p.m. Closed Saturday and Sunday

DSS is open for in person visits or through our Zoom lobby, Monday through Thursday, 8 AM to 5 PM and Friday 9:30 AM to 4:30 PM.

ZOOM LOBBY MEETING ID:
969-031-761
or https://zoom.us/j/969031761
Password: 98092

View Closures & Special Hours

Location

Student Affairs 210

Contact Us

Disability Support Services

Phone: 253-931-6460
TDD: 253-288-3359
Fax: 253-288-3471

Natalie Manfre (Barbero)

Director
253-931- 6526

Jean Carlson

Program Specialist 3
253-288-3486

Connie Nielsen

Office Assistant 2
253-931- 6527

Alex Fleming

DSS Educational Planner
253-877-5771

Forms

Forms to verify disability (coming soon)

First Year Experience

Select Language
Powered by Google Translate

FIRST YEAR EXPERIENCE

Discover, Connect, Belong

The new First Year Experience program is designed to help students successfully transition to academic work to design their futures at and beyond Green River College!

Navigating your first year of college can be tough, but it doesn't have to be! Students enrolled in GRC's First Year Experience program's introductory College Success course (ST SK 110 - College Success) will be paired with peer mentors and tailored tools, strategies, and self-reflective experiences to help make vital campus connections and foster a sense of belonging from your first day forward.

Through the First Year Experience, you will identify and develop your own unique strengths and connect with and learn from students, faculty and staff with diverse and varied lived experience from across Washington and the world in order to excel personally, academically and professionally at Green River College and beyond!

Students who take this class will:

Get to know GRC

Learn how to navigate GRC's virtual and physical campuses, deepen your understanding of college terms and resources, and engage proactively with our vibrant campus community.

Connect with Peer Mentors

Work with Peer Mentors to gain encouragement and new ways to approach your understanding of topics and resources.

Develop your professional self

Practice using specific tools for your professional toolkit, including how to have meaningful interactions with others (peers, staff, and faculty) in face-to-face and online settings.

Practice Academic Success Strategies

Boost your GPA with academic success strategies, including academic goal setting, syllabus literacy, time management skills, note-taking, study, and test-taking skills.

Foster Personal Well-Being

Practice personal toolkit and self-advocacy strategies to increase your mental, physical, and emotional well-being while building healthy social and academic networks to thrive as a GRC Gator.

Design Your Future!

Prepare actionable short- and long-term academic and career goals and plans with the support of key campus resources, including building relationships with your academic, career, and/or transfer advisors.

JOIN THE FIRST YEAR EXPERIENCE TODAY

Foundation Gator Pledge Endowment

Green River COLLEGE FOUNDATION

Are you a GRC student that needs Emergency Money? **Learn More & Apply**

Gator Pledge Endowment

Give Today >

Your Gift Today Will Help Us Reach Our Goal!

Your gift of any size toward the Gator Pledge Campaign will help us reach our goal of establishing a $1M Endowment to provide emergency support for students in perpetuity. We are just $20,000 away!

Gator Pledge can assist any student who has a financial need that would otherwise cause them to stop going to class or drop out altogether. It can be books, testing fees, or a myriad of other unexpected expenses…or sometimes just a meal.

Your support will help students like Eric

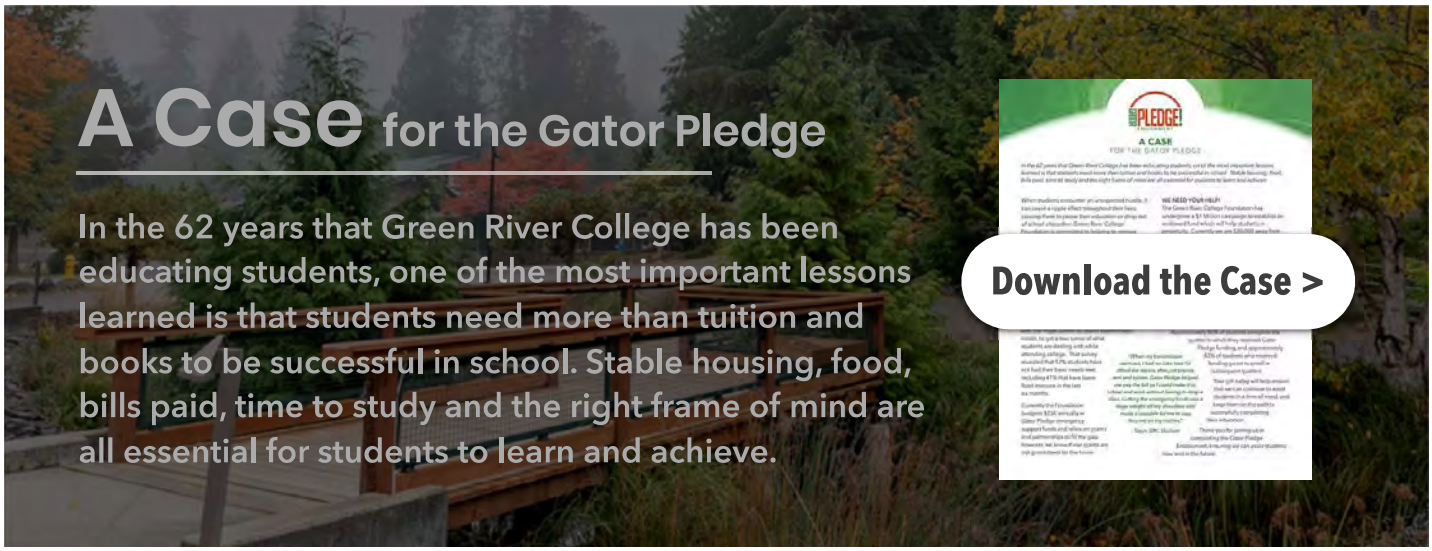
"An unexpected medical bill threatened to derail my studies. Thanks to the Gator Pledge, I was able to cover the expense and continue attending my classes without interruption. This assistance not only helped me stay on track academically but also brought immense relief and peace of mind during a stressful time." -Eric S.

How Much Help is Typically Needed by Students?

Usually less than $500 can fill a critical financial gap that would otherwise cause a student to drop out.

Thank you for helping us get one step closer to our goal

If you have questions about Gator Pledge please contact the GRC Foundation at 253-288-3330 or foundation@greenriver.edu.

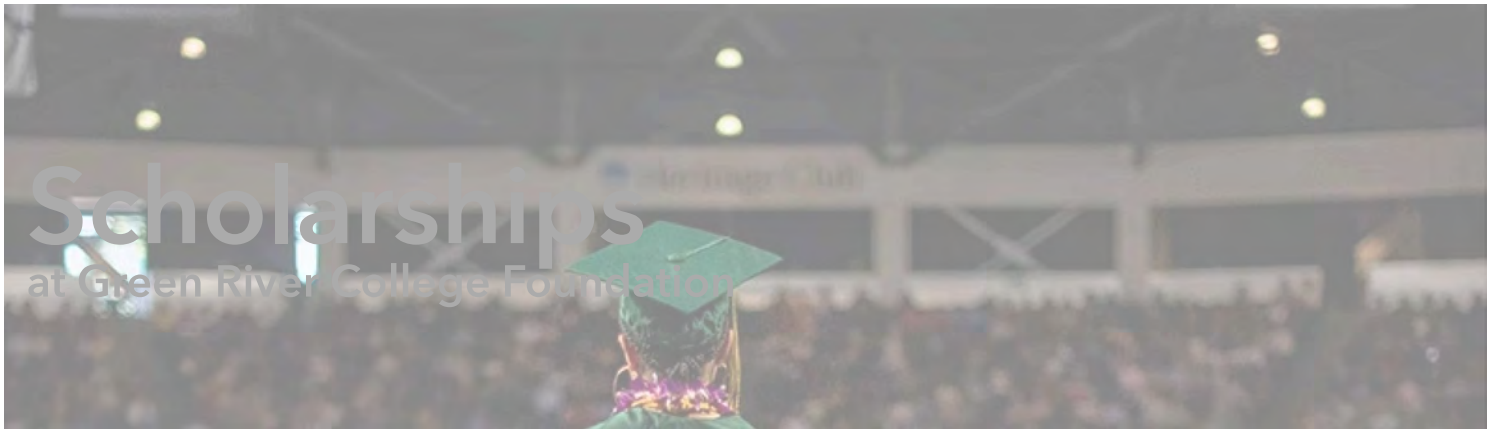


THE GREEN RIVER COLLEGE FOUNDATION

12401 SE 320th Street
Auburn, WA 98092

P: 253-288-3330
E: foundation@greenriver.edu

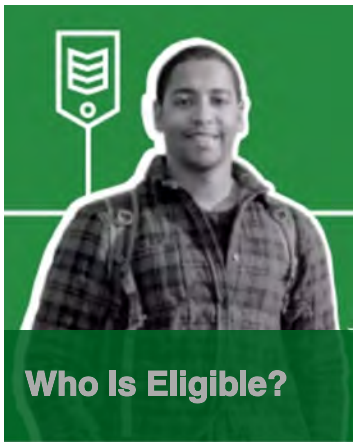
Foundation Scholarship

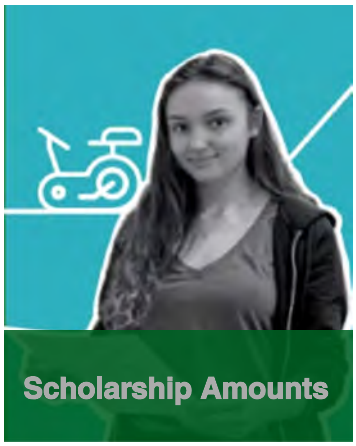


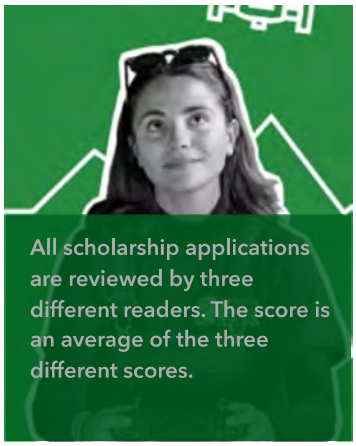
Apply Today

Scholarship application for the 2026-2027 school year opens January 30th.

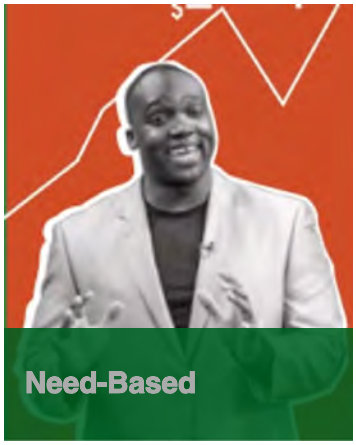
Incoming and prospective GRC students Apply Here.

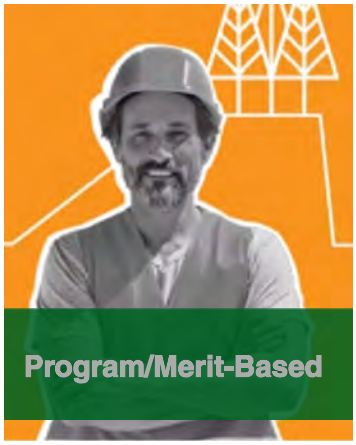






Types of Scholarships





Frequently Asked Questions

When Should I Apply?

Our main scholarship cycle is open from January 30th to April 30th. The majority of our scholarships are awarded in this cycle.

Our mini scholarship cycle is open from August 15th to October 15th. This cycle is for students who missed the opportunity to apply in the main round.

How Are Scholarships Paid?

Scholarship funds are paid directly to the college through the financial aid department. These are considered non disbursable funds and cannot be sent to students directly. If you plan to use your scholarship for something other than tuition, books, and fees, please communicate with the scholarship coordinator.

What Are the Requirements?

With this one application, you are applying to our Foundation Scholarship Program. You will be matched with scholarships within our program based on eligibility requirements of specific requirements. Every applicant is automatically applied to our general scholarship fund as well.

Some scholarships have higher GPA requirements, but all scholarships recipients must have and maintain a 2.0 cumulative GPA

Recommendation Letters?

While these are not required, they will increase the score of your overall application. Please talk with the person first before requesting a recommendation letter.

How Will I Know if I Get a Scholarship?

We will communicate with you via your Green River College Foundation email address, so check it!

Holman Library

Select Language
Powered by Google Translate

HOLMAN LIBRARY

AT GREEN RIVER COLLEGE

Section Menu

Find articles, books, videos and more in Holman Library Or

Advanced Search

Course Reserves / Text Books

ASK A QUESTION

Ask in-person, by phone, email, appointment, or 24/7 chat.

Search Collections & Databases

Holman Library One Search
Databases by Subject
Databases by Name
Journal Lists & Special Collections
...more

Research & Academic Support

Research Guides
Research Tips & Tutorials
Citations Guide
Academic Honesty & Plagiarism
...more

Borrowing & Circulation

Borrowing & GRC ID Cards
Textbooks (Course Reserves)
Technology Borrowing
Interlibrary Loan
...more

Student Technology & Logins

GRC Logins
Technology Support
On-Campus Technology
Remote Technology
Software Programs
Library Account & Databases

Faculty Support

Information Literacy Instruction
Course Reserves
Film and Video for Classes
Purchase Requests
...more

About the Library

Open Hours & Location
Library Spaces & Use
Staff, Faculty and Dept. Contacts
What's Happening at the Library
...more

What's Happening at the Library

Free Library Workshops

- Click to register for workshops, see full schedule and details

Other Library Highlights (including displays and new books)...

Hours

Fall 2025

- Monday through Thursday: 7:30 AM to 9:00 PM
- Friday: 7:30 AM to 6:00 PM
- Saturday and Sunday: 2:00 to 6:00 PM

Closures / Shortened Hours

- November 11: CLOSED (Veterans Day)
- November 26: Close at 6:00 p.m. (Thanksgiving Eve)
- November 27 through 28: CLOSED (Thanksgiving & Native American Heritage)
- December 11: Close at 6:00 p.m. (End of Quarter)
- December 12 through January 1: CLOSED (Quarter Break)

Contact

- Library Circulation Desk (borrowing, fines, course reserves): 253-931-6490
- Library Reference Desk (all questions): 253-931-6480
- Media Services (for faculty): 253-931-6495

Resources

Contact Us

STUDENT SUPPORT

ctcLink
Student Email
My Green River
Navigate 360
Financial Aid
Holman Library
Center for Transformational Wellness
Student Remote Access
Career & Advising Center
Office of the Registrar
Disability Support Services
Counseling Services
e-Learning
Placement & Testing Center
Register to Vote
MMIWP / WSP

EMPLOYEE RESOURCES

Human Resources
Institutional Effectiveness
ctcLink Sign In
GatorNet
Curriculog (formerly CAR/PAR)
Faculty eLearning
Canvas
Gator News
Employee Password Reset

CAMPUS SAFETY

Emergency & Safety Alerts
Just Report It

CONNECT WITH GREEN RIVER

Facebook
Twitter
Youtube
LinkedIn
Instagram

Student Housing

Select Language
Powered by Google Translate

STUDENT HOUSING

CAMPUS CORNER APARTMENTS

Section Menu

Welcome to Campus Corner Apartments!

With all the comforts of home, you will surely find your fit at Campus Corner Apartments (CCA). Our apartment units are move-in ready for a shared living experience at GRC.

Living on campus opens you to all of the experiences Green River College has to offer. Our residential life team work to create a warm, welcoming environment for our residents to develop personal interactions with their neighbors and engage in a variety of events and programs at CCA and the main GRC campus.

Located right across the street from the college, CCA's apartment units are comfortable and modern. Students will have the opportunity to live either in townhouse or flat configured apartment units shared by up to four students. CCA encourages active engagement by residents. Residents and CCA staff partner to plan engaging programs, promote responsible decision-making, and resolve conflict.

Housing Information

- Housing Options
- Housing Costs
- Apply for Housing
- Priority Deadlines
- Frequently Asked Questions

Resources and Support

- Your Housing Agreement

- Health & Safety
- Internet & WiFi
- Cleaning Services
- TELUS Student Health Counseling Support

Quick Links

Apply for Housing

MyHousing Portal

Important Dates

FAQs

We know your housing decision is a big one, check out answers to frequently asked questions.

View CCA FAQs

Counseling Support

TELUS Student Health app available to all housing residents 24 hours a day, seven days a week.

TELUS Student Health Support

In person counseling services are also available to all Green River students. Visit the Counseling Services page for more information.

Contact

Address:
Campus Corner Apartments
31920 124th Avenue SE
Auburn, Washington 98092

Phone: 253-876-0700

Email: studenthousing@greenriver.edu

Connect with Us

- Instagram
- YouTube

Online Services

Select Language
Powered by Google Translate

ONLINE SERVICES

AT GREEN RIVER COLLEGE

My Green River

The new My Green River student portal is available now! This online destination allows you to manage many of your student needs, such as:

- PLAN YOUR SCHEDULE
- ENROLL IN CLASSES
- ACCESS YOUR FINANCIAL AID INFORMATION
- PAY FOR COLLEGE
- AUDIT YOUR DEGREE PROGRESS
- REQUEST AND VIEW ACADEMIC RECORDS

Learn More About My Green River

Helpful Tools

- Academic Dates & Deadlines
  Important dates and events
- ctcLink Self-Guided Tutorials
  Step-by-step guides to help you complete tasks in ctcLink
- Official Transcript
  Order your official college transcript online
- Student email & password reset
  Look up your Green River email, reset your password or login to check email
- Tax Credit Information
  How to View and Print your 1098T plus other step-by-step ctcLink guides
- Voter Information & Registration
  Learn more about voter registration and elections
- Translation Schedule
  Student Tech Support Desk translation schedule.
- Submit Documents
  Secure document upload of forms and files

- Financial Aid
- Holman Library
- Center for Transformational Wellness
- Student Remote Access
- Career & Advising Center
- Office of the Registrar
- Disability Support Services
- Counseling Services
- e-Learning
- Placement & Testing Center
- Register to Vote
- MMIWP / WSP
- ctcLink Sign In
- GatorNet
- Curriculog (formerly CAR/PAR)
- Faculty eLearning
- Canvas
- Gator News
- Employee Password Reset

CONNECT WITH GREEN RIVER

- **Facebook**
- **Twitter**
- **Youtube**
- **LinkedIn**
- **Instagram**

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TRiO Student Support Services

Select Language
Powered by Google Translate

TRIO

Section Menu

TRiO Student Support Services

Supporting Student Success

TRiO Student Support Services increases opportunities for academic success for first generation, low-income, and/or students with disabilities.

The TRiO team fosters a supportive environment that celebrates the successes of TRiO students and provides comprehensive, ongoing support services to address institutional barriers and navigate individual challenges, to increase graduation and transfer rates.

Are you TRiO?

You may be eligible for TRiO if you are a Green River College student who:

- Meets one or more of these eligibility requirements
  - Is a first-generation college student (neither parent holds a bachelor's degree)
  - Meets low-income federal guidelines
  - Has a documented disability (for example, a Letter of Accommodation from Disability Support Services, an IEP from High School, or a diagnosis from a medical provider)
- Is pursuing your first college degree in a STEM field which is one of these
  - A transfer degree with the intent to transfer to a 4-year school after graduation
    - Transferable STEM degrees are listed in the Areas of Interest for Science, Technology, Engineering and Math as well as the Associate in Pre-Nursing
  - An AAS degree with the intent to pursue a Green River BAS program after graduation
- Is a U.S. citizen, permanent resident or refugee

Apply to TRiO

The U.S. Department of Education funds a TRiO Student Support Services - STEM grant
at Green River College in the amount $272,364 per year.

Hours of Operation

General Hours

Location: Student Affairs & Success Center (SA), 211

Monday - Thursday: 8 a.m. - 5 p.m.
Friday: 9:30 a.m. - 4:30 p.m.
Saturday - Sunday: Closed

Special Closures

Tues Nov 11th: closed for Veteran's Day
Fri Nov 21st: open at 10am

View Campus Closures & Special Hours

Contact Us

Phone: 253-288-3478
Email: triosss@greenriver.edu

Location

Student Affairs & Success Center, 211

Tutoring & Resources

Select Language
Powered by Google Translate

TUTORING & RESOURCES

Tutoring and Resources at Green River

Need extra help with your classes?

Green River College offers FREE tutoring resources to currently enrolled Green River students.

Language Center

One-on-one help with Foreign Language class components including grammar, conversation and essay development. Tutors

available to help with Spanish, French, German, Japanese and Chinese. Weekly conversation exchange on Fridays at noon for all languages.

Location: Salish Hall 150 and Salish Hall 112

Language Center

Math Learning Center

The Math Learning Center (MLC) provides brief tutorial math assistance for students on a drop-in basis.

Location: Cedar Hall, CH 313

Math Learning Center

Tutoring Resource Center

The Tutoring Resource Center offers tutoring in science, computer science, business, foreign language, and more.

Location: Holman Library, 2nd floor

Tutoring Resource Center

The Kate Katims Public Speaking Center

Provides one-on-one assistance with oral presentations. You can make an apointment for your practice time on the Public

Speaking Center.

Location: Holman Library, HL-150

The Kate Katims Public Speaking Center

Writing and Reading Center

One-on-one consulting services for students at all stages of the writing process.Whether you have a question about grammar and usage or need help brainstorming ideas or focusing in essays - faculty and student tutors are here to help.

Location: Rutkowski Learning Center (RLC) in RLC 173

Writing & Reading Center

Workforce Education Service

The Wayback Machine - https://web.archive.org/web/20240716234124/https://www.greenriver.edu/students/academics/workforce/

WORKFORCE EDUCATION

WORKFORCE EDUCATION SERVICE

Workforce Education Service may provide assistance with tuition, books, fees, tools, and individual support services.

Workforce Education Services provides financial support to help connect students with a path into a high-demand, high wage career through grants. These services can help support:

- Student Planning to transfer to a university
- Professional Technical certificates and degrees
- Job Skills training-specific skills needed to gain employment
- Pre-college skills (diploma, GED, Basic Skills or ESL) to prepare for career training

Each program has different criteria and requirements, but Workforce Education Service teammember has the tools to help each student find funding that will put them solidly on the path to completion and employment.

I am Interested?

Next steps to take

I am Interested

Service

Learn more about various grants and resources that can help cover the cost of tuition,books,GED fee, ELL, as well as assist students in nagivating campus resources.

Service

FUNDING WORKSHOPS

Workforce Education provides regular, free workshops for interested students.

Learn more about Workforce Education services and which funding sources you might qualify for.

State Form

CONTACT

Contact Workforce Education

Phone: 253-931-6550
Email: workforce@greenriver.edu

WorkForce Education is located on Green River College's main campus in Auburn in SA-270

HOURS OF OPERATION

Monday - Thursday
8 a.m. - 5 p.m.

Friday - Sunday
Closed

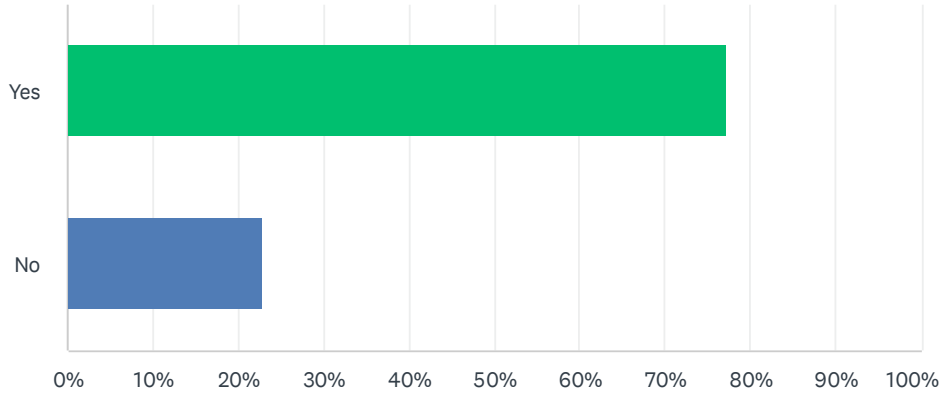
View Closures & Special Hours

2.G.1 EV.#2 / Section 2

Winter 2025 campus-wide survey

Q1 For the current quarter, did you communicate with an advisor (via email, personal meeting, phone call, or letter) prior to registering for classes?

Answered: 249 Skipped: 0



ANSWER CHOICES	RESPONSES	
Yes	77.11%	192
No	22.89%	57
TOTAL		249

Q2 You indicated you did not meet with an advisor. Can you please tell us more about why?

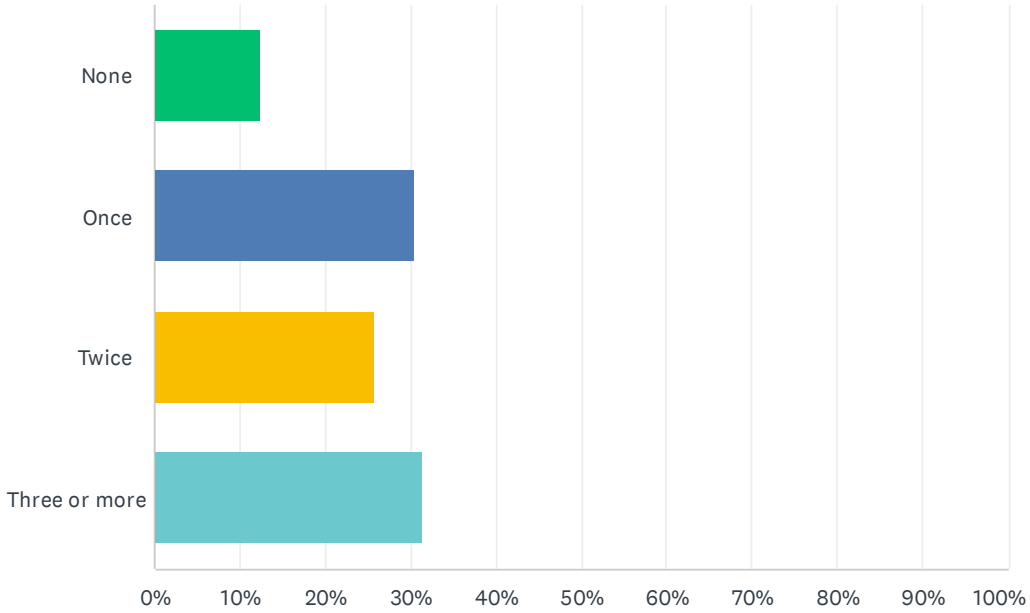
Answered: 32 Skipped: 217

#	RESPONSES	DATE
1	I had met with my advisors in previous quarters to figure out my education plan so I did not feel the need to meet this quarter.	3/12/2025 6:24 PM
2	I will meet with my advisor soon.	3/12/2025 6:00 PM
3	I already have a plan for the classes I'll be taking.	3/12/2025 5:58 PM
4	I have typically picked out classes on my own	3/12/2025 10:40 AM
5	I already knew what classes I have to take and, if the classes I needed where full, I chose other ones.	3/12/2025 9:10 AM
6	I didn't have a reason to	3/11/2025 10:04 PM
7	I already had my plan and knew what classes to take. there was no reason to.	3/11/2025 9:24 PM
8	We already formed an ED plan back in November, so I didn't really feel the need to disturb her day since all of the information was on an Excel sheet.	3/11/2025 9:04 PM
9	I figured out what classes I want to take is so I didn't really need to talk to my advisor I also knew what my requirement classes I need to do	3/11/2025 8:53 PM
10	I didnt think to	3/11/2025 8:40 PM
11	I already had an ed plan crafted, and was simply following through with it	3/11/2025 6:19 PM
12	Because I know what I need to do for my degree, everything is on the green river website	3/11/2025 5:39 PM
13	Just didn't need to this quarter. I plan on communicating next quarter though.	3/11/2025 5:17 PM
14	I was unaware and couldn't navigate how to and what to do	3/11/2025 4:58 PM
15	I was planning on meeting one but when i went in person the line was too long and there was not emough time	3/11/2025 4:48 PM
16	Didn't feel like I needed to. I knew what classes I needed to take because of my engineering professor.	3/11/2025 4:18 PM
17	At the moment I didn't feel the need to but I'll email my advisor about questions later.	3/11/2025 4:12 PM
18	I want to talk to them about my classes and how everything will work out because I am taking 20 credit a quarter I what to know to to balance out high school and running credit how it works basically.	3/11/2025 4:03 PM
19	I already had first 2 quarters planned out with my parents so I met with my counselor in February to plan out the remaining of my quarters.	3/11/2025 4:03 PM
20	I did not need them	3/11/2025 4:01 PM
21	I'm in a Cohort and it wasn't needed.	3/10/2025 4:19 PM
22	Not very helpful	3/5/2025 8:57 AM
23	I am enrolled in a structured cohort BAS program where the courses that I am required to take each quarter are directed by the program so there was no need to meet with an advisor to verify specific course or program requirements.	2/27/2025 8:52 PM
24	I have a degree plan that lays out all the classes I will need to take. The classes are only offered one quarter each year. Already know which classes I need to register for each quarter.	2/27/2025 12:28 PM

25	I did not need to as I already have an advising plan for the entirety of my certificate course.	2/27/2025 11:40 AM
26	Doing transfer credits	2/27/2025 11:01 AM
27	Was my first term at school and there was no time due to the closeness of the start date.	2/27/2025 9:50 AM
28	Forgot	2/26/2025 10:23 AM
29	I emailed Lesley Kessler I believe is her name and I haven't gotten a response and the other response I got was "talk to" and then guiding me to another person	2/24/2025 9:35 PM
30	There was a lack of time on my part, because of my job.	2/24/2025 7:55 PM
31	My profile no longer indicated who my advisor was, and it was a difficult process to find this information out.	2/24/2025 7:31 PM
32	I ended up just scheduling my classes myself after not getting a response from my academic advisor	2/24/2025 5:47 PM

Q3 This quarter, how many times have you initiated communication (via email, personal meeting, phone call, or letter) with your advisor?

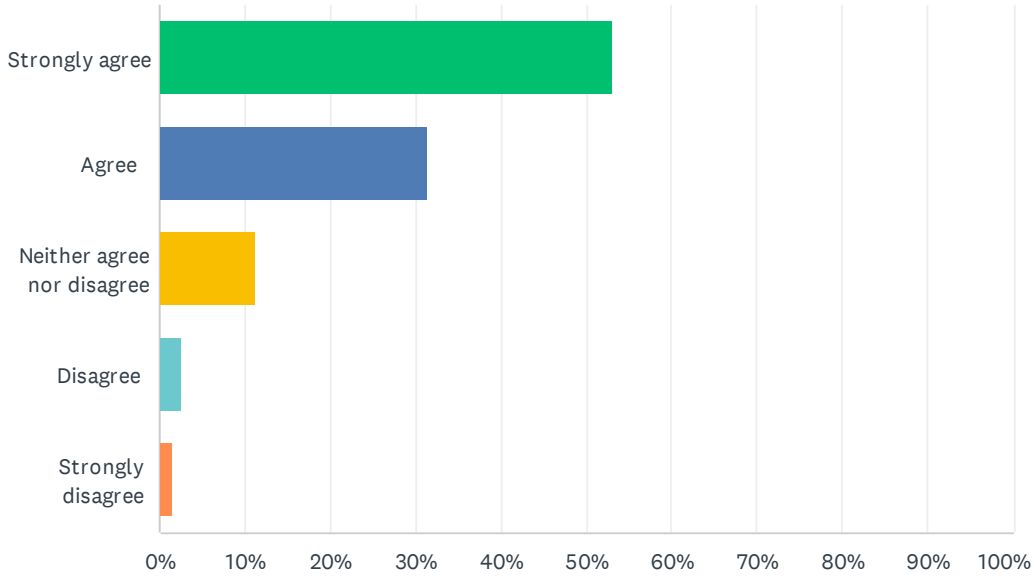
Answered: 194 Skipped: 55



ANSWER CHOICES	RESPONSES	
None	12.37%	24
Once	30.41%	59
Twice	25.77%	50
Three or more	31.44%	61
TOTAL		194

Q4 My advisor usually responds to my email within a timely manner (i.e. within two business days).

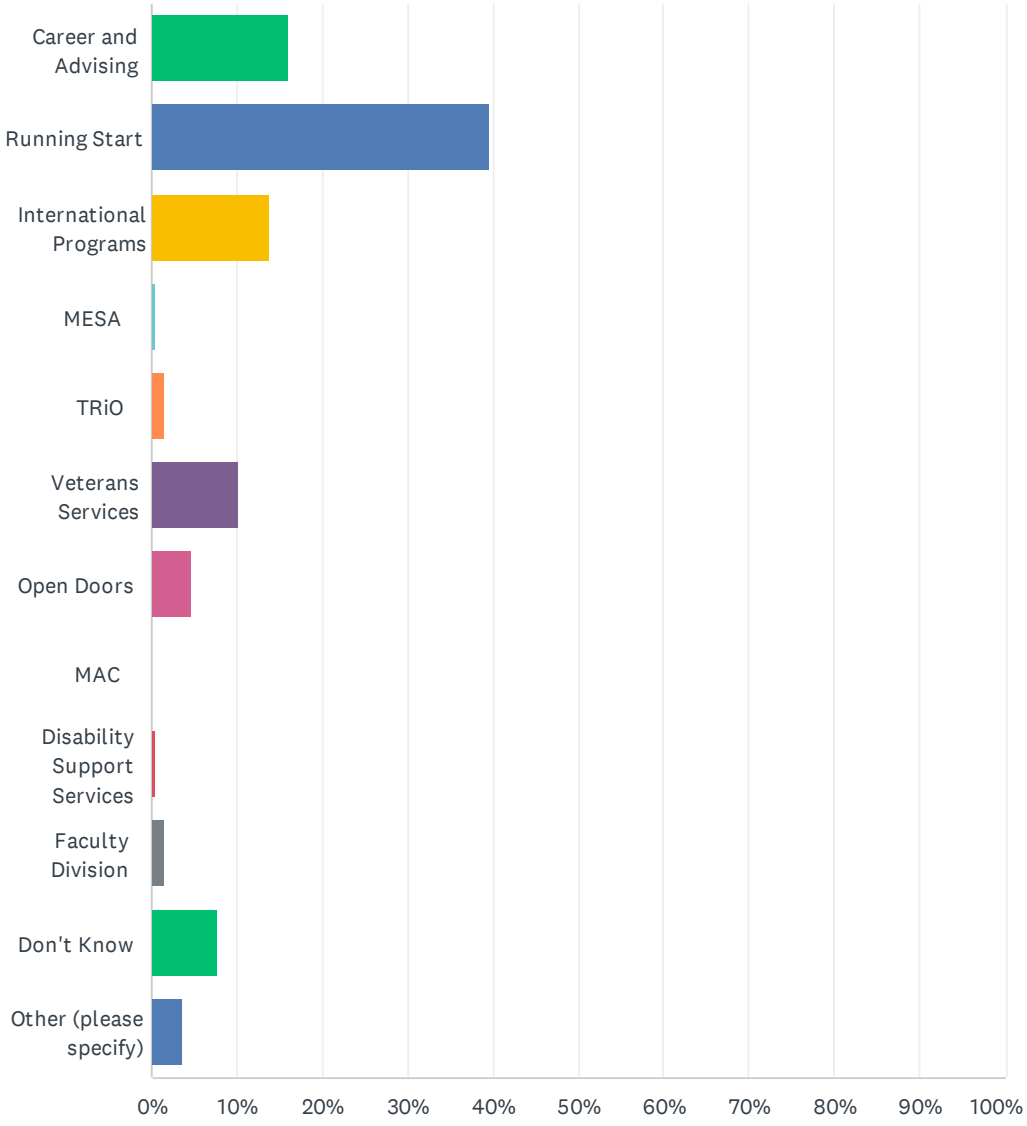
Answered: 194 Skipped: 55



ANSWER CHOICES	RESPONSES	
Strongly agree	53.09%	103
Agree	31.44%	61
Neither agree nor disagree	11.34%	22
Disagree	2.58%	5
Strongly disagree	1.55%	3
TOTAL		194

Q5 In what department is your advisor located?

Answered: 194 Skipped: 55

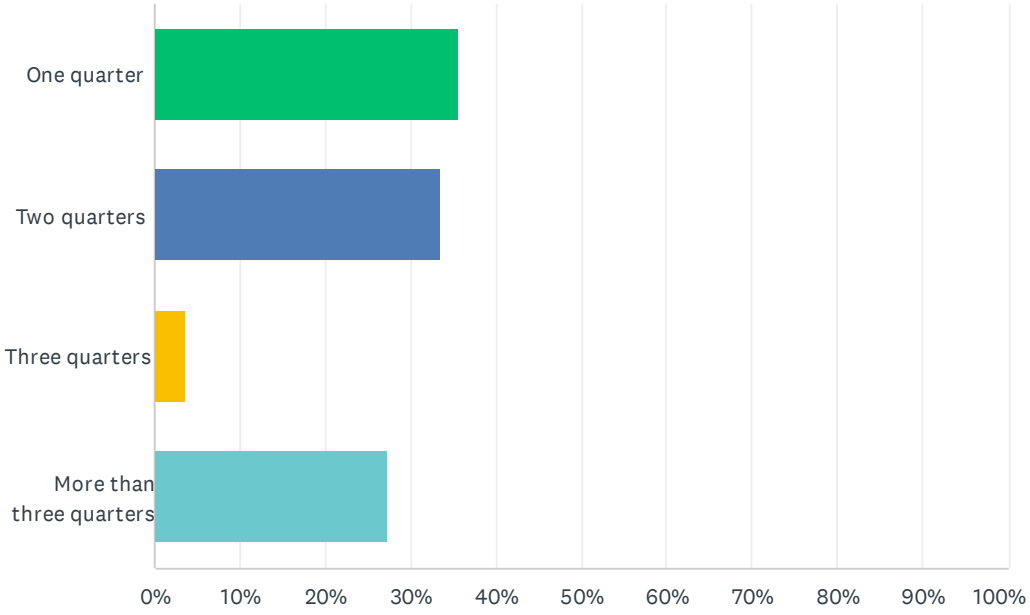


ANSWER CHOICES	RESPONSES	
Career and Advising	15.98%	31
Running Start	39.69%	77
International Programs	13.92%	27
MESA	0.52%	1
TRiO	1.55%	3
Veterans Services	10.31%	20
Open Doors	4.64%	9
MAC	0.00%	0
Disability Support Services	0.52%	1
Faculty Division	1.55%	3
Don't Know	7.73%	15
Other (please specify)	3.61%	7
TOTAL		194

#	OTHER (PLEASE SPECIFY)	DATE
1	Either career and advising or running start	3/11/2025 4:02 PM
2	None	3/11/2025 4:01 PM
3	Vet Services and MESA	2/27/2025 8:50 AM
4	IDV	2/26/2025 10:56 PM
5	IVD	2/26/2025 10:10 AM
6	Student affairs building	2/25/2025 4:43 AM
7	It is difficult to say, I continue to be passed to different folks	2/24/2025 3:22 PM

Q6 I have had my current academic advisor:

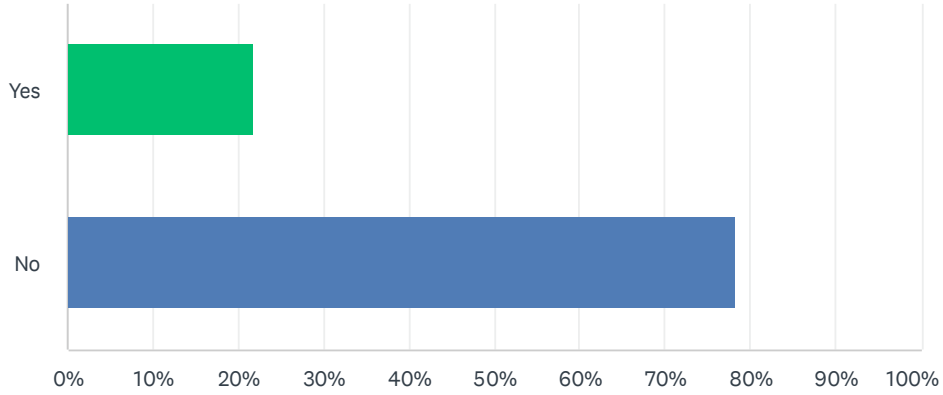
Answered: 191 Skipped: 58



ANSWER CHOICES	RESPONSES	
One quarter	35.60%	68
Two quarters	33.51%	64
Three quarters	3.66%	7
More than three quarters	27.23%	52
TOTAL		191

Q7 Since enrolling at GRC, have you changed advisors?

Answered: 194 Skipped: 55



ANSWER CHOICES	RESPONSES	
Yes	21.65%	42
No	78.35%	152
TOTAL		194

Q8 What is the primary reason for your most recent change of advisor?

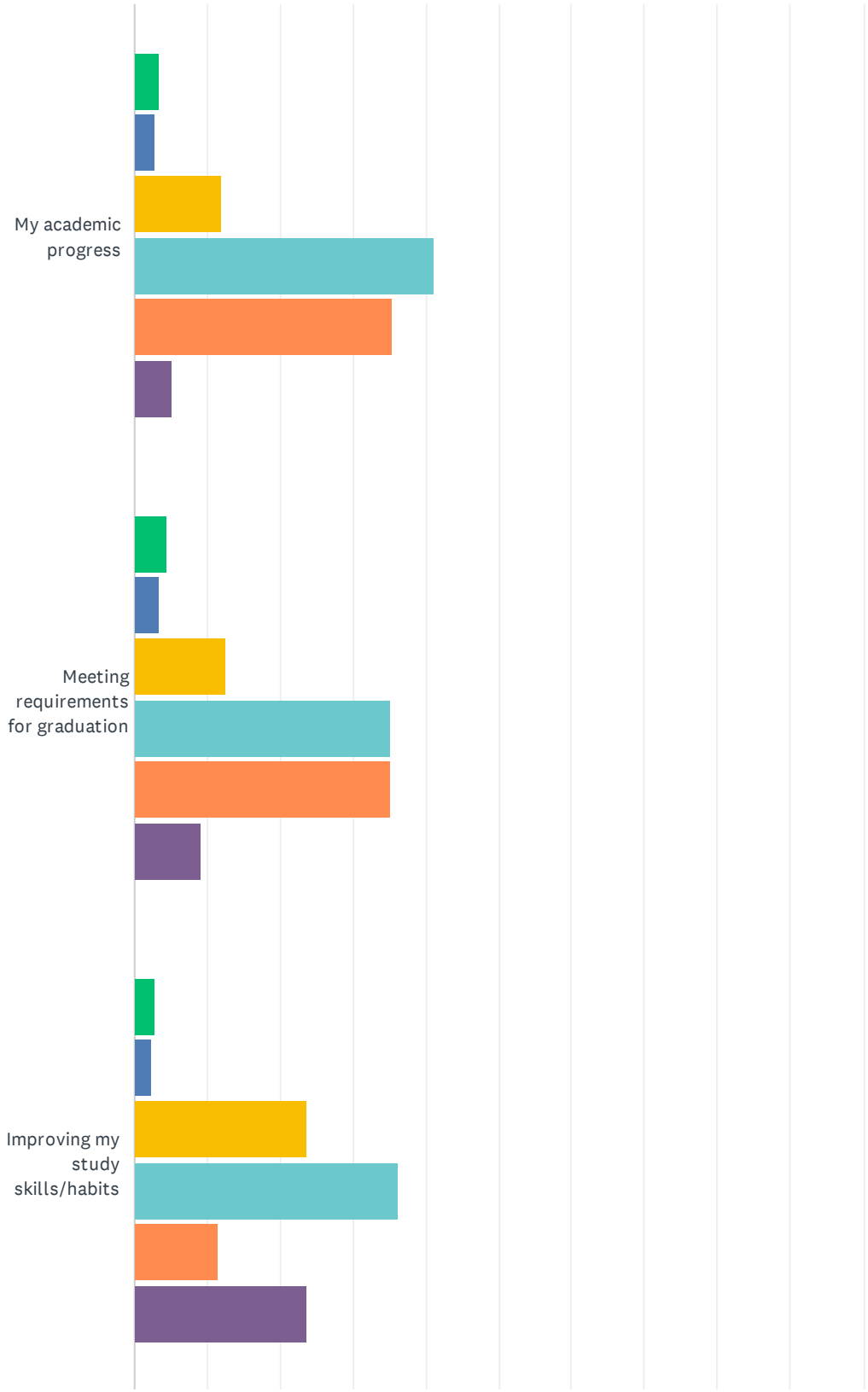
Answered: 38 Skipped: 211

#	RESPONSES	DATE
1	My current advisor was training to understand all aspects of advising so I had a temporary advisor for the time period.	3/12/2025 6:25 PM
2	they seem to be leaving so the other just replaced them	3/12/2025 6:22 AM
3	My advisor, Lely Shim, quit	3/12/2025 12:36 AM
4	My running start advisor from junior year moved on from Green River College.	3/11/2025 8:30 PM
5	It was changed for me, I think it was a new hire that was given a part of my previous adviser's workload, and I was a part of that work I guess	3/11/2025 6:24 PM
6	It wasn't my decision	3/11/2025 5:59 PM
7	I had Devan Bickham and he moved!	3/11/2025 5:47 PM
8	I'm not sure perhaps he moved	3/11/2025 4:59 PM
9	The previous advisor left	3/11/2025 4:44 PM
10	Advisor changed out of office	3/11/2025 4:15 PM
11	advisor left, and then academic probation.	3/11/2025 4:04 PM
12	There was a change in advisor for RS students last name Sf-Z.	3/11/2025 4:04 PM
13	other one quit or changed or something	3/11/2025 4:03 PM
14	The last counselor got replaced at the very beginning of Fall quarter with my new one.	3/11/2025 4:03 PM
15	I was changed automatically since my previous advisor left GreenRiver.	3/11/2025 4:03 PM
16	The old guy Devon left the college	3/11/2025 4:02 PM
17	The school put the people in my major under a different advisor	2/27/2025 2:39 PM
18	Changed majors end of Fall '23. I also joined MESA Fall '24	2/27/2025 8:50 AM
19	previous advisor left	2/27/2025 8:20 AM
20	Change of Major	2/26/2025 8:18 PM
21	My previous advisor was moving on to another position in open doors.	2/26/2025 11:11 AM
22	Unsure I started with an advisor and then was switched to another one in the next quarter	2/26/2025 10:40 AM
23	Major change	2/26/2025 10:19 AM
24	Didn't have a reason it	2/26/2025 10:03 AM
25	They decided to move me to another advisor	2/26/2025 9:48 AM
26	New advisor came	2/26/2025 9:40 AM
27	New ED plan	2/26/2025 9:29 AM
28	Changing the my major	2/26/2025 9:25 AM
29	My current advisor knows and fits my needs better	2/25/2025 11:12 PM
30	Program change	2/25/2025 3:39 PM
31	I really enjoyed my original advisor however it appears that the The college changed my advisor and did not alert me.	2/24/2025 7:32 PM

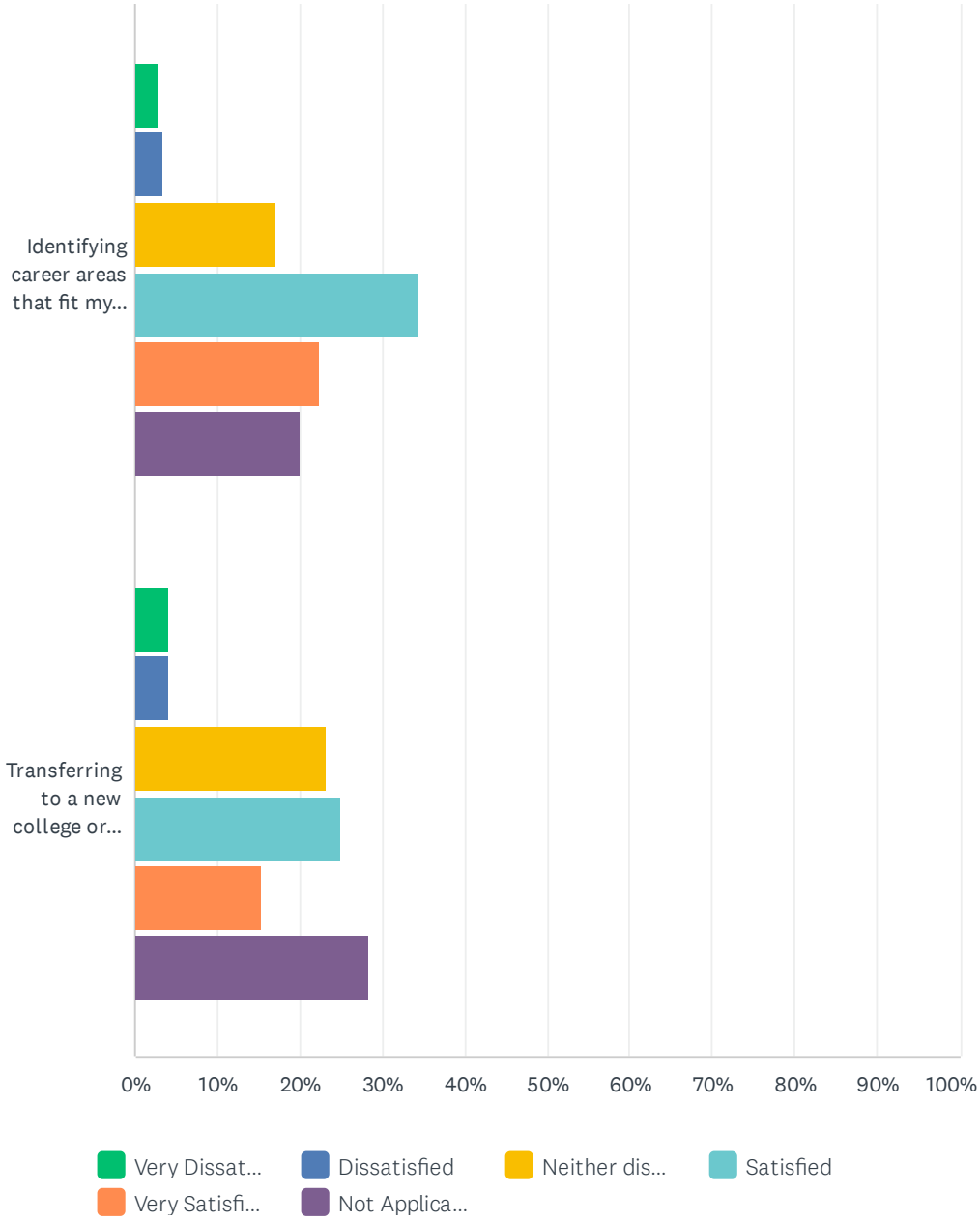
32	Finding the correct person is nearly impossible	2/24/2025 3:23 PM
33	Needed help with my educational plan	2/24/2025 1:34 PM
34	program change	2/24/2025 12:28 PM
35	When first enrolling as a transfer student I chose a different major than what I am currently studying in.	2/24/2025 10:51 AM
36	The past two academic advisors I’ve gone to have been very discouraging and mean and it affected me severely	2/24/2025 10:38 AM
37	Accomplished my business degree, needed another for accounting degree	2/24/2025 10:23 AM
38	kgjhb	2/19/2025 11:13 AM

Q9 Please indicate your level of satisfaction with advising on the following topics:

Answered: 176 Skipped: 73



Advising Evaluation Survey

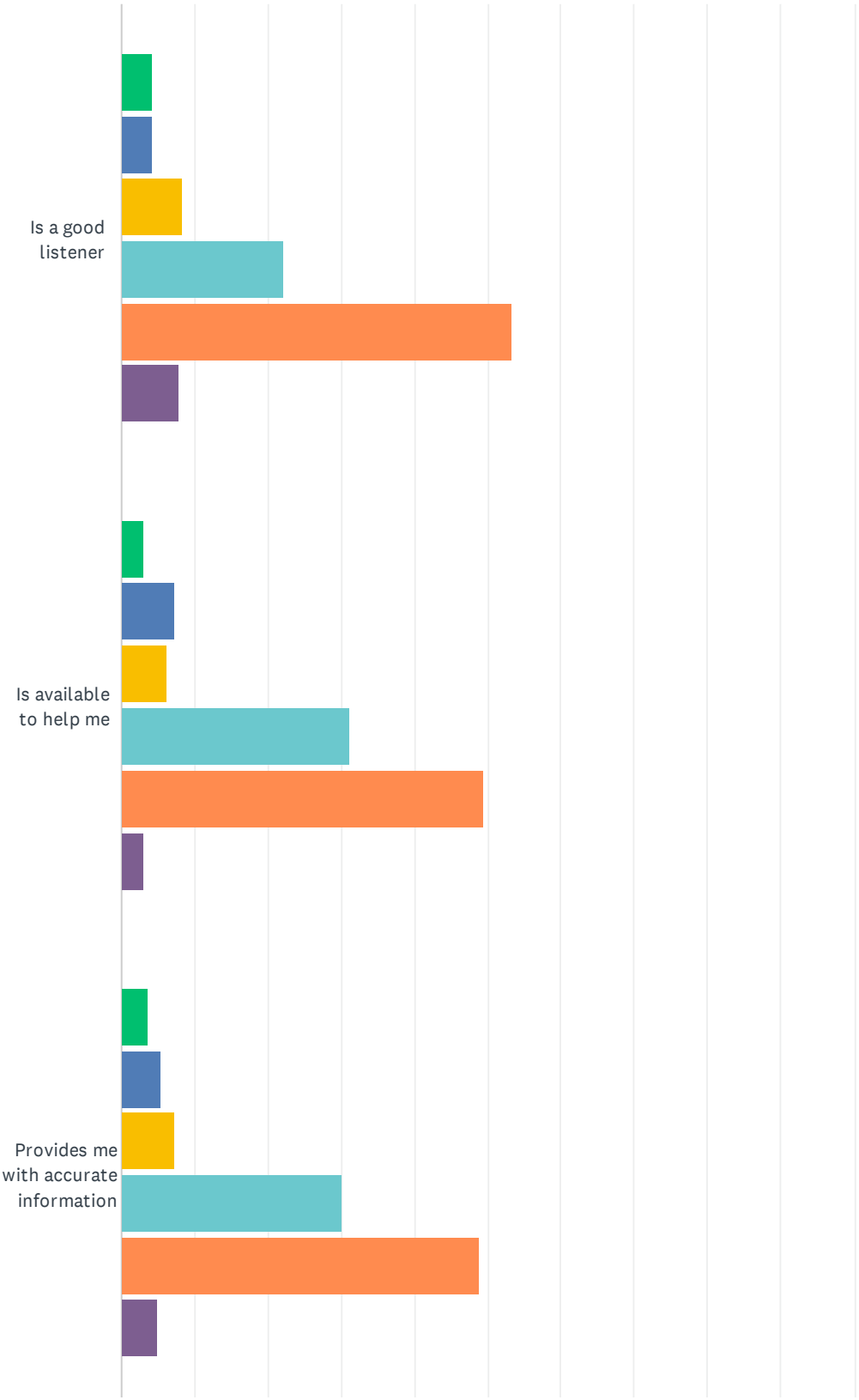


Advising Evaluation Survey

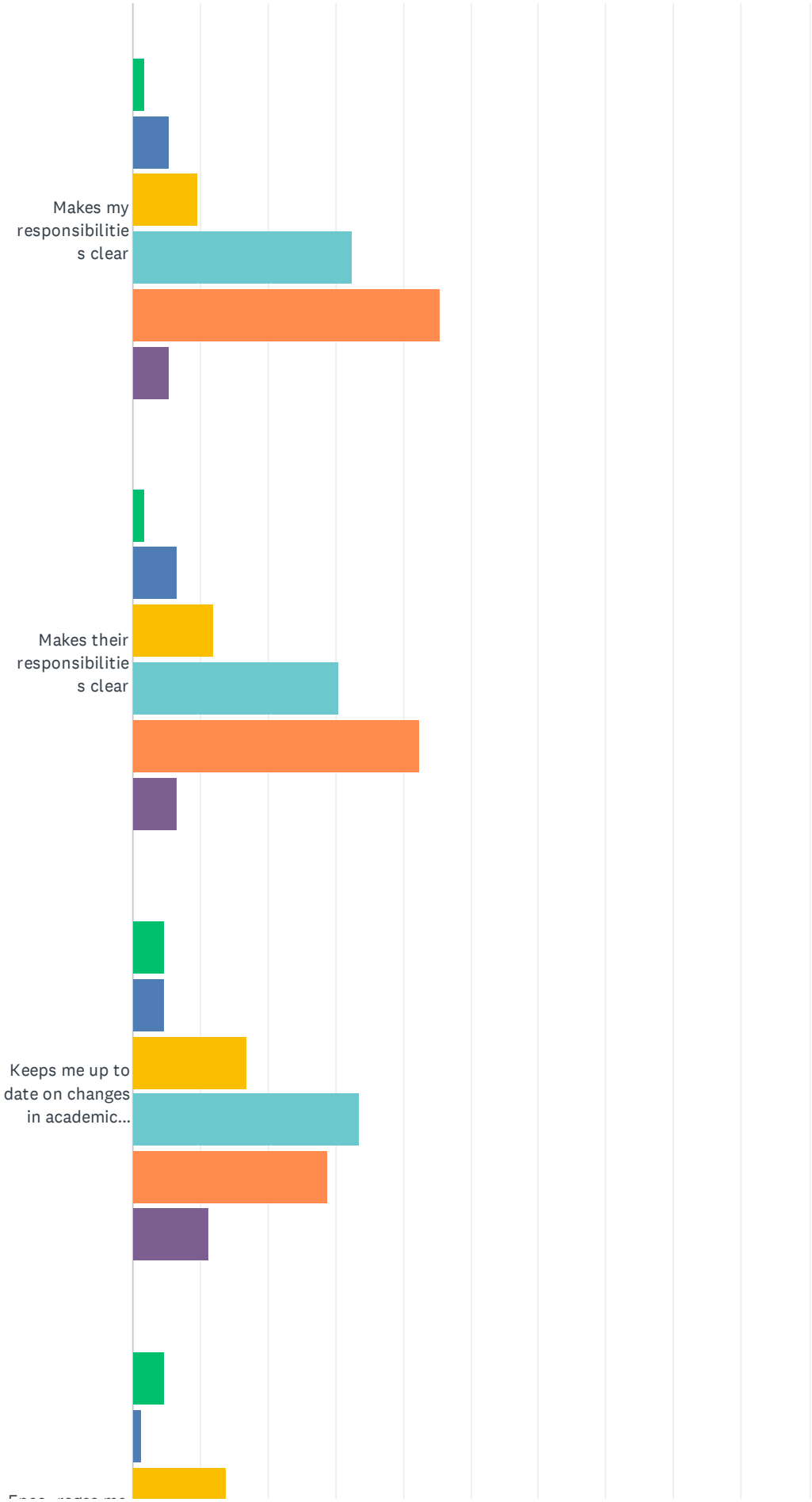
	VERY DISSATISFIED	DISSATISFIED	NEITHER DISSATISFIED NOR SATISFIED	SATISFIED	VERY SATISFIED	NOT APPLICABLE (N/A)	TOTAL	WEIG AVER
My academic progress	3.43% 6	2.86% 5	12.00% 21	41.14% 72	35.43% 62	5.14% 9	175	
Meeting requirements for graduation	4.55% 8	3.41% 6	12.50% 22	35.23% 62	35.23% 62	9.09% 16	176	
Improving my study skills/habits	2.87% 5	2.30% 4	23.56% 41	36.21% 63	11.49% 20	23.56% 41	174	
Identifying career areas that fit my current skills, abilities, and interests	2.86% 5	3.43% 6	17.14% 30	34.29% 60	22.29% 39	20.00% 35	175	
Transferring to a new college or university	3.98% 7	3.98% 7	23.30% 41	25.00% 44	15.34% 27	28.41% 50	176	

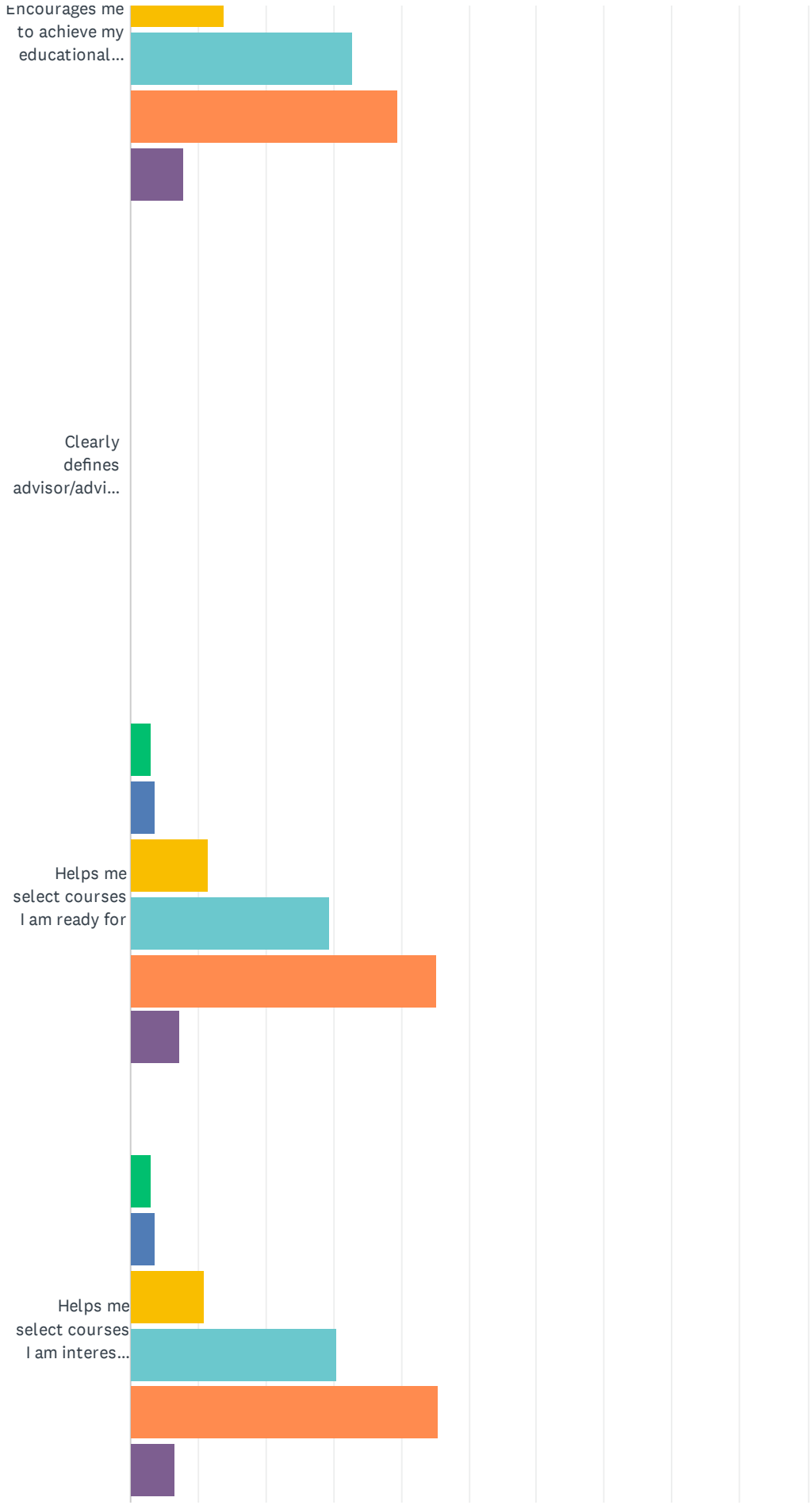
Q10 Please indicate your agreement with the following statements: "My Advisor..."

Answered: 167 Skipped: 82

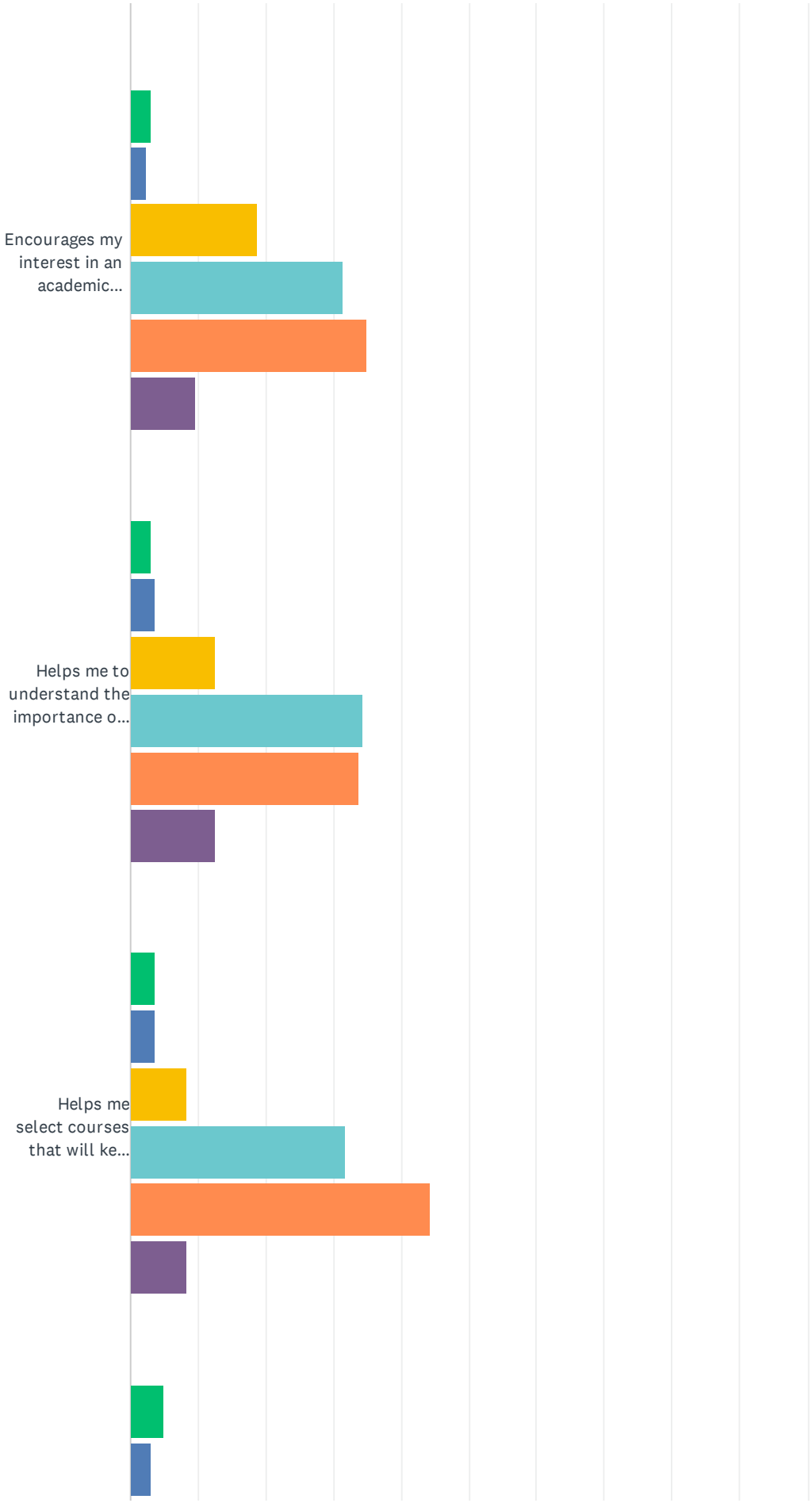


Advising Evaluation Survey

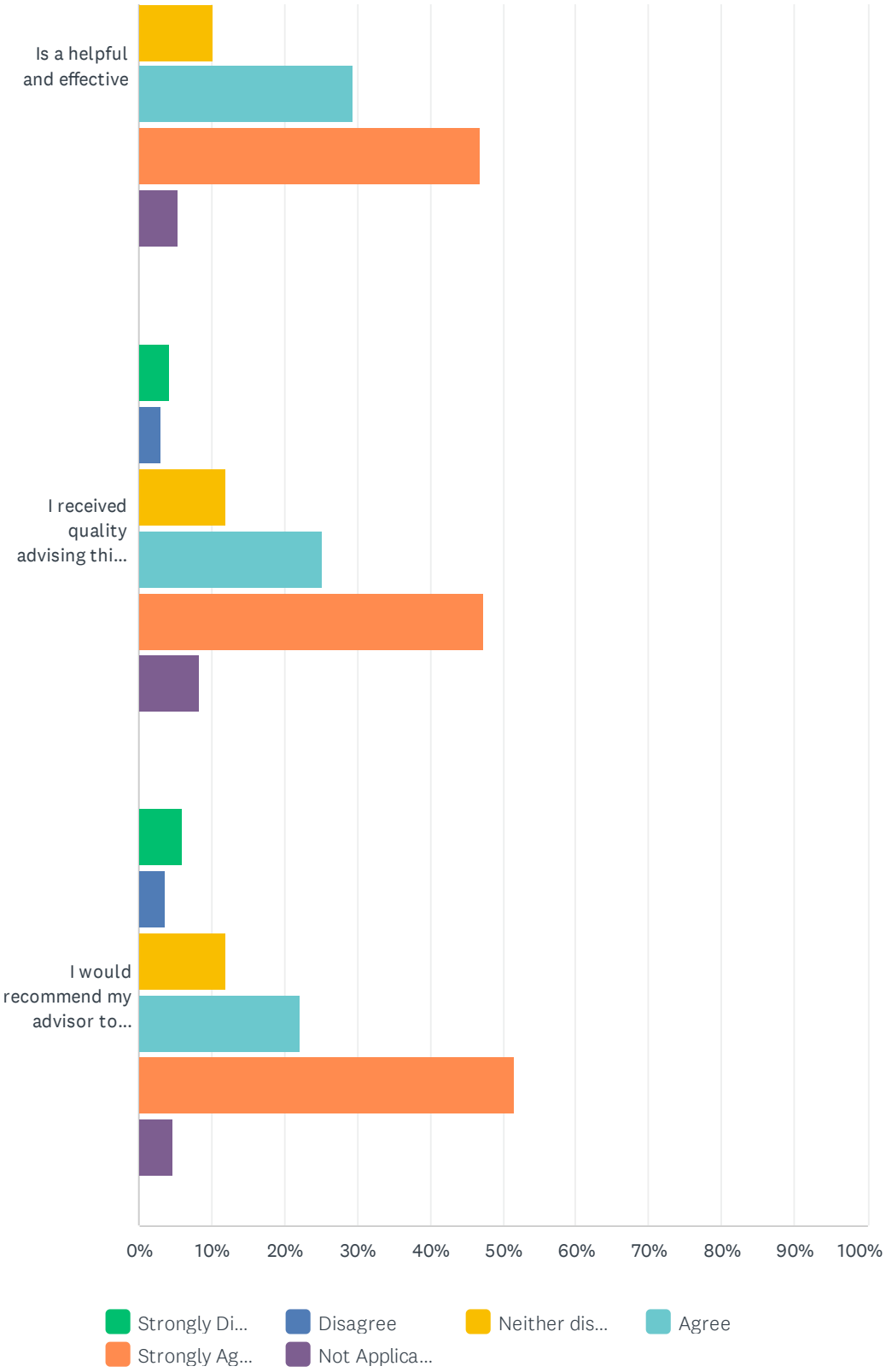



Encourages me to achieve my educational...
Clearly defines advisor/advi...
Helps me select courses I am ready for
Helps me select courses I am interes...

Advising Evaluation Survey



Advising Evaluation Survey



Advising Evaluation Survey

	STRONGLY DISAGREE	DISAGREE	NEITHER DISAGREE NOR AGREE	AGREE	STRONGLY AGREE	NOT APPLICABLE (N/A)	TOTAL
Is a good listener	4.19% 7	4.19% 7	8.38% 14	22.16% 37	53.29% 89	7.78% 13	167
Is available to help me	3.05% 5	7.32% 12	6.10% 10	31.10% 51	49.39% 81	3.05% 5	164
Provides me with accurate information	3.61% 6	5.42% 9	7.23% 12	30.12% 50	48.80% 81	4.82% 8	166
Makes my responsibilities clear	1.80% 3	5.39% 9	9.58% 16	32.34% 54	45.51% 76	5.39% 9	167
Makes their responsibilities clear	1.80% 3	6.59% 11	11.98% 20	30.54% 51	42.51% 71	6.59% 11	167
Keeps me up to date on changes in academic requirements	4.79% 8	4.79% 8	16.77% 28	33.53% 56	28.74% 48	11.38% 19	167
Encourages me to achieve my educational goals	4.79% 8	1.20% 2	13.77% 23	32.93% 55	39.52% 66	7.78% 13	167
Clearly defines advisor/advisee responsibilities	0.00% 0	0.00% 0	0.00% 0	0.00% 0	0.00% 0	0.00% 0	0
Helps me select courses I am ready for	3.01% 5	3.61% 6	11.45% 19	29.52% 49	45.18% 75	7.23% 12	166
Helps me select courses I am interested in	2.99% 5	3.59% 6	10.78% 18	30.54% 51	45.51% 76	6.59% 11	167
Encourages my interest in an academic discipline	3.01% 5	2.41% 4	18.67% 31	31.33% 52	34.94% 58	9.64% 16	166
Helps me to understand the importance of graduating on time	3.01% 5	3.61% 6	12.65% 21	34.34% 57	33.73% 56	12.65% 21	166
Helps me select courses that will keep me on track to graduate on time	3.59% 6	3.59% 6	8.38% 14	31.74% 53	44.31% 74	8.38% 14	167
Is a helpful and effective	4.82% 8	3.01% 5	10.24% 17	29.52% 49	46.99% 78	5.42% 9	166
I received quality advising this quarter	4.19% 7	2.99% 5	11.98% 20	25.15% 42	47.31% 79	8.38% 14	167
I would recommend my advisor to another student	5.99% 10	3.59% 6	11.98% 20	22.16% 37	51.50% 86	4.79% 8	167

Q11 If you could improve one thing about advising at GRC, what would it be?

Answered: 94 Skipped: 155

#	RESPONSES	DATE
1	Offer discussions of things the student struggles when it comes to being successful academically.	3/12/2025 8:22 PM
2	N/A	3/12/2025 6:28 PM
3	Everything is good	3/12/2025 6:07 PM
4	Depending on the person or advisor I think its best to show some empathy and understanding when talking to each other.	3/12/2025 5:30 PM
5	Idk	3/12/2025 10:06 AM
6	More free food	3/12/2025 9:43 AM
7	Maybe more advisers because it takes a while to get an appointment.	3/12/2025 9:15 AM
8	i would encourage the advisors to do a lot of research especially when it comes to transferring to four year universities	3/12/2025 6:30 AM
9	Nothing!	3/12/2025 12:39 AM
10	More open meeting times	3/11/2025 11:42 PM
11	Scheduling meetings	3/11/2025 11:36 PM
12	Checking in on students from time to time	3/11/2025 9:50 PM
13	My advisor just kind of talked to me weird. She seemed unsocial and she’s also new and it shows in our interactions	3/11/2025 9:29 PM
14	Nothing really, maybe try to have set times where they answer emails (I'm just an overthinker) because sometimes my advisor takes like 3 days to reply.	3/11/2025 9:08 PM
15	I havent used it enough to want to change anything	3/11/2025 8:42 PM
16	More office worker that speak different language besides English	3/11/2025 6:32 PM
17	Nothing I find it very helpful.	3/11/2025 6:30 PM
18	Unsure	3/11/2025 6:28 PM
19	Nothing	3/11/2025 6:09 PM
20	Nothing	3/11/2025 6:02 PM
21	Maybe communication from my advisor when they are taking time off, sometimes the emails from Lindsey can be a little bit vague so direct communication from my advisor would be nice but I do appreciate the emails sent by RS!	3/11/2025 5:51 PM
22	Shows us all the options whether they are good or bad for us.	3/11/2025 5:43 PM
23	Appointments, the appointment waits are super long.	3/11/2025 5:40 PM
24	It would be cool if our advisors had a database of information so that we could preview some topics within the class before choosing it	3/11/2025 5:37 PM
25	Not sure.	3/11/2025 5:19 PM
26	Paying attention to details and telling us about changes that must be made in a timely manner.	3/11/2025 5:15 PM
27	A new advisor. The running start department as a whole is informative and communicative but	3/11/2025 4:47 PM

	my advisor has not been helpful in any way.	
28	Nothing currently.	3/11/2025 4:21 PM
29	n/a	3/11/2025 4:17 PM
30	Not sure it has to do with advising but it would be nice to have some running start mixer events to meet other students throughout the year.	3/11/2025 4:17 PM
31	Make it more comprehensive to students specific education plans. For example, telling me what courses I should take to complete prerequisites in the degree I want to get at the university I'm transferring to in the future	3/11/2025 4:08 PM
32	The appointment availability.	3/11/2025 4:08 PM
33	I wish that I could have more time to talk with my advisor instead of the strict time rules	3/11/2025 4:07 PM
34	Pushing out more emails to students who don't communicate with them as often.	3/11/2025 4:06 PM
35	N/A	3/11/2025 4:06 PM
36	Not much but maybe more available drop in hours when it's time to start enrolling for classes.	3/11/2025 4:05 PM
37	Nothing	3/11/2025 4:03 PM
38	Nothing currently.	3/11/2025 1:45 PM
39	Make it a habit to check in with students	3/10/2025 4:24 PM
40	Know more that just your little box. Not helpful	3/5/2025 9:09 AM
41	There is a need to inform dually enrolled students like myself who are interested in transferring that we should apply as a first year in Fall and not as a transfer in Winter	3/2/2025 5:09 PM
42	N/A	3/1/2025 12:18 PM
43	I don't think this is realistic, but checking the teachers out on Rate My Professor. Some courses I've taken could've been very interesting, however the teachers sometimes make it impossible to succeed.	3/1/2025 10:28 AM
44	nothing	2/28/2025 12:14 PM
45	N/A.	2/28/2025 12:28 AM
46	guidance on which courses to take in order	2/27/2025 1:29 PM
47	Accuracy of classes for future quarters. Sometimes classes are advertised as being available multiple quarters when they are only available one quarter. It makes it difficult to stay on track for degree completion when a class you had slotted into your degree plan is no longer offered the planned quarter.	2/27/2025 12:37 PM
48	Nothing	2/27/2025 11:43 AM
49	More check in with students	2/27/2025 11:03 AM
50	Nothing at this time	2/27/2025 9:54 AM
51	More Advisors	2/27/2025 9:29 AM
52	In Navigate 360, it would be nice to see all available time slots with an advisor instead of going the hoops of filters.	2/27/2025 8:55 AM
53	Nothing	2/27/2025 8:44 AM
54	My experience has been wonderful so far, so I don't have any complaints	2/27/2025 8:25 AM
55	Make the writing clearer, inform students better on how to connect with the adivisor	2/27/2025 8:23 AM
56	I wish that my advisor knew what she was talking about, or that she did not ignore my emails for the first 2 months of my enrollment	2/26/2025 11:24 PM
57	I think advising at GRC very nice, friend, always to help students understanding their case.	2/26/2025 11:02 PM
58	Nothing	2/26/2025 5:16 PM

59	I know that the advisors are very busy but i did a drop in advising the other day, and he wasn't very patient.	2/26/2025 4:39 PM
60	I think it's really essential that we invest in robotic audio microchip implants. this would make everything the advisors say sound more awesome, therefore students would be more open to advice because their advisors would sound like the cylons from Battlestar Galactica. super cool.	2/26/2025 4:18 PM
61	more drop in advising options	2/26/2025 3:05 PM
62	Say more about what kind of courses you need for your degree	2/26/2025 1:24 PM
63	nothing	2/26/2025 12:30 PM
64	I would stop the switching of my advisors.	2/26/2025 12:03 PM
65	N/a	2/26/2025 11:27 AM
66	There is Nothing I can think of at this time	2/26/2025 11:15 AM
67	I think there should be enough staff members to show student a direction to the advisor’s room.	2/26/2025 11:07 AM
68	Increase availability of advising; not for drop-in advisors	2/26/2025 11:04 AM
69	More accurate information and redirecting to helpful resources	2/26/2025 11:00 AM
70	I don't know	2/26/2025 10:46 AM
71	Neutral. I'm not very good at thinking of questions to ask, so I don't have many opportunities to talk with my advisor.	2/26/2025 10:24 AM
72	Availability	2/26/2025 10:05 AM
73	Everything is fine	2/26/2025 10:03 AM
74	Each advisor has too many students to be responsible for	2/26/2025 10:02 AM
75	Everything, I think the advising here could use a lot of improvement. I’ve been moved around already and this is only my second quarter. I’ve also heard from other people that they get moved around a lot between the advisors. Educational plans get messed up, courses that students are supposed to take get forgotten, advisors are not available for a meeting until more than a month later, I’ve been asked to make an educational plan twice so they apparently keep on forgetting I’m a gap year student. To me it just al seems a bit messy.	2/26/2025 9:52 AM
76	Get more advisors as some advisors seem too busy advising several majors	2/26/2025 9:44 AM
77	There isn’t one	2/26/2025 9:40 AM
78	Have more appointment face to face	2/26/2025 9:29 AM
79	I don’t have comment this questiom	2/26/2025 9:28 AM
80	I would want my advisor to be a little more helpful when asking clarifying questions, sometimes I feel like I get dismissed to figure things out.	2/26/2025 9:06 AM
81	If I could meet my advisor, if possible.	2/25/2025 12:14 PM
82	My advisor was so bad made an appointment because no one has ever helped me with advising my last school in Ohio didn’t let you register without talking to an advisor I drove 40 minutes in a Thursday morning out of my way to meet an advisor that never ever replied to my email notifs about our meeting and I show up just for her to come out 30 minutes late and tell me she can’t help me very wasteful and I ended up hating this school and I’m looking for a replacement after this next quarter the ordination between advisors and teachers is very negligent and needs to be improved. Also instructors Lynn Kanninen from ASIM 101 is a joke she yells at students flying a virtual plane reminds me of my mother when I learned to drive no one can learn like that get someone with some sense of humor instead of some teachers who are old and hate life already.	2/25/2025 4:48 AM
83	Maybe I’m just not doing something right, but I just feel like it’s extremely confusing trying to navigate how to get in contact. Especially if I’m being directed to other places.	2/24/2025 9:40 PM

84	N/A	2/24/2025 8:00 PM
85	Ensure CTC is updated to reflect advisor information. Encourage advisors to send out emails to their students, providing open office hours like they used to.	2/24/2025 7:36 PM
86	Assist students with identifying the correct person to contact. The initial email said to schedule new student advising, this was incorrect. I was then advised to contact a transfer student advisor. This turned out to also be incorrect	2/24/2025 3:25 PM
87	Make it easier to navigate the website	2/24/2025 1:43 PM
88	I guess focus more on the what jobs you can look forward to or expect after graduating	2/24/2025 1:17 PM
89	none	2/24/2025 12:29 PM
90	No notes	2/24/2025 11:52 AM
91	when choosing classes telling the exact day when it's going to start.	2/24/2025 11:00 AM
92	Honestly the Software Development and IT department have great faculty advisors. The main campus advisors struggled to help me get into the right classes for data analytics and software dev degree.	2/24/2025 10:56 AM
93	Nothing , pretty good so far	2/24/2025 10:28 AM
94	Nothing! Including a full day each quarter for advising helped immensely with scheduling an appointment! You don’t have to wait two weeks out to talk about any concerns you may have.	2/24/2025 10:28 AM

Q12 What do you really appreciate about your advisor?

Answered: 96 Skipped: 153

#	RESPONSES	DATE
1	They give off a positive energy that makes me feel comfortable to talk to them.	3/12/2025 8:22 PM
2	I really apreciate the timely manner in which my advisor answers my emails. I also appreciate the clear and concise information I recieve to my questions during meetings. It really helped me understand exactly what I need to do during my time here at Green River.	3/12/2025 6:28 PM
3	The way she is trying to help	3/12/2025 6:07 PM
4	I appreciate her knowledge on what to take and the options available.	3/12/2025 5:30 PM
5	She helps and took her time with me	3/12/2025 10:06 AM
6	On time with responses, genuinely helps	3/12/2025 9:43 AM
7	I appreciate that she wants me to graduate on time.	3/12/2025 9:15 AM
8	the fact that she helped me get into to one of the classes i really needed	3/12/2025 6:30 AM
9	I really appreciate how attentive Mr. Stevenson is and how he’s finding solutions to your problems or clarification for anything and is very sweet!	3/12/2025 12:39 AM
10	Efficiency and clarity of word	3/11/2025 11:42 PM
11	Their time and effort	3/11/2025 11:36 PM
12	They give you various solutions to a different problems	3/11/2025 9:50 PM
13	She helps me	3/11/2025 9:29 PM
14	I like how communicative she is, and how she's super easy to talk to. I never once felt nervous to talk to her.	3/11/2025 9:08 PM
15	I've never met with her	3/11/2025 8:42 PM
16	I appreciate their organization system. When Karina sends my after meeting email, the Excel sheet is easy to read and the AA degree catalog is easy to find. Very helpful.	3/11/2025 8:39 PM
17	Kindness	3/11/2025 6:32 PM
18	How enjoyable it was to talk to him the first day of meeting.	3/11/2025 6:30 PM
19	He was really friendly and approachable from the get-go, being extremely helpful with getting me the help I needed when I needed it	3/11/2025 6:28 PM
20	Her work and dedication to help me choose class and set goals together	3/11/2025 6:09 PM
21	He answers all my questions and doesn’t hold back on information.	3/11/2025 6:02 PM
22	I feel like I can talk to her comfortably and express my needs and wants for classes	3/11/2025 5:51 PM
23	They respond.	3/11/2025 5:43 PM
24	I appreciate my advisor for all of her advice and support	3/11/2025 5:42 PM
25	Quick to answer, helpful.	3/11/2025 5:40 PM
26	I appreciate that my advisor is very familiar with the courses at GRC	3/11/2025 5:37 PM
27	How friendly she is.	3/11/2025 5:19 PM
28	When I electronically communicate, my advisor responds in a timely and effective manner.	3/11/2025 5:15 PM
29	She has been extremely helpful with selecting classes and creating and ed plan that benefits	3/11/2025 4:21 PM

	me.	
30	she is very communicative and is able to respond to change well	3/11/2025 4:17 PM
31	I felt heard and seen by my advisor Loree in our meeting last month. She didn't rush through our meeting and gave fantastic info. She even allowed my Aunt to be on our zoom call. I like that she constantly asked what I thought about certain things regardless of another adult (my aunt) being on the call. I could tell she just wanted me to win!	3/11/2025 4:17 PM
32	Her allowing me to be picky about what classes I want to take as long as they are in the required category	3/11/2025 4:08 PM
33	I really appreciate that my questions get throughly and accurately answered.	3/11/2025 4:08 PM
34	Every time I walk out of her advising room, I feel SO much better about myself and my college career path. It's like a breath of fresh air	3/11/2025 4:07 PM
35	The quickness she takes to respond to me.	3/11/2025 4:06 PM
36	everything	3/11/2025 4:06 PM
37	He explains the courses very well and what they offer.	3/11/2025 4:05 PM
38	fast answering	3/11/2025 4:03 PM
39	Always helpful	3/11/2025 4:03 PM
40	Listening and giving direct responses to my questions.	3/11/2025 1:45 PM
41	They are there when needed for guidance and are helpful on achieving your goals.	3/10/2025 4:24 PM
42	On time to meetings	3/5/2025 9:09 AM
43	Enthusiastic and welcoming personality	3/2/2025 5:09 PM
44	She's very empathetic and understanding of my issues	3/1/2025 12:18 PM
45	They're organized and they give me a good idea about my future.	3/1/2025 10:28 AM
46	I appreciate my advisor for showing me the right path to take to transfer to the university.	2/28/2025 12:14 PM
47	Tells me EXACTLY what I need to do.	2/28/2025 12:28 AM
48	She's welcoming.	2/27/2025 2:42 PM
49	availability for zoom appts	2/27/2025 1:29 PM
50	My advisor goes above and beyond to help students stay on track for their degree.	2/27/2025 12:37 PM
51	The ease of scheduling	2/27/2025 11:43 AM
52	Availability, care and genuine concern	2/27/2025 9:54 AM
53	Friendlyness and Professionalism	2/27/2025 9:29 AM
54	Karianna and Alex are incredibly supportive. Very helpful with figuring out what I need her but also applications for my future.	2/27/2025 8:55 AM
55	She truly cares.	2/27/2025 8:44 AM
56	She's incredibly understanding, and gives me all the options when I'm having a problem. She responds quickly and effectively, and updates me if anything changes	2/27/2025 8:25 AM
57	She helps me as soon as she can	2/27/2025 8:23 AM
58	I totally appreciate my advisor Roni during I am studying at GRC, especially process of study, and graduation as well as my OPT.	2/26/2025 11:02 PM
59	Easy to talk to	2/26/2025 5:16 PM
60	Very nice and really try to fulfill my request. And she listens to what i have to say.	2/26/2025 4:39 PM
61	he's really good at differentiating my wants with my needs when what I want might not be what I need. don't know if that makes sense. He tries really hard to keep me on track and help me	2/26/2025 4:18 PM

	manage my classes the way I need to. he's very kind and communicative. Very reliable. I always know that I can trust his advice, and even though I may not like it sometimes, he hasn't steered me wrong yet. :)	
62	their helpful nature	2/26/2025 3:05 PM
63	He is very nice	2/26/2025 1:24 PM
64	He listens to my concerns and suggest a better way, and also he made my education plan very fast.	2/26/2025 12:30 PM
65	personable, kind, helpful	2/26/2025 12:03 PM
66	Able to answer all sorts of questions I ask	2/26/2025 11:27 AM
67	The minute details they are able to share with me	2/26/2025 11:15 AM
68	My advisor is always ready to provide invaluable strategic direction and guidance for my educational journey.	2/26/2025 11:07 AM
69	They’re really helpful with accurate ideas and advice whenever I need!	2/26/2025 11:04 AM
70	Laying out a plan to finish my degree	2/26/2025 11:00 AM
71	Answer quickly and clearly	2/26/2025 10:46 AM
72	Same as Q10	2/26/2025 10:24 AM
73	Compassion and genuine interest in my education	2/26/2025 10:05 AM
74	Easy going and warm	2/26/2025 10:03 AM
75	Helpful in my path to transferring to a university	2/26/2025 10:02 AM
76	My previous advisor was really helpful. He tried to find best university for my major and even he contacted to university which I wanted to transfer and asked them which classes I should take for transfer. I really appreciate it.	2/26/2025 9:50 AM
77	Speedy	2/26/2025 9:44 AM
78	He is a good listener	2/26/2025 9:40 AM
79	My advisor help me a lot when I got trouble with class	2/26/2025 9:29 AM
80	She is very nice and friendly	2/26/2025 9:28 AM
81	She helped me set up my classes	2/26/2025 9:06 AM
82	She's extremely understanding	2/25/2025 11:14 PM
83	It was good introducing each other but I never got to interact with him after that one time.	2/25/2025 12:14 PM
84	Nothing at all. Naur	2/25/2025 4:48 AM
85	I’ve met with AN advisor , but not the one that I was told is MY advisor; the one I met with gave me great direction though, I think her name was Aileen	2/24/2025 9:40 PM
86	They understand the responsibilities I have and help work around them to help me succeed.	2/24/2025 8:00 PM
87	I was never contacted by my advisor this quarter. And previous quarters Nicole Harris was my advisor and she was very communicative in providing her availability as well as providing advisement on courses and next steps.	2/24/2025 7:36 PM
88	As soon as I find one, I will let you know.	2/24/2025 3:25 PM
89	Easy to talk to	2/24/2025 1:43 PM
90	That he listens to my confusing plan of action and then proposes a solution to take to meet my goal	2/24/2025 1:17 PM
91	willing to help me, speciallity when Iam feeling lost	2/24/2025 12:29 PM
92	Very knowledgeable on the area of question and was able to clearly define parameters to be met.	2/24/2025 11:52 AM

93	Guiding me where do I could ask for help on homework.	2/24/2025 11:00 AM
94	They were able to make my interesting history of classes and poor planning into a successful educational plan.	2/24/2025 10:56 AM
95	The communication, even if I email a simple question he responds right away	2/24/2025 10:28 AM
96	I appreciate her taking the time to go over an educational plan with me. She also keeps me updated on any news regarding my program! I really appreciate that she is always available or makes herself available to speak with students- very quick to respond!	2/24/2025 10:28 AM

Q13 Is there anything you wish your advisor would have mentioned in your appointments?

Answered: 89 Skipped: 160

#	RESPONSES	DATE
1	not really	3/12/2025 8:22 PM
2	N/A	3/12/2025 6:28 PM
3	I don’t have any	3/12/2025 6:07 PM
4	Things I would need to do or sign up for. If I am on track with the classes, I am taking.	3/12/2025 5:30 PM
5	No	3/12/2025 10:06 AM
6	N/A	3/12/2025 9:43 AM
7	I wish she would have told me what to do if I didn't get the classes that I needed.	3/12/2025 9:15 AM
8	Nope!	3/12/2025 12:39 AM
9	Transferring to a different school	3/11/2025 11:42 PM
10	That online college is best	3/11/2025 11:36 PM
11	About different colleges and Graduation	3/11/2025 9:50 PM
12	I didn’t realize had to take pols 202 for BYU because all she put it on the sheet on that I needed to take any pols class so I had to take an extra one…I was really unhappy about rhat	3/11/2025 9:29 PM
13	Maybe alternative classes but other than that not really.	3/11/2025 9:08 PM
14	no	3/11/2025 8:42 PM
15	No everything good	3/11/2025 6:32 PM
16	no	3/11/2025 6:30 PM
17	Not particularly, I felt satisfied with my appointments	3/11/2025 6:28 PM
18	No	3/11/2025 6:09 PM
19	No	3/11/2025 6:02 PM
20	I met with her when she was still pretty new so she was a little bit quiet and still figuring things out so I can’t really say!	3/11/2025 5:51 PM
21	No.	3/11/2025 5:43 PM
22	Not that I can think of.	3/11/2025 5:40 PM
23	More information on how the transfer process works from green river to some place else	3/11/2025 5:37 PM
24	No.	3/11/2025 5:19 PM
25	Important dates to graduation, important info on enrollment. Thankfully the RS email communication kept me up to date.	3/11/2025 4:47 PM
26	Nope!	3/11/2025 4:21 PM
27	n/a	3/11/2025 4:17 PM
28	No. She covered everything from my highschool grad requirements, class recommendations based on my interests, and CTE credits I have at my highschool and how to transfer them.	3/11/2025 4:17 PM
29	Not really	3/11/2025 4:08 PM

30	What other choices I have in certain situations (e.g. dropping a class and what other options I have).	3/11/2025 4:08 PM
31	How some professors aren't recommended and to recommend ones who are good.	3/11/2025 4:07 PM
32	N/A	3/11/2025 4:06 PM
33	not yet it's upcoming	3/11/2025 4:06 PM
34	No	3/11/2025 4:05 PM
35	No	3/11/2025 4:03 PM
36	Nothing at this time.	3/11/2025 1:45 PM
37	More about financial aid and which ones to apply for	3/10/2025 4:24 PM
38	Options that I have within the College.	3/5/2025 9:09 AM
39	There is a need to inform dually enrolled students like myself who are interested in transferring that we should apply as a first year in Fall and not as a transfer in Winter	3/2/2025 5:09 PM
40	No	3/1/2025 12:18 PM
41	They might have mentioned it, but CTE courses needed for running start students.	3/1/2025 10:28 AM
42	There is nothing.	2/28/2025 12:14 PM
43	No.	2/28/2025 12:28 AM
44	The requirements that I need to transfer that are specific to my major.	2/27/2025 2:42 PM
45	that some classes are only offered once a year so plan classes wisely	2/27/2025 1:29 PM
46	No	2/27/2025 11:43 AM
47	No	2/27/2025 9:54 AM
48	Nope, I always got the answers needed and more.	2/27/2025 9:29 AM
49	No	2/27/2025 8:55 AM
50	No	2/27/2025 8:44 AM
51	No	2/27/2025 8:25 AM
52	Not that i can think of	2/27/2025 8:23 AM
53	That financial aid is available for students, when she told me it isn't. Or actually sending me forms I needed to fill out and submit without me having to find out about it from the financial aid office and then force her to follow up with me about it so I could submit the form myself	2/26/2025 11:24 PM
54	I really like her.	2/26/2025 11:02 PM
55	No	2/26/2025 5:16 PM
56	Not that i can think of.	2/26/2025 4:39 PM
57	I wish he told me my shoe was untied before I tripped that one time. would've been really helpful :(	2/26/2025 4:18 PM
58	no	2/26/2025 3:05 PM
59	The courses i need foe my degree	2/26/2025 1:24 PM
60	Make sure to check my enrollment day and how to do it.	2/26/2025 12:30 PM
61	No	2/26/2025 12:03 PM
62	How many credits I need or if I were able to choose my own courses that is not in the ed plan	2/26/2025 11:27 AM
63	There is Nothing I can think of at this time	2/26/2025 11:15 AM
64	As long as my advisor answered my questions that I want to know, there is nothing else I wish for.	2/26/2025 11:07 AM

65	Nope	2/26/2025 11:04 AM
66	No	2/26/2025 11:00 AM
67	No	2/26/2025 10:46 AM
68	Same as Q10	2/26/2025 10:24 AM
69	Transferring	2/26/2025 10:05 AM
70	Nothing Specific	2/26/2025 10:03 AM
71	None, I have asked everything I need to know when I’m meeting with him	2/26/2025 10:02 AM
72	Give more information on how previous students did for a class that I am going to take.	2/26/2025 9:44 AM
73	Nothing All perfect	2/26/2025 9:40 AM
74	No, I'm not	2/26/2025 9:29 AM
75	I have no idea	2/26/2025 9:28 AM
76	Benefits of having my CMA with the program	2/26/2025 9:06 AM
77	N/A	2/25/2025 12:14 PM
78	I wish they would’ve emailed me before wasting my morning.	2/25/2025 4:48 AM
79	N/A	2/24/2025 9:40 PM
80	N/A	2/24/2025 8:00 PM
81	Who they would be. I reached out to get clarification of who my advisor was and received multiple conflicting information resulting me to be left in a place where I did not receive appropriate guidance.	2/24/2025 7:36 PM
82	The initial email said to schedule new student advising, this was incorrect. I was then advised to contact a transfer student advisor. This turned out to also be incorrect	2/24/2025 3:25 PM
83	Career exploration programs	2/24/2025 1:43 PM
84	Not at all	2/24/2025 1:17 PM
85	no	2/24/2025 12:29 PM
86	No	2/24/2025 11:00 AM
87	Possibly networking opportunities, or internships if applicable.	2/24/2025 10:56 AM
88	Not that I can think of	2/24/2025 10:28 AM
89	Nope! She does a good job covering all topics she goes above and beyond!	2/24/2025 10:28 AM

Q14 What constructive feedback would you give your advisor?

Answered: 85 Skipped: 164

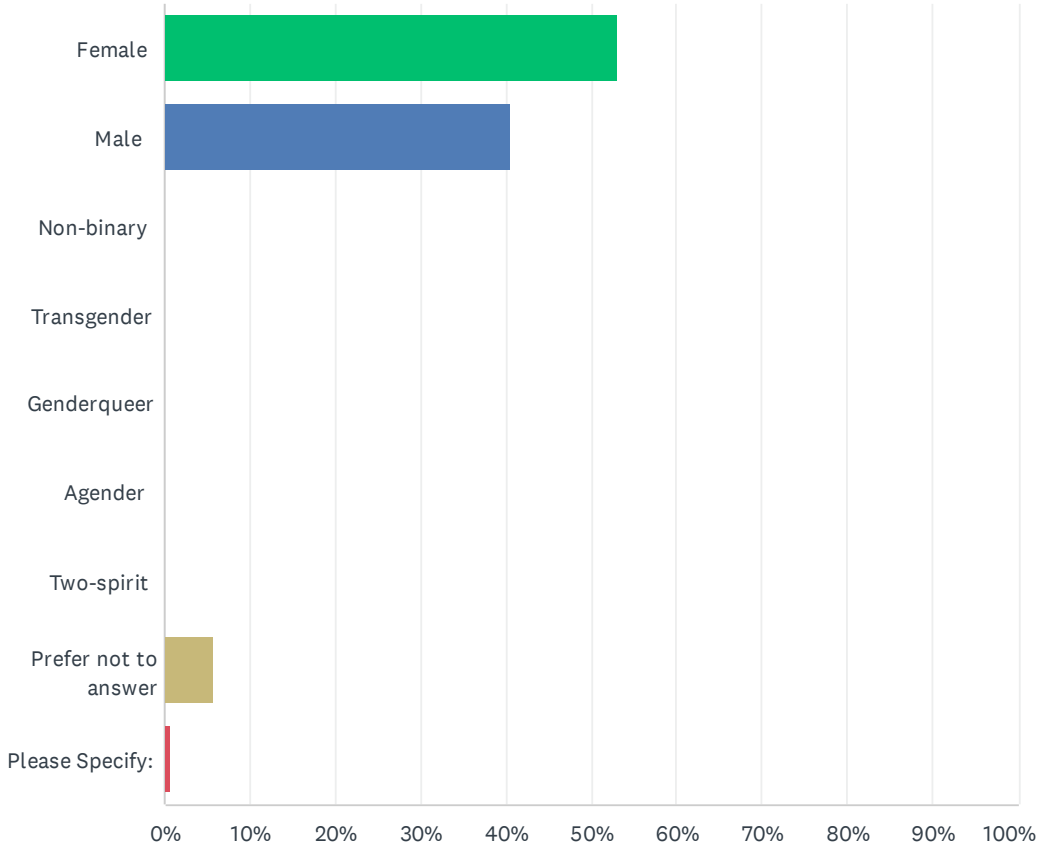
#	RESPONSES	DATE
1	Im not sure at the moment	3/12/2025 8:22 PM
2	N/A	3/12/2025 6:28 PM
3	I thank for your help.	3/12/2025 6:07 PM
4	I would like to say to seek interest in the students.	3/12/2025 5:30 PM
5	Hello	3/12/2025 10:06 AM
6	Continue doing their best	3/12/2025 9:43 AM
7	Be patient with students.	3/12/2025 9:15 AM
8	to do more research about transferring to a four year university	3/12/2025 6:30 AM
9	I would like to hear your opinion more and you don’t have to sugarcoat things	3/12/2025 12:39 AM
10	Be more cheerful and encouraging	3/11/2025 11:42 PM
11	They are such a hard working person and to keep it up because it means a lot for us students.	3/11/2025 11:36 PM
12	Keep up the good work	3/11/2025 9:50 PM
13	Become more social and clear with instructions. Help me make sure my whole plan will transfer to new college.	3/11/2025 9:29 PM
14	None - it's obvious she's doing the best she can, and given the fact she has a bunch of kids to advise, i think she's crushin it.	3/11/2025 9:08 PM
15	nothing	3/11/2025 8:42 PM
16	She’s very nice	3/11/2025 6:32 PM
17	Nothing.	3/11/2025 6:30 PM
18	Unsure	3/11/2025 6:28 PM
19	To keep working hard and being yourself	3/11/2025 6:09 PM
20	Nothing	3/11/2025 6:02 PM
21	Work faster.	3/11/2025 5:43 PM
22	Keep doing what you’re doing!	3/11/2025 5:37 PM
23	None.	3/11/2025 5:19 PM
24	I’ve had Ramsey as an advisor for 2 years and I not ever had a pleasant experience. The first time I met to create my Ed plan I left more confused than when I came. When I came to revise it she canceled on me and Devan took the meeting and was very helpful to get me on track for graduation. Every meeting I feel as if I am an inconvenience to her and I have a hard time getting straight answers to my questions. If it were not for Devan I wouldn’t be graduating on time.	3/11/2025 4:47 PM
25	None!	3/11/2025 4:21 PM
26	she does very well	3/11/2025 4:17 PM
27	[shoulder shrug] don’t have any! Loree is awesome! Please don’t ever change my advisor.	3/11/2025 4:17 PM
28	Idk	3/11/2025 4:08 PM

29	N/A	3/11/2025 4:08 PM
30	Thank you so much for being my advisor. It’s been quite a journey, and all of my anxieties about college have been through class management and career paths, so having you as an advisor was the best part about green river. Thank you again :)	3/11/2025 4:07 PM
31	N/A	3/11/2025 4:06 PM
32	Good	3/11/2025 4:06 PM
33	Nothing everything is great	3/11/2025 4:05 PM
34	Nothing	3/11/2025 4:03 PM
35	Serve coffee and donuts at our next appointment. Just kidding, but that would be awesome. HaHaHa!	3/11/2025 1:45 PM
36	Help with financial aid more and where to look.	3/10/2025 4:24 PM
37	Keep up the good works! All the best. :-)	3/5/2025 10:06 AM
38	Do more	3/5/2025 9:09 AM
39	Is it possible to have more available meeting hours? Only being able to meet a month having a need for advise is often too late for a student.	3/2/2025 5:09 PM
40	N/A	3/1/2025 12:18 PM
41	I would like to recommend my advisor to other or new students.	2/28/2025 12:14 PM
42	To never stop advising because they are good at it.	2/28/2025 12:28 AM
43	Thanks for all the help!	2/27/2025 11:43 AM
44	None at this time.	2/27/2025 9:54 AM
45	Keep it up, good work.	2/27/2025 9:29 AM
46	My team is doing great! No complaints. Sometimes replies can be a little slow, but I know that they have a full plate and I know if I really needed an immediate response/help they would be more than happy to jump in.	2/27/2025 8:55 AM
47	Nothing	2/27/2025 8:44 AM
48	Keep doing what you're doing! I've mentioned before how I hope I get as good of an advisor as I have at Green River when I transfer to a university.	2/27/2025 8:25 AM
49	she messed up my ed plan and told me i had to take classes i didn’t need to and my old credits won’t fit a requirement but it does but fixed it later but i had already picked classes so it was a little frustrating	2/27/2025 8:25 AM
50	Help students to know their resources, its not taught well to or unhelpfully general	2/27/2025 8:23 AM
51	If have ten star, I give her all><	2/26/2025 11:02 PM
52	Nothing	2/26/2025 5:16 PM
53	just be the way you are right now.	2/26/2025 4:39 PM
54	don't be afraid to help people journey outside of their comfort zone. sometimes what's easiest isn't always necessarily what's best :)	2/26/2025 4:18 PM
55	Roni's a really chill person, every time I felt I am in trouble, she always has a solution for me. She's amazing.	2/26/2025 3:05 PM
56	Talk more about the degree progress	2/26/2025 1:24 PM
57	You're good!	2/26/2025 12:30 PM
58	Don't have any	2/26/2025 12:03 PM
59	N/a	2/26/2025 11:27 AM
60	There is Nothing I can think of at this time	2/26/2025 11:15 AM

61	My advising session with my advisor is highly beneficial because he assists me in resolving my dilemma of choosing the major while fostering proactive discussion about my interests and financial considerations.	2/26/2025 11:07 AM
62	She is awesome!	2/26/2025 11:04 AM
63	Your support really necessary for me and I'm excited to keep improving with your help	2/26/2025 10:46 AM
64	Same as Q10	2/26/2025 10:24 AM
65	None, she's very good	2/26/2025 10:05 AM
66	Nothing Specific	2/26/2025 10:03 AM
67	They're doing a very good job at keeping track of this many students at once	2/26/2025 10:02 AM
68	I wish my new advisor researched universities that have my major for me because I don't know very well about universities here as an international student, but she just said she does not even know which universities have my major and she just lets me research all by myself and she doesn't even tried to do that for me. I was disappointed at that.	2/26/2025 9:50 AM
69	Logically planned ed plan. Should share more information on classes and previous student experiences.	2/26/2025 9:44 AM
70	Just keep on doing like you always do	2/26/2025 9:40 AM
71	My advisor is good now.	2/26/2025 9:29 AM
72	No	2/26/2025 9:28 AM
73	Giving more guidance when it's requested as this is my first year in school after 12 years	2/26/2025 9:06 AM
74	Possibly a schedule for your availability.	2/25/2025 12:14 PM
75	Nothing she was horrible. Work on sending out an email if you know you can't help and instead of just saying sorry I can't help be helpful and connect me with someone who can and ensure I get my help the advisors name was Amy Davidson.	2/25/2025 4:48 AM
76	Delegate tasks and outsource more. It's making it difficult because all I want is a passcode and she hasn't responded to any of my 3 emails and the semester might just start soon if I'm not mistaken.	2/24/2025 9:40 PM
77	None! They're a great advisor	2/24/2025 8:00 PM
78	Reach out to your students, update CTC profile profiles	2/24/2025 7:36 PM
79	Please reach out to students. Don't make them find you	2/24/2025 3:25 PM
80	N/A	2/24/2025 1:43 PM
81	I'm really grateful to my advisors in MESA as they gave me direction, a purpose in life of what I want to be or become. I came in day one just trying college because I didn't know what I really wanted to do but their advice and the exposure to the resources and faculty I was able to find a path to take. So on and I'm truly thankful for the time they make for me as of now I'll be looking forward to transferring. And it's all thanks to their guidance	2/24/2025 1:17 PM
82	Very effective and productive.	2/24/2025 11:00 AM
83	My advisor is great and has helped me get on track to graduate on my terms. The entire SDEV faculty has been helpful to close friends of mine who are transferring to Green River.	2/24/2025 10:56 AM
84	None	2/24/2025 10:28 AM
85	No feedback!	2/24/2025 10:28 AM

Q15 What is your gender identity?

Answered: 141 Skipped: 108

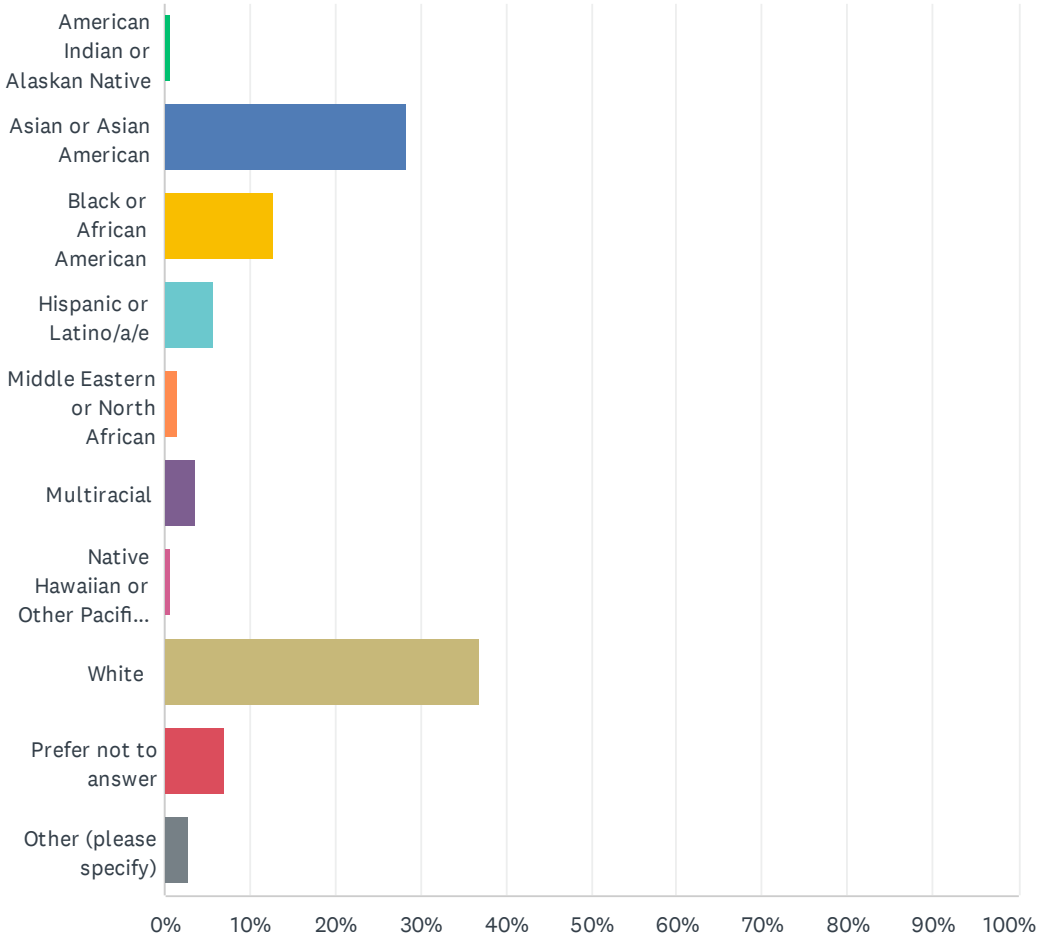


ANSWER CHOICES	RESPONSES	
Female	53.19%	75
Male	40.43%	57
Non-binary	0.00%	0
Transgender	0.00%	0
Genderqueer	0.00%	0
Agender	0.00%	0
Two-spirit	0.00%	0
Prefer not to answer	5.67%	8
Please Specify:	0.71%	1
TOTAL		141

#	PLEASE SPECIFY:	DATE
1	Very masculine male	2/25/2025 4:49 AM

Q16 What is your racial or ethnic background?

Answered: 141 Skipped: 108

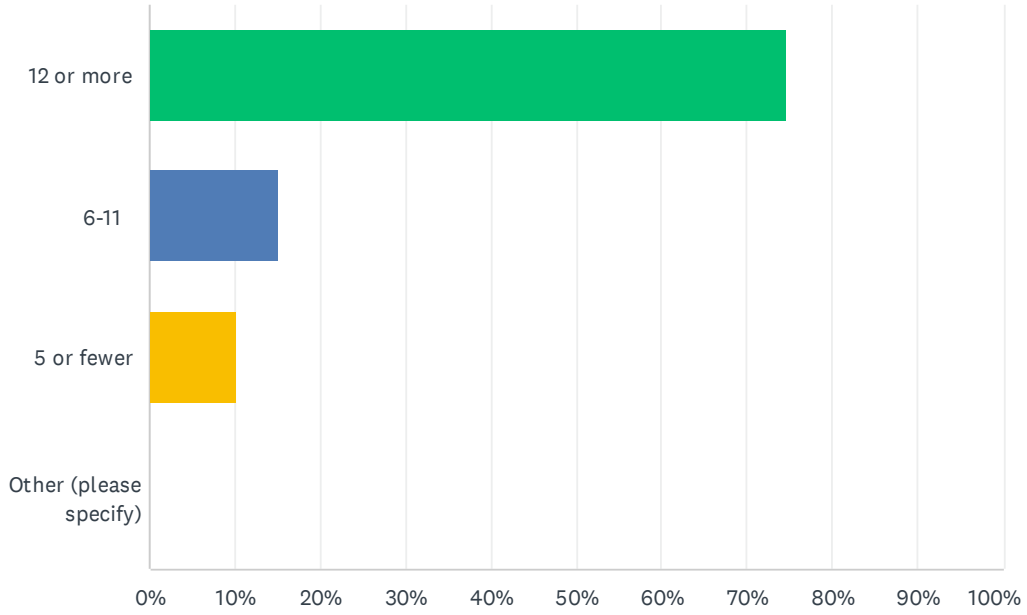


ANSWER CHOICES	RESPONSES	
American Indian or Alaskan Native	0.71%	1
Asian or Asian American	28.37%	40
Black or African American	12.77%	18
Hispanic or Latino/a/e	5.67%	8
Middle Eastern or North African	1.42%	2
Multiracial	3.55%	5
Native Hawaiian or Other Pacific Islander	0.71%	1
White	36.88%	52
Prefer not to answer	7.09%	10
Other (please specify)	2.84%	4
TOTAL		141

#	OTHER (PLEASE SPECIFY)	DATE
1	Ukrainian	3/11/2025 5:38 PM
2	Ukrainian	3/11/2025 4:04 PM
3	Asian	2/26/2025 11:07 AM
4	Ukrainian	2/24/2025 10:29 AM

Q17 How many college-level credits are you presently enrolled in at Green River and all other colleges and universities?

Answered: 138 Skipped: 111

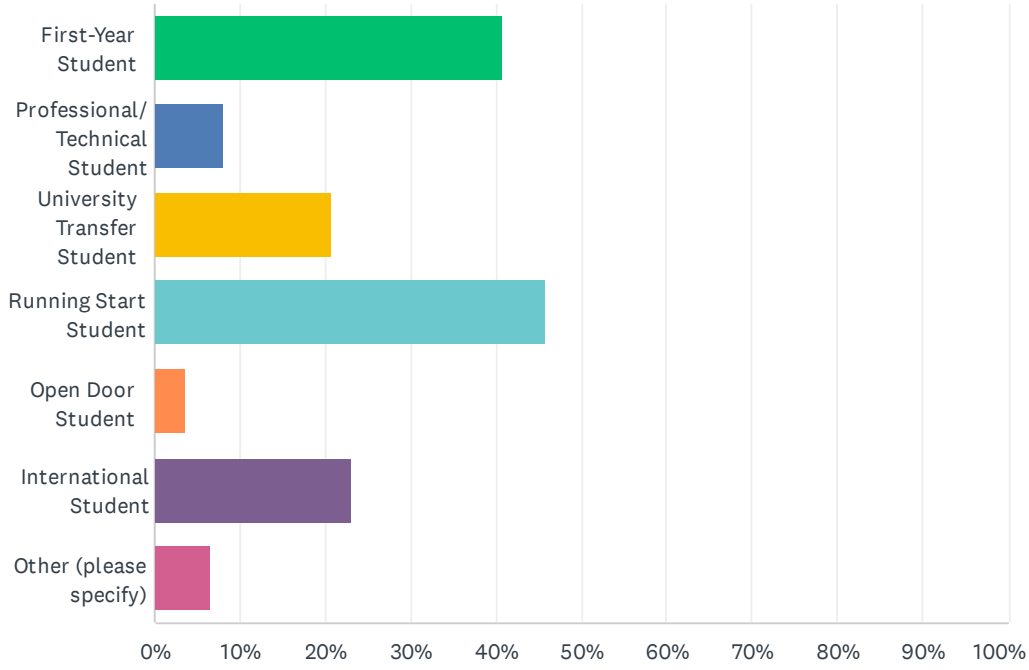


ANSWER CHOICES	RESPONSES	
12 or more	74.64%	103
6-11	15.22%	21
5 or fewer	10.14%	14
Other (please specify)	0.00%	0
TOTAL		138

#	OTHER (PLEASE SPECIFY)	DATE
	There are no responses.	

Q18 Do any of these categories apply to you? Check all that apply.

Answered: 135 Skipped: 114



ANSWER CHOICES	RESPONSES	
First-Year Student	40.74%	55
Professional/ Technical Student	8.15%	11
University Transfer Student	20.74%	28
Running Start Student	45.93%	62
Open Door Student	3.70%	5
International Student	22.96%	31
Other (please specify)	6.67%	9
Total Respondents: 135		

#	OTHER (PLEASE SPECIFY)	DATE
1	Veteran student. Also transfer	2/28/2025 1:16 PM
2	Second Bachelor's	2/27/2025 2:23 PM
3	veteran	2/27/2025 1:29 PM
4	Veteran	2/27/2025 12:38 PM
5	Dual enrollment	2/27/2025 11:03 AM
6	veteran	2/27/2025 11:03 AM
7	Gap year	2/26/2025 9:52 AM

8	Workforce Student	2/25/2025 12:15 PM
9	I am still unable to enroll, 7 weeks later...	2/24/2025 3:26 PM

PA&I Form

Program Assessment & Improvement
2025-26

[Name of Program]

Purposes, Scope, and Process

What is the Program and Improvement (PA&I) process?
The PA&I process is a reflective process that focuses on continuous improvement of instruction and learning. A systematic process provides faculty and administration an opportunity to engage in a collegial dialog about a department/program's quality, current state, and future direction.

What is the purpose of the PA&I?
The PA&I provides for a department-wide discussion for faculty to analyze the quality of their department/program as a whole, to affirm ways that the department/program is working well, and to implement improvements. It also helps inform and justify decisions about allocating resources including space, equipment and materials, and faculty positions.

The PA&I is intended to:

- *Improve the quality of the instructional programs offered by GRC*
- *Guide changes in curriculum, pedagogy, and faculty development to meet the needs of students and the community.*

The PA&I is NOT:

- *Used to evaluate faculty performance*
- *Used to eliminate departments/programs*

Principles guiding the PA&I subcommittee in identifying a process for GRC:

- Process identified must have value added.
- Process identified must be transparent, effectively communicated between faculty and administrators, and not open to the general public.
- Process must balance the need for transparency with the need to avoid putting programs in jeopardy.
- Not all departments are measured equally well by each metric.
- Each metric must be clearly defined so people understand the data.
- Use both quantitative and qualitative data; there is no single or group of metrics that can identify action, we will need to add context

Scope
At Green River College, the PA&I process applies:

- Professional/technical (except those programs with accreditation requirements)
- Transfer

Frequency of Program Review
Departments/programs shall conduct PA&I on a five-year rotating cycle.

Definition of Program
For the purpose of PA&I, a "program" in transfer shall be defined as follows:

- By department or discipline, as determined by faculty and dean

Process and Timeline
The PA&I process is overseen and coordinated by the Vice President of Instruction (VPI). The process begins fall quarter and ends spring quarter.

The review process for completed documents is as follows:

- Faculty submit completed document to division chair and dean to review - > dean submits report to the Vice President of Instruction to review -> Vice President of Instruction holds summary meeting with faculty, division chair, and dean to discuss results and recommendations - > Vice President of Instruction submits approved recommendations to President for final approval.

The timeline for process is as follows:

September 25	– 1st notification to dean/div chair/faculty for programs scheduled for PA&I. – VPI notifies IE which programs are scheduled for PA&I.
November 6	– VPI/IE holds initial kick-off meeting with program faculty, division chair, and dean to go over process, timeline, and document.
November 24	– IE emails *PA&I Document* with the data generated to program faculty, division chair, and dean **or** faculty, division chair, and dean are notified of dashboard(s) on the IE site that contain PA&I data.
November 24 – April 3	– Faculty complete PA&I document.
April 6	– Faculty submit completed *PA&I Document* to division chair and dean to review.
April 6 – April 10	– Dean and division chair review completed *PA&I Document*.
April 10	– Dean submits completed *PA&I Document* to VPI to review.
April 13 – April 24	– VPI reviews completed *PA&I Document*.
April 27 – June 5	– VPI holds summary meetings with program faculty, division chair, dean, and IE.

Completed by:

The department/program faculty listed below collaborated to prepare this PA&I. Statements included herein accurately reflect the conclusions and opinions of the department/program faculty.

Date Submitted: Click here to enter a date.

Faculty: Click here to enter name of faculty completing review.

Reviewed by:

Vice President of Instruction: Date:

Dean of Instruction: Date:

Division Chair: Date:

Outcome:

☐ PA&I Approved

☐ PA&I Returned for Further Work

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Section A: Executive Summary

This section is to be completed by department/program faculty as a group. Please provide a brief summary of what the major strengths and concerns are for your department/program based on finding through this process.

Program Strengths:

Click here to enter text.

Program Concerns:

Click here to enter text.

Faculty recommendations for program improvement:

Click here to enter text.

Section B: Description of Program

Questions 1 through 7 in this section are to be completed by department/program faculty as a group. If a question is not applicable to your department/program, please indicate "NA" and go to next question.

1. **Description of instructional program, transfer discipline, or academic area.**

   Click here to enter text.

2. **Does the program have a mission statement? If so, please enter it below.**

   Click here to enter text.

3. **List degrees and certificates offered by the department/program, if any.**

   Click here to enter text.

4. **List concentrations offered by the department/program, if any.**

   Click here to enter text.

5. **List any concentrations the department/program courses may contribute to, if any. List courses under each concentration.**

   Click here to enter text.

6. **What are the program goals/objectives for the next five years?**

   Click here to enter text.

7. **Describe progress in achieving goals outlined in the previous program review?**

   Click here to enter text.

Section C: Program Enrollment

This section is to be completed by department/program faculty as a group.

The department/program data in Tables 1 and 2 are provided by the IE Office.

Table 1. Enrollment Trends

	2020-21	2021-22	2022-23	2023-24	2024-25
Annualized FTES					
Annual Enrollment					
Annual Student-Faculty Ratio					

Table 2. Student Demographics

	2020-21	2021-22	2022-23	2023-24	2024-25
Annual Unduplicated Headcount					
By Gender					
% Female					
% Male					
Median Age					
Students of Color (%)					
Low-Income (%)					
By Type of Student					
% State					
% Running Start					
% International					
By Enrollment Status					
% New					
% Continuing					
By Enrollment Type					

% Face-to-Face					
% eLearning					

Discuss/comment on enrollment trends for your department/program.

Click here to enter text.

Sources for enrollment data:

- Daily FTE Trend by Quarter
- Enrollment and Annualized FTEs by Course, Dean, Division, and Department
- Historical Course Enrollment/FTEs by Department
- Historical Student Enrollment by Department (Unduplicated Headcount)

Section D: Program Curriculum

Questions 1 through 4 in this section are to be completed by department/program faculty as a group. If a question is not applicable to your department/program, please indicate "NA" and go to the next question.

The department/program data in Tables 3 and 6 are provided by the IE Office. Data provided in Table 5 are provided by Education Support Services.

Table 3. List courses and number of sections offered.

Course	2020-21	2021-22	2022-23	2023-24	2024-25

Table 4. List the number of courses offered by different modalities and by day/evening.

Course	2020-21	2021-22	2022-23	2023-24	2024-25
Face-to-Face					
Online					
Hybrid					
Day					
Evening					

Table 5. Course Fill Rates.

Course	2020-21	2021-22	2022-23	2023-24	2024-25

1. **Are department/program courses offered so students are able to complete in a timely manner (day, evening, online).**

   Click here to enter text.

2. **Are department/program courses pre-requisites reviewed and assessed regularly for relevance?**

   Click here to enter text.

3. **Evaluate department/program core courses against the major preparation requirements for WA four-year institutions. (*TRANSFER ONLY*)**

   Click here to enter text.

4. **What process is in place to ensure consistency between classes offered face-to-face versus online, night versus day, and taught by full-time versus adjunct?**
   Please enter N/A if not applicable to your department/program.

   Click here to enter text.

Section E: Program Faculty and Staff

Questions 1 through 5 in this section are to be completed by department/program faculty as a group. If a question is not applicable to your department/program, please indicate "NA" and go to next question.

1. **Number full-time faculty (headcount).**

   Click here to enter text.

2. **Average number of adjunct faculty teaching per quarter.**

   Click here to enter text.

3. **Describe issues related to securing qualified faculty (full-time and adjunct) for your department/program, if any.**

   Click here to enter text.

4. **Number and type of support staff related to your department/program.**

   Click here to enter text.

5. **Describe issues related to support staff, if any.**

   Click here to enter text.

Section F: Professional Development

Questions 1 through 4 in this section are to be completed by department/program faculty as a group. If a question is not applicable to your department/program, please indicate "NA" and go to next question.

	Poor	Fair	Good	Excellent	N/A
1. How would you rate the availability of professional development funding for faculty (full-time and adjunct)?	☐	☐	☐	☐	☐

Click here to enter text.

2. Describe any professional development needs among faculty (full-time and adjunct), and outline plans to address those needs.

Click here to enter text.

3. Are required vocational certifications for faculty (full-time and adjunct) up-to-date?

Click here to enter text.

4. If there are on-going professional development needs required by external entities (i.e. accreditation) to maintain vocational certifications for faculty (full-time and adjunct), does the college provide sufficient support? If not, what is missing?

Click here to enter text.

Section G: Instructional Support Services

The purpose of this section is to assess the level of support available from each instructional support area as whole, not individual employees. If you have comments or concerns, please do not mention an individual employee by name.

Questions 1 through 8 in this section are to be completed by department/program faculty as a group. If a question is not applicable to your department/program, please indicate "NA" and go to next question.

	Poor	Fair	Good	Excellent	N/A
1. How would you rate support from the Career and Advising Center to help prospective and current students?	☐	☐	☐	☐	☐

Click here to enter text.

	Yes	No	N/A
2. Have the department/program faculty met with advising staff to discuss program needs?	☐	☐	☐

Click here to enter text.

	Poor	Fair	Good	Excellent	N/A
3. How would you rate various tutoring services in supporting students enrolled in this department/program?	☐	☐	☐	☐	☐

Click here to enter text.

	Poor	Fair	Good	Excellent	N/A
4. How would you rate the Library in supporting the faculty and students in the department/program?	☐	☐	☐	☐	☐

Click here to enter text.

	Yes	No	N/A
5. Have the department/program faculty met with a Librarian liaison to discuss program needs?	☐	☐	☐

Click here to enter text.

	Poor	Fair	Good	Excellent	N/A
6. How would you rate IT in supporting the technology needs for your department/program?	☐	☐	☐	☐	☐

Click here to enter text.

	Poor	Fair	Good	Excellent	N/A
7. How would you rate the Assessment and Testing Center (test proctoring, placement) in supporting the department/program needs?	☐	☐	☐	☐	☐

Click here to enter text.

8. Are other instructional support services needed that are not currently being provided?

Click here to enter text.

Section H: Program Support (Facilities and Budget)

Questions 1 through 7 in this section are to be completed by department/program faculty as a group. If a question is not applicable to your department/program, please indicate "NA" and go to next question.

The department/program data in Table 7 are provided by the Budget Office.

	Yes	No	N/A
1. Are current facilities (classrooms, labs, offices) adequate to support the department/program?	☐	☐	☐

Click here to enter text.

	Poor	Fair	Good	Excellent	N/A
2. How would you rate the safety of classrooms/labs and equipment used by faculty and students in the department/program?	☐	☐	☐	☐	☐

Click here to enter text.

	Poor	Fair	Good	Excellent	N/A
3. How would you rate the lighting, heating, and ventilation in classrooms, labs, and offices used by the department/program?	☐	☐	☐	☐	☐

Click here to enter text.

	Poor	Fair	Good	Excellent	N/A
4. How would you rate the adequacy of custodial services in maintaining classrooms, labs and offices used by the department/program?	☐	☐	☐	☐	☐

Click here to enter text.

Table 7. Department/Program Budget and Expenditures

	2020-21	2021-22	2022-23	2023-24	2024-25
Goods & Services					
Budget					
Expenditures					
Travel					
Budget					
Expenditures					
Equipment					
Budget					
Expenditures					

	Poor	Fair	Good	Excellent	N/A
5. How would you rate the adequacy of operating budget (supplies) needed to support the department/program?	☐	☐	☐	☐	☐

Click here to enter text.

	Poor	Fair	Good	Excellent	N/A
6. How would you rate the adequacy of supplementary budgets (lab fees, coop fees) which support the department/program?	☐	☐	☐	☐	☐

Click here to enter text.

	Poor	Fair	Good	Excellent	N/A
7. How would you rate the adequacy of budget for part-time hourly staff to support the department/program, if any?	☐	☐	☐	☐	☐

Click here to enter text.

Section I: Advisory Committees/Industry Relations
(*WORKFORCE ONLY*)

This section applies only to professional/technical programs and is to be completed by faculty as a group.

The department/program data in Table 8 are provided by the Office of Institutional Effectiveness.

1. **Please discuss and give an example of how the Advisory Committee has made a positive impact on the program's curriculum development, course content, and/or equipment.**

   Click here to enter text.

Table 8. Employment Outlook for Program Graduates

Quick Facts: [Enter Occupation]	
20241edian Pay	
Entry-Level Education	
Work Experience in a Related Occupation	
On-the-job Training	
Number of Jobs, 2024	
Job Outlook, 2024-34	
Employment Change, 2024-34	

Source: Bureau of Labor Statistics, U.S. Department of Labor, *Occupational Outlook Handbook*, Community Health Workers, at https://www.bls.gov/ooh/community-and-social-service/community-health-workers.htm (visited *September 21, 2025*).

Click here to enter text.

Section J: Learning Outcomes

Questions 1 through 5 in this section are to be completed by department/program faculty as a group. If you have questions about assessing your program level learning outcomes, please contact your faculty assessment coordinator.

The intent of this section is to summarize the program's assessment of student learning outcomes since the last PA&I. Please attach a copy of the program assessment plan completed each year by the program.

1. **List the intended student learning outcomes for this program.**

   Click here to enter text.

2. **Describe what type of assessment methods have been used to gather evidence of student learning for each intended learning outcome.**

   Click here to enter text.

3. **Describe the criterion for success (target or benchmark) set for each student learning outcome.**

   Click here to enter text.

4. **Describe the findings (results) of the assessment of student learning of each intended learning outcome.**

   Click here to enter text.

5. **Based on the outcome data that have been collected and analyzed, please identify what changes have been made to improve student learning of each intended learning outcome.**

   Click here to enter text.

Section K: Student Success/Outcomes

This section is to be completed by department/program faculty as a group. If a question is not applicable to your department/program, please indicate "NA" and go to next question.

Question 1 applies to all departments/programs
Questions 2, 3, and 4 applies to professional/technical programs
Question 5 applies to transfer departments/disciplines

The department/program data in Tables 9 through 13 are provided by the IE.

Table 9. Course Completion Rates[1] by Year

Year/Course	2020-21	2021-22	2022-23	2023-24	2024-25

[1] Course completion rates are calculated using a 2.0 GPA or higher unless the Office of Institutional Effectiveness is notified that a different cut-off grade should be used for the department/program.

1. Discuss/comment on course completion rates.

Click here to enter text.

Table 10. Three-Year Program Completion Rates[1] (*WORKFORCE ONLY*)

	2020-21	2021-22	2022-23	2023-24	2024-25

[1] Three-year completion rates are calculated for degree/certificate completers and "work-force" ready completers.

2. Discuss/comment on three-year program completion rates.

Click here to enter text.

Table 11. Number of Degrees and Certificates Conferred (*WORKFORCE ONLY*)

Degree/Certificate	2019-20	2020-21	2021-22	2022-23	2023-24
Degree					
Certificate					
Exit Code 9					

3. Discuss/comment on annual degree or certificate completions.

Click here to enter text.

Table 12. Estimated Employment Rate[1] and Median Hourly Wages for Program (*WORKFORCE ONLY*)

	2020-21	2021-22	2022-23	2023-24	2024-25
Estimated Employment Rate					
Median Hourly Wages					

[1] If program tracks employment rates for its students, program data will be used. If not, data will be provided by the Office of Institutional Effectiveness.

4. Discuss/comment on employment rates and median hourly wages.

Click here to enter text.

Table 13. Performance of Transfer Students at Baccalaureates and in Subject Area Courses[1] (*TRANSFER ONLY*)

	2020-21	2021-22	2022-23	2023-24	2024-25
All Transfer Students					
Students in Subject Area Courses					

[1] If applicable to program

5. Discuss/comment on transfer students' performance.

Click here to enter text.

Section L: Program Review Summary

This section is to be completed by department/program faculty as a group based on finding through this process.

1. **List and discuss major strengths for the department/program.**

   Click here to enter text.

2. **List and discuss major concerns of the department/program, if any.**

   Click here to enter text.

3. **Are there significant concerns related to the overall quality and effectiveness of the department/program?**

   Click here to enter text.

4. **Are the significant concerns or needs regarding department/program staffing, support services, or financial support?**

   Click here to enter text.

5. **Identify specific steps to address areas of concerns, if any.**

   Click here to enter text.

6. **What are the most important actions that need to be taken to maintain the current level of quality of the department/program?**

   Click here to enter text.

7. **Describe plans to advance the department/program, if any?**

   Click here to enter text.

Institutional Effectiveness

INSTITUTIONAL EFFECTIVENESS

The Office of Institutional Effectiveness supports the college's mission, vision, and values as articulated in the College's Equity-Center Strategic Plan and its commitment to student success by providing accurate, timely, and actionable information to facilitate evidence-based inquiry, decision-making, and planning to improve institutional effectiveness and support continuous improvement.

Green River College Mission, Vision & Values

Green River College 2021-2026 Equity-Centered Strategic Plan

- Accreditation
- Peer Comparison Data
- Fact Sheets
- Student Success Outcomes
- Reported Data

GRC Strategic Plan

GRC Mission Vision, and Values

Contact Us

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Program Accreditation & Recognition

Court Reporting and Captioning

- National Court Reporters Association (NCRA)

Natural Resources

- Society of American Foresters (SAF)

Nursing

- Washington State Board of Nursing
- National League for Nursing Commission for Nursing Education Accreditation

Occupational Therapy Assistant

- Accreditation Council for Occupational Therapy Education (ACOTE) of the American Occupational Therapy Association (AOTA)

Physical Therapist Assistant

- Commission on Accreditation in Physical Therapy Education (CAPTE)

Student Remote Access
Career & Advising Center
Office of the Registrar
Disability Support Services
Counseling Services
e-Learning
Placement & Testing Center
Register to Vote
MMIWP / WSP

Gator News
Employee Password Reset

LinkedIn
Instagram

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Data Dashboards

INSTITUTIONAL EFFECTIVENESS

Data Dashboards

Published 9/3/2025

- Enrollment
- Student Success
- Employees

Common Glossary If you have questions, comments or suggestions, please contact IE.

Enrollment

Green River College

- Daily FTE Trend by Quarter
- Current Enrollment and Annualized FTEs by Course
- Historical Headcount FTE Enrollment
- Historical Unduplicated Headcount/FTE Enrollment
- Most Enrolled (Top 20) First Quarter Courses
- Green River College district map (SBCTC - [PDF])
- Service Area Demographics (Numbers) (Percent)
- Fill Rates for Fall Quarters

State Board for Community and Technical Colleges

- Enrollment dashboard for all SBCTC Colleges - contains finalized quarters only.

K-12

- High School Graduate Outcomes (ERDC)
- Washington Quick Facts (census.gov)
- King County Quick Facts (census.gov)
- Washington K-12 Portal (OSPI)
- Washington School Report Card (OSPI)
- FAFSA Completion (Washington State Achievement Council

Washington State Office of Financial Management

- Education Research & Data Center Data Dashboards
- Public Higher Education Enrollment | Office of Financial Management (wa.gov)
- Working with ERDC Data

Student Success

Green River College

- Success and Completion Rates by Student Characteristics
  Course success info available here for classes with more than one instructor during a given time period. If you believe you are the only instructor for a course and your course information shows here and you would like it redacted, please contact Jacob Church and Yonnie Peng.
- First-Time Entering Student Retention and Completion
- Equity Gaps in Course Completion
- Graduate Transfer Outcomes, Destination, Rates
- Green River Student Achievement Initiative 3.0

- Faculty Course Completion Dashboard - login credentials required

State Board for Community and Technical Colleges (may require remote access)

- First-time Entering College Student Retention and Completion
- First-Time Entering Baccalaureate Student Outcomes
- Credentials Awarded
- Baccalaureate Enrollment Completion Dashboard
- College Spark Early Progress Metrics
- Basic Education for Adults (BEdA) Quarterly Performance Report
- Student Achievement Initiative (SAI) 3.0 Points
- After College Outcomes Dashboard
- Perkins V Measures Summary

Road Map Project

- College Enrollment and Community and Technical College Outcomes

GRC eLearning LibGuide: Student Success Data

Employees

- Employee Demographics by Year

Green River College PRFR Report Appendix 2.G.2

2.G.2 The institution publishes in a catalog, or provides in a manner available to students and other stakeholders, current and accurate information that includes: institutional mission; admission requirements and procedures; grading policy; information on academic programs and courses, including degree and program completion requirements, expected learning outcomes, required course sequences, and projected timelines to completion based on normal student progress and the frequency of course offerings; names, titles, degrees held, and conferring institutions for administrators and full-time faculty; rules and regulations for conduct, rights, and responsibilities; tuition, fees, and other program costs; refund policies and procedures for students who withdraw from enrollment; opportunities and requirements for financial aid; and the academic calendar.

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Section 1: Catalog (and/or other publications) that provides information regarding:

- Green River College Website
- Green River College Catalog

Section 2: Institutional mission

- Mission, Vision, and Values
- GRC Catalog - *Equity-Centered Strategic Plan: Mission Statement (Catalog, pages 20-21)*

Section 3: Admission requirements and procedures

- SA-4 Admissions
- GRC Catalog - *Admission Information (Catalog, pages 26-28)*

Section 4: Grading policy

- SA-6 Grading Policy
- GRC Catalog - *Academic records: Grading Policy (Catalog, pages 94-97)*

Section 5: Information on academic programs and courses, including degree and program completion requirements, expected learning outcomes, required course sequences, and projected timelines to completion

- Areas of Interest Pathways
- GRC Catalog - *Program of Study*
- GRC Catalog - *Course Descriptions*

Section 6 : Names, titles, degrees held, and conferring institutions for administrators and full-time faculty

- GRC Catalog - *Faculty and Administration*

Section 7: Rules and regulations for conduct, rights, and responsibilities

- Judicial Affairs

- Student Code of Conduct
- GRC Catalog - *Academic Information: Important Academic Information (Catalog, page 75)*

Section 8: Tuition, fees, and other program costs

- Tuition & Fees
- GRC Catalog – *Getting Started: College Cost (Catalog, pages 41-47)*

Section 9: Refund policies and procedures for students who withdraw from enrollment

- Withdrawal & Refund Rules
- GRC Catalog – *Getting Started: Withdrawal and Refund Rules (Catalog, pages 47-50)*

Section 10: Opportunities and requirements for financial aid

- Financial Aid
- Financial Aid Guide
- GRC Catalog - *Getting Started: Money for College – Financial Aid (Online printed catalog, pages 29-32)*

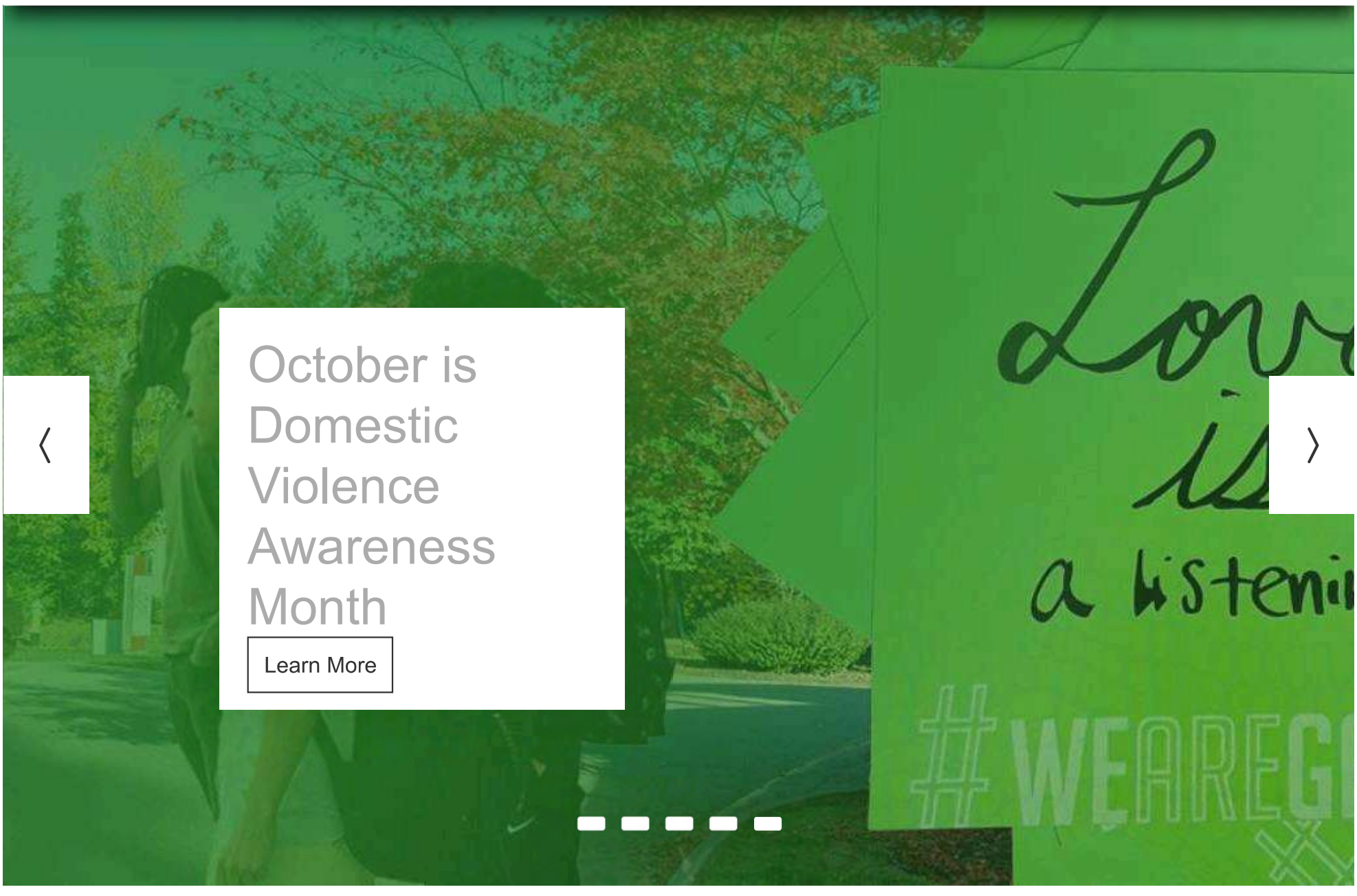
Section 11: The academic calendar

- Academic Dates & Deadlines
- GRC Catalog - *Academic Calendar*

2.G.2 EV.#1 / Section 1

Green River College Website

Select Language
Powered by Google Translate



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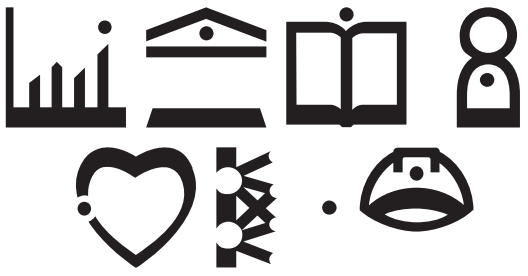
GRC Areas of Interest

Choose a Pathway to Get Started!

Not sure what to study or which classes to take?

Areas of Interest are now available to help you stay on track and work toward your educational goals faster! Choose one of the areas below to get started.

Learn More About Areas of Interest >



Business & Entrepreneurship

Are you eager to become one of the business leaders of tomorrow? At Green

Education, Law, and Social Sciences

Explore careers in Criminal Justice, Education, American Ethnic Studies,

High School, College Prep, and ELL

Whether you're looking to learn English, complete

River College, our Business & Entrepreneurship Area of Interest will equip you with essential skills for a successful career.

Go to Business & Entrepreneurship

Anthropology, Economics, Geography, History, Political Science, Psychology, and Sociology.

Go to Education, Law, and Social Sciences

your high school diploma, prepare for your GED, or get ready for college-level courses, Green River College is your gateway to success.

Go to High School, College Prep, and ELL

Fine Arts and Humanities

This pathway prepares you for your future in an ever-changing world to be a successful global citizen through creative problem-solving and intellectual exploration.

Go to Fine Arts and Humanities

Healthcare and Wellness

Do you envision a career where you can make a difference in people's lives? Green River College offers programs to prepare you for in-demand roles in schools, clinics, hospitals, and fitness centers.

Go to Healthcare and Wellness

STEM

Whether you dream of discovering new medicines, creating cutting-edge software, or addressing global warming, we'll prepare you for an exciting journey of scientific exploration.

Go to STEM

Skilled Trades, Industrial Technology, Aviation, and Natural Resources

Whether you aspire to work with your hands as an automotive mechanic, welder, carpenter, machinist, or mechatronics technician, launch a career in aviation as a pilot or air traffic controller, or protect our natural resources as a forestry technician, you will be empowered with the skills needed for a fulfilling career.

Go to Trades

Still Undecided?

There is a path for you. Let us help you get started.

Learn About Your Options at Green River

- Connect with Welcome Desk
- Request More Information
- Talk to An Advisor
- Learn More About Continuing Education
- Get Virtual Assistance

News

Tech Success Workshops!

Scott Zinn, October 16, 2025

Dia de Los Muertos Celebration

Scott Zinn, October 16, 2025

Opening Day 2025

Scott Zinn, September 12, 2025

NACDA Awards GRC Athletics Director 2025 AD of the Year!

Scott Zinn, March 31, 2025

View News

Calendar

NOV 7 FRI — **Faculty Professional Day (no classes)**
Fri, Nov 7, 2025

NOV 11 TUE — **Veteran's Day Holiday (campus closed)**
Tue, Nov 11, 2025

NOV 27 THU — **Thanksgiving Holiday (campus closed)**
Thu, Nov 27, 2025

NOV 28 FRI — **Thanksgiving Holiday (campus closed)**
Fri, Nov 28, 2025

DEC 8 MON — **Study Day (no daytime classes)**
Mon, Dec 8, 2025

View Calendar

View Academic Dates & Deadlines

Getting Started at GRC

- Learn more about GRC
- Costs to attend
- Paying for college
- Areas of Interest
- Student housing

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Green River College Catalog

Green River College Catalog

2025-2026

Disclaimers

Accuracy in Publication

Green River College has made reasonable efforts to provide information in this catalog that is accurate at the time of publication. However, the college reserves the right to make appropriate changes in procedures, policies, calendars, requirements, programs, courses and fees. When feasible, changes will be announced prior to their effective dates, but the college assumes no responsibility for giving any particular notice of such changes.

Limitation of Liability

The College's total liability for claims arising from a contractual relationship with the student in any way related to classes or programs shall be limited to the tuition and expenses paid by the student to the college for those classes or programs. In no event shall the college be liable for any special, indirect, incidental, or consequential damages, including but not limited to, loss of earnings or profits.

Jeanne Clery Statement: Notice of Availability of Annual Security and Fire Safety Report:

In compliance with the Jeanne Clery Disclosure of Campus Security Policy and Crime Statistics Act of 1998, and as a part of the College's commitment to safety and security on campus, Green River College reports the mandated information about current campus policies concerning safety and security issues, the required statistics, and other related information for the past three (3) calendar years. Green River College's Annual Safety and Fire Report is available online at: www.greenriver.edu/CleryASFR

To obtain a paper copy of the report, please visit the Green River College Campus Safety Department located in the Student Affairs and Success Center at 12401 SE 320th Street, Auburn, WA 98092.

Nondiscrimination Statement:

Green River College does not discriminate on the basis of race, color, national origin, sex, sexual orientation, disability, marital status, religion, age or any other unlawful basis in its programs and activities. Please see College Policy HR-22. The following person has been designated to handle inquiries regarding the nondiscrimination policies: Vice President for Human Resources, 12401 SE 320th Street, Auburn, WA 98092, (253) 288-3320. To receive this information in an alternate format, please contact Disability Support Services at 253-931-6460; TTY (253) 288-3359.

Disability Support Services Statement:

Green River College is committed to providing equal access to education for all students. Students who have a disability or believe they may have a disability are invited to contact Disability Support Services as soon as possible to determine eligibility and/or request accommodations.

Accommodations are determined on a case-by-case basis. Please contact Disability Support by email at dss@greenriver.edu; by phone at 253-931-6460; TTY 253-288-3359; or in person at the Student Affairs and Success Center, Room 210, to request accommodations. For additional information, please visit www.greenriver.edu/dss.

The accommodations authorized on your forms should be discussed with your instructor. All discussions will remain confidential. Accommodations are not provided retroactively, so it is essential to discuss your needs at the beginning of the quarter. Additionally, only accommodations approved by Disability Support Services will be provided.

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2.G.2 EV.#2 / Section 2

Mission, Vision, and Values

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MISSION, VISION, AND VALUES

AT GREEN RIVER COLLEGE

Green River’s Equity-Centered Strategic Plan serves as the guiding document for the College’s work over the next five years.

This Plan lays out a vision, mission, and set of values which define the work and future pathways for the College toward building and acting within a more equitable community. And it provides a framework to address key challenges and opportunities for our work, incorporating the ideas that have emerged from the Green River community throughout our planning process.

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The Green River College definition of equity encompasses all identities, including but not limited to race, ethnicity, economic status, gender identity, sexual identity, disability, religion/spirituality, immigration status, age, and culture. 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.

Mission Statement

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

Vision Statement

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

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

Green River will be:

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

Core Values

- **Anti-Racism, 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 identity, sexual identity, disability,

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provision of accommodations, and the creation of welcoming, inclusive, and accessible classrooms, curricula, campus spaces, and virtual environments. We recognize disabilities have no social and economic boundaries.

- **Accountability:** We develop and implement mechanisms for accountability in the hiring process, teaching, student support services, employee relations, financial stewardship, and governance, in order to ensure the meaningful participation of all constituents, anchored in transparency and respectful interactions.
- **Community Engagement:** Our multiple campuses in our service areas collaborate to contribute to the educational, economic, and social development of our communities through responsive programs, continuing education, and community and library partnerships.
- **Growth and Development**: We allocate the required resources towards equitable lifelong learning, professional development, and career advancement of our staff, faculty, and students.
- **Global Responsibility:** We foster civic responsibility by understanding the critical issues and challenges affecting the diverse communities on our campuses, regionally, nationally, and around the world. We cultivate respect and empathy for cultural difference, honoring the dignity of multiple languages and being mindful of cultural biases.
- **Acknowledgement and Stewardship of the Natural Environment:** We acknowledge the land on which Green River College sits as the ancestral home of the Muckleshoot Indian Tribe. We commit to the beautification, preservation, and sustainability of our campuses' natural resources.
- **Innovation:** We develop innovative programs, policies, practices, operations, and infrastructure that respond to evolving needs and opportunities.

GRC Catalog - *Equity-Centered Strategic Plan: Mission Statement (Catalog, pages 20-21)*

structional facilities up to date. There is also a program review process which allows programs to identify future needs.

Green River has its own student housing complex. Students enjoy a convenient, on-campus location with comfortable, high-quality facilities, an excellent study environment, and an opportunity to get involved and make friends in a supportive community.

Students at Green River are encouraged to get involved and fully engage in the college experience. Many student clubs and organizations are available including musical, athletic, cultural, educational, and degree-specific opportunities like the college's newspaper The Current and broadcasting on our student-operated radio stations KGRG and KGRG.1.

Strong academics, solid student services, a diverse and lively campus community and state-of-the-art facilities combine at Green River to provide students a one-of-kind education with lessons that will stay with them throughout their lives.

Equity-Centered Strategic Plan

As affirmed by the Board of Trustees.

Equity Statement

The Green River College Promise:

We commit to be 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 encompasses all identities, including but not limited to race, ethnicity, economic status, gender identity, sexual identity, disability, religion/spirituality, immigration status, age, and culture. 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.

Vision Statement

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

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

Green River will be:

- The destination of choice for post-secondary education.
- First choice in partnership with our community, its business and industry.

- Ranked among the best nationally in student achievement, closing all opportunity gaps.
- Recognized for its preparation of students for the global workforce and for civic engagement in an increasingly diverse, interdependent world.

Mission Statement

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

Strategic Plan Goals

GOAL A: Success for All Students
Close opportunity gaps and remove barriers to student success.

Success metrics:

- *Start of Student's Journey:* The College has implemented a comprehensive student onboarding process by 2026 that includes all students having educational, financial, and career transition plans by their 2nd quarter of enrollment.
- *Progression of Student's Journey:* Students' opportunity gaps in retention, progression, and completion are reduced or eliminated by 2026.
- *End of Student's Journey:* Increase the College's student completion rate from 38% to 43% with minimal or no opportunity gaps by 2026.

GOAL B: Excellence in Teaching and Learning
Ensure that teaching and learning processes embody equity-centered principles that close opportunity gaps.

Success metrics:

- All faculty and staff have been trained in anti-racist, equity-centered, and inclusive Diversity, Equity, and Inclusion principles by 2026.
- Decrease or eliminate instructional opportunity gaps related to race, gender, economic, and other demographic factors by 2026.

GOAL C: Responsive Education Programs and Support Services
Provide a full range of educational programs and support services that meet students where they are to achieve their educational, career, and personal goals.

Success metrics:

- The College has fully implemented Guided Pathways by 2026 to help more students achieve their college goals.
- Increase the percentage of students who feel like they belong at Green River by five percentage points per year by 2026.

GOAL D: Integrated and Effective Organizational Structure, Systems, and Processes
Align the College's organizational structure, systems, and processes with equity-centered principles and practices to become an anti-racist college and break down equity barriers for students, faculty, and staff.

Success metrics:

- The College has implemented an equity-centered framework for employee recruiting, hiring, and onboarding by 2026 that include employees having professional development plans incorporating anti-racist and DEI principles.
- The College has implemented a comprehensive organizational framework by 2026 that uses equity-centered principles in shared governance, planning, resource allocation, assessment, and policy development.
- Increase the percentage of faculty and staff of color to be comparable or exceed that of neighboring colleges by 2026.

GOAL E: Accessible and Responsive Facilities and Technology
Optimize educational facilities and technology to support student success and excellence in teaching and learning.

Success metrics:

- Increase the percentage of students, faculty, staff, and community members who feel welcomed at Green River by 5% per year.
- The College has adopted a Facilities Master Plan and a Technology Plan that support excellence and equity-centered teaching and learning by2026.

Goal F: Impactful Community Connections
Strengthen the connections between the college and the local, regional, and global community to become the first choice in partnership with those communities, their Institutions, and industries.

Success metrics:

- Green River is top of mind among institutions of higher education in the region by 2026.
- Green River is considered a valuable asset to the community and key stakeholders by 2026.

Core Values

Anti-Racism, 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 identity, sexual identity, disability, religion/spirituality, immigration status, age, and culture), institutional roles, behaviors, and cultural perspectives, as these relate to power and privilege in the advancement of equity and social justice.

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

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

Accountability: We develop and implement mechanisms for accountability in the hiring process, teaching, student support services, employee relations, financial stewardship, and governance, in order to en-

sure 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.

Acknowledgment and Stewardship of the Natural Environment: We acknowledge the land on which Green River College sits as the ancestral home of the Muckleshoot Indian Tribe. We commit to the beautification, preservation, and sustainability of our campuses' natural resources.

Accreditation

Green River College is accredited by the Northwest Commission on Colleges and Universities.

Accreditation is a process of recognizing educational institutions for performance, integrity, and quality that entitles them to the confidence of the educational community and the public. In the United States this recognition is extended largely through nongovernmental, voluntary membership associations that establish accreditation criteria, evaluate institutions against that criteria, and approving institutions that meet the criteria.

Institutions accredited or pre-accredited by the Northwest Commission on Colleges and Universities are required to examine their own missions, goals, operations, and achievements. The Commission then provides expert analysis by peer evaluators, and, later, commendations for accomplishments and recommendations for improvement from the accrediting body. Since the accreditation status of an institution is reviewed periodically, institutions are encouraged toward continued self-study and improvement.

While accreditation criteria and procedures of accrediting agencies differ, the principles underlying eligibility and levels of expectation are similar in their intent to:

- foster excellence through the development of criteria and guidelines for assessing educational quality and institutional effectiveness;
- encourage institutional improvement through continuous self-study and evaluation;
- ensure the educational community, the general public, and other organizations that an institution has clearly defined and appropriate educational objectives, has established conditions under which their achievement can reasonably be expected, appears in fact to be substantially accomplishing them, and is so organized, staffed, and supported that it can be expected to continue to do so; and
- provide counsel and assistance to established and developing institutions.

When granted, accreditation by the Northwest Commission on Colleges and Universities is not partial. It applies to the entire institution in operation at the time of the most recent comprehensive evaluation. It indicates that the institution as a whole is substantially achieving its mission and that it meets the Commission's expectations for compliance with the accreditation criteria.

2.G.2 EV.#3 / Section 3

SA-4 Admissions

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SA-4 ADMISSIONS

Policy Type: Student Affairs

Policy Title: Admissions

Policy Number: SA-04

Purpose

Provide admission requirements and admissions application procedures for new and returning students.

College Policies

Business Administration

General Administrative

Information Technology

Human Resources

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Forms are available from the high school area/district in which the student currently resides.

- International Student: Non-US Citizen in the United States for the sole purpose of attending school.
- New Student: A student who has never earned credits at Green River.
- Placement: Appropriate course placement is determined through a variety of methods identified and approved by the departments and divisions holding the content expertise. Placement methods may include assessments or tests or completion of previous coursework.
- Returning Student: A previous Green River student, who has earned credits at Green River, but has not attended Green River for at least one quarter.
- Running Start: A program created by the Washington State Legislature which provides an opportunity for academically-qualified high school juniors and seniors to take college courses as part of their high school curriculum.
- High School Student Enrollment Programs: Running Start, Open Doors, College in the High School, International Programs, High School Completion, or other local student enrollment options program.

Policy

General College Admissions:

Green River College does not consider race, creed, color, national origin, citizenship, sex, sexual orientation, gender identity, marital status, religion, disability, genetic information, or any other protected category when making admissions determinations.

Green River College will admit individuals so long as such applicants:

- Are competent to benefit from the course offerings of the college; and
- Follows the established admissions procedures; and
- Would not, by their presence or conduct, create a disruptive atmosphere within the college inconsistent with the purposes of the institution; and
  - Is eighteen (18) years of age or older; or
  - Is a high school graduate, holds a GED, or other equivalent high school credential; or

- SA-4 Admissions
- SA-5 Deceased Student
- SA-6 Grading Policy
- SA-9 Transcripts
- SA-13 Financial Aid Application Process
- SA-14 Federal Direct Loan Program
- SA-15 Financial Aid Eligibility
- SA-16 Return of Financial Aid Funds
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- SA-20 Degree Exception
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- SA-24 Student Acceptable Computer Use Policy
- SA-27 Missing Student Policy
- SA-28 Disclosure of Crime Statistics
- SA-29 Facility Access & Maintenance for Safety
- SA-30 Fire Safety Education for CCA
- SA-31 Reporting Crimes and Other Emergencies
- SA-89 Transfer Credit

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Note: Admission to the college does not guarantee admission to any specific program, course, or class. Generally, admitted Green River College students may enroll in instructional programs offered by any location operated by the College, as long as the student meets the requirements for enrollment.

Selective Admissions Programs:

Certain programs of study, e.g., Bachelor of Applied Science, Bachelor of Science, and health sciences programs, have additional admission requirements and are considered “selective admissions” programs. Students must meet the application deadlines and entrance requirements as defined by each selective admissions program.

Academic and other programs may require additional criteria for admission based on the following:

- Demand exceeds supply of space in the program.
- Program accreditation requires additional criteria for admission or graduation.
- The program requires students to complete prerequisites prior to program admission.

International Programs:

The International Education program requires its applicants to meet federal, division, and specific program entrance requirements.

Qualified international students are admitted to Green River College each of the four academic quarters. International student applicants must meet the student visa requirements as defined by the Department of Homeland Security.

New international students who use Green River's I-20 to enter the U.S. must:

- Report in person to Green River's orientation for new international students
- Enroll for and attend the first term at Green River College
- Carry health insurance while enrolled at Green River College

*International students transferring from other U.S. schools must present their most recent I-20 instead of a Green River I-20.

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- Are not enrolled in a High School Student Enrollment Program

The college may admit other applicants under the age of 18 who meet one of the following conditions:

- Must be at least 16 years of age, or have completed their sophomore (10th grade) year in high school; or
- Must have started their freshman (9th grade) year in high school and can demonstrate exceptional or extenuating circumstances that warrants early admission to the college.

A decision is made by the Registrar in collaboration with a Dean in Student Affairs or the Director of Advising (or designee) on a case-by-case basis. Criteria for granting an exception are:

- The individual is competent at an appropriate academic level and/or artistic or technical level to be successful.
- The individual has the ability and maturity to participate in an adult learning environment.
- In some cases, the student may be required to meet with the course instructor to determine if admission is appropriate.

Green River College:

- Is an institution of higher learning and, as such, is an adult environment.
- Makes no special allowances or accommodations to students because of age.
- Does not grant parental access to a student's educational records without written consent from the student.
- Holds all students accountable to the same high academic and disciplinary standards.
- Reserves the right to request additional information and/or deny any underage enrollment.

Re-Admissions

Students who have not enrolled in courses with Green River College at any time in the last four (4) terms must re-apply for admissions to ensure accuracy of student information (to include contact information, residency status, and intended program of study).

Re-Admissions for Service Members or Reservists

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out the application for Green River College, specifically.

- Apply to the College by selecting the appropriate information from available drop-down lists and entering personal information.
- Review entered information and submit application.
  - A confirmation email is sent to applicants after submission which includes their application ID number.

Selective Admissions Programs

To be considered for programs with selective admissions, students must:

- Be admitted to the College under the General College Admissions procedure.
- Refer to specific program requirements in the course catalog or on each program's website.
- Contact the department directly for an application packet.
- Submit all required paperwork by the program deadlines.
- Complete all required prerequisites.

International Education Admissions

- View International Education Admissions procedures here: https://www.greenriver.edu/international/admissions/

Underage Admissions, for those not enrolling in Running Start:

- Apply online to Green River College
- Review and complete the Underage Admission Permission Form and obtain all the required signatures. The form must be completed and submitted to the Office of the Registrar prior to each quarter the student wishes to attend.
- Provide an official transcript from the student's high school.
- A high school counselor must complete part II of the Underage Admission Permission Form if the student is earning a diploma at their high school.
- In some cases, the student may be required to meet with the course instructor to determine if participation in the course is appropriate.

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When returning to the College, the service member or reservist will need to supply the Office of the Registrar with a copy of the DD214 or orders. At this point, the service member or reservist should work with an academic advisor to help in attaining their program requirements.

Specific Authority:

Titles VI and VII of the Civil Rights Act, 1964
Title IX of the Education Amendments of 1972
RCW 28B.50.090
High School Completion program - Office of the State Superintendent of Public Instruction
Information Collection - Family Educational Rights & Privacy Act, 1974
Running Start - RCW 28A.600.300 through 28A.600.380, RCW 28A.150.260

SBCTC Policy Manual, 3.20.10(C)

Law Implemented:

RCW 28B.50.090

WAC 131-12-010

History of Policy or Procedure

Draft: January 13, 2005
Adopted: January 6, 2006
Revised: February 21, 2013; August 14, 2018; March 17, 2023; October 26, 2023
Reviewed by: Dr. Suzanne Johnson
Contact: Jenny Wheeler, Director of Office of the Registrar/Registrar, (253) 288-3411
President's Staff Sponsor: David Larsen, Dean of Enrollment and Completion, ext. 3307

GRC Catalog - *Admission Information (Catalog, pages 26-28)*

Green River College 2025-2026 Catalog

Getting Started

- Admissions Information
- Placement Information
- Money for College
- Veteran and Military-Connected Student Information
- Advising
- Enrollment
- College Costs
- Withdrawal and Refund Rules

Getting Started

Detailed getting started information, based on educational goals and student type, is located on the Green River College website at greenriver.edu/students/academics/getting-started.

Admissions Information

Who Can Apply?

Admission to Green River College is open to anyone who has a high school diploma, High School Equivalency Certificate, or is at least 18 years old. Students who do not meet these requirements should see the Admission Policy for exceptions. Green River College does not discriminate on the basis of race, color, national origin, sex, sexual orientation, disability, marital status, religion, age, or on any other unlawful basis.

When Should You Apply?

Students may apply any time prior to the beginning of the quarter they plan to start classes. It is beneficial for the student to apply early and work through the Getting Started Steps before enrollment begins for the quarter they wish to start.

Students may begin most programs any quarter, but some career/technical programs begin only during certain quarters. See the Programs of Study section of this catalog to determine specific program entry times.

How Do You Apply?

Students may apply for Green River College admission:

- Online at greenriver.edu/applynow, or in person with the Registrar's Office in the Student Affairs and Success Center, room SA-280
- International students may follow the International Programs admission steps
- Running Start students have additional admission requirements and should contact the Running Start Office
- Veteran or military-connected students should contact the Veteran Services Office and/or visit their website at greenriver.edu/veterans/getting-started for additional resources and support

After the college has processed the admissions application, students will be emailed an official acceptance letter. This will go to the email account used to create the application profile. The email will include their student identification number and important informational links guiding them through the getting started process.

Application for Readmission

Students who have not attended Green River for at least one year may reapply online with the link above or in the Student Affairs and Success Center in the Office of the Registrar. Once the record has been updated, they will be assigned an enrollment appointment time. Only students who have earned credit at Green River in the past are eligible to enroll as returning students.

Selective Admission Program Requirements

Green River College has many programs of study which require additional admission requirements for acceptance into the program, to ensure student success. Students need to refer to the Programs of Study section in this catalog for individual program requirements. For more information, contact the program manager, advisor or faculty for the specific program.

The Health Sciences programs comply with the Child/Adult Abuse Information Act, RCW 43.43.830-43.43.840. Each student applying to a Health Sciences program is required to submit to a background investigation for criminal history information prior to entry into the program.

Transfer-In Students

Admission for students transferring from another college is regulated by the same standards that apply to new Green River students. Transfer students are required to indicate all previous college work when they complete the application process.

Students transferring credits from other institutions, those who have military experience, or credit earned through advanced high school tests (AP/IB/CI) must provide the Registrar's Office with official transcripts in a sealed envelope or directly from a digital transcript service, along with a Transcript Evaluation Request Form. Students with previous college credits can visit the Career & Advising Center webpage to schedule an appointment for advising as a transfer-in student. These students are exempt from participating in the New Student Advising and Enrollment session.

Once official transcripts are received, they become the property of Green River College and will not be returned to students. Students will be notified in their Navigate360 account when the transcript evaluation has been completed. This correspondence will become part of the student's official record.

It is to the student's advantage to request a Transcript Evaluation Request as early as possible. Enrollment appointment times at Green River are calculated on a credit-earned basis. Transferred-in credits will be used to assign an earlier enrollment appointment time after students have attended their first quarter at Green River College. A transcript evaluation must be completed by a Credentials Evaluator prior to the following quarter's enrollment in order for students to get an earlier enrollment appointment time.

Placement Information

greenriver.edu/placement

Many courses require an assessment of a student's skill level in reading and/or math to ensure students are prepared to successfully complete the course. Placement in English and math courses can be determined through various means including high school and college level coursework and assessments, Green River assessments, and placement reciprocity. Visit the Course Placement Options webpage to learn more about options and processes for demonstrating course eligibility.

For more information about Green River's placement options, please visit greenriver.edu/testing or call the Placement & Testing Center at (253) 288-3449.

2.G.2 EV.#4 / Section 4

SA-6 Grading Policy

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Current Students Faculty & Staff Give to GRC Quick Links

STUDENTS CAMPUS COMMUNITY INTERNATIONAL

Search Search

SA-6 GRADING POLICY

Policy Type: Student Affairs
Policy Title: Grading Policy
Policy Number: SA-6 (Combines and updates former policies SA 6, 7, 8 and 25)

Purpose:
Provide grading system definitions, policy, and procedures.

College Policies

Business Administration

General Administrative

Information Technology

Human Resources

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Letter grades are translated to the following decimal grades:

LETTER GRADE	DECIMAL GRADE
A	4.0 - 3.9
A-	3.6
B+	3.3
B	3.0
B-	2.7
C+	2.3
C	2.0
C-	1.7
D+	1.3
D	1.0 Lowest passing grade
F	0.0 Failure or unofficial withdrawal

Grade and Symbol Definitions:

I = Incomplete

An instructor may record a student's work as incomplete when the student has been delayed in completing the required work for a reason deemed appropriate or sufficient by the instructor.

N = Audit

Indicates the student enrolled for information only (no credit given) and attended class regularly. “N” does not affect GPA. “N” is considered a grade but is not considered in the repeat grade policy.

NC = No Credit

- SA-4 Admissions
- SA-5 Deceased Student
- SA-6 Grading Policy
- SA-9 Transcripts
- SA-13 Financial Aid Application Process
- SA-14 Federal Direct Loan Program
- SA-15 Financial Aid Eligibility
- SA-16 Return of Financial Aid Funds
- SA-17 Satisfactory Progress for Financial Aid
- SA-18 Notification on Convicted Sexual Offenders
- SA-20 Degree Exception
- SA-22 Graduation Criteria
- SA-24 Student Acceptable Computer Use Policy
- SA-27 Missing Student Policy
- SA-28 Disclosure of Crime Statistics
- SA-29 Facility Access & Maintenance for Safety
- SA-30 Fire Safety Education for CCA
- SA-31 Reporting Crimes and Other Emergencies
- SA-89 Transfer Credit

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Indicates student is making satisfactory progress but has not completed all the competencies for a given level of instruction. No credit is awarded.

W = Official Withdrawal

Indicates the student initiated an official withdraw from class. “W” does not affect GPA.

Grading symbols - May also be used on grade reports or transcripts:

* = Missing Grade
No grade assignment given.

R = Repeat
The symbol “R” after a grade indicates the student repeated the class.

Y = Work in Progress
The class is in progress at grading time.

Incomplete Agreement: An agreement between an instructor and student to defer a specific course's completion deadline.

Official Withdrawal: A student completes the appropriate withdraw/drop paperwork and submits the paperwork to Enrollment Services by the deadlines published in the quarterly Class Schedule. Or the student may withdraw/drop using online services.

PIN: A randomly selected Personal Identification Number assigned by Green River.

SID: An individualized Student ID number assigned by Green River. An SID is not changeable.

Unofficial Withdrawal: A grade of 0.0 may be assigned by the instructor if the student ceases attendance of a class and does not officially withdraw from the class.

Grading Policy:

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The "S" grade may be used only for Basic and ESOL classes numbered under 100. Courses with "S" grade designators cannot be applied toward any degree or certificate program. Courses with "S" grade indicate "work in progress" and do not denote course completion.

Repeat grade policy:
Students may repeat a course for which they have earned credit when such a repeat is necessary to satisfy a distribution requirement or improving a previously-earned grade. If deemed necessary to repeat, students may only do so twice (this is defined as the original enrollment, plus two repeats). Some programs of study may have more restrictive policies regarding repetition of classes. This policy applies to enrollment in credit-bearing or Adult Basic Education (ABE/ESL) courses, including transferred-in courses. This policy does not apply to non-credit continuing education courses or courses taken by audit. The highest grade earned of the original or repeated courses will be used to calculate the student's cumulative grade point average.

Incomplete (I) grade policy:
An instructor may record a student's work as incomplete when the student has been delayed in completing the required work. "I" grades do not affect GPA. Student has four quarters (or less, if instructor indicates) to finish the Incomplete agreement with the instructor. After four quarters, if the "I" grade still appears on the transcript it will be changed to a 0.0 by the Office of the Registrar.

Change of Grade policy:
Change of Grade forms are to be completed by the instructor of record. In cases where the instructor is not available, the division chair or instructional dean may submit a change of grade. Grade changes are not valid for withdraw ("W"), pass/no-credit (P/NC), or audit ("N"). To ensure academic record integrity, Change of Grades will only be accepted from faculty, staff and administrators. Change of Grades will not be accepted from a student.

Obtaining grades policy:
Only grades and credits earned at Green River will post to a Green River transcript.

In order to comply with Family Educational Privacy Act 1974 (FERPA), student information (including grades) will not be released to third parties without prior written permission of the student.

Grade discrepancies must be addressed by the student with the issuing faculty member. If the issuing faculty member is no longer at Green River, contact the appropriate division chair or instructional dean.

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(P) or to no credit (NC).

Repeat Grade Procedure:
The highest grade earned of the original or repeated courses will be used to calculate the student's cumulative grade point average. If the repeated courses involve a P/NC and a decimal grade, the decimal grade will be kept in the GPA calculation if it is over a 2.0. If it is 1.9 or below, the P/NC will be kept in the GPA calculation and considered the "higher" grade earned.

Incomplete Agreements:
Coursework may be completed according to an agreement between the instructor and student. Any student seeking to establish an Incomplete Agreement must contact the instructor for the class. At the instructor's discretion, an Incomplete Agreement may be created and will reside with the instructor of record. The instructor will assign an “I” grade during the grading period. Once the terms of the Incomplete Agreement have been met, the instructor submits a change of grade to the Office of the Registrar. In cases where the instructor is not on contract with the college, the division chair or instructional dean may submit a change of grade.

Change of Grade Procedures:
To submit grade changes, the instructor of record submits a change of grade form online (via college intranet, instructor briefcase, or STAR). Students must contact the instructor regarding questions about the grade received.

Obtaining Grades:
Current quarter grades are posted to students' transcript approximately 5-business days upon completion of the quarter. Students may access their grades on the internet (greenriver.edu) using their Student Identification (SID) number and Personal Identification Number (PIN.)

Specific Authority:
Instruction Council (IC)
Family Educational Rights and Privacy Act of 1974 (FERPA)
State Board of Community and Technical Colleges (SBCTC)
Green River College Registrar

History of Policy or Procedure

GRC Catalog - *Academic records: Grading Policy (Catalog, pages 94-97)*

- Students can receive their transcript immediately using the in person On-Demand form at the Office of the Registrar. The fee is $25 per transcript.

Grading Policy

Under Green River's numerical grading system, instructors may report grades of 0.0 or between 1.0 to 4.0 in 0.1 increments, or report grading symbols (I,S,P). Only an instructor may change an assigned grade.

Letter Grade Translations

Letter grades are translated to the following decimal grades:

A	4.0-3.9	
A-	3.6	
B+	3.3	
B	3.0	
B-	2.7	
C+	2.3	
C	2.0	
C-	1.7	
D+	1.3	
D	1.0	Lowest passing grade
F	0.0	Failure or unofficial withdrawal-no credit given

Grade and Symbol Definitions

I **Incomplete**
An instructor may record a student's work as incomplete when the student has been delayed in completing the required work for a reason deemed appropriate or sufficient by the instructor.

N **Audit**
Indicates the student enrolled for information only (no credit given) and attended class regularly. "N" does not affect GPA. "N" is considered a grade but is not considered in the repeat grade policy.

NC **No Credit**
Indicates the student petitioned the Registrar for a P/NC grade (prior to the end of the eighth week of the quarter) and earned a decimal grade lower than 1.5. OR the class is graded on a pass/no credit basis.

P **Pass**
Indicates the student petitioned the Registrar for a P/NC grade (prior to the end of the eighth week of the quarter) and earned a decimal grade equal to or greater than 1.5. OR the class is graded on a pass/no credit basis.

S **Satisfactory**
Indicates student is making satisfactory progress but has not completed all the competencies for a given level of instruction. No credit is awarded.

W **Official Withdrawal**
Indicates the student initiated an official withdraw from class. "W" does not affect GPA.

Grading Symbols

These symbols may also be used on grade reports or transcripts:

***** **Missing Grade**
No grade assignment given.

Y **Work in Progress**
The class is in progress at grading time.

Pass/No-Credit (P/NC) Grades

This petition is a contract and is not rescind-able. No more than 25 percent of the required credits may be graded "Pass" to satisfy requirements for any transfer degree. Students are urged to consult the catalog of the four-year institution to which they plan to transfer.

Procedure

To declare an intention to be graded pass/no-credit, the student must file a petition with the Registrar no later than the end of the eighth week of the quarter (fall, winter, spring) or the end of the fifth quarter (summer)For students who qualify, the Registrar will convert the decimal grade submitted by the instructor either to credit (P) or to no credit (NC).

Satisfactory (S) Grades

The "S" grade may be used only for TS/Basic and ELL classes numbered under 100. Courses with "S" grade designators cannot be applied toward any degree or certificate program. Courses with "S" grade indicate "work in progress" and do not denote course completion.

Repeat Grades

Students may repeat a course for which they have earned credit when such a repeat is necessary to satisfy a distribution requirement or improving a previously earned grade. If deemed necessary to repeat, students may only do so twice (this is defined as the original enrollment, plus two repeat attempts). Some programs of study may have more restrictive policies regarding repetition of classes. This policy applies to enrollment in credit-bearing or Adult Basic Education (ABE/TS/ELL) courses, including transferred-in courses. This policy does not apply to non-credit, continuing education courses or courses taken by audit. The highest grade earned of the original or repeated courses will be used to calculate the student's cumulative grade point average.

Procedure

The highest grade earned of the original or repeated courses will be used to calculate the student's cumulative grade point average. If the repeated courses involve a P/NC and a decimal grade, the decimal grade will be kept in the GPA calculation if it is over a 2.0. If it is 1.9 or below, the P/NC will be kept in the GPA calculation and considered the "higher" grade earned.

Incomplete (I) Grades

An instructor may record a student's work as incomplete when the student has been delayed in completing the required work. "I" grades do not affect GPA. Student has four quarters (or less, if instructor indicates) to finish the Incomplete agreement with the instructor. After four quarters, if the "I" grade still appears on the transcript it will be changed to a 0.0 by the Office of the Registrar.

Procedure

Coursework may be completed according to an agreement between the instructor and student. Any student seeking to establish an Incomplete agreement must contact the instructor for the class. At the instructor's discretion, an Incomplete Agreement may be created and will reside with the instructor of record. The instructor will assign an "I" grade during the grading period. Once the terms of the Incomplete Agreement have been met, the instructor submits a change of grade to the Office of the Registrar. In cases where the instructor is not on contract with the college, the division chair or instructional dean may submit a change of grade.

Change of Grades

Change of Grade are to be completed by the instructor of record. In cases where the instructor is not available, the division chair or instructional dean may submit a change of grade. Grade changes are not valid for withdraw ("W"), pass/no-credit (P/NC), or audit ("N"). To ensure academic record integrity, Change of Grade requests will only be

accepted from faculty, staff and administrators. Change of Grade requests will not be accepted from a student.

Grade Forgiveness

Grade Forgiveness is designed to give returning students a fresh start from their unsuccessful transcript record after an extended absence from Green River.

The requirements for Grade Forgiveness are:

- The student has had at least a two-year absence from Green River and grades to be excluded must have been taken prior to the two-year absence.
- After returning to Green River, the student must demonstrate improvement by completing a minimum of 24 credits with a cumulative GPA of 2.0.
- The student cannot select specific courses or quarters for exclusion. Once the first quarter of Grade Forgiveness has been selected, all quarters between that quarter and the first returning successful quarter (after the two-year absence from Green River) will be coded with the Grade Forgiveness comment on the transcript.
- Once Grade Forgiveness is processed, credits for excluded courses will be changed to zero (0) and will not be included in the Green River credit total or GPA. The student's transcript will continue to show previous courses taken and grades received. A comment will be placed on the transcript indicating that Grade Forgiveness has been approved for the student.
- Credits excluded may not be reinstated, may not be used as prerequisites, and may not apply toward degree requirements.
- Grade Forgiveness may not be used to qualify for an honors designation.
- Students must see the Office of the Registrar for Grade Forgiveness. The Registrar will make appeal decisions.
- Only one Grade Forgiveness petition is permitted on the student's transcript.

2.G.2 EV.#5 / Section 5

Areas of Interest Pathways

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AREAS OF INTEREST

(FORMERLY DEGREES & PROGRAMS)

Areas of Interest

Find your path to success at Green River College!

To help you navigate your college journey, GRC offers 7 academic and career pathways, opportunities to Study Abroad, and resources for those who are undecided. Whether you aim to enter the workforce immediately after graduation or pursue higher studies in your chosen field at a university, our pathways offer the flexibility and support required. With access to over 100 degrees, certificates, electives, and resources, you can tailor your educational experience to suit your unique goals and aspirations.

Helpful Links

- Tuition & Fees
- Find an Advisor
- Request More Information

More About Areas of Interest

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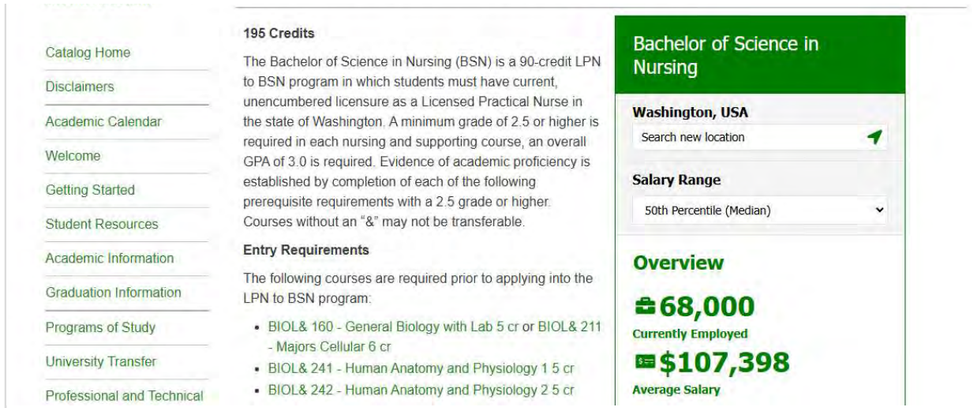

Browse Catalog

Information for current and perspective students about Green River College's academic programs, programs of study, and more.

Go to General Catalog

Paying for School

Paying for college is a challenge for most students, but we can help! We're confident you'll find Green River College provides a high quality education at an affordable rate.

Go to Paying for School

Areas of Interest Pathways

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Business & Entrepreneurship

Are you eager to become one of the business leaders of tomorrow? At Green River College, our Business & Entrepreneurship Area of Interest will equip you with essential skills for a successful career. Whether your goal is in management, entrepreneurship, accounting, or business administration, we'll help you reach your dreams and open doors to countless exciting fields.

Go to Business & Entrepreneurship

Education, Law, & Social Sciences

Do you have a passion for teaching? Learning about the diversity and complexity of our social world? Learning about our justice system? Explore careers in Criminal Justice, Education, American Ethnic Studies, Anthropology, Economics, Geography, History, Political Science, Psychology, and Sociology. Choose a path leading to the classroom. Learn about scientific methods and approaches that help explain a wide array of social phenomena. Prepare yourself for a career in our justice system. Find the path that fits you, whether you plan to transfer or jump directly into the workforce.

Go to Education, Law, & Social Sciences

High School, College Prep, & ELL

Whether you're looking to learn English, complete your high school diploma, prepare for your GED, or get ready for college-level courses, Green River College is your gateway to success. Let us help you achieve your educational goals.

Go to High School, College Prep, & ELL

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Fine Arts & Humanities

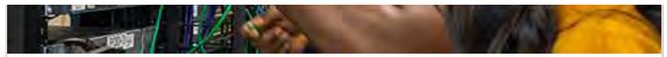
Are you passionate about exploring the world of visual and performing arts, aesthetics, and critical thinking? This pathway prepares you for your future in an ever-changing world to be a successful global citizen through creative problem-solving and intellectual exploration. Explore this pathway to discover how we can help you enhance your creative and analytical sensibilities to achieve your career and personal goals.

Go to Fine Arts & Humanities

Healthcare & Wellness

Do you envision a career where you can make a difference in people's lives? Green River College offers programs to prepare you for in-demand roles in schools, clinics, hospitals, and fitness centers. Learn how you can serve others in a rewarding career through the Healthcare & Wellness pathway.

Go to Healthcare & Wellness



Science, Technology, Engineering, & Mathematics (STEM)

Are you intrigued by solving problems in the physical and natural world? The STEM pathway will help you understand the world through observation and experimentation. Whether you dream of discovering new medicines, creating cutting-edge software, or addressing global warming, we'll prepare you for an exciting journey of scientific exploration.

Go to STEM

Still Undecided?

There is a path for you. Let us help you get started.

Learn About Your Options at Green River

- View A-Z list of programs
- Connect with the Welcome Desk
- Request More Information

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your hands as an automotive mechanic, welder, carpenter, machinist, or mechatronics technician, launch a career in aviation as a pilot or air traffic controller, or protect our natural resources as a forestry technician, you will be empowered with the skills needed for a fulfilling career.

Go to Trades

GRC Catalog - *Program of Study*

Green River College 2025-2026 Catalog

Programs of Study

The following lists all the degree and certificate programs offered at Green River College.

University Transfer

Transfer Associate

- Associate in Arts Degree, AA-DTA
- Associate in Biology, DTA/MRP
- Associate in Business, AB-DTA/MRP
- Associate in Computer Science, ACS-DTA/MRP
- Associate in Fine Arts, AFA
- Associate in Math Education, AM-DTA/MRP
- Associate in Pre-Nursing, APreN-DTA/MRP
- Associate in Science Transfer Track 1-Biology, Environmental Science, Chemistry, Geology, Earth Science, AST-1
- Associate in Science Transfer Track 2-Engineering, Physics, Atmospheric Science, AST-2
- Associate in Science Transfer Track 2/MRP-Bioengineering and Chemical Engineering, AST-2/MRP
- Associate in Science Transfer Track 2/MRP-Civil and Mechanical Engineering, AST-2/MRP
- Associate in Science Transfer Track 2/MRP-Computer and Electrical Engineering, AST-2/MRP

Curriculum Maps

- Associate in Arts-DTA Curriculum Map
- Associate in Arts-DTA with Concentration in Art History Curriculum Map
- Associate in Arts-DTA with Concentration in Asian Studies Curriculum Map
- Associate in Arts-DTA with Concentration in Black Studies Curriculum Map
- Associate in Arts-DTA with Concentration in Communication Studies Curriculum Map
- Associate in Arts-DTA with Concentration in Creative Expression Curriculum Map
- Associate in Arts-DTA with Concentration in Digital Media Curriculum Map
- Associate in Arts-DTA with Concentration in Diversity Studies Curriculum Map
- Associate in Arts-DTA with Concentration in Film Studies Curriculum Map
- Associate in Arts-DTA with Concentration in Gender Studies Curriculum Map
- Associate in Arts-DTA with Concentration in Global Studies Curriculum Map
- Associate in Arts-DTA with Concentration in Hispanic Studies Curriculum Map
- Associate in Arts-DTA with Concentration in Music Curriculum Map
- Associate in Arts-DTA with Concentration in Philosophy Curriculum Map
- Associate in Arts-DTA with Concentration in Psychology Curriculum Map

- Associate in Arts-DTA with Concentration in Theatre Arts Curriculum Map
- Associate in Arts-DTA with Emphasis in American Ethnic Studies Curriculum Map
- Associate in Arts-DTA with Emphasis in Anthropology Curriculum Map
- Associate in Arts-DTA with Emphasis in Creative Writing Curriculum Map
- Associate in Arts-DTA with Emphasis in English Literature Curriculum Map
- Associate in Arts-DTA with Emphasis in Geography Curriculum Map
- Associate in Arts-DTA with Emphasis in History Curriculum Map
- Associate in Arts-DTA with Emphasis in Mathematics Curriculum Map
- Associate in Arts-DTA with Emphasis in Political Science Curriculum Map
- Associate in Arts-DTA with Emphasis in Professional & Technical Communication
- Associate in Arts-DTA with Emphasis in Sociology Curriculum Map
- Associate in Arts-DTA with Emphasis in Statistics Curriculum Map
- Associate in Biology, DTA/MRP Curriculum Map
- Associate in Business, AB-DTA/MRP Curriculum Map
- Associate in Computer Science, ACS-DTA/MRP Curriculum Map
- Associate in Fine Arts, AFA Curriculum Map
- Associate in Fine Arts, AFA with Concentration in Ceramics Curriculum Map
- Associate in Fine Arts, AFA with Concentration in Design Curriculum Map
- Associate in Fine Arts, AFA with Concentration in Photography Curriculum Map
- Associate in Fine Arts, AFA with Concentration in Studio Art Curriculum Map
- Associate in Math Education, AM-DTA/MRP Curriculum Map
- Associate in Pre-Nursing, APreN-DTA/MRP Curriculum Map
- Associate in Science Transfer Track 1-Biology Curriculum Map
- Associate in Science Transfer Track 1-Chemistry Curriculum Map
- Associate in Science Transfer Track 2-Physics Curriculum Map
- Associate in Science Transfer Track 2/MRP-Bioengineering and Chemical Engineering Curriculum Map
- Associate in Science Transfer Track 2/MRP-Civil and Mechanical Engineering Curriculum Map
- Associate in Science Transfer Track 2/MRP-Computer and Electrical Engineering Curriculum Map

Professional and Technical

Bachelors of Applied Science Degree

- Accounting, BAS
- Aeronautical Science, BAS
- Applied Management, BAS
- Bachelor of Science in Nursing
- Early Childhood Education: Infant and Child Mental Health, BAS
- Information Technology-Advanced Network Administration and Security Certificate
- Information Technology-Cybersecurity and Networking, BAS
- Information Technology-Software Development, BAS
- Marketing and Entrepreneurship, BAS
- Natural Resources-Forest Resource Management, BAS

- Realtime Reporting: Court Reporting & Captioning, BAS

Associate in Applied Arts Degree

- Accounting, AAA
- Administrative Assistant, AAA
- Business Applications Specialist, AAA
- Business Management, AAA
- Legal Administrative Assistant, AAA
- Medical Office Administration, AAA
- Realtime Transcription, AAA

Associate in Applied Science Degree

- Automotive Technology, AAS
- Aviation Technology - Unmanned Aerial Systems, AAS
- Aviation Technology, AAS
- Carpentry Technology-Residential and Light Commercial, AAS
- Early Childhood Education, AAS
- Machining and Manufacturing Technology, AAS
- Mechatronics Technician, AAS
- Natural Resources-Forestry, AAS
- Natural Resources-Geographic Information Systems, AAS
- Natural Resources-Park Management, AAS
- Natural Resources-Water Quality, AAS
- Natural Resources-Wildland Fire, AAS
- Occupational Therapy Assistant, AAS
- Physical Therapist Assistant, AAS
- Practical Nursing, AAS
- Wastewater Technology, AAS
- Water Supply Technology, AAS
- Welding Technology, AAS

Associate in Applied Science Degree-Transfer

- Criminal Justice, AAS-T
- Criminal Justice-Forensic, AAS-T
- Cybersecurity and Networking, AAS-T
- Data Analytics and Software Development, AAS-T
- Early Childhood Education and Diversity Studies, AAS-T
- Early Childhood Education Paraeducator, AAS-T
- Mechatronics Theory and Application, AAS-T
- Natural Resources, AAS-T

Certificate

- Accounting Certificate
- Accounting Clerk Certificate

- Administrative Assistant Certificate
- Administrative Assistant-Data Entry Certificate
- Administrative Assistant-File Clerk Certificate
- Administrative Assistant-Office Support 1 Certificate
- Administrative Assistant-Office Support 2 Certificate
- Administrative Assistant-Records Information Clerk Certificate
- Aerospace and Advanced Manufacturing: Principles of Precision Machining 1 Certificate
- Aerospace and Advanced Manufacturing: Principles of Precision Machining 2 Certificate
- Automotive Brakes, Steering and Suspension Certificate
- Automotive Electrical Systems Certificate
- Automotive Engine Performance Certificate
- Automotive Heating and Air Conditioning Certificate
- Automotive Transmission and Transaxle Certificate
- Aviation Technology - Air Traffic Controller Certificate
- Aviation Technology - Airline Dispatcher Completion Certificate
- Aviation Technology - Aviation Operations Management Certificate
- Aviation Technology - Basic Aviation Knowledge Certificate
- Aviation Technology - Unmanned Aerial Vehicles Cyber Security Certificate
- Aviation Technology - Unmanned Aerial Vehicles Digital Photography Certificate
- Business Applications for Small Business Certificate
- Business Applications Specialist Certificate
- Business Management-Business Analytics Certificate
- Business Management-Business Foundations Certificate
- Business Management-Entrepreneurship Certificate
- Business Management-Management and Supervision Certificate
- Business Management-Marketing and Sales Certificate
- Business Management-Retail Management Certificate
- Cardiac Monitor/Electrocardiography (EKG) Technician Certificate
- Carpentry Technology Certificate
- Carpentry Technology Pre-Apprenticeship Certificate
- Carpentry Technology-Concrete Forming and Placement Certificate
- Carpentry Technology-Framing Level 1 Certificate
- Carpentry Technology-Framing Level 2 Certificate
- Carpentry Technology-Residential Interior and Exterior Finish Certificate
- Court Reporting & Captioning-Scopist/Text Editor Certificate
- Criminal Justice -Corrections Certificate
- Criminal Justice-Forensic and Fingerprint Certificate
- Criminal Justice-Law Enforcement Certificate
- Early Childhood Education (Statewide) Certificate
- Early Childhood Education (Statewide) Initial Certificate
- Early Childhood Education Certificate of Specialization Administration (Statewide) Certificate
- Early Childhood Education Certificate of Specialization-Family Child Care (Statewide) Certificate
- Early Childhood Education Certificate of Specialization-General (Statewide) Certificate

- Early Childhood Education Certificate of Specialization-Home Visiting and Family Engagement (Statewide) Certificate
- Early Childhood Education Certificate of Specialization-Infants and Toddlers (Statewide) Certificate
- Early Childhood Education Certificate of Specialization-Outdoor Learning for Young Children (Statewide) Certificate
- Early Childhood Education Certificate of Specialization-School Age Care (Statewide) Certificate
- Early Childhood Education Paraeducator Initial Certificate
- Early Childhood Education Paraeducator State Certificate
- Emergency Room and Patient Care Technician Certificate
- Information Technology-Cloud Fundamentals Certificate
- Information Technology-Fundamentals Certificate
- Information Technology-Scripting Fundamentals Certificate
- Information Technology-Security Fundamentals Certificate
- Machining and Manufacturing - Additive Manufacturing Technology Certificate
- Machining and Manufacturing Technology Certificate
- Maintenance Mechatronics 1 Certificate
- Maintenance Mechatronics 2 Certificate
- Medical Assistant Phlebotomy Certificate
- Medical Coding and Reimbursement Specialist Certificate
- Medical Front Office Certificate
- Medical Office Manager Certificate
- Medical Office Support Certificate
- Nurse Assistant Certificate
- Wastewater Technology-Municipal Wastewater Treatment Technology Certificate
- Water Distribution Technology Certificate
- Welding Technology - Advanced Arc Welding Certificate
- Welding Technology - Basic Arc and Flame Certificate
- Welding Technology - Intermediate Arc and Flame Certificate

Curriculum Maps

- Accounting Certificate Curriculum Map
- Accounting, AAA Curriculum Map
- Accounting, BAS w/Accounting AAA Curriculum Map
- Accounting, BAS w/Associate in Business DTA/MRP Curriculum Map
- Accounting, BAS w/Business Management AAA Curriculum Map
- Administrative Assistant Certificate Curriculum Map
- Administrative Assistant, AAA Curriculum Map
- Aeronautical Science, BAS Curriculum Map
- Applied Management, BAS Curriculum Map
- Automotive Technology, AAS Curriculum Map
- Aviation Technology - Air Traffic Controller Certificate Curriculum Map
- Aviation Technology - Aviation Operations Management Certificate Curriculum Map
- Aviation Technology, AAS-Air Traffic Control Track Curriculum Map

- Aviation Technology, AAS-Airline Dispatch Track Curriculum Map
- Aviation Technology, AAS-Aviation Management Track Curriculum Map
- Aviation Technology, AAS-Commercial Pilot Track Curriculum Map
- Bachelor of Science in Nursing Curriculum Map
- Bachelor of Science in Nursing Part Time Curriculum Map
- Business Applications for Small Business Certificate Curriculum Map
- Business Applications Specialist Certificate Curriculum Map
- Business Applications Specialist, AAA Curriculum Map
- Business Management, AAA Curriculum Map
- Business Management-Entrepreneurship Certificate Curriculum Map
- Carpentry Technology Certificate Curriculum Map
- Carpentry Technology Pre-Apprenticeship Certificate Curriculum Map
- Carpentry Technology-Residential and Light Commercial, AAS Curriculum Map
- Court Reporting & Captioning-Scopist/Text Editor Certificate Curriculum Map
- Criminal Justice, AAS-T Curriculum Map
- Criminal Justice-Forensic and Fingerprint Certificate Curriculum Map
- Criminal Justice-Forensic, AAS-T Curriculum Map
- Criminal Justice-Law Enforcement Certificate Curriculum Map
- Criminal Justice: Corrections Certificate Curriculum Map
- Cybersecurity and Networking, AAS-T Curriculum Map
- Data Analytics and Software Development, AAS-T Business Management Track Curriculum Map
- Data Analytics and Software Development, AAS-T Software Development Track Curriculum Map
- Early Childhood Education (Statewide) Certificate Curriculum Map
- Early Childhood Education Certificate of Specialization Curriculum Map
- Early Childhood Education Paraeducator State Certificate Curriculum Map
- Early Childhood Education Paraeducator, AAS-T Curriculum Map
- Early Childhood Education, AAS Curriculum Map
- Early Childhood Education: Infant and Child Mental Health, BAS Curriculum Map
- Emergency Room and Patient Care Technician Certificate Curriculum Map
- Information Technology-Advanced Network Administration and Security Certificate Curriculum Map
- Information Technology-Cloud Fundamentals Certificate Curriculum Map
- Information Technology-Fundamentals Certificate Curriculum Map
- Information Technology-Scripting Fundamentals Certificate Curriculum Map
- Information Technology-Security Fundamentals Certificate Curriculum Map
- Information Technology: Cybersecurity and Networking, BAS Curriculum Map
- Information Technology: Cybersecurity and Networking, BAS Curriculum Map Online
- Information Technology: Software Development, BAS Curriculum Map
- Legal Administrative Assistant, AAA Curriculum Map
- Machining and Manufacturing Technology Certificate Curriculum Map
- Machining and Manufacturing Technology, AAS Curriculum Map
- Marketing and Entrepreneurship, BAS Curriculum Map
- Mechatronics Technician, AAS Curriculum Map

- Medical Coding and Reimbursement Specialist Certificate Curriculum Map
- Medical Front Office Certificate Curriculum Map
- Medical Office Administration, AAA with emphasis in Front Office Curriculum Map
- Medical Office Administration, AAA with emphasis in Medical Coding and Reimbursement Curriculum Map
- Medical Office Manager Certificate Curriculum Map
- Medical Office Support Certificate Curriculum Map
- Natural Resources, AAS-T Curriculum Map
- Natural Resources-Forest Resource Management, BAS Forestry Operations Track Curriculum Map
- Natural Resources-Forest Resource Management, BAS Sampling and Assessment Track Curriculum Map
- Natural Resources-Forestry, AAS Curriculum Map
- Natural Resources-Geographic Information Systems, AAS Curriculum Map
- Natural Resources-Park Management, AAS Curriculum Map
- Natural Resources-Water Quality, AAS Curriculum Map
- Natural Resources-Wildland Fire, AAS Curriculum Map
- Occupational Therapy Assistant, AAS Curriculum Map
- Occupational Therapy Assistant, AAS Hybrid Curriculum Map
- Physical Therapist Assistant, AAS Curriculum Map
- Practical Nursing, AAS Curriculum Map
- Practical Nursing, AAS Part-time (Hybrid) Curriculum Map
- Practical Nursing, AAS Part-time (Online) Curriculum Map
- Realtime Reporting: Court Reporting & Captioning, BAS Curriculum Map
- Realtime Transcription, AAA Curriculum Map
- Unmanned Aerial Systems, AAS Curriculum Map
- Wastewater Technology, AAS Curriculum Map
- Wastewater Technology-Municipal Wastewater Treatment Technology Certificate Curriculum Map
- Water Distribution Technology Certificate Curriculum Map
- Water Supply Technology, AAS Curriculum Map
- Welding Technology Certificates Curriculum Map
- Welding Technology, AAS Curriculum Map

Other Learning Options

Certificate

- High School Equivalency Test Certificate

High School Diploma

- High School Diploma, HSD

GRC Catalog - *Course Descriptions*

ACADEMIC CATALOG

2025-2026 Catalog

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Course Descriptions

This section includes a brief description of each credit class offered on a regular basis at Green River College. Classes are arranged in alphabetical order according to the college department that offers the class.

Each listing includes a course number (prefix & code/number), course title, number of credits awarded, prerequisite, course outcomes, and academic transfer distributions are also designated where applicable. Common course numbers are identified by an “&” symbol at the end of the department abbreviation.

Course numbers 100-299 are designated for Green River College programs and courses that transfer to senior institutions (transfer is sometimes limited). The 100 series is ordinarily for first-year students and the 200 series for second-year students, but this distinction varies because of differing requirements at other colleges

and universities. The 300 and 400 level series are for third- and fourth-year students. The courses 0-99 are pre-college level courses, are designed to ease your transition to college and start on a pathway to a degree.

Consult the "Programs of Study" section of this catalog and your faculty advisor for specific information about each class and about which classes will meet your requirements.

Course Filter

Filter this list of courses using course prefix, course code, keywords or any combination.

Choose Course Prefix

All prefixes…

Choose Course Number

Choose Course Type

All types…

Choose Keyword

Filter

Find whole word or phrase only.

Accounting

- ACCT 110 - Practical Accounting 1
- ACCT 111 - Practical Accounting 2

- ACCT 113 - Practical Accounting 3
- ACCT& 201 - Principles of Accounting I
- ACCT& 202 - Principles of Accounting II
- ACCT& 203 - Principles of Accounting III
- ACCT 212 - QuickBooks for Accounting
- ACCT 215 - Advanced Business Computation
- ACCT 218 - Individual Taxation
- ACCT 221 - Payroll Accounting
- ACCT 260 - Governmental and Non-Profit Accounting
- ACCT 301 - Intermediate Accounting I
- ACCT 302 - Intermediate Accounting II
- ACCT 303 - Intermediate Accounting III
- ACCT 394 - Special Topics: Accounting
- ACCT 410 - Cost Accounting
- ACCT 411 - Auditing
- ACCT 430 - Accounting Information Systems and Controls
- ACCT 450 - Business Taxation
- ACCT 480 - Business Analytics in Accounting
- ACCT 490 - Accounting Internship/Capstone

American Ethnic Studies

- AMES 100 - Introduction to American Ethnic Studies
- AMES 103 - Intersections of Race, Gender, Class and Sexuality
- AMES 105 - Social Inequality and Change in American Sports
- AMES 150 - Race and Ethnicity in the Pacific
- AMES 194 - Special Topics-American Ethnic Studies
- AMES 206 - Identity and Education in Hawai'i
- AMES 214 - Sociology of Race and Ethnicity
- AMES 230 - Introduction to Critical Asian American & Pacific Islander Studies
- AMES 253 - Community Formation in Hawai'i
- AMES 299 - Independent Study-American Ethnic Studies

Anthropology

- ANTH& 100 - Survey of Anthropology
- ANTH& 104 - World Prehistory
- ANTH& 106 - American Mosaic: Cultures of the United States
- ANTH 108 - Food, Drink and Culture
- ANTH 194 - Special Topics-Anthropology 1
- ANTH& 204 - Archaeology
- ANTH& 205 - Biological Anthropology
- ANTH& 206 - Cultural Anthropology
- ANTH& 207 - Linguistic Anthropology

- ANTH& 210 - Indigenous Peoples of North America
- ANTH& 216 - Indigenous Peoples of the Northwest Coast
- ANTH 220 - Sex, Gender and Culture
- ANTH& 234 - Religion and Culture
- ANTH& 235 - Cross-Cultural Medicine
- ANTH& 236 - Forensic Anthropology
- ANTH 273 - Field Archeology
- ANTH 294 - Special Topics-Anthropology 2
- ANTH 298 - Independent Study-Anthropology 1
- ANTH 299 - Independent Study-Anthropology 2
- ANTH 335 - Advanced Cross-Cultural Medicine

Anatomy and Physiology

- AP 100 - Survey of Human Anatomy and Physiology
- AP 102 - Bringing Anatomy and Physiology to Life
- AP 103 - Essentials of Human Anatomy and Physiology 1
- AP 104 - Essentials of Human Anatomy and Physiology 2
- AP 210 - Cadaver Anatomy

Arabic

- ARAB 121 - Arabic I

- ARAB 122 - Arabic II
- ARAB 123 - Arabic III

Art

- ART& 100 - Art Appreciation
- ART 105 - Beginning Drawing
- ART 106 - Intermediate Drawing
- ART 107 - Advanced Drawing
- ART 109 - Beginning Design
- ART 110 - Intermediate Design and Color
- ART 111 - Painting 1
- ART 112 - Painting 2
- ART 113 - Painting 3
- ART 114 - Pottery 1
- ART 115 - Pottery 2
- ART 119 - 3-Dimensional Design
- ART 120 - Introduction to Graphic Design
- ART 123 - Beginning Videography
- ART 130 - Watercolor Painting
- ART 135 - Introduction to Screen Printing
- ART 139 - Introduction to Digital Illustration

- ART 140 - Introduction to Animation
- ART 177 - Art Work Experience 1
- ART 178 - Art Work Experience 2
- ART 179 - Art Work Experience 3
- ART 180 - The Artist's Portfolio
- ART 199 - Independent Study-Design
- ART 212 - History of Art 1
- ART 213 - History of Art 2
- ART 214 - History of Art 3
- ART 219 - Advanced 3-Dimensional Design
- ART 240 - History of Art and Feminism
- ART 241 - History of Indigenous Art of the Americas
- ART 251 - Ceramics 1
- ART 252 - Ceramics 2
- ART 253 - Ceramics 3
- ART 255 - Advanced Painting 1
- ART 256 - Advanced Painting 2
- ART 257 - Advanced Painting 3
- ART 275 - Independent Study-Ceramics 1
- ART 276 - Independent Study-Ceramics 2
- ART 277 - Independent Study-Ceramics 3

- ART 294 - Independent Study-Painting 1
- ART 297 - Independent Study-Advanced Drawing 1

Astronomy

- ASTR& 101 - Introduction to Astronomy

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2.G.2 EV.#6 / Section 6

GRC Catalog - *Faculty and Administration*

Faculty and Administration

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Suzanne Johnson, President, B.A., Ithaca College; M.A., Ph.D., Stony Brook University

Sara Keene, Sociology, A.A., Columbia College; B.A., University of California; M.Sc., School of Oriental and African Studies; M.Sc., Ph.D., Cornell University

Joshua Kessler, Japanese, B.A., University of California, Santa Cruz; M.A., San Francisco State University

Leslie Kessler, Early Childhood Education, B.S., Montana State University; M.Ed., City University; M.A., Argosy University

Pamela Kikillus, Physical Therapy, B.A., Olivet Nazarene University; M.S., DHSc, University of Indianapolis

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Lisa Luengo, French, B.A., Northwestern University; M.A., University of Denver; Ph.D., University of Colorado at Boulder

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Marjorie MacKenzie, Reference and Instruction Librarian, B.A., M. Libn., University of Washington

Michael Macon, Mathematics, B.A., Drew University; M.A., San Francisco State University

Krishnan Mahadevan, Information Technology, B.E.E.E., Anna University, Chennai, India; M.S.E.E., Wayne State University

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Lara Michaels, Mathematics, B.S., University of Utah; Ph.D., University of Texas

Candice Mihaila, Nursing, B.S., M.S., Western Governors University

Patrick Milian, English, B.A., University of Colorado Denver; M.F.A., Ph.D., University of Washington

Joshua Misenar, Natural Resources

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Kathryn Moninger, Nursing, A.A., Highline Community College

Julie Moore, English, B.A., University of Puget Sound; M.A., Cert., Western Washington University

Michael Moreno, English, B.A., St. Mary's College of California; M.A., San Francisco State University; M.A., Ph.D., University of California Riverside

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Anna Neil, Physical Therapy, A.A.S., B.S., Pacific Lutheran University

David Nelson, Mathematics, B.S., Washington State University; M.S., Western Washington University

David Norberg, History, B.A., University of Washington; M.A., Western Washington University

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Gary Oliveira, Art, B.F.A., University of Dayton; M.F.A., Massachusetts College of Art

Benjamin Orr, Welding, Cert., Green River College

Tina Ostrander, Information Technology, B.S., University of Washington; M.A., Gordon-Conwell Theological Seminary; M.S., Regis University

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Joel Perdue, Manufacturing, A.A.A, Green River College

Luu Phan, Nursing, B.S., M.A., Western Governors University

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Justin Pitt, Welding, Green River College

Carolina Pittser, English, B.A., Universidad Austral de Chile; B.A., M.A., Central Washington University

Melissa Porras-Monroe, Occupational Therapy Assistant Program Director, B.A., University of Puget Sound; M.A., Concordia University Chicago

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Megan Reiser, Humanities, B.A., University of Washington; M.A., Washington State University; Cert., University of Washington

Jennifer Rohan, Librarian, B.A., University of California, Los Angeles; M.L.I.S., University of Washington

Derek Ronnfeldt, Director of Campus Safety and Transportation, B.S., Illinois State University

Mary Saldin, IBEST, B.A., Whitworth University; M.Ed., Seattle University

Paul Sanchez, Associate Dean of International Education, B.A., California State University; M.A., Ph.D., Alliant International University

Amanda Schaefer, English, B.A., University of California-Irvine; M.A., University of Notre Dame

Timothy Scharks, Geography, B.S., University of Alaska, Fairbanks; M.S., Western Washington University

Scott Schreiber, Welding, Journeyman Welder; W.A.B.O. Certified

Tyler Schrock, Information Technology, B.A., Malone University; M.B.A., Waynesburg University

Kindra Schuller, Cybersecurity, B.A., Baker University; M.A., Capella University

William Sciacca, Mechatronics, A.A.S., A.A.S., Green River College; A.A.S., Sonoran Desert Institute

William Scott, Communication Studies, B.A., M.A., California State University, Los Angeles

Joanna Segal, Librarian, B.A., M.A., M.L.I.S., University of Washington

Shannon Sharpe, Business, A.A., Highline Community College; B.A., Southern Illinois University, Carbondale; Cert., Renton Technical College

Katherine Shaw, Geology, B.A., Bryn Mawr College; M.S., University of Washington

Heidi Sheneberger, College and Career Pathways, B.A., Central Washington University; Cert., University of Washington; Cert., School of Teaching ESL; M.A., Seattle University

Ian Sherman, Interim Dean of Instruction for English and Humanities Divisions, English, B.A., Oberlin College; M.F.A., University of Washington

Lea Ann Simpson, Interim Dean of Business and Law Divisions, Business Education, B.S., M.S., University of Idaho

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Lindsey Smith, Political Science, B.A., M.A., Ph.D., University of Alabama

Samantha Smith, Mathematics, A.A., Skagit Valley College; B.S., M.S., Western Washington University; Ph.D., Cert, Oregon State University

Chitra Solomonson, Physics, B.S., University of Madras, India; M.S., Indian Institute of Technology, Madras, India; Ph.D., Louisiana State University

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Rachel Stuart, Communication Studies, B.A., M.A., California State University Chico; A.B.D., Washington State University

Brian Stubbs, Physics, B.S., Pacific Lutheran University; M.S., University of Oregon

Leo Studach, Biology, B.S., Marquette University; Ph.D., Purdue University

Andrew Sturt, Journalism, B.A., M.S., University of Colorado

Mary Jane Swenson, Criminal Justice, B.A., M.A., University of Washington; J.D., Seattle University

Su Hoon Tan, Senior Director of Auxiliary Services, B.S, M.S., St. Cloud State University

Vaishnavi Thakar, Natural Resources, B.S., University of Pune, India; M.S., Ph.D., University of Texas at Dallas

Mark Thomason, History, B.A., University of Washington; M.A., New Mexico State University

Peter Turylo, Information Technology, B.A., B.A.Sc., M.B.A., University of Toronto

Susan Uland, Computer Engineering, B.S., University of Virginia; M.Ed., University of St. Thomas; M.S., Texas A&M University

Jeremy Upsal, Math, B.A., University of Colorado; M.A., Ph.D., University of Washington

Julissa Valenciano, Math, A.S., Columbia Basin College; B.S., Washington State University; M.S., Oregon State University

Jamie Vandette, Anatomy and Physiology/Biology, B.S., Central Washington University; M.S., Ohio State University

Leonard Wainstein, College and Career Pathways, B.A., University of Puget Sound; M.A., TESOL, University of Washington

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Nicole Wetter, Accounting, B.A., M.P.A., University of Washington

Ariel Wetzel, English, B.A., M.A., Western Washington University; Ph.D., University of Washington

Jennifer Wheeler, Registrar/Director of Office of the Registrar, A.A., A.A.A, Green River Community College; Cert., B.S., M.S., Western Governors University

Staci Whitehouse, Interim Executive Director of Human Resources, B.A., Pacific Lutheran University

Ariadne Wilber, English, B.A., M.S., Eastern Washington University

Michelle Williams, Criminal Justice, CA POST Certified, San Diego Regional Law Enforcement Agency (SDRLEA); B.S., Northern Arizona University; M.S., National University

Michael Wood, Engineering, B.S., Colorado State University; M.S., University of Colorado-Denver

Jean-Paul Yafali, Business, A.A., Philosophat Edit Stein & Saint Augustin; B.A., M.A., M.S., Universite Catholique du Congo; M.B.A., Seattle University; D.B.A., Saint Mary's College of California

Harmen Zijlstra, Chemistry, Ph.D., University of Groningen

2.G.2 EV.#7 / Section 7

Judicial Affairs

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Close

JUDICIAL AFFAIRS

AT GREEN RIVER COLLEGE

JUDICIAL AFFAIRS

The Judicial Affairs office contributes to the holistic development of students by administering the Student Conduct Code through equitable practices in alignment with Green River College's mission and values and in accordance with the Washington Administrative Code (WAC) policies and procedures.

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of consistency and fairness.

How To Submit a Report

Green River College is committed to creating a safe, supportive learning and working environments for all members of the campus community.

To report a concern of academic dishonesty or a student conduct code violation, select from the options below:

Submit an Academic Dishonesty Concern Report a Student Conduct Code Violation

Concerns for Campus Safety

Campus safety is our top priority, and we take all reports seriously to protect everyone's health and well-being.

The College urges all members and visitors to file a report with Campus Safety when any criminal activity is suspected or there is a concern for the health and safety of others. Depending on the type of report received, Campus Safety staff will route to the appropriate authorities including the Local Police Department, Judicial Affairs, Human Resources, or the Title IX Coordinator. We are all responsible for campus safety. If you see something, say and do something about it—report any concerning behavior or suspicious activity by contacting Campus Safety at (253) 288-3350, safetydispatch@greenriver.edu, or using the forms below.

Report a Crime, Incident or Concern Report or File a Sexual Misconduct Complaint

Submit a Concern for a Student (Formerly Red Flag) Submit a Hazing Incident Report

For more information visit the following pages:

- Student Conduct Code
- Hazing Prevention and Response

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- FERPA
- Campus Safety
- Reporting or filing a Sexual Misconduct complaint
- Assistance & Care Team (ACT)

Student Code of Conduct

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Select Language
Powered by Google Translate

STUDENT CONDUCT CODE

STUDENT CONDUCT CODE

The Student Conduct Code is comprised of Washington Administrative Codes outlining the rights and responsibilities of students attending Green River College.

- Student Conduct Code

Quick Links

Report a Crime, Incident, or Concern

Submit a Hazing Incident Report

Submit an Academic Dishonesty Concern

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- 132J-126-010 Purpose.
- 132J-126-020 Statement of jurisdiction.
- 132J-126-030 Definitions.
- 132J-126-040 Student code authority.
- 132J-126-050 Statement of student rights.
- 132J-126-060 Right to sale of personal property.
- 132J-126-070 Denial of access to Green River College.
- 132J-126-080 Rights of ownership of works.
- 132J-126-090 Conduct-Student responsibilities
- 132J-126-100 Violation of law and college discipline
- 132J-126-120 Purpose of disciplinary action.
- 132J-126-130 Disciplinary terms.
- 132J-126-140 Initiation of disciplinary action.
- 132J-126-150 Appeal from disciplinary action.
- 132J-126-160 Brief adjudicative proceedings-Initial hearing.
- 132J-126-170 Brief adjudicative proceedings-Review of an initial decision.
- 132J-126-180 Student conduct committee.
- 132J-126-190 Appeal-Student conduct committee.
- 132J-126-200 Student conduct appeals committee hearings-Presentations of evidence.
- 132J-126-210 Student conduct committee-Initial decision.
- 132J-126-220 Appeal from student conduct committee initial decision.
- 132J-126-230 Summary suspension.
- 132J-126-280 Brief adjudicative proceedings authorized.
- 132J-126-290 Brief adjudicative proceedings-Agency record

Student Rights & Responsibilities

Faculty Resources

FAQ for Parents

FAQ for Students

FERPA

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- 132J-126-430 Initiation of Discipline
- 132J-126-440 Prehearing Procedure
- 132J-126-450 Rights of Parties
- 132J-126-460 Evidence
- 132J-126-470 Initial Order
- 132J-126-480 Appeals

~~2024 Title IX Supplemental Sex Discrimination Student Conduct Code and Procedures*~~

- ~~132J-126-500 Sex discrimination – Supplemental Student conduct code and procedures – Order of precedence~~
- ~~132J-126-510 Sex discrimination – Prohibited conduct and definitions~~
- ~~132J-126-520 Sex discrimination – Jurisdiction~~
- ~~132J-126-530 Sex discrimination – Dismissal and initiation of discipline~~
- ~~132J-126-540 Sex discrimination – Prehearing procedure~~
- ~~132J-126-550 Sex Discrimination – Presentation of Evidence~~
- ~~132J-126-560 Sex discrimination – Initial order~~
- ~~132J-126-570 Sex discrimination - Appeals~~

* **NOTE:** On January 9, 2025, the U.S. District Court for the Eastern District of Kentucky vacated the Biden administration's 2024 Title IX regulations. These 2024 Title IX regulations are no longer applicable. All Title IX Sex Discrimination student complaints will follow the 2020 Title IX regulations as specified in the Supplemental 2020 Title IX Student Conduct Procedures listed above.

The rules had been established on an emergency basis in accordance with RCW 34.05.310-.395 to comply with the Department of Education's amendments to Title IX regulations on April 19, 2024 [89 FR 33474]

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- 132J-155-040 Additional requirements for noncollege groups.
- 132J-155-050 Distribution of materials.

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GRC Catalog - *Academic Information: Important Academic Information (Catalog, page 75)*

- Students who are admitted must complete formal enrollment prior to the first day of the quarter.
- If it is determined the student is eligible for courses available through the public school system, the student should not be enrolled.
- Students must meet course prerequisites and demonstrate academic preparedness through appropriate placement or an independent evaluation by a full-time faculty member from the appropriate division(s).
- An evaluation of the student's maturity/college readiness must be conducted. This can be accomplished through a personal interview between the student, the Director of Career and Advising, the dean of the appropriate academic division or the instructor of record for the course(s) to be taken. It may be appropriate to include the parent/guardian of the student in these discussions.
- Exemption requests must be made at least 15 working days prior to the start of the academic quarter in which the applicant wishes to enroll.

Students not complying with these procedures will be withdrawn.

Reciprocity Agreement Policy

Washington community and technical colleges (CTCs) offer reciprocity to students transferring within the CTC system who are pursuing the Direct Transfer Agreement (DTA) degrees or the Associate in Science-Transfer (AS-T) degrees. Students who complete an individual course, meeting degree distribution requirements, or fulfill entire areas of their degree requirements at one college will be considered to have met those same requirements if they plan to complete the same degree when they transfer to another community or technical college in Washington. These degree requirements include Communication Skills, Quantitative Skills, or one or more Distribution Area requirements. Students must initiate the review process and must be prepared to provide the necessary documentation. For complete information go to www.greenriver.edu.

Student Code of Conduct/Student Rights and Responsibilities

As a student at Green River College, you have the responsibility and expectation to maintain an environment conducive to the academic success, safety, and well-being of others. The Student Code of Conduct identifies the rights that are guaranteed individual students and the responsibilities of students in our college community according to state law and college policy. The provisions of the code apply to all students whenever they are on campus or engaged in any college-sponsored activity or function.

To review the Student Code of Conduct, please visit www.greenriver.edu/conduct.

Learning Outcomes

2.G.2 EV.#8 / Section 8

Tuition & Fees

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TUITION & FEES

AT GREEN RIVER COLLEGE

How Much Does it Cost to Attend?

Tuition and fees are set by the Washington State Legislature and are subject to change. Green River College reserves the right to change any of its fees or charges without notice. Some courses or programs of study may require additional fees.

QUARTERLY TUITION DUE DATES

If enrollment occurs before the tuition due date, students have until the posted date to

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Lower Level Tuition Rates (Under 300-level):

- Resident Tuition
- Non-Washington State Resident Tuition with Waiver
- Undetermined Residency Tuition
- International Tuition

Upper Level Tuition Rates (300-level and above):

- BAS Resident Tuition
- BAS Non-Washington State Resident Tuition with Waiver
- BAS Undetermined Residency Tuition
- BAS International Tuition

Special Population Tuition Rates:

- Active Duty Service Members
- Veterans
- High School Completion

Special Courses:

- Special Course Costs

Residency Information:

- Residency Requirements
- Eligible Undocumented Residency

Refund Information:

- Withdrawal & Refund Rules

Quarterly Tuition Due Dates:

- Spring Quarter - February 26, 2025
- Summer Quarter - June 9, 2025
- Fall Quarter - September 9, 2025
- Winter Quarter - December 9, 2026
- Spring Quarter - March 9, 2026

PAYMENT OPTIONS

Online: ctcLink account, Financial Account tile

In Person: Cashier's Office, Student Affairs & Success Center - Cashier's Office hours

Kent Campus - Kent Campus hours

Auburn Center - Auburn Center hours

Enumclaw Campus - Enumclaw Campus hours

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factors.

Student Financial Obligation

All outstanding amounts resulting from nonpayment of tuition and fees are the responsibility of the student. Withdrawal from school, officially or unofficially, will not cancel any financial obligation already incurred. Failure to pay all financial obligations may result in debts being turned over to a collection agency. Collection fees, including attorney fees and other charges necessary for the collection of any amount due, will be added to the student's account balance. Students who default on any financial obligations to Green River College are responsible for collection fees, attorney fees, court fees, and other reasonable costs and expenses incurred in the collection of any debt, in accordance with RCW 28B.10.293 and RCW 19.16.500.

Costs of Attending Green River College

For more information about the costs of attending Green River College, visit our Cost of Attending page.

GRC Catalog – *Getting Started: College Cost (Catalog, pages 41-47)*

- Students are responsible for making sure their schedule is accurate by dropping any unwanted classes. Failure to do so may result in a 0.0 grade being posted to their transcript and possible additional tuition and fee charges.
- Students can remove their name from a waitlist through the Manage Classes tile in their ctcLink account or by contacting the Office of the Registrar via email to request they be removed from a class waitlist.
- Waitlists close two (2) days prior to the start of the quarter to allow schedules and class rosters to be prepared the day before the quarter starts.
- If any students have not received notification by the first day of the quarter that their waitlist status has changed, they may contact the instructor or attend the first class session.
- Attending the first class session will not guarantee admittance into the class.

Students are responsible for the accuracy of their class schedule. If a student is registered for a class they no longer plan to attend, they should withdraw from the class online or contact the Office of the Registrar for procedures to withdraw from the class.

Students who default on any financial obligations to Green River College are responsible for collection fees, attorney fees, court fees, and other reasonable costs and expenses incurred in the collection of any debt, in accordance with RCW 28B.10.293 and RCW 19.16.500.

Withdrawals

Students may withdraw from the college or from classes until the last instructional day of the eighth week of the quarter during fall, winter, and spring. For summer quarter, the last day to withdraw is the end of the fifth week of the quarter.

College Costs

In estimating college costs, students will need to include amounts for tuition, special fees, books, supplies, transportation, and living expenses.

Textbooks and supplies can cost up to $500 or more per quarter, depending on the program. Textbook prices are subject to change without notice.

Tuition and Fees

Lower-Level Tuition Rates (Under 300-level courses)

Tuition and fees are set by the state legislature and are subject to change, usually beginning fall quarter.

See the Tuition Rates chart below. Current tuition rates are published online at www.greenriver.edu/tuition.

Tuition Rates for 2025-2026 *Tuition and fees are subject to change by the Washington State Legislature.*	**Washington Resident Rates**	**Non-Washington Resident Rates****	**International and Contract Rates^**
Per credit charge (1-9 credits)	$131.96	$150.94	$339.30
Per credit charge (10 credits)	$131.96	$150.94	$928.30
Per credit charge (10-18 credits)	$65.09	$66.10	$3,982.00 for 10-18 credits
Per credit charge (19 credits and over), except as noted below for those who qualify	$118.39	$137.37	$325.73
Career/Technical waiver for 19 or more credits (per credit)	$65.09	$66.10	N/A
Active-Duty Military using TA (1-9 credits)	$118.76	N/A	N/A
Active-Duty Military using TA (10-18 credits)	$58.58	N/A	N/A
Active-Duty Military using TA (19+ credits)	$106.55	N/A	N/A
High School completion age 19 and over (per credit - up to 18 credits)	$12.00/ cr. + fees	Regular rates apply	Regular rates apply

NOTE: *Students auditing classes pay regular tuition and fees.*

***Non-Washington Residents and INS-approved permanent residents are eligible for this rate while establishing their Washington state residency.*

^International and other Visa classifications that are not eligible to establish residency, including international students.

Upper-Level Tuition Rates (300-level and above courses)

Tuition and fees are set by the state legislature and are subject to change, usually beginning fall quarter.

See the Tuition Rates chart below. Current tuition rates are published in the quarterly class schedule and online at www.greenriver.edu/tuition. .

Tuition Rates for 2025-2026 *Tuition and fees are subject to change by the Washington State Legislature.*	**Washington Resident Rates**	**Non-Washington Resident Rates****	**International and Contract Rates^**
Per credit charge (1-9 credits)	$255.94	$274.92	$718.88
Per credit charge (10 credits)	$255.94	$274.92	$834.08
Per credit charge (11-18 credits)	$13.29	$14.30	$7,304.00 for 10-18 credits
Per credit charge (19 credits and over), except as noted below for those who qualify.	$242.37	$261.35	$705.31
Active-Duty Military using TA (1-9 credits)	$230.35	N/A	N/A
Active-Duty Military using TA (10-18 credits)	$11.96	N/A	N/A
Active-Duty Military using TA (19+ credits)	$218.13	N/A	N/A

NOTE: *Students auditing classes pay regular tuition and fees.*

***Non-Washington Residents and INS-approved permanent residents are eligible for this rate while establishing their Washington state residency.*

^International and other-Visa classifications that are not eligible to establish residency, including international students.

Mandatory Fees

A special services matriculation fee of $1.25 per credit is applied to all credits.

A technology fee of $6 per credit to a maximum of 12 credits, not to exceed $72. This fee was established by a student vote to cover the cost of equipment, printing, and tech support for the open computer labs.

A facilities fee of $20.25 minimum for 1 to 5 credits, and $4.05 per credit after 5 credits, no maximum.

A Student Center fee of $45. This fee was established by a student vote to cover the cost of the Lindbloom Student Union.

An eLearning fee of $12 per class applied to all classes taught hybrid or online.

Space-Available Waiver Course Fees

To use the space-available waivers, enrollment must be no earlier than the 4th day of the quarter in fall, winter, and spring quarters, and the 3rd day of the quarter in summer. Instructor permission is required by this day of the quarter.

Washington State Employee - $65.09 per class, plus class fees

- A Washington State Employee Tuition Exemption Form is required each quarter
- Instructor permission is required for each class
- Waiver of tuition and fees for state employees and educational employees - RCW 28B.15.558
- To be eligible for the tuition exemption program, an employee must be a full-time/part-time permanent employee of a state agency and be certified as eligible for the exemption according to chapter 88, Laws of 1990, 51st regular session.

Senior Citizen - $5.00 per class, plus college and class fees

- Two class limit
- Instructor permission is required for each class
- 60 years of age or older and a Washington resident, proof required - RCW 28B.15.540
- This waiver is not for students intending to use credits for increasing credentials or salary increases

Other Fees

Special fees (All fees are subject to change)	
Locker fee (refundable)	$7.50

Payment Plan	$25
Transcript fee online	$12
Transcript fee in person, On-Demand	$25
International Student Late Enrollment	$95

Special Courses	
Parent-Child Education	$20 per credit
Basic Skills	$25 per quarter
Apprenticeship	50% of regular tuition

Student Financial Obligations

All outstanding amounts resulting from nonpayment of tuition and fees are the responsibility of the student. Withdrawal from school, officially or unofficially, will not cancel any financial obligation already incurred. Failure to pay all financial obligations may result in debts being turned over to a collection agency. Collection fees, including attorney fees and other charges necessary for the collection of any amount due, will be added to the student's account balance. Students who default on any financial obligations to Green River College are responsible for collection fees, attorney fees, court fees, and other reasonable costs and expenses incurred in the collection of any debt, in accordance with RCW 28B.10.293 and RCW 19.16.500.

Residency Requirements for Tuition Paying Purposes

The state of Washington has established specific criteria for students to qualify as residents for tuition paying purposes (References: RCW 28B.15 and WAC 250.18).

A Washington resident student is one who is a U.S. citizen, or has permanent or temporary resident status, or holds "Refugee-Parolee" or "Conditional Entrant" status with the United States Immigration and Naturalization Service or is otherwise permanently residing in the United States under code of law; and is either a:

1. Financially independent student:
    1. Has established a bona fide domicile in the state of Washington primarily for purposes other than education for a period of one year immediately

before the first day of the quarter for which they have registered at any institution; **and**

2. Is financially independent.

OR

2. Financially dependent student:
    1. Is a dependent student with one or both of their parents or legal guardians having maintained a bona fide domicile in the state of Washington for at least one year immediately before the first day of the quarter for which they have registered at any institution.

Residency Reclassification

To apply for residency reclassification, students must submit the following information to the Office of the Registrar no later than the 30th calendar day of the quarter:

- Residency Questionnaire
- Required documentation to support independent or dependent status
- Required documentation to support previous 12 months domicile in Washington State

Refer to the Residency Reclassification Checklist on the third page of the Residency Questionnaire for complete details. Residency Questionnaires are available online, in the Office of the Registrar, or by calling (253) 288-3383.

Washington State Higher Education Residency Affidavit

This option is open to all Washingtonians, regardless of citizenship or immigration status. It is the only option available to people with undocumented status and have never had DACA or to people who are pending asylum without an Employment Authorization Document (EAD).

Students who qualify:

- Pay resident tuition and fees at all public colleges and universities, and
- Meet residency requirements for all state financial aid programs, including Washington College Grant. Students must also meet program requirements.

To qualify, students must meet all the following requirements:

- Earn a high school diploma, GED, or diploma equivalent before their first term at the college determining residency.
- Maintain a primary residence in Washington for at least 12 consecutive months immediately before their first term at the college determining residency.
    - The Washington residence must be for purposes *other than* college. If a student takes any courses at another Washington college during the prior 12 months, they cannot have taken more than six credits in any given

term. Students exceeding that limit must prove that they have a Washington residence for non-college reasons.

- Sign an affidavit saying they meet the above requirements and that one of the following is true:
    - They will file an application to become a permanent resident of the United States (green card) as soon as they are eligible to apply. And that they are willing to engage in activities designed to prepare them for citizenship, including citizenship or civics review courses or
    - They are a U.S. citizen, U.S. national, or U.S. permanent resident.

The first two requirements can be done at the same time or at different times, as long as they are both completed before starting at the college determining residency.

Withdrawal and Refund Rules

Credit Classes

The refund period is the first 15 calendar days of the quarter. It is the student's responsibility to withdraw from the college or from individual courses. Students must withdraw online or submit an Enrollment Change Request Form to guarantee the accuracy of their permanent records and to begin refund procedures, when applicable. The student may receive a refund under the following conditions:

- 100 percent refund of tuition and fees - when courses or programs are canceled by the college.
- 100 percent refund of tuition and fees - through the fifth instructional day of the quarter when a student officially withdraws from class.
- 40 percent refund of tuition only (no fees will be refunded after the 100 percent refund period ends) - when official withdrawal occurs after the fifth instructional day of the quarter through the end of the refund period (see next bullet).
- No refunds - after the 15th calendar day of the quarter. The 15th calendar day is the end of the refund period.
- Short-term classes - 100 percent refund of tuition and fees - when official withdrawal occurs prior to or on the first day of class only. Short-term classes are indicated by dates published with the class listing.
- Refunds of less than ten dollars ($10) will not be processed.
- Appeals to the refund policy must be submitted to the Office of the Registrar in written form with official supporting documents attached. Refund appeals must be received by the Office of the Registrar within one academic quarter of the quarter in question.
- A separate refund policy applies to students receiving financial aid. Tuition refunds must be returned to the financial aid account and not the student.

A separate refund policy applies for students enrolling in continuing education non-credit classes.

Students forfeit all claims to refunds of tuition when:

2.G.2 EV.#9 / Section 9

Withdrawal & Refund Rules

October 20, 2025 08:48 AM

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WITHDRAWAL & REFUND RULES

Withdrawing from credit classes

The refund period is the first 15 calendar days of the quarter. It is the student's responsibility to withdraw from the college or from individual courses.

Students must withdraw through ctcLink or submit a withdrawal/change of schedule form to guarantee the accuracy of their permanent records and to begin refund procedures when applicable. The student may receive a refund under the following conditions:

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- Refunds of less than ten dollars ($10.00) will not be made.
- Appeals to the refund rules must be submitted to the Office of the Registrar in written form with a Withdrawal/Refund Exception Request, including supporting documentation. Refund appeals must be received by the Office of the registrar by the end of the following quarter for a refund or within one year of the quarter in question for a late withdrawal.
- Separate refund rules apply to students receiving financial aid. Tuition refunds must be returned to the financial aid account and not to the student.

Separate refund rules apply to students enrolled in continuing education non-credit classes.

GRC Catalog – *Getting Started: Withdrawal and Refund Rules (Catalog, pages 47-50)*

term. Students exceeding that limit must prove that they have a Washington residence for non-college reasons.

- Sign an affidavit saying they meet the above requirements and that one of the following is true:
    - They will file an application to become a permanent resident of the United States (green card) as soon as they are eligible to apply. And that they are willing to engage in activities designed to prepare them for citizenship, including citizenship or civics review courses or
    - They are a U.S. citizen, U.S. national, or U.S. permanent resident.

The first two requirements can be done at the same time or at different times, as long as they are both completed before starting at the college determining residency.

Withdrawal and Refund Rules

Credit Classes

The refund period is the first 15 calendar days of the quarter. It is the student's responsibility to withdraw from the college or from individual courses. Students must withdraw online or submit an Enrollment Change Request Form to guarantee the accuracy of their permanent records and to begin refund procedures, when applicable. The student may receive a refund under the following conditions:

- 100 percent refund of tuition and fees - when courses or programs are canceled by the college.
- 100 percent refund of tuition and fees - through the fifth instructional day of the quarter when a student officially withdraws from class.
- 40 percent refund of tuition only (no fees will be refunded after the 100 percent refund period ends) - when official withdrawal occurs after the fifth instructional day of the quarter through the end of the refund period (see next bullet).
- No refunds - after the 15th calendar day of the quarter. The 15th calendar day is the end of the refund period.
- Short-term classes - 100 percent refund of tuition and fees - when official withdrawal occurs prior to or on the first day of class only. Short-term classes are indicated by dates published with the class listing.
- Refunds of less than ten dollars ($10) will not be processed.
- Appeals to the refund policy must be submitted to the Office of the Registrar in written form with official supporting documents attached. Refund appeals must be received by the Office of the Registrar within one academic quarter of the quarter in question.
- A separate refund policy applies to students receiving financial aid. Tuition refunds must be returned to the financial aid account and not the student.

A separate refund policy applies for students enrolling in continuing education non-credit classes.

Students forfeit all claims to refunds of tuition when:

- They discontinue their class(es) without completing the proper forms and procedures.
- They withdraw after the 15th calendar day of the quarter or after 25 percent of the course or program has elapsed, whichever comes first.
- They discontinue their class(es) due to misconduct.
- The fees are indicated to be nonrefundable in the college catalog, class schedule, or course announcement.

Please note these additional conditions:

- Course fees for self-supporting, continuing education and some Kent Location classes are exempt from this refund policy. (Contact the Continuing and Community Education Office or Kent Location for further information.)
- Exceptions may be made for emergency extenuating circumstances such as medical, family emergency, military duty, etc. A Withdrawal/Refund Exception Request must be submitted to the Registrar with official supporting documentation. See the form for details.
- Students who have paid fees for equipment or materials, which have a return or refund value, must have the responsible instructor or staff person complete the appropriate form approving the refund.
- Co-op, technology, and facility fees will be refunded for withdrawals during the 100 percent refund period (or prior to or on the first session of class for identified late-start classes that begin after the first week of the quarter).
- Other non-refundable fees not subject to this policy will be set by the college's Board of Trustees and identified as such in the quarterly class schedule.

Department of Defense Military Tuition Assistance Refund Policy

Students must be eligible for Military Tuition Assistance. See the Student Financial Services Office (formerly Cashier's Office) for questions.

The Department of Defense Tuition Assistance program has its own refund procedures. Classes paid for by the Department of Defense Tuition Assistance program will be issued refunds under the following conditions:

Fall, Winter, and Spring Quarter DoD Tuition Assistance Refund Periods

Official withdraw occurs through the first (1st) week if the quarter	100%
Official withdraw occurs during the second (2nd) week of the quarter	80%
Official withdraw occurs during the third (3rd) and fourth (4th) weeks of the quarter	60%
Official withdraw occurs during the fifth (5th) and sixth (6th) weeks of the quarter	40%

Official withdraw occurs during the seventh (7th) and eighth (8th) weeks of the quarter	20%

The refund period for fall, winter, and spring quarters ends after the eighth (8th) week of the quarter.

Summer Quarter DoD Tuition Assistance Refund Periods

Official withdraw occurs through the first (1st) week if the quarter	100%
Official withdraw occurs during the second (2nd) week of the quarter	80%
Official withdraw occurs during the third (3rd) week of the quarter	60%
Official withdraw occurs during the fourth (4th) week of the quarter	40%
Official withdraw occurs during the fifth (5th) week of the quarter	20%

The refund period for summer quarter ends after the fifth (5th) week of the quarter.

Complete Withdrawal from the College

We strongly encourage students to discuss any plans for withdrawal with their faculty advisor or an educational planner. If students wish to terminate enrollment in the college, they must do the following:

Students may drop classes in ctcLink through the eighth week of the quarter (fifth week in summer quarter).

Please refer to the college's Academic Standards and Progress Policy in the Academic Information section of this catalog.

Forms

Enrollment Change Request Forms are available in the Office of the Registrar and on the Green River website. Forms are also available to request an exception to the refund policy.

Withdrawal/Refund Exceptions

Exceptions may be made for emergency extenuating circumstances such as medical, family emergency, military duty, etc. A Withdrawal/Refund Exception Request must be submitted to the Registrar's Office with official documentation supporting the extenuating circumstances the student faced. See the form for details.

Requests for refunds must be submitted by the end of the following quarter. Requests for late withdrawal, resulting in a "W" grade on the transcript and no refund, must be made within one calendar year. All requests require official supporting documentation.

Refunds/Return of Federal Financial Aid Funds

A refund of tuition and/or a repayment of grant dollars may be required for students who fail to complete any credits during a quarter (whether they have quit attending or have withdrawn, received 0.0-0.9 grades or an incomplete). Green River's tuition refund policy operates independently from the return of federal financial aid funds policy required for financial aid recipients. Tuition refunds are not returned directly to financial aid recipients; instead, funds are returned to financial aid accounts.

When students withdraw from classes or quit attending before 60 percent of the quarter has elapsed, unearned Title IV federal funds (grant and loan) must be returned to the federal accounts by both the student and the college. The amount of earned and unearned funds is based upon the number of calendar days of class attendance. The percentage of assistance earned is equal to the percentage of the payment period completed. The percentage of Title IV funds not earned equals 100 percent minus the percent of Title IV aid earned. The student and the college may retain the earned portion of aid but must return a portion of the unearned aid to the grant and loan accounts.

2.G.2 EV.#10 / Section 10

Financial Aid

October 20, 2025 08:48 AM

Canvas outage

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FINANCIAL AID

AT GREEN RIVER COLLEGE

🌟 Important Notice: Updates on the Financial Aid Department 🌟

🏅 **Fall Quarter Aid:**

If you're enrolled for Fall classes, we're prioritizing your financial aid to ensure you're supported for the upcoming quarter. To avoid having your classes dropped due to non-payment, applications submitted before **June 30th** will receive a **Tuition Deferred hold.** Our team is working quickly to process your Fall aid so you can focus on your academic goals.

Announcements

How can I check on the status of my aid?

October 20, 2025 08:48 AM

Canvas outage

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- October 1, 10am - 12pm
- October 8, 10am - 12pm
- October 14, 5pm - 7pm
- October 15, 10am - 12pm
- October 21, 5pm - 7pm
- October 22, 10am - 12pm

If you are unable to attend our FAFSA/WASFA workshop, you may schedule an appointment for FAFSA/WASFA application assistance here: FAFSA/WASFA Appointments

This link is only to make appointments for help with completing the FAFSA or WASFA aid application. We cannot answer questions about the status of your aid. For that, you will need to contact the general Green River College Financial Aid Office. Our contact details are on the right of the page, and you may contact us via phone, email, or by visiting us during in-person hours.

Fall Availability:
During Fall quarter, expect our office to reply to emails within 7-10 business days. Here's how you can reach us:

- **In Person:** No appointment needed. Visit us Monday-Thursday 10 am - 4 pm or Friday 10 am - 2 pm in **Student Affairs SA231**.
- **By Phone:** Regular hours are Monday-Thursday, 10 am - 2 pm at **(253) 288-3392**.
- **By Email:** finaid@greenriver.edu
- **Forms:** All forms can be found here: Forms
- **Upload Documents:** Securely upload documents here: Box
- The Financial Aid Office will be closed to the public on the following days to allow for work on document retention: Monday, October 13; Wednesday, October 29; Friday, November 7; Monday, December 8.

✨We are here to support you every step of the way. Thank you for your patience and cooperation! ✨

2025-26 award year. This includes Summer 2025, Fall 2025, Winter 2026, Spring 2026.
Students who are enrolled for the next upcoming quarter will receive processing priority. Otherwise, we work through files in the order they were submitted.

Federal School Code

Our Federal School Code is 003780

Fall Hours of Operation

Phone Hours

- Monday - Thursday: 10 am - 2 pm

In-Person Hours - SA 231

- Monday - Thursday: 10 am - 4 pm
- Friday: 10 am - 2 pm

Students are not required to make an appointment in advance, but wait times to speak with a staff member may vary.

View Closures & Special Hours

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- Academic Progress Policy Learn how to maintain your financial aid eligibility
- Apply for Financial Aid
- BankMobile Disbursements Select your refund preference or check your refund status
- Costs of Attending
- Eligibility and Need Determination for Financial Aid
- Financial Wellness
- Forms
- Loan Programs
- Priority Processing Dates
- Receiving Your Aid Learn how to receive your aid funding after you are awarded
- Student Employment Part-time employment opportunities to help pay your college expenses
- 2025-26 Financial Aid Student Handbook
- Types of Aid
- Undocumented Students
- Frequently Asked Questions

Contact Us

- Email: finaid@greenriver.edu - please allow 7-10 business days for a response
- Phone: 253-288-3392 - we will return voicemail messages left during regular phone hours. Please provide your first and last name and ctcLink student ID number in your message.
- Fax: 253-288-3473

Office Address:

Green River College Financial Aid Office
12401 SE 320th Street
Student Affairs Building, Room 231
Auburn, WA 98092

Submitting Documents

Secure Document Upload Tool

Financial Aid Guide

FINANCIAL AID GUIDE

2024-2025

GREEN RIVER COLLEGE'S 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 support that empowers and prepares students to achieve their personal, educational, and career goals.

Green River COLLEGE

12401 SE 320TH STREET
AUBURN, WA 98092

Green River College
Student Financial Aid Handbook
Revised 6/28/2024

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Eligibility Requirements

All students are encouraged to apply for financial aid by completing the Free Application for Federal Student Aid (FAFSA). In general, students must meet the following criteria to be eligible for federal student aid:

- Be a regularly admitted student to Green River College (not Running Start)
- Completed a high school diploma or GED
- Be a U.S. citizen or an eligible non-citizen
- Not owe an overpayment on a federal grant
- Not be in default on a federal student loan
- Be enrolled in an eligible degree or certificate program
- Maintain satisfactory academic progress

Students who cannot complete the FAFSA due to immigration status, defaulted loans or federal grant overpayments can apply for state financial aid by completing the Washington Application for State Financial Aid (WASFA). To be eligible for state financial aid students must:

- Have a high school diploma or GED
- Not owe a repayment on a state grant
- Be enrolled in an eligible degree or certificate program
- Maintain satisfactory academic progress
- Be a Washington State resident

Application Process

Students can start the annual application process as early as October 1st by completing either the Free Application for Federal Student Aid (FAFSA) or the Washington State Application for State Financial Aid (WASFA). The FAFSA/WASFA is used to determine which types of financial aid a student may be eligible to receive.

After receiving the FAFSA or WASFA, the Financial Aid Office may request additional information to complete a student's application. Information needed will be requested through the student's "To Do" list in ctcLink Self-Service. Students are encouraged to complete all required information by the priority processing date to avoid delays in receiving their financial aid offer.

Term	Priority Processing Date
Summer 2024	April 30, 2024
Fall 2024	June 30, 2024
Winter 2025	October 31, 2024
Spring 2025	January 31, 2025

Green River College's official Financial Aid Application Process and Financial Aid Eligibility policies are available online.

Verification

Verification is a review process where the Financial Aid Office ensures the accuracy of information reported on the FAFSA. Students are selected for verification by the Department of Education at the time they complete the FAFSA. Documents required for verification may include: Income Verification Form, Household Verification Form, copies of 1040 tax forms and schedules, W-2 forms, verification of non-filing, identity verification, and high school diploma/GED. Other documents may be requested as needed to resolve conflicting information found during verification. Many of these forms are available on the GRC Financial Aid Forms site.

Students who are selected for verification will be notified of the documents required through their "To Do" list in ctcLink Self-Service. All required documents should be turned in by the priority processing date. Financial aid funds will not be processed until verification is completed.

Additional clarifying information may also be requested from students who completed the WASFA.

Financial Need

Financial need is determined using two components: Student Aid Index (SAI) and Cost of Attendance (COA).

Student Aid Index (SAI)

The SAI is determined based on the information provided on the FAFSA or WASFA. The federal government uses a needs analysis formula on the information you gave on your aid application to figure out how much you and your parents can contribute to your college costs. These amounts are then used to figure out your Student Aid Index (SAI).

This number is not a dollar amount of aid eligibility or what your family is expected to provide. **A negative SAI indicates the student has a higher financial need**. Learn how the SAI is calculated: How is the Student Aid Index (SAI) calculated?

.

Cost of Attendance (COA)

The cost of attendance, or budget, reflects the estimated costs associated with attending Green River College for the year. It includes allowances for estimated expenses of:

- Tuition and fees which are charged per credit
- Books and required supplies
- Transportation
- Housing, food, and utilities
- Miscellaneous personal expenses

Your SAI is subtracted from your COA and gives us your need. That tells us how much need-based aid you might be able to get:

COA – SAI = Financial Need

Grants, tuition waivers, work study, subsidized loans and some scholarships are considered need-based financial aid. Unsubsidized loans, private loans and third-party funding are not considered need based. Please see the sections below that detail each type of aid for additional details. All resources offered cannot exceed the financial budget.

Financial Aid Offer

Students are notified by email with a financial aid offer when their application is processed. The initial aid offer is based on the assumption that students will enroll in 12 or more credits each term, which is considered full-time.

Starting in 2024-25, some aid amounts for less than fulltime enrollment are prorated based on the number of credits the student is taking. This is called enrollment intensity. Students may still be eligible for aid at lower enrollment levels, although some grants, along with work study and loans, require a minimum number of credits. These are detailed in each program's eligibility requirements.

Credits Enrolled	Enrollment Intensity
12 and up	1
11	0.92
10	0.83
9	0.75
8	0.67
7	0.58
6	0.5
5	0.42
4	0.33
3	0.25
2	0.17
1	0.08

Students who are enrolled less than full-time (12 credits) will need to email finaid@greenriver.edu to confirm how many credits they're taking and request to have their aid adjusted accordingly before funds can be disbursed.

Types of Financial Aid Available

Financial aid includes grants, tuition waivers, student employment, scholarships, and student loans.

- Grants and tuition waivers are need-based forms of aid that generally do not have to be repaid
- Student employment is available to help students pay for school through paid employment
- Loans are a form of aid available that must be repaid with interest upon graduation, leaving school, or dropping below six (6) credits per term

You can only get aid from one school in a term.

Grants and scholarships are automatically accepted on the student's behalf at the time of awarding. Work study and loans have to be accepted by the student.

Federal Pell Grant

To receive the Pell Grant, students must complete the FAFSA. Students must meet all requirements for federal student aid. A Federal Pell Grant, unlike a loan, does not have to be repaid, except under certain circumstances. Find out why you might have to repay all or part of a federal grant.

The Federal Pell Grant is awarded based on financial need to undergraduate students who have not already earned a bachelor's, graduate, or professional degree. The amount you get is based on:

- your SAI,
- the COA,
- your status as a full-time or part-time student, and
- your plans to attend school for a full academic year or less.

The amount of Federal Pell Grant funds you may receive over your lifetime is limited by federal law to be the equivalent of eighteen (18) quarters of full-time enrollment.

Federal Supplemental Educational Opportunity Grant (FSEOG)

FSEOG is awarded based on financial need to students with an EFC of 0 who are eligible to receive a Pell Grant. The award is not prorated for less than full-time enrollment. However, students must enroll in a minimum of six credits per term to receive FSEOG.

Each participating school receives a certain amount of FSEOG funds each year from the U.S. Department of Education's office of Federal Student Aid. Once the full amount of the school's FSEOG funds has been awarded to students, no more FSEOG awards can be made for that year. This system works differently from the Federal Pell Grant Program, which provides funds to every eligible student. Green River offers FSEOG funds on a first come, first served basis.

Washington College Grant (WCG)

To apply, students must complete either the FAFSA or the WASFA. To be eligible for state aid, students must meet all requirements for state student aid.

The Washington College Grant is awarded based on need. The award amount is based on annual income and family size. Students must not have already earned a bachelor's degree in order to be eligible.

The initial WCG award is based on assumed full-time enrollment (12+ credits) for all terms. The award is prorated for less than full-time enrollment, although a minimum of three credits is required to qualify for the award. Eligibility is limited to a lifetime maximum of eighteen (18) full-time terms.

College Bound Scholarship (CBS)

To apply, students must complete either the FAFSA or the WASFA. To be eligible for state aid, students must meet all requirements for state student aid. Students must have signed up for the College Bound Scholarship in the seventh or eighth grade and cannot have any felony convictions before high school graduation. Eligible students must enroll in college within one year of graduating high school.

CBS is awarded in combination with WCG based on need to students in the highest eligibility range for state financial aid.

The initial CBS award is based on assumed full-time enrollment (12+ credits) for all terms. The award is prorated for less than full-time enrollment, although a minimum of three credits is required to qualify for the award. Eligibility is limited to a lifetime maximum of eighteen (18) full-time terms.

Washington Bridge Grant

To apply, students must complete either the FAFSA or the WASFA. To be eligible for state aid, students must meet all requirements for state student aid.

The Washington Bridge Grant is awarded in combination with WCG based on need to students in the highest eligibility range for state financial aid. You cannot get CBS and the Washington Bridge Grant in the same quarter. The award amount is not prorated for less than full-time (12+ credits); however, students must enroll in at least three (3) credits to be eligible.

Passport to College Promise (PTC)

Passport to College Promise is a state grant program available to former foster youth or students aged 18 to 24 who are experiencing unaccompanied homelessness. To qualify, students must complete the FAFSA or WASFA, meet Washington State residency requirements, and enroll in at least six (6) credits each term. Eligibility is determined by Financial Aid staff. First time recipients of this grant cannot be older than 22.

Green River College Grant and Tuition Waiver

Green River College reserves a percentage of tuition revenue and offers these funds to students who were not eligible to complete the FAFSA. This is offered in the form of the institutional grant and tuition waiver.

The Green River Grant is offered based on need. The award is not prorated based on enrollment level, but a minimum of six (6) credits is required.

The Tuition Waiver is offered based on need. It may only be awarded to reduce the cost of tuition and cannot be applied toward fees or refunded directly to the student. The tuition waiver is not prorated based on enrollment level, but a minimum of six (6) credits is required.

Work Study

Work Study is employment funds available to eligible students based on need, determined by their FAFSA application. Students interested in participating should fill out the Request Work Study form, after submitting their FAFSA application.

Work Study allows students to earn an allocated amount by working. Students will not begin working and earning their allocation until they have completed the hiring process, including hiring paperwork. To start, students may apply for jobs advertised on Handshake. The job description will indicate whether the position is for work study or on campus non-work study applicants. Once you accept a job offer, email workstudy@greenriver.edu to schedule a meeting to complete hiring documents.

Students must be registered for a minimum of six (6) credits and be in good academic standing, following the Satisfactory Academic Progress policy, to participate in the Work Study program.

Visit Student Employment - Green River College for additional information.

Federal Direct Loans

Federal Direct Loans are a form of financial aid that must be repaid with interest. There are two types of Direct Loans:

- **Direct Subsidized Student Loan:** Awarded based on need. The Department of Education pays interest while students are enrolled in school in at least six (6) credits. Payments are automatically deferred while students are enrolled in at least six (6) credits.
- **Direct Unsubsidized Student Loan:** Non-need-based loan available. The student is responsible for interest while in school. Payments are automatically deferred while students are enrolled in at least six (6) credits.

To apply, students must complete the FAFSA and verification (if selected). Students must meet all requirements for federal aid eligibility. The initial award amount is an offer after evaluating eligibility for need-based aid. Students who are interested in borrowing their Direct Loan offer can get started by:

- Completing the 2024-2025 Federal Direct Loan Worksheet,
- Accepting your offered loans in ctcLink,
- Completing a Master Promissory Note,
- Completing an Entrance Counseling (required for first-time borrowers only)

Additional information about federal loan programs can be found on the Loans page of the GRC Financial Aid website.

The amount students can borrow is based on their year in school and status as independent or dependent.

For independent students who did not have to provide parent information on the FAFSA, annual limits are:

Independent	Subsidized	Unsubsidized	Combined Limit
1st Year	$3,500	$6,000	$9,500
2nd Year	$4,500	$6,000	$10,500
3rd/4th Year (BAS)	$5,500	$7,000	$12,500

For dependent students who did have to provide parent information on the FAFSA, annual limits:

Dependent	Subsidized	Unsubsidized	Combined Limit
1st Year	$3,500	$2,000	$5,500
2nd Year	$4,500	$2,000	$6,500
3rd/4th Year (BAS)	$5,500	$2,000	$7,500

Interest rates and fees associated with Direct Loans for 2024-25 (may be subject to change)

	Subsidized	Unsubsidized
Interest Rate	6.533%	6.533%
Origination Fee	1.057%	1.057%

Private Education Loans

Private Education Loans are offered by private lenders up to the full cost of attendance and no federal forms are required. Terms may vary from lender to lender. Though not required, it is strongly recommended students first seek financial aid which may include grants, work study, and Federal Direct Loans, prior to

considering private loans.

Students who are interested in Private Education Loans can get started by:

- Contacting a lender to receive a pre-approval for a Private Education Loan
- Submit Private Loan Certification Request to the school Financial Aid office

Green River College's official Federal Direct Loan Program policies are available online.

Scholarships

Funding for scholarships is made possible through the generous support of individuals and organizations. The Green River College Foundation is one of the largest community college foundations in the country and offers many scholarships to Green River College students each year.

Individual scholarships may have specific eligibility criteria such as maintaining a certain grade point average (GPA) or enrollment level to qualify for funds awarded. Students should refer to the scholarship award letter they receive from the Foundation Office for the conditions of their award. The scholarship application is separate from the application for financial aid, although some scholarships may also require you to complete the FAFSA or WASFA as well.

Generally, scholarship applications are available between January through April, and funds are awarded for the following academic year. Additional information can be found on the GRC Foundation website.

Workforce Education Service

Workforce Education Service administers a variety of programs that are designed to support students who are seeking certificates and degree programs with an employment goal, as well as students enrolled in Transitional Studies programs. Eligibility, including eligible degree types, vary and are dependent on individual program requirements.

Students may receive assistance with tuition, fees, books, supplies and tools, as well as help in accessing other sources of support. Get started exploring Workforce Education programs online.

Financial Aid Disbursement and Tuition Deadlines

Tuition deadlines for each term are published on the College's website. Students who have been awarded financial aid funds or who have completed their financial aid application before the priority processing due date for the quarter will have a tuition hold placed on their account to prevent a drop for non-payment until funds can be disbursed to pay charges.

Financial aid funds that have been accepted will be automatically used to pay outstanding tuition and fees approximately 1-2 business days before the first day of classes. Students who are enrolled less than full-time (12 credits) will need to email finaid@greenriver.edu to confirm the number of credits they plan to take and request to have their aid adjusted appropriately. This needs to be done before we can release funds.

Any credit balance of eligible financial aid funds remaining after payment of tuition and fees will be refunded to students. Green River College partners with BankMobile Disbursements to deliver financial aid credit balance refunds. Funds are sent to BankMobile who in turn issues a refund according to the disbursement

option selected by the student.

For questions regarding credit or debit card refunds, please contact the Student Financials Office at (253)288-3399 or by emailing cashiers@greenriver.edu.

Special Circumstances

The FAFSA and WASFA applications collect income information from two years prior to the current school year (aid applications for the 2024-25 school year are based on 2022 income information). The Financial Aid Office recognizes that financial circumstances can often change and impact a families' ability to pay for the cost of education.

Students experiencing special circumstances impacting their income may request an evaluation of the income used to establish their eligibility or adjustments to their cost of attendance. This is done by submitting a Change of Circumstances Appeal to the Financial Aid Office.

Financial Aid Census Date and Repayment Policy

The Financial Aid Office uses an "enrollment lock" date for federal grants (Federal Pell Grant and Federal Supplemental Educational Opportunity Grant). The "lock" date is also known as the "census date."

The census date is the 10th business day of the term, except for summer which has a census date of the 8th business day. Through this date, college policy allows students to drop classes without a grade of "W." Tuition refunds may also be issued for courses dropped following the Withdrawal & Refund Rules.

Schedule changes made through the census date may have different impacts. Factors to consider include whether aid from the grant programs locked at census have already been disbursed, and whether classes were added or dropped. If you are thinking of dropping a class, please contact the Financial Aid Office first.

Adding Classes

Students who add classes after the start of the quarter are eligible for additional funds if their total number of credits is increased. For example, if a student is enrolled in 9 credits then adds another 2-credit class, their aid could be adjusted up to the 11 credit amount. All classes must be required for the student's current program of study.

After the census date, eligibility for federal and state grants will be re-evaluated for the term. If the student is determined to be eligible for additional funding, the grants will automatically be adjusted and disbursed to the student account.

Dropping Classes

Dropping some, but not all classes, before the census date may result in reduced grant eligibility if the total number of credits is decreased.

After the census date, eligibility for all types of aid will be re-evaluated. If funds were not previously disbursed for the term, aid will be prorated to the lower enrollment level and automatically disbursed to the student

account.

If funds were already disbursed at the higher enrollment level:

- **Federal grants** will be reduced to the eligible enrollment level which will result in outstanding charges owed to the college
- **State grants** require students to choose:
    - To repay the overpayment amount to the college
    - To keep the full amount and have their lifetime eligibility reduced accordingly (the Attestation for Reinstatement of Washington State Funding is required for this option)
    - If no response is received from the student, all state grants will be cancelled for the next enrolled quarter

If funds were already disbursed, and the student drops all classes, they will owe a repayment subject to the Return of Title IV Policy.

State aid (Washington College Grant, College Bound Scholarship, Passport to Careers, and Washington Bridge Grant) use the first day of the quarter as their lock date. Loans and institutional funds have a lock day of the day the funds were disbursed. This means that if you drop a class after the lock date, you will not have to repay any of these types of funds. See Return of Title IV Policy for more information about repayments.

Late Starting and/or Early Ending Classes

Classes that start after the census date or end before the last day of the term can be included in the financial aid enrollment level if the student was enrolled in the class by the census date.

Students who drop a late start or early ending course on or before the scheduled class start date are considered to have not commenced attendance. This will require a review of the enrollment level and possible reduction of aid already disbursed.

Return of Title IV Policy

Financial aid funds are awarded assuming students will attend Green River College for the entire term. If a student withdraws, the Financial Aid Office is required to calculate the amount of Federal Student Aid earned, also known as Title IV funds, and return the unearned part of the aid disbursed for the term.

There are two scenarios where a student is considered withdrawn which will result in a Return of Title IV calculation:

- When the student officially withdraws from all classes
- When the student earns a quarterly GPA of 0.0

Calculating the Return of Title IV Funds

The Financial Aid Office follows a federal formula approved by Congress to calculate the amount of funds earned and the amount of funds that must be returned. This includes establishing the date of withdrawal and calculating the number of days the student attended against the number of days in the term. If the student completed at least 60% of the term, they are considered to have earned all Federal funds disbursed and no return is required.

Funds are returned in the following order:

1. Unsubsidized Federal Direct Loans
2. Subsidized Federal Direct Loans
3. Federal Direct PLUS Loans
4. Federal Pell Grants
5. Federal Supplemental Educational Opportunity Grants

Returning Unearned Funds

Students who earned less than the amount disbursed will owe outstanding charges to the college. To pay the balance owing or to set up a payment plan, students will need to contact a cashier in Student Financials.

Students who receive an approved Withdrawal Refund Exception Request may have their repayment amount reduced. Contact the Office of the Registrar for more information about Withdrawal Refund Exception Requests.

Students are encouraged to visit the Financial Aid Office to ask about the impact of withdrawing from classes before making changes to their schedule.

Green River College's official Return of Financial Aid Funds policy is available online.

Satisfactory Academic Progress Policy

What is Satisfactory Academic Progress (SAP)?

All students who apply for financial aid must maintain satisfactory academic progress. Students must earn a 2.0 GPA each quarter and complete the number of credits they are registered for on the census date of each quarter. They must also, after six (6) quarters of attendance, maintain at least a 2.0 cumulative GPA. In addition, federal and state regulations require students to be on pace to complete their degree or certificate before reaching the maximum credit limit of 150% of the program length. For example, if you are in a program that requires 90 credits, you must finish your degree in less than 135 credits.

Determination of Financial Aid Satisfactory Academic Progress Status

Satisfactory Academic Progress will be evaluated for all financial aid applicants prior to processing aid. If a student has previous academic history at Green River College, the SAP determination will be based on the student's college transcript, regardless of whether or not financial assistance was received for the courses. Satisfactory Academic Progress will be reviewed at the end of every term and students will be notified via their preferred email if SAP standards are not met.

Reinstatement of Financial Aid Eligibility

Financial aid eligibility may be reinstated with an approved appeal, an official change of grade, or when the student self-reinstates by paying for classes out of pocket for one term. Financial aid eligibility will be reinstated when all credits are completed in the reinstatement quarter and a GPA of 2.0 or higher is earned. Self-reinstatement requires a minimum of 5 credits enrollment.

Satisfactory Academic Progress Appeal

Students may submit a Satisfactory Academic Progress (SAP) Appeal when failure to maintain good academic standing was due to personal or academic circumstances beyond the student's control.

What are Green River College's Financial Aid Satisfactory Academic Progress Statuses?

One Quarter of Enrollment	Full Time 12+ Credits	Three-Quarter Time 9-11 Credits	Half-Time 6-8 Credits	Less Than Half-Time 1-5 Credits
Good Standing 2.0+ GPA	Completed 12 credits	Completed 9 credits	Completed 6 credits	Must complete all credits
Warning Status GPA = 1.0 - 1.99	Completed 6-11 credits	Completed 5-8 credits	Completed 4-5 credits	No Warning
Suspension Status GPA = 0.0 - 0.99	Completed less than 6 credits	Completed less than 5 credits	Completed less than 4 credits	Less than attempted credits

Meeting Satisfactory Academic Progress
Student earns a quarterly GPA of 2.0 or higher, has a cumulative GPA of at least 2.0 after six (6) quarters, completes the number of credits registered for on the census date of each quarter, and the student is able to graduate within 150% of the credit length of the program.

Financial Aid Warning
Student earned a quarterly GPA between 1.9 and 1.0 and/or did not complete the number of credits registered for on the census date of the quarter, and student is able to graduate within 150% of their program length. A student is able to receive financial aid while on financial aid warning status but must meet SAP standards during the following term of enrollment to remain eligible for financial aid.

Financial Aid Suspension
Student withdrew from half or more credits within a quarter and/or earned less than 1.0 quarterly GPA. Student is not eligible to receive financial aid while on Financial Aid Suspension. Suspension is also the result of the student not meeting SAP standards while in Financial Aid Warning or Financial Aid Probation status.

Financial Aid Probation
This status is only issued when approved on a Financial Aid SAP Appeal. Student may receive financial aid for one term but must meet SAP standards by the end of that term to remain eligible for financial aid.

Maximum Timeframe Exceeded
A student may be considered for financial aid beyond the maximum of 150% of the program length by filing a Petition to Extend Financial Aid. Petitions are considered on a case-by-case basis and approved under exceptional circumstances only.

The complete Satisfactory Academic Policy is available online. Students are encouraged to contact the Financial Aid Office to ask about the impact of dropping or withdrawing from classes before making changes to their schedule.

Green River College's official Satisfactory Progress for Financial Aid policy is available online.

Washington State Aid Conditions of Award

If your award letter includes Washington College Grant and/or College Bound Scholarship.
By accepting state financial aid, you agree to the conditions listed below. If you have questions or find that you cannot comply with these conditions, please contact your institution's financial aid office.

1. You must meet the requirement for Washington State residency.
2. You do not owe a repayment to any state grant or scholarship nor are you in default on a state student loan.
3. You must be enrolled in an eligible program and not be pursuing a degree in theology.
4. If you hold a bachelor's degree or the foreign equivalent, you are not eligible to receive state grant funds.
5. If you do not attend or if you withdraw from your classes, you may owe a repayment of all or part of any state funds you have received.
6. You must maintain the academic progress standards established by your institution in order to receive additional state aid.
7. There could be other circumstances that would require a repayment or reduction in your current award amounts.
8. You must meet all eligibility requirements for the state aid program(s) awarded.
9. The offer of this financial assistance is subject to, and conditioned upon, the availability of funds. Washington Student Achievement Council (WSAC) and the institution through which the grant, scholarship, or work study is awarded, reserve the right to withdraw, reduce, or modify the awards due to funding limitations or due to changes in circumstances which affect your eligibility for the program(s).
10. If I fail to cash my check containing state funds or pickup any remaining funds by the close of the academic year, the funds shall be returned to the program at WSAC and treated as funds declined by me.

The State of Washington is offering you financial assistance to help support your educational expenses. Please visit www.opportunitypathways.wa.gov to receive more information about financial aid, scholarships, work study, and student loans.

You may choose to voluntarily make financial contributions to WSAC in recognition of the assistance that you received. All voluntary contributions will be used to provide financial assistance to other students. Please contact finaid@wsac.wa.gov for more information.

GRC Catalog - *Getting Started: Money for College – Financial Aid (Online printed catalog, pages 29-32)*

Green River Foundation Scholarships

The Green River College Foundation offers over 275 scholarships each year. Students who complete the online applications may be eligible for scholarships in the following categories: program-based, merit-based, need-based, summer completion, general scholarships, and transfer scholarships.

The Foundation Scholarship has two application cycles, January through April 30th and September through mid-October. For additional information, please visit www.greenrivercollegefoundation.org/applynow.

Workforce Education

Green River College provides assistance with tuition, fees, books, tools and individual support services for students who qualify for funding assistance. The Workforce Education Office has funding programs that serve those who:

- Receive or have exhausted their unemployment benefits
- Have recently lost their job, ended self-employment, or received notice of impending layoff
- Qualify as low income
- Receive food stamps or Temporary Assistance for Needy Families
- Are divorced, widowed, or separated
- Need additional skills to retain or upgrade their job

For additional information about Workforce Education funding programs and to find out if you qualify, please visit www.greenriver.edu/workforce.

Financial Aid

Financial Aid programs at Green River College are administered according to nationally established policies and guidelines, which are based on the belief that parents have the primary responsibility for assisting their children with educational expenses.

Process

Students may be eligible for Federal and/or Washington State financial aid. Complete the appropriate application online each academic year: Free Application for Federal Student Aid (FAFSA) or Washington Application for State Financial Aid (WASFA), and include Green River's school code: 003780. To find out which option is right for you, take the questionnaire at www.wsac.wa.gov/WASFAelig.

Financial Aid uses priority processing dates: summer (April 30); fall (June 30); winter (Oct. 31); spring (Jan. 31). Priority will be given to applications received by these dates. Additional funding will be awarded after the priority dates, based on availability.

Check ctcLink for the status of your application and any additional documents that may be required. Submit any required documents or forms through the Secure Document Upload Tool and choose Financial Aid for the department.

For additional information, contact the Financial Aid Office at (253) 288-3392 or finaid@greenriver.edu.

Eligibility

To be eligible for financial assistance through federal and state programs, a student must:

- Have earned a high school diploma or GED or be approved for Ability to Benefit (ATB)
- Be enrolled in an eligible degree or certificate program
- Meet satisfactory academic progress standards
- Not owe a refund or repayment on any federal or state grant or be in default on a federal student loan

Aid Programs

Employment Program/Description	Minimum No. of Credits	Washington Residency Required	Award Amounts
Federal Work-Study - provides employment opportunities for students on or off campus	6	No	$200 to $3,000 per quarter
State Work-Study - provides employment opportunities for students on or off campus	6	Yes	$200 to $3,000 per quarter
Gift Aid Programs/Descriptions	**Minimum No. of Credits**	**Washington Residency Required**	**Award Amounts**
Federal Pell Grant - federal grant program for undergraduate students	1	No	$247 to $2,465 per quarter, at fulltime enrollment
Federal Supplemental Educational Opportunity Grant -	6	No	$150 per quarter

Employment Program/Description	Minimum No. of Credits	Washington Residency Required	Award Amounts
federal grant program for undergraduate students			
Washington College Grant - state grant program for undergraduate students	3	Yes	$164 - $1,641 per quarter, or $262 - $2,622 per quarter for BAS, at fulltime enrollment
College Bound Scholarship - state grant program for undergraduate students	3	Yes	Up to $166 per quarter
Tuition Waiver - state program to cover cost of tuition only	5	Yes	Up to $400 per quarter
Green River Grant - institutional grant program for undergraduate students	5	Yes	Up to $600 per quarter
Loan Programs/Descriptions	**Minimum No. of Credits**	**Washington Residency Required**	**Award Amounts**
Direct PLUS Loan - federal loan program for parents of dependent students. Interest rates vary by year and are announced by July 1. Payment can be deferred.	6	No	Maximum loan for parents is based on cost of attendance, less any other aid.
Federal Direct Loan - federal loan program for subsidized and unsubsidized loans with deferred payments. Interest rates vary by year and are announced by July 1.	6	No	Maximum $5,500 as a freshman, $6,500 as a sophomore, and $7,500 for BAS level plus additional unsubsidized amounts. Minimum varies depending on eligibility

For Financial Aid purposes the degrees found in list below are open enrollment which enables all students who wish to pursue this degree to complete the "Program Degree Requirements" (courses in the areas of English, Biological Sciences, Psychology, etc.). The "Program Degree Requirements" provide the foundation for the subsequent Required Core classes (i.e. OTA, PTA, PNURSE).

- Bachelor of Science in Nursing, BSN
- Occupational Therapy Assistant, AAS
- Physical Therapist Assistant, AAS
- Practical Nursing, AAS

Payment Plan

A Payment Plan is available to assist students in paying their tuition and fees in three manageable payments. Each payment is 1/3 of the total tuition and fees for the quarter, due by the published payment due dates.

The Payment Plan is also an option for students who are waiting for their financial aid funding and missed the priority processing deadline.

How to Enroll:

- Enroll in classes on or after your enrollment appointment time for the quarter
- Enroll in the Payment Plan through your ctcLink account Financial Account tile. This will add the $25 non-refundable Payment Plan enrollment fee to your account.
- Follow the published payment due dates.

Note: Being enrolled in the Payment Plan is not a tuition deferment hold. Students on the Payment Plan are responsible for making all payments by the scheduled deadlines.

Quarter	1st Payment Due Date	2nd Payment Due Date	3rd Payment Due Date
Summer 2025	June 9, 2025	July 9, 2025	August 9, 2025
Fall 2025	September 9, 2025	October 9, 2025	November 9, 2025
Winter 2026	December 9, 2025	January 9, 2026	February 9, 2026
Spring 2026	March 9, 2026	April 9, 2026	May 9, 2026

Dates are subject to change and are published on the web at www.greenriver.edu/payment-plan.

2.G.2 EV.#11 / Section 11

Academic Dates & Deadlines

October 20, 2025 08:48 AM

Canvas outage

Canvas is experiencing issues due to an ongoing AWS incident. We are working on recovering as soon as possible. You can follow the status of the issue at https://health.aws.amazon.com/health/status and https://status.instructure.com/

Close

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ACADEMIC DATES & DEADLINES

Academic Dates & Deadlines Calendar

(To see events in the past, use the back scroll arrow.)

October 2025

S	M	T	W	T	F	S
28	29	30	1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	1
2	3	4	5	6	7	8

OCT NOV DEC JAN FEB MAR APR MAY JUN J

View Table

Are you ready to start your career?

Get Started Today!

Important Things to Remember Each Quarter

- In-person, hybrid, and online classes may be available
- You can enroll even if you have a pending financial aid file (Check-in with the Financial Aid office).
- Save your spot in a class now; your schedule can be

October 20, 2025 08:48 AM

Canvas outage

Canvas is experiencing issues due to an ongoing AWS incident. We are working on recovering as soon as possible. You can follow the status of the issue at https://health.aws.amazon.com/health/status and https://status.instructure.com/

☐	November 11		**Veteran's Day Holiday (campus closed)**
☐	November 27		**Thanksgiving Holiday (campus closed)**
☐	November 28		**Thanksgiving Holiday (campus closed)**

December 2025

	Date	Time	Event	Location
☐	December 8		**Study Day (no daytime classes)**	
☐	December 9		**Final Exams**	
☐	December 10		**Final Exams**	
☐	December 11		**Final Exams, Fall Quarter Ends**	
☐	December 25		**Christmas Day (campus closed)**	

January 2026

	Date	Time	Event	Location
☐	January 1		**New Year's Day (campus closed)**	
☐	January 5		**Winter Quarter Begins**	
☐	January 19		**MLK Holiday (campus closed)**	
☐	January 22		**Faculty In-Service (no daytime classes)**	

February 2026

	Date	Time	Event	Location
☐	February 3		**Advising Day (no classes)**	
☐	February 16		**President's Day Holiday (campus closed)**	

March 2026

	Date	Time	Event	Location
☐	March 6		**Faculty Professional Day (no classes)**	
☐	March 20		**Study Day (no daytime classes)**	
☐	March 23		**Final Exams**	
☐	March 24		**Final Exams**	
☐	March 25		**Final Exams, Winter Quarter Ends**	

221 if you're currently taking Phys& 114)

Advising

Career & Advising Center

Running Start

International Programs

TRiO

The Master Achiever Center

GRC Catalog - *Academic Calendar*

Academic Calendar

	2025-2026
Summer Quarter	**2255**
CLASSES BEGIN	July 1 (T)
Independence Day Holiday (campus closed)	July 4 (F)
LAST DAY OF THE QUARTER (8-week session)	August 21 (Th)
Labor Day Holiday (campus closed)	September 1 (M)
LAST DAY OF THE QUARTER (10-week session)	September 4 (Th)
Fall Quarter	**2257**
CLASSES BEGIN	September 22 (M)
Faculty In-Service Day (no daytime classes)	October 13 (M)
Professional Day (no daytime or evening classes)	November 7 (F)
Advising Day (no daytime and evening classes)	October 29 (W)
Veteran's Day Holiday Observed (campus closed)	November 11 (T)
Thanksgiving Holiday (campus closed)	November 27-28 (ThF)
Study Day (no daytime classes)	December 8 (M)
Final Exams	December 9-11 (TWTh)
LAST DAY OF THE QUARTER	December 11 (Th)
Christmas Day (campus closed)	December 25 (Th)
Winter Quarter	**2261**
New Year's Day Holiday (campus closed)	January 1 (Th)
CLASSES BEGIN	January 5 (M)
Martin Luther King Jr. Holiday (campus closed)	January 19 (M)
Faculty In-Service Day (no daytime classes)	January 22 (Th)
Advising Day (no daytime or evening classes)	February 3 (T)
President's Day Holiday (campus closed)	February 16 (M)
Professional Day (no daytime or evening classes)	March 6 (F)
Study Day (no daytime classes)	March 20 (F)
Final Exams	March 23-25 (MTW)
LAST DAY OF THE QUARTER	March 25 (W)
Spring Quarter	**2263**
Campus In-Service Day (no daytime classes)	March 26 (Th)
CLASSES BEGIN	April 6 (M)
Advising Day (no daytime or evening classes)	April 30 (Th)
Memorial Day Holiday (campus closed)	May 25 (M)
Study Day (no daytime classes)	June 16 (T)
Final Exams	June 17-18 & 22 (WThM)
LAST DAY OF THE QUARTER	June 22 (M)
Commencement	TBD
Juneteenth Holiday (campus closed)	June 19 (F)

Green River College PRFR Report Appendix 2.G.3

2.G.3 Publications and other written materials that describe educational programs include accurate information on national and/or state legal eligibility requirements for licensure or entry into an occupation or profession for which education and training are offered. Descriptions of unique requirements for employment and advancement in the occupation or profession shall be included in such materials.

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Optional Evidences / Section 2 ..... **38**

Section 1: Samples of publications and other written materials that describe the following

- Professional Licensure & Certification
- NAC Application Instructions Winter 2026
- How To Get your MA Phlebotomy License
- Graduation Checklist
- Basic and Free Career Assessments
- Professional Career Assessments
- Career Coaching
- (WA) Career Bridge: Connect interests with jobs and educational programs in WA state.
- Myskillsmyfuture.org: Find careers with similar skills from people's previous jobs.
- Onet Interest Profiler: "helps you decide what kinds of careers you may want to explore". Also provides in-depth data on wages, outlook and employers.

Section 2: Optional Evidences:

- Professional Licensure & Certification

2.G.3 EV.#1 / Section 1

Professional Licensure & Certification

Select Language
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PROFESSIONAL LICENSURE & CERTIFICATION

Required Professional Licensure or Certification

Green River College offers many programs leading to professional licensure or professional certification. Some licenses/certificates are required to practice in the profession (ex. Licensed Practical Nurses), and some are not required but improve job prospects (ex. IT certifications).

This list contains only Green River programs leading to required licenses or certificates. It also includes the name of the license or certificate and how it can be acquired. Some professional licenses or certificates are granted at the national level, some are granted by individual states, and some require both national and state components. Each listing includes whether the program meets requirements for each state, does not meet the requiremnts, or has not yet been determined to meet requirements for the following states.

- Aviation - Aeronautical Science
- Aviation - Aviation Technology
- Court Reporting
- Nursing - Nursing Assistant
- Nursing - Practical Nursing
- Occupational Therapy Assistant
- Phlebotomy
- Physical Therapy Assistant
- WETRC Washington Environmental Training Center: Backflow Assembly Tester

Green River Certificates and Degrees

- Backflow Assembly Tester Certification Course

Professional Certification

- Washington State Backflow Assembly Tester Certification: Certification Information

Meets the Requirements for the Following States: Washington, Alaska

Not Yet Determined To Meet Requirements for the Following States: Alabama, Arizona, Arkansas, California, Colorado, Connecticut, Delaware, District of Columbia, Florida, Georgia, Hawaii, Idaho, Illinois, Indiana, Iowa, Kansas, Kentucky, Louisiana, Maine, Maryland, Massachusetts, Michigan, Minnesota, Mississippi, Missouri, Montana, Nebraska, Nevada, New Hampshire, New Jersey, New Mexico, New York, North Carolina, North Dakota, Ohio, Oklahoma, Oregon, Pennsylvania, Rhode Island, South Carolina, South Dakota, Tennessee, Texas, Vermont, Virginia, West Virginia, Wisconsin, Wyoming

WETRC Washington Environmental Training Center: Wastewater Treatment

WETRC Washington Environmental Training Center: Drinking Water Systems / Water Operator

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NAC Application Instructions Winter 2026

Nursing Assistant–Certified (NAC)

Step-by-Step Certification & Testing Guide (Washington State)

Step 1: Create Your Credentia365 Account

- Go to: https://credentia.com/test-takers/wa/. Click "Login" then "Sign up".

- Enter all required information:
  - Legal name *(must match your NAC application)*
  - Date of birth
  - Gender
  - Home address
  - Social Security Number (SSN)
    - **If you do NOT have an SSN:**
      - Email: **obraregistry@dshs.wa.gov**
      - Subject: *Request for Alternate ID to SS#*
      - Include: full name, date of birth, address, phone number, email
- Create a password and save it
- Confirm your account via the email link
- Log in and **write down your Credentia ID number** (top right of dashboard)

Step 2: Apply for Your Pending NAC Credential Number (HELMS)

- **Create a SecureAccess Washington (SAW) Account**
  - Go to: https://secureaccess.wa.gov
  - Click **Sign Up!**
  - Create a username and password *(save this information)*

- **Add Department of Health (DOH)**
  - Log in to SAW
  - Click **Add a New Service → Browse by Agency**
  - Select **Department of Health**
  - Click **Apply** under *Health Professional and Facility Licensing (HELMS)*

- **Access HELMS**
  - From the SAW dashboard, click **Access Now** next to HELMS

- Set up multi-factor authentication

- **Locate Your Account**
  - Enter: last name, date of birth, and SSN (or no SSN if applicable)
  - Review personal information
  - Click **Save**, then **Exit**

- **Start a New Application**
  - Click **Start a New Application**
  - Select **Nursing Assistant Certificate**

Step 3: Complete the NAC Application

- Demographics: **Name, DOB, address, email**
- Other Names: Answer if you've ever used another name
- Personal Data Questions:
  - Answer **Yes/No carefully**
  - Provide explanations for any "Yes" responses
- NPI: **Leave blank**
- Military Questions: Answer Yes or No
- Previous Credentials: Select **No** unless licensed in another state
- Method of Licensure: **"I have successfully completed an approved nursing assistant training program."**
- Approved Training Program
  - Program Name: Green River College
  - Country: United States of America
  - State: Washington
  - City: Auburn
  - Dates: First and last day of your quarter
  - Attendance Status: Attending
- NNAAP Status: Select **"No"**
- Supporting Documents: **no uploads** required
- Finalize Application
  - Review additional information
  - Electronically sign the attestation
  - **Review and submit**

Step 4: Pay or Save Your Application

- **Application Fee:** $85
  - Options: pay immediately with a card or add to cart and pay within 14 days

---

STEP 5: Locate Your Pending NAC Credential Number

- Log in to HELMS
- Click **Applications**
- Locate your **Pending NAC Credential Number**
  - Format: **NAC.NC.########**
- Check your email *(including spam/junk folders)*

STEP 6: Complete Your NAC Program

- Pass all required coursework
- Pass the **WA State Skills Exam** (administered during your final lab)

STEP 7: Order Your Official Transcript

- Go to **Green River College – Parchment Transcript Page**
- Click **Ordering your own credentials or academic records**
- Sign in or create a Parchment account
- Click **Order Transcript**
  - Do **NOT** search for WA DOH
  - Select **"I'm sending to myself or another individual."**
  - Choose **Another Individual**
  - **Delivery Method:** Electronic
    Recipient Name: WA NAC Licensing
    Recipient Email: NACapplication@doh.wa.gov
    Send When: Hold for Degree

- **Transcript Fee:** $12

STEP 8: Register for the Written Exam

- After passing your Skills Exam:
  - Log in to **Credentia365**
  - Complete the written exam application
  - Wait **24–48 hours** for approval email
  - Register for the exam
  - **Written Exam Fee:** $55

TOTAL COST BREAKDOWN

Item	Cost
Pending NAC Application	$85
Official Transcript	$12
Written Exam	$55
Total Cost	**$152**

Funding Support Options

- **Workforce Education Funding**
- **Gator Pledge & Emergency Funds**
  - May cover tuition, testing, books, uniforms
- **Open Doors Program**
  - For eligible high school students
- **Employer Sponsorship**
  - Some facilities pay for CNA training in exchange for employment
- **Tribal & Community Organizations**
  - Check with local or tribal offices for healthcare training support

How To Get your MA Phlebotomy License

How To Get Your MA Phlebotomy License:

Step 1: Complete the Phlebotomy Program and wait for your grades to post. The college will forward your transcripts to the state Medical Assistant Credentialing site within two weeks from the grades being posted.

Step 2: Complete the Application for the MA Phlebotomy License either online or via mail. The cost is $145 for the initial application and $145 for renewal every 2 years.

The link for the application is:

Medical Assistant-Apply Online | Washington State Department of Health

https://doh.wa.gov/licenses-permits-and-certificates/professions-new-renew-or-update/medical-assistant/credentialing-information

(You need to click on the one that says: Medical Assistant Phlebotomist Certification)

**Consider watching the video linked at this site. It gives a good overview of the process.

Also see: Apply Online Instructions | Washington State Department of Health

*You will create a Secure Access Washington (SAW) account if you do not already have one. You will use SAW to apply for the license.

If you want to mail in your application go to:

https://www.doh.wa.gov/Portals/1/Documents/Pubs/651007.pdf

Mail your application with initial documentation and your check or money order payable to:
Department of Health
P.O. Box 1099
Olympia, WA 98507-1099

If you prefer to do it all online then go to the following page:

https://www.doh.wa.gov/LicensesPermitsandCertificates/ProfessionsNewReneworUpdate/MedicalAssistant/LicenseRequirements/Phlebotomist

Frequently Asked Questions:

Will I have to renew my medical assistant certification or registration?

Yes. You must renew your certification or registration. After the initial issuance, the medical assistant credential must be renewed every two years on the credential holder's birthday. Initial credentials issued within 90 days of the practitioner's birthday don't expire until the practitioner's next birthday. A person issued a credential on July 15, 2013 with a birthday on August 6 will renew the credential on August 6, 2014, August 6, 2016, August 6, 2018, etc.

**Any questions on this, please contact the Washington State DOH @ medical.assistants@doh.wa.gov.

Best of luck to all of you in your future endeavors!!! It's been a pleasure working with each and every one of you

Graduation Checklist

GRC PROGRAM COMPLETION CHECKLIST

First week of your final quarter:

☐ Login to CTClink and check your transcript to make sure that all the program required courses have been completed and that no fees/tuition are owed or outstanding

☐ View the "Nurse Licensing Examination Process" PowerPoint from the Washington State Board of Nursing

☐ Register for the Commencement Ceremony (optional, only if you want to walk in the graduation ceremony)

☐ Complete and submit the "Intent to Graduate" form

Two weeks before graduation:

☐ Watch the "Online Application Portal Instructional Video"

☐ Create a Secure Access Washington (SAW) Account (you do not need to create a new one if you have one from working as a nurse tech or NAC)

- If you already have a SAW Account but do not remember your credentials:
  - Click the "Get Help" button
  - Enter your email address in the "Username" field
  - Click to check "I'm not a robot" box
  - Click "Send"

  If you have an account, you will receive an email in a few minutes, if you do not have an account, you will get a pop-up message stating your email is not in the system and you will need to make an account.
- If you do not have a SAW account:
  - Click the "Sign Up" button
  - Enter your first and last name and email address
  - Create a username and password
  - Click to check "I'm not a robot" box

- Click "Create my Account" button
- Go to your email and click the link to activate your account
- Click the "Login" button
- Enter your username and password and click "Submit"

☐ Add the DOH Online Application Portal – HELMS to your SAW Account

- Login to your SAW Account
- Click "Add a New Service"
- Click on "I would like to browse a list of services by agency"
- Select "Department of Health"
- Scroll to "Online Application Portal – HELMS"
- Click "Apply"
- Click "Ok"

  You will be returned to your SAW account page. You should see Online Application Portal - HELMS provided by Department of Health in your list of services.

- When you are ready to apply click "Access Now" and follow the online instructions. At the end of the application, you will be prompted to pay the licensing fee

  This should be done about 2 weeks before graduation. Applications can only be open for 60 days. You will apply for a single state or multi-state license. A comparison chart of the license differences is available here for your reference.

☐ Register for Pearson Vue – this is the proctor for your NCLEX exam

- Click "Register Now" or login if you have an existing account
- Agree to all privacy terms to continue
- Complete the online application
  - BSN Program Code – US29510400
  - LPN Program Code – US29108300

  IMPORTANT: You must enter your first/given and last/surname/family name exactly as it appears on the identification (ID) you will present at the test center.

- Pay the fees

After graduation:

☐ Request Official Transcripts from Green River to be sent to WABON (electronically via Parchment to WABONlicensing@doh.wa.gov)

- When ordering after program completion, **you must select the "Transcript Order Holds" option** to ensure the transcript includes the **degree conferral date**.
- Selecting "send now" or "send when grades post" may result in an incomplete transcript, requiring a reorder.
- Transcript orders cost **$12 per copy**.

NOTE: The GRC Nursing Department will do the following:

- Submit approval for you to test to the Washington State Board of Nursing (WABON)

NOTE: 2 – 4 weeks after completing the program at GRC you will receive an "Authorization to Test" email from Pearson Vue allowing you to register for an NCLEX testing date/time/location

☐ Register for your NCLEX Exam date/time

☐ Review the "Ready for Exam Day" rules and expectations so that you are prepared for testing

If you do not hear from DOH and/or Pearson Vue after 4 weeks:

1. Contact Pearson Vue - If they inform you that they have not received verification from the WABON then proceed to step 2
2. Contact the WABON - If the WABON informs you that they have not received verification from Green River College then proceed to step 3
3. Contact Green River's Office of the Registrar - If they inform you that they have not received from verification from the nursing program then proceed to step 4
4. Contact the Nursing Department nursing@greenriver.edu

Any missing paperwork or delay in paying owed fees will result in additional time for credentials to be awarded- please understand that it will be 2-3 weeks ***from the time everything is***

completed *to receive your testing date! It is* ***your responsibility*** *to make sure your requirements are complete which means when there is a delay it is not the GRC nursing department or colleges obligation to drop everything to complete your degree and get it sent right away to meet your personal time schedule. Please pay attention to details & deadlines to avoid any delays.*

Basic and Free Career Assessments

October 20, 2025 08:48 AM

Canvas outage

Canvas is experiencing issues due to an ongoing AWS incident. We are working on recovering as soon as possible. You can follow the status of the issue at https://health.aws.amazon.com/health/status and https://status.instructure.com/

Close

Select Language

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BASIC AND FREE CAREER ASSESSMENTS

The following websites provide basic, career assessments (e.g., interests, skills) and information about jobs.

For more in-depth assessments that provide more focused results, try any one of our professional career assessments.

Career Planner

Allows students to learn about themselves, explore careers, create goals, and make plans to reach those goals. In addition to students, staff and faculty are welcome to create a Career Planner account using their GRC email address.

Directions:

Note: There are two (2) links. One to create your account (Step 1) AND another to Login to your account (Step 5).

1. Visit the Account Creation page
2. Enter your ***Green River Email address*** and other required information.
3. Click on *Create Account*.
4. Check your Green River email for a message from **SchoolData.net** to activate your Career Planner account and login.
    1. The email might be found in your Spam or Junk folders.

Contact Us

Call to make an appointment.

Phone: 253-833-9111, ext. 2641

Email Career Services

Location

Student Affairs and Success Center, 104

Hours of Operation

Monday - Thursday: 8am - 5pm

Fridays: 9:30am - 4:30pm

Virtual Advising Hours

Mondays & Thursdays: 11am -

October 20, 2025 08:48 AM

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staff, please create/log in to Career Planner using your Green River email address. Prospective students who do not yet have a Green River email address can use these other helpful websites to research occupational information:

- (WA) Career Bridge: Connect your interests with jobs and educational programs in WA state.
- Myskillsmyfuture.org: Find careers with similar skills from your previous jobs.
- Onet Interest Profiler: "helps you decide what kinds of careers you may want to explore". Also provides in-depth data on wages, outlook and employers.

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Professional Career Assessments

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PROFESSIONAL CAREER ASSESSMENTS

AT GREEN RIVER COLLEGE

Professional Career Assessments

Career Services offers multiple types of professional career assessments at the fraction of the regular cost. Please review the information below and contact us with any questions.

Directions

To take an assessment please complete the following steps:

1. Decide which of the three professional assessments you want to take. You can take one, two or all three.
2. Pay for assessment(s) by contacting Cashier's Office (SA 266) or by calling 253-288-3399.
3. Email receipt to Careerservices@greenriver.edu for assessment instructions.
4. Schedule virtual appointment to review your assessment results. Professional assessments **must be interpreted at a scheduled appointment** with a trained staff member in order to receive your results.

NOTE: For a limited time, all **GRC students** can sign up for a Career Interest Session and take the Strong Interest Inventory for free.

Pricing

Students and Non-students:

Contact Us

Call to make an appointment.

Phone: 253-833-9111, ext. 2641

Email Career Services

Location

Student Affairs and Success Center, 104

Hours of Operation

Monday - Thursday: 8am - 5pm

Fridays: 9:30am - 4:30pm

Virtual Advising Hours

Mondays & Thursdays: 11am -

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Strong Interest Inventory (SII)

Which occupations match closely with your interests?

For nearly 80 years, the *Strong Interest Inventory*® assessment has guided individuals in their search for a rich and fulfilling life of work and leisure.

This inventory helps you to:

- Find the most satisfying career
- Measure your interest in 6 general themes, 5 personal style scales, and related to 30 basic interest scales
- Find your fit out of 122 diverse occupations

Myers-Briggs Type Indicator (MBTI)

What type of career would fit your personality?

The *Myers-Briggs Type Indicator*® (MBTI®) assessment is a personality tool. For more than 50 years, the MBTI instrument has been used in 21 languages for understanding individual differences and uncovering new ways to work and interact with others.

MBTI helps you to:

- Identify careers that fit and satisfy you
- Improve individual and team performance
- Develop your leadership style
- Identify your personality type

Strengthquest (SQ)

Do you know what you do better than the next 1,000 people?

StrengthsQuest (otherwise known as the CliftonStrengths®) is an online assessment to discover and develop your talents. Most of us spend our time and energy trying to “fix” our weaknesses instead of building our talents into consistent and successful performance – i.e., Strengths. This assessment looks at how you naturally think, relate with people, influence others, and how you are motivated.

With StrengthsQuest, you can:

- Discover and develop your 5 greatest talents
- Use your strengths to improve and increase your learning
- Determine a rewarding career path
- Focus on your strengths rather than your weaknesses

Career Coaching

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Canvas outage

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CAREER COACHING

FOR GREEN RIVER STUDENTS

Career Coach with Workforce Education

Andy Brucia brings 12 years in college career assistance and veterans' programs, and 8 years of corporate recruiting experience in IT, manufacturing, and healthcare,

What I do:

I offer a variety of training and information for students to help them get ready for employment. Some of the areas

I can help with:

- Business Communications (Cover letters, Elevator Speech, et cetera) (PDF)
- Financial Literacy
- Interviewing Prep (PDF)
- Interviewing Practice
- Resume Writing (Microsoft Word)
- Time Management
- Creating an Online Resume (Indeed, et cetera)
- Finding a Job while in school (including using Handshake to apply for Work Study jobs)

Click the highlighted titles above to download information about these topics.

Contact:

Andy Brucia
Career Coach-
Workforce Education
andrew.brucia@greenriver.edu
(253) 931-6549

Book a time to meet with Andy

October 20, 2025 08:48 AM

! Canvas outage

Canvas is experiencing issues due to an ongoing AWS incident. We are working on recovering as soon as possible. You can follow the status of the issue at https://health.aws.amazon.com/health/status and https://status.instructure.com/

to prepping for post-education careers.

- **Written Materials:** I have written materials I can provide for students on most of these topics- sample resumes, interview prep and steps and ideas, et cetera.

My availability:

I work at the Kent location, but I am available to come to classrooms on the main campus and offer trainings. I can meet students in person in my office in Kent or virtually on Teams.

Please feel free to reach out to me if you'd like me to present to a class on any subject area. Also, feel free to provide my contact info to any student who needs job assistance or career prep help.

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(WA) Career Bridge: Connect interests with jobs and educational programs in WA state.

An official website of Washington State government Here's how you know

Sign In/Sign Up Get Help Select Language Powered by Google Translate

CareerBridge WASHINGTON

Work Learn About

Search

Search for something great

It's your future. We can help you explore it.

Get Started

Welcome to Career Bridge, where we put career and learning options at your fingertips so you can decide where to go from

Take the career quiz

This short quiz can help you pair your strengths with potential career directions.

Education & training programs

Explore options to help you obtain the skills you need for careers you could pursue.

Career groups

Get to know broad career categories.

Pay for education

Explore options to help you obtain the skills you need for the career you hope to pursue.

Roles in high demand

Understand job market trends and see the roles anticipated to be in high demand in Washington.

Job detail

Dig into the details of specific jobs to understand a role's day-to-day responsibilities.

Training providers

Want to add your school and program information to Career Bridge? First, register as a training provider. Once approved you can begin adding your programs. You'll also have the chance to apply for ETPL-eligibility to potentially qualify for federal training dollars.

Get started ›

We're here for you

Career Bridge has helped thousands of Washington students and job seekers find the right path.

$48,300	500	6,500
Avg. salary for new two-year degree grads	Registered apprenticeships	Education and training programs

Learn more about Career Bridge ›

"Career Bridge totally nailed it - found my college and career path fast. I'm excited about my future."

Simon P., Bellingham

Go to

Home
About
Contact

I want to

See the fastest growing careers
Learn about Education Options
Take the Career Quiz
Get career resources

Legal

Privacy Policy
Terms & Conditions
Accessibility Statement
Eligible Training Provider List

Career Bridge is powered by

Workforce Training & Education Coordinating Board

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Myskillsmyfuture.org: Find careers with similar skills from people's previous jobs.

mySkills myFuture
a careeronestop website
A proud partner of the americanjobcenter network.

Español

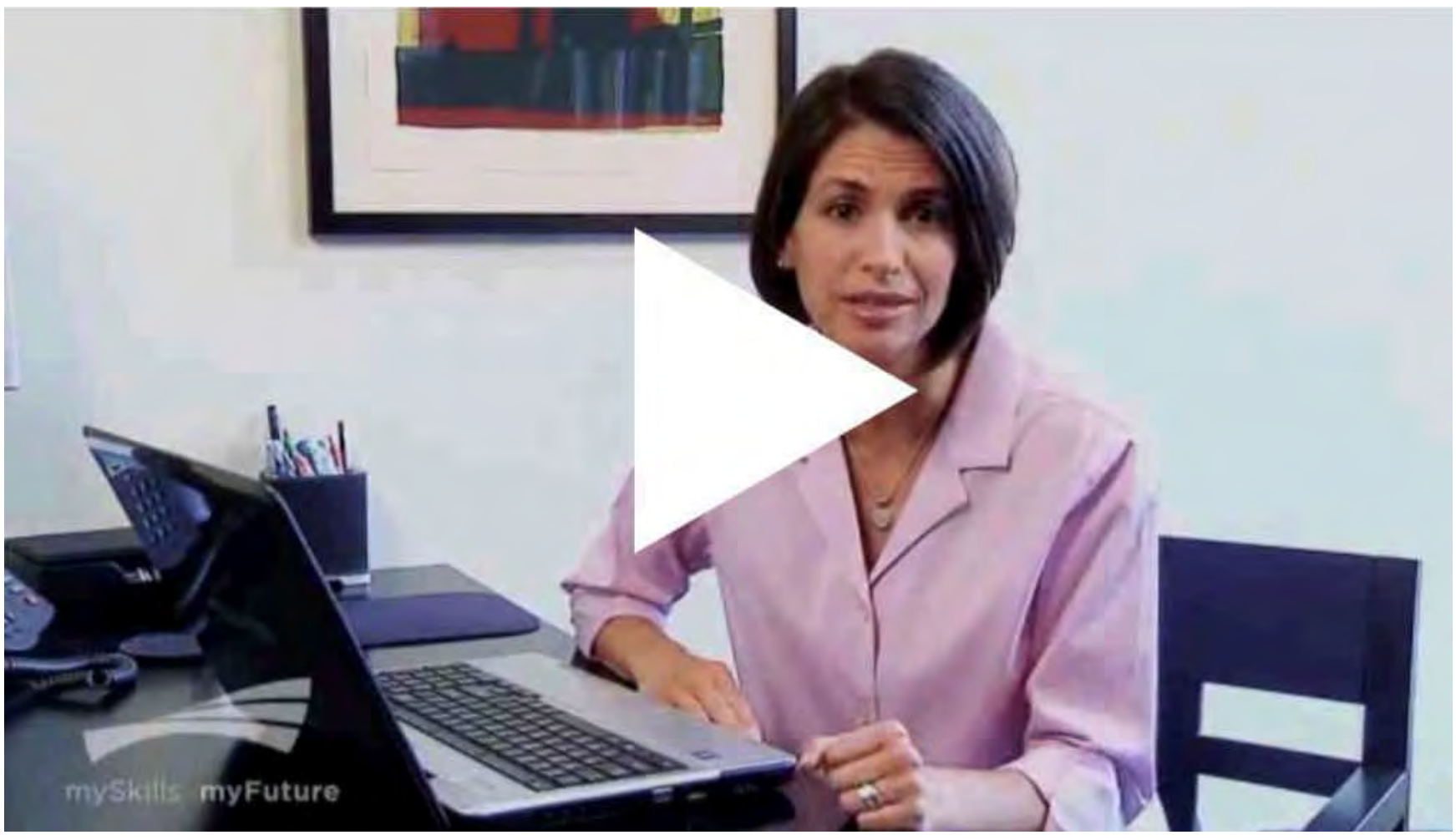
1 Tell us a job you've had.
2 We'll find careers with similar skills.
3 Pick a career and explore!

Build a bridge to your new career.

Enter your current or past job.

FIND MY CAREER MATCHES

Already know the career you want to explore? Select a Career



Watch Help Video

Tell Us What You Think

New to the Workforce?
Go to MY NEXT MOVE

mySkills myFuture is sponsored by the U.S. Department of Labor, Employment and Training Administration
mySkills myFuture is a CareerOneStop Website
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Onet Interest Profiler: "helps you decide what kinds of careers you may want to explore". Also provides in-depth data on wages, outlook and employers.

O*NET® Interest Profiler™

The **O*NET Interest Profiler** (IP) is a family of self-assessment career exploration tools that can help clients discover the type of work activities and occupations that they would like and find exciting. Clients identify and learn about broad interest areas most relevant to themselves. They can use their interest results to explore the world of work.

A web-based version of the **O*NET Interest Profiler (Mini-IP)**, a vocational interest assessment, is available to customers free-of-charge via My Next Move. Users receive an accurate, reliable profile of their vocational interests that:

1. helps them identify their work-related interests,
2. focuses career search activities, and
3. enables them to link their vocational interests to O*NET-SOC occupations.

Take the Web-based Interest Profiler now

For more information about the Interest Profiler Mini-IP, see the reports:

- Development of an O*NET® Mini Interest Profiler (Mini-IP) for Mobile Devices: Psychometric Characteristics
- Career Returns within the O*NET Interest Profiler Tools
- Examining the Efficacy of Emoji Anchors for the O*NET Interest Profiler Short Form
- O*NET® Interest Profiler Manual

Optional Evidences / Section 2

Professional Licensure & Certification

See Above 2.G.3 EV.#1

Green River College PRFR Report Appendix 2.G.4

2.G.4 The institution provides an effective and accountable program of financial aid consistent with its mission, student needs, and institutional resources. Information regarding the categories of financial assistance (such as scholarships, grants, and loans) is published and made available to prospective and enrolled students.

Table of Contents

2.G.4 EV.#1 / Section 1 ..... **5**

Additional Evidences / Section 2 ..... **54**

Section 1: Published financial aid policies and procedures including information about categories of financial assistance

- SA-13 Financial Aid Application Process (rev. 2020)
- SA-14 Federal Direct Loan Program (rev. 2021)
- SA-15 Financial Aid Eligibility (rev. 2020)
- SA-16 Return of Financial Aid Funds (rev. 2023)
- SA-17 Satisfactory Progress for Financial Aid (rev. 2023)
- Financial Aid Guide -- Student Handbook 2024-25
- GRC Foundation: Scholarships Application
- GRC Foundation: Scholarship process
- Repayment obligations
- Financial Aid Guide -- Student Handbook 2024-25
    - *Policies (page 9-13)*
    - *Procedures (page 2)*
    - *Types of Financial Aid (page 4-8)*
- NSLDS: Official Cohort Default Rate - Schools (OPE-ID, 003780)
- (NSLDS)_Official Cohort Default Rate -GRC
- GRC Catalog – Getting Started, Money for College

Section 2: Additional Evidences

- Due Diligence Email Communication between GRC FA and SBCTC **on** Adjusting Aid for Suspected Fraudulent Accounts
- Correcting Overpayments on Student Accounts
- FA File Review Process Guide 2025-26
- Financial_Aid_Self_Audit_Calendar
- Financial Aid Policy – Required Course Policy
- Return of Federal & State Funds 2025-26
- REVIEWING AND UPDATING MAXT SAP STATUSES 1
- SAP Review Guidelines
- Satisfactory Academic Progress Policy
- Timeframe Recalculations for Program Changes
- Fiscal Operations Report and Application to Participate (FISAP)
- Prelim demographic-distribution 1
- Preliminary Institutional Totals Report 2
- Screenshots of storage files of weekly pell and direct loan programs reports
- Screenshots of quarterly student reports from 2024 Fall to 2025 Winter

- 24-25 DL Closeout Confirmation
- 24-25 Pell Closeout Confirmation
- 23-24 WSAC URR Finalized
- Compassion Within Compliance Presentation Updated 3-12-25
- Foreign Income, Family Size Presentation
- Quarter Start Refresher Presentation
- Scholarships and Outside Funding Presentation
- Steps for Tracking & Inputting SAP Determination
- 2025-26 Verification Presentation

2.G.4 EV.#1 / Section 1

SA-13 Financial Aid Application Process (rev. 2020)

Select Language
Powered by Google Translate

SA-13 FINANCIAL AID APPLICATION PROCESS

Policy Type: Student Affairs
Policy Title: Financial Aid Application Process
Policy Number: SA-13

Purpose:
Specify the process students need to use to apply for and have their eligibility determined for financial aid at Green River College.

Scope:
Applies to all students wishing to obtain financial aid at Green River College.

Definitions:

- **FAFSA**: The Free Application for Federal Student Aid must be completed in order to apply for federal financial aid at Green River. FAFSA results are used to determine eligibility for federal, state, and institutional financial aid.
- **WASFA**: The Washington Application for State Financial Aid is for students who don't meet the requirements of the FAFSA but meet the residency requirements of HB-1079, have DACA status, or other eligibility criteria as determined by the Washington Student Achievement Council.
- **Student Aid Report (SAR)**: Results and report of the information provided on the FAFSA.
- **Verification**: The required process, initiated by The U.S. Department of Education's Central Processing System, which selects a student's application and which requires the student to provide documentation to the college to show the data provided on the FAFSA is accurate.

Policy:

To apply for financial Aid at Green River College, students must complete the FAFSA/WASFA. Priority consideration is given to students who have submitted required documents by the published priority processing dates. Student financial aid applications are not considered complete until all required documents have been submitted.

College Policies

Business Administration

General Administrative

Information Technology

Human Resources

Instruction

Student Affairs

- SA 1 Academic Standards & Progress Policy
- SA 2 Academic Honors
- SA-3 Audit a Class
- SA-4 Admissions
- SA-5 Deceased Student
- SA-6 Grading Policy
- SA-9 Transcripts
- SA-13 Financial Aid Application Process
- SA-14 Federal Direct Loan Program
- SA-15 Financial Aid Eligibility

Procedure:

1. Students complete the appropriate application online.
   - FAFSA - fafsa.gov
   - WAFSA - readysetgrad.org/WASFA
2. Students review the information on the SAR, if applicable, for accuracy and make any necessary corrections.
3. Students provide any additional information or documentation as requested by the Green River Financial Aid Office, preferably by the priority processing date.
4. Students will receive a financial aid notification and may accept or decline offers for loans and/or work-study funds via the financial aid portal or by submitting a signed financial aid notification.
   - Student borrowers will be required to complete online student loan counseling and a loan agreement prior to receiving loan funds.
5. Students register for courses that are required in the student's eligible program. Financial Aid will pay towards any outstanding tuition and fees prior to disbursing aid to the student.

Specific Authority:
Green River College

Law Implemented:
N/A

History of Policy or Procedure

Draft Date: May 22, 2018
Policy Adopted: January 6, 2006
Procedure Adopted: January 6, 2006
Policy Revised: August 22, 2012, August 13, 2018, February 7, 2020
Procedure Revised: August 22, 2012, August 13, 2018, February 7, 2020
Reviewed By: Student Affairs Leadership Team
Sponsor: Teresa Buchmann, Director of Financial Aid, ext. 3326
Executive Team Sponsor: Dr. Deborah Casey, Vice President of Student Affairs, ext. 3328

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SA-14 Federal Direct Loan Program (rev. 2021)

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SA-14 FEDERAL DIRECT LOAN PROGRAM

Purpose:

Applies to all students wanting to obtain a student loan to finance their educational costs while attending Green River.

Scope:

Applies to all students wanting to obtain a student loan to finance their educational costs while attending Green River.

Definitions:

- **FAFSA:**The Free Application for Federal Student Aid must be completed in order to apply for federal financial aid at Green River. FAFSA results are used to determine eligibility for federal, state, and institutional financial aid.
- **Federal Direct Parent Loan for Undergraduate Student (PLUS Loan):**a loan in the parent's name used for paying the student's educational expenses.
- **William D. Ford Federal Direct Loan:** program established by the United States Congress to assist students and parents in financing their educational costs.
- **Subsidized loan:**a loan in the student's name in which the interest is paid for the student until the student ceases enrollment as a half-time student or loses subsidy through the SULA provision. Loan repayment begins six months after a student ceases half-time enrollment.
- **Subsidized Usage Limit Applies (SULA)**: There is a limit on the maximum period of time (measured in academic years) that a student can receive Direct Subsidized Loans. In

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Green River uses two types of Federal Direct Loans for students, subsidized and unsubsidized.

It also offers the Federal Direct PLUS loan for parents to use in financing their dependent's educational costs.

The U. S. Department of Education is the lender for these loan programs.

Procedure:

1. Students wishing to borrow under the Federal Direct Loan program must have a complete financial aid file prior to loan certification. Federal PLUS Loans require a FAFSA and PLUS Loan Worksheet prior to loan certification.
2. For a Federal Direct Loan, students can submit a Federal Direct Loan Worksheet, accept their loan award via the financial aid portal, or submit a signed award letter to the financial aid office
3. For a Federal Direct Loan, students must complete Entrance Counseling and a Master Promissory Note online prior to receiving funds.
4. Students will receive a notification of loan funds each term.
5. Students will receive a loan debt letter any time loan indebtedness changes.
6. Exit counseling materials are e-mailed to borrower's personal email when they drop below six credit hours and/or leave the college.

Specific Authority: Federal Regulations **34 CFR 685**

Law Implemented:

History of Policy or Procedure:

Draft Date: May 22, 2018

Policy and Procedure Adopted: January 6, 2006

Policy and Procedure Revised: February 23rd, 2021

Reviewed By: Director of Financial Aid, Dean of Enrollment and Completion, Student Affairs Leadership Team

Contact: Beth Hawes, Director of Financial Aid, 253.333.4978
Executive Team Sponsor: Dr. Deborah Casey, Vice President of Student Affairs, ext. 3328

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SA-15 Financial Aid Eligibility (rev. 2020)

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SA-15 FINANCIAL AID ELIGIBILITY

Policy Type: Student Affairs
Policy Title: Financial Aid Eligibility
Policy Number: SA-15

Purpose:
Define eligibility requirements for federal, state, and institutional student aid programs.

Scope:
All students applying for federal, state, and/or institutional student aid.

Definitions:

Ability to Benefit (ATB): Under the ATB provision, otherwise-eligible students — who do not have a high school diploma or its recognized equivalent but are enrolled in select Title IV eligible programs at Green River College — may be eligible for financial aid.

Enrollment Status: Enrollment Status is based on the number of quarterly credits, which apply towards a student's eligible program of study, and is calculated quarterly.

- *Federal student loans, federal/state work-study, and Federal Supplemental Educational Opportunity Grant (FSEOG)*: Minimum six (6) quarterly credits which apply towards a student's eligible program of study.
- *Grants (including Pell, Washington College Grant, College Bound Scholarship, institutional funds)*: Awards are prorated based on the number of eligible quarterly credits which apply towards a student's eligible program of study.

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FAFSA: The Free Application for Federal Student Aid must be completed in order to apply for federal financial aid at Green River. FAFSA results are used to determine eligibility for federal, state, and institutional financial aid.

Satisfactory Academic Progress (SAP): Students are required to maintain satisfactory academic progress in order to receive financial aid which is mandated by federal and state regulations. See Policy SA-17: Satisfactory Progress for Financial Aid

WASFA: The Washington Application for State Financial Aid is for students who don't meet the requirements of the FAFSA but meet the residency requirements of HB-1079, have DACA status, or other eligibility criteria as determined by Washington Student Achievement Council.

Policy:
Recipients of federal financial aid at Green River must meet the following criteria:

1. Complete a FAFSA
2. Have a high school diploma, GED® certificate, recognized HS equivalency, or qualify for Ability to Benefit (ATB) designation.
3. Not be enrolled in an elementary or secondary school even if simultaneously enrolled in an eligible postsecondary program.
4. Be enrolled as a regular student seeking an eligible degree or certificate.
5. Meet and maintain satisfactory academic progress (see Policy SA-17: Satisfactory Progress for Financial Aid)
6. Meet enrollment status requirements.
7. Not be in default on a student loan or owe a repayment of federal educational grant funds.
8. Be a citizen or permanent resident of the United States or eligible non-citizen.
9. Register with selective service, if required to do so.

Note: The U.S. Department of Education may have additional eligibility requirements not stated in this policy. Please see studentaid.ed.gov for additional information.

Recipients of state & institutional financial aid at Green River must meet the following criteria:

1. Complete a FAFSA or WASFA
2. Have a high school diploma, GED certificate, recognized HS equivalency, or qualify for Ability to Benefit (ATB) designation.
3. Not be enrolled in an elementary or secondary school even if simultaneously enrolled in an eligible postsecondary program.
4. Be enrolled as a regular student seeking an eligible degree or certificate.
5. Make satisfactory academic progress (see Policy SA-17: Satisfactory Progress for Financial Aid)

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Aid Central Processing System for each financial aid applicant
2. Review student's prior higher education enrollment to determine satisfactory academic progress.
3. Review the registration information to determine program eligibility and enrollment intent.
4. Review information from the National Student Loan Database and Common Origination and Disbursement System for default, concurrent enrollment, refund of any previous grants, overpayments, and Pell Grant and loan disbursements.
5. Review Washington Student Achievement Council's databases for eligibility and overpayments

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Specific Authority

Federal Regulations:
HEA Sec. 484

State Regulations:
WAC 250-18
28B1151012
28B.15.820
28B.92
28B.15.740

Law Implemented:

History of Policy or Procedure
Draft: February 5, 2005
Adopted: January 6, 2006
Revised: August 22, 2012, July 9, 2019, February 7, 2020
Reviewed by: Student Affairs Leadership Team
Contact: Beth Hawes, Director of Financial Aid, 253.333.4978
President's Staff Sponsor: David Larsen, Dean of Enrollment and Completion, 253-833-9111, ext. 3307, dlarsen@greenriver.edu

SA-16 Return of Financial Aid Funds (rev. 2023)

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SA-16 RETURN OF FINANCIAL AID FUNDS

Return of Federal and State Financial Aid Funds

Purpose:

Specifies statutory requirements of returning Federal Title IV and state financial aid funds to their respective accounts when a financial aid recipient withdraws (officially or unofficially) from classes.

Scope:

Applies to all Federal Title IV and state financial aid recipients who officially or unofficially withdraw from all courses before 60% of a term has elapsed.

Definitions:

Federal Title IV aid for this policy includes: Direct Loans, Federal Pell Grant, Iraq and Afghanistan Service Grant, TEACH Grant, PLUS loans, and Federal Supplemental Educational Opportunity Grants (FSEOG).

State aid for this policy includes: Washington College Grant, College Bound Scholarship, Washington Bridge Grant, Passport to College Scholarship, and Washington State Opportunity Scholarship

Official Withdrawal: When the student officially withdraws from classes through the Office of the Registrar.

Unofficial Withdrawal: When the student stops attending all classes before the end of the term and receives no credit for any classes and does not complete official withdrawal procedures.

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quarter, and 40% of tuition from the sixth instructional day of the quarter through the fifteenth calendar day of the quarter.

Green River's tuition refund policy operates independently from the financial aid return of funds policy required for aid recipients. The college's tuition refund policy applies to the first fifteen calendar days of the quarter while the financial aid return of funds policy applies to the first 60% of the quarter. Tuition refunds are not returned directly to financial aid recipients; instead, they are returned to financial aid accounts. Separate policies will apply to state and federal funding sources.

State Funding:

Refunds for state financial aid programs are not required if student commences attendance in all courses. For classes that meet in person, the student must attend an in-person session in order for attendance to have been commenced. For courses that are fully online, the student must have logged into Canvas, completed an activity, and/or attended a Zoom or other virtual meeting for attendance to be considered begun. For a hybrid class, the student must engage in either an in-person or virtual activity. These activities cannot occur before the first day of instruction for the term.

If a student does not commence attendance in their courses, their state aid will be adjusted accordingly and a repayment will be owed to the college.

Students will be reviewed for SAP at the end of the quarter based on the enrollment level at which the state funds were disbursed. If a student withdraws during the first 10 days, the student has the option to return funds to avoid SAP and to protect future lifetime eligibility through the Washington Student Achievement Council (WSAC).

Federal Funding:

When students receive federal financial aid (Title IV) and withdraw from classes or cease attending before 60% of the quarter has elapsed, unearned Title IV federal funds (grant and loan) must be returned to the federal accounts by both the student and the college.

There are two scenarios where a student is considered withdrawn which will result in a Return of Title IV calculation: official and unofficial withdrawals.

The amount of earned and unearned funds is based upon the number of calendar days of class attendance during the first 60% (calendar days) of the quarter. The percentage of assistance earned is equal to the percentage of the payment period completed by the student. The percentage of Title IV funds not earned equals 100 percent minus the percent of Title IV aid earned. The student and the college may retain the earned portion of aid but must return the portion of unearned aid to the federal grant and loan accounts in the form of a refund. Refunds are returned to federal accounts regardless of the source of tuition payments. Students will be billed for any

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The last date of class attendance will be determined by one of the following:

1. Date submitted by faculty and accessible via the query CTC_FA_LDA_BY_STUDENT.
2. Date the student actually withdrew and the withdrawal date posted on the Student Enrollment screen. The most recent withdrawal date will be used.
3. Last date of activity in Canvas as determined by E-Learning.
4. If no date is posted on the Student Enrollment Screen and the student has no grades (all 0.0, I, NC, N or *), withdrawal is considered the mid-point of the quarter. If a student receives failing grades of 0.0, it is assumed the student ceased attendance.
5. If documentation in the student's file reflects an earlier last date of attendance, the date documented in the file will be used.

Earned Aid Calculation

Determine percentage of aid earned by federal Title IV aid recipients by calculating the number of calendar days up to and including the last day of attendance and compare it to the total calendar days in a quarter. Exclude breaks of at least five days in length. If the percentage is greater than 60%, the student has earned the full award. If the percentage is 60% or less, the student's federal aid will need to be recalculated. Determine the amount of earned aid by applying the earned percentage to the total Title IV aid (Direct Loans, Federal Pell Grant, Iraq and Afghanistan Service Grant, TEACH Grant, PLUS loans, and FSEOG) that was or could have been disbursed to the student.

Repayment or Disbursement Owed

If the total amount of Title IV grant or loan assistance, or both, that the student earned as calculated in Step 2 is less than the amount of Title IV grant or loan assistance that was disbursed to the student or on behalf of the student in the case of a PLUS loan, as of the date of the institution's determination that the student withdrew, a repayment of aid will need to be calculated. If the amount of aid earned is greater than the amount disbursed, the student is eligible for a post-withdrawal disbursement.

Repayment Owed

Responsibility for returning unearned aid is divided between GRC and the student. The institution must return the lesser of: (A) total federal unearned aid; or (B) the result of multiplying institutional charges by the percentage of federal aid unearned. The student returns the difference between the total unearned aid and the amount returned by the institution. Funds will be returned to the Title IV programs by GRC as soon as possible but no later than 45 days after determining the student has withdrawn.
Allocate unearned aid back to the Title IV programs. Any portion of the student's share that is allocated to a loan program is repaid under the terms of the loan. The student's share of unearned federal grant funds is no more than half of the total Title IV grant funds received by the student.

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Post-Withdrawal Disbursement

Post-withdrawal disbursements should only be calculated for federal aid. Grant assistance is offered before loans. Within 30 days of the date of the institution's determination that a student withdrew, the student, or parent in the case of parent PLUS loans, must be provided a written notification that requests confirmation of post-withdrawal disbursement of loan funds and explains the obligation to repay any loan funds the student or parent chooses to have disbursed. The institution must make a direct disbursement of any loan funds that make up the post-withdrawal disbursement only after obtaining the student's, or parent's in the case of a parent PLUS loan, confirmation that the student or parent still wishes to have the loan funds disbursed. If the student (or parent) does not respond within 14 days, the disbursement may be canceled.

GRC will use some or all of the post-withdrawal grant disbursement to satisfy institutional charges prior to giving funds to the student. Any remaining portion of a post-withdrawal disbursement must be offered to the student (or parent for PLUS) within 14 days of the calculation of a return to Title IV.

Specific Authority:

Federal Regulations 34 CFR 668

State Regulations:

Law Implemented: 1998

History of Policy or Procedure:

Draft: February 5, 2005

Adopted: January 6, 2006

Revised: February 23rd, 2021; October 26, 2023

Reviewed by: Dean of Enrollment and Completion; Director of Financial Aid; Student Affairs Leadership Team

Sponsor: Beth Hawes, Director of Financial Aid, 253-333-4978

President's Staff Sponsor: David Larsen, Dean of Enrollment and Completion, ext. 3307

SA-17 Satisfactory Progress for Financial Aid (rev. 2023)

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SA-17 SATISFACTORY PROGRESS FOR FINANCIAL AID

Satisfactory Academic Progress for Financial Aid

Policy Type: Student Affairs
Policy Title: Satisfactory Academic Progress
Policy Number: SA-17

Purpose:

Specify the minimum academic achievement students must meet in order to receive financial aid funds at Green River College.

Scope:

Applies to all financial aid applicants and recipients at Green River College, regardless of enrollment level or program of study.

Definitions:

Probation: A status which is applied when a student has not maintained satisfactory academic progress where the student can receive financial aid, with conditions, after an Academic Progress Appeal has been approved.

Warning: A status which is applied when a student has not maintained grade and/or credit requirements, but the student remains eligible to receive financial aid.

Suspension: A status which is applied when a student has not met satisfactory academic progress, and in which the student is not eligible to receive financial aid at Green River until the standards have been met or an academic appeal has been approved.

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1. Quality—Students must maintain a minimum grade point average (GPA) of 2.0 each quarter. Students are also required to have a minimum cumulative GPA of 2.0 at the end of the second academic year (six quarters) and thereafter regardless of enrollment level. Certificate programs must maintain a cumulative 2.0 GPA consistent with the requirements for graduation.
2. Pace of Progression Towards Maximum Time Frame—Financial Aid grant funding is available for cumulative attempted credits up to 150% of the total number of credits needed to complete the program. Remedial credits, courses below the 100 level, are included in the maximum time frame calculation. Financial aid is limited to 45 remedial credits. Students are allowed one program change to reset the timeframe calculation. An appeal for extenuating circumstances is allowed if an extension of financial aid is needed to complete the degree or certificate.
3. Quantity—Student must successfully complete the highest number of credits attempted each quarter based upon the chart below. Attempted credits are counted even when they do not show on the grade transcript (due to an approved Withdrawal Refund Exception Request, for example) unless the class was dropped during the census period

ONE QUARTER OF ENROLLMENT	FULL TIME 12+ CREDITS	THREE-QUARTER TIME 9—11 CREDITS	HALF-TIME 6—8 CREDITS	LESS THAN HALF-TIME 5 OR FEWER CREDITS
Good Standing 2.0+ GPA	Completed 12 credits	Completed 9 credits	Completed 6 credits	Must complete all credits
Warning Status GPA 1.0 - 1.99	Completed 6 - 11 credits	Completed 5 - 8 credits	Completed 4 - 5 credits	No Warning
Suspension Status GPA 0.0 - .99	Completed fewer than 6 credits	Completed fewer than 5 credits	Completed fewer than 4 credits	Fewer than attempted credits

Pace of Progression

Students must maintain a Pace of Progression by completing a minimum of 67% of all attempted credits to complete their current program within the Maximum Time Frame allowed for receipt of financial aid. Credits are based on enrollment level on the census day of each quarter and are evaluated at the end of each term to determine completed credits. Grades of I, W, NC, or 0.0 through 0.9 and repeated courses will count as attempted credits. All transfer credits applied to the student's program are counted toward the maximum time frame allowance. Students

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Coursework Included in Satisfactory Academic Progress Calculations

When a student applies for financial aid, all previous coursework is reviewed to ensure the student has maintained satisfactory academic progress prior to offering financial aid. The policy applies to any period of enrollment in an eligible program, regardless of whether financial aid was received. It is possible to be on financial aid warning or suspension status without ever having received aid, such as for Running Start students.

Students receiving financial aid must enroll in an eligible degree or certificate program at Green River College, and the classes they take must apply to that program of study.

Policy Review

Green River College's Title IV Satisfactory Academic Progress policy is reviewed annually and evaluated against changes to state and federal policy and guidance. This policy meets Title IV requirements because it addresses the required components listed in 34 CFR 668.34.

Procedure:

To be eligible for federal, state, and institutional financial aid, students must maintain Satisfactory Academic Progress. Satisfactory Academic Progress will be evaluated each year at the time of the initial financial aid award and at the end of each quarter the student is enrolled. This policy applies to ALL periods of enrollment whether or not the student previously received financial aid. No provision will be granted for grade forgiveness. Transfer credits and credits attempted while enrolled in dual enrollment programs will be included. Students are notified of their warning or suspension statuses via email, sent to the preferred address on file with the school.

Financial Aid Warning SAP Status

Students whose quarterly performance on either the quality or quantity measures (or both) puts them in Warning status on the chart above will be assigned a SAP status of Warning. Students placed on Financial Aid Warning may receive financial aid for the next term of attendance. Warning statuses in concurrent terms of attendance will result in a student being put on Suspension status for the following quarter.

Financial Aid Suspension SAP Status

Students whose aid has been suspended may not be eligible for future financial aid. Financial aid suspension may occur when:

- A student completes less than six (6) credits unless original enrollment was less than six (6) credits, in which case all enrolled credits must be completed.
- In the next quarter of attendance, a student on Financial Aid Warning or Probation does not:
  - Complete the credits required for their enrollment level,

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attendance and receives 0.0 through 0.9 grades for all credits.

- A student's cumulative GPA is below 2.0 at the end of the 6th quarter of attendance regardless of enrollment status.
- A student does not meet good standing requirements while in Warning or Probation status.
- A student has attempted 150% of credits required for their program.
- A student has failed to meet requirements of their academic plan.

Students in suspension status may appeal a loss of financial aid eligibility in cases of illness, injury, a death in the family or unusual circumstances. Students can request reinstatement of eligibility by submitting an academic progress petition to the financial aid office no later than the end of the 100% refund period. The appeal must include a statement from the student regarding why they failed to make satisfactory academic progress, and what has changed in their situation that will allow them to demonstrate satisfactory academic progress at the next evaluation. They are also required to submit a copy of their advisement report to ensure accuracy in their enrolled program and assist with pace of progression review. Alternately, a student may reinstate themselves by successfully completing at least 5 credits required for program of study using non-financial aid resources while maintaining the minimum GPA requirements.

If the academic appeal is approved, the student may receive financial aid for the following term of enrollment under a probationary status. Students may be placed on an academic plan as an additional condition of the appeal. Students are notified of any determination made on their appeal and any additional conditions that may result from being placed on probation status or an academic plan.

Financial Aid Probation Status

A student on financial aid probation may receive aid for their next term. While a student is on financial aid probation, they may be required to fulfill specific terms and conditions such as taking a reduced course load or enrolling in specific courses. At the end of this term, the student must meet the satisfactory academic progress standards for good standing or meet the requirements of the academic plan developed by the Financial Aid Office. Failure to do so will result in reinstatement of the Suspension status.

Specific Authority:

- Federal Regulations 34 CFR 668

Law Implemented:

History of Policy or Procedure:

Financial Aid Guide -- Student Handbook 2024-25

FINANCIAL AID GUIDE

2024-2025

GREEN RIVER COLLEGE'S 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 support that empowers and prepares students to achieve their personal, educational, and career goals.

Green River COLLEGE

12401 SE 320TH STREET
AUBURN, WA 98092

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Eligibility Requirements

All students are encouraged to apply for financial aid by completing the Free Application for Federal Student Aid (FAFSA). In general, students must meet the following criteria to be eligible for federal student aid:

- Be a regularly admitted student to Green River College (not Running Start)
- Completed a high school diploma or GED
- Be a U.S. citizen or an eligible non-citizen
- Not owe an overpayment on a federal grant
- Not be in default on a federal student loan
- Be enrolled in an eligible degree or certificate program
- Maintain satisfactory academic progress

Students who cannot complete the FAFSA due to immigration status, defaulted loans or federal grant overpayments can apply for state financial aid by completing the Washington Application for State Financial Aid (WASFA). To be eligible for state financial aid students must:

- Have a high school diploma or GED
- Not owe a repayment on a state grant
- Be enrolled in an eligible degree or certificate program
- Maintain satisfactory academic progress
- Be a Washington State resident

Application Process

Students can start the annual application process as early as October 1st by completing either the Free Application for Federal Student Aid (FAFSA) or the Washington State Application for State Financial Aid (WASFA). The FAFSA/WASFA is used to determine which types of financial aid a student may be eligible to receive.

After receiving the FAFSA or WASFA, the Financial Aid Office may request additional information to complete a student's application. Information needed will be requested through the student's "To Do" list in ctcLink Self-Service. Students are encouraged to complete all required information by the priority processing date to avoid delays in receiving their financial aid offer.

Term	Priority Processing Date
Summer 2024	April 30, 2024
Fall 2024	June 30, 2024
Winter 2025	October 31, 2024
Spring 2025	January 31, 2025

Green River College's official Financial Aid Application Process and Financial Aid Eligibility policies are available online.

Verification

Verification is a review process where the Financial Aid Office ensures the accuracy of information reported on the FAFSA. Students are selected for verification by the Department of Education at the time they complete the FAFSA. Documents required for verification may include: Income Verification Form, Household Verification Form, copies of 1040 tax forms and schedules, W-2 forms, verification of non-filing, identity verification, and high school diploma/GED. Other documents may be requested as needed to resolve conflicting information found during verification. Many of these forms are available on the GRC Financial Aid Forms site.

Students who are selected for verification will be notified of the documents required through their "To Do" list in ctcLink Self-Service. All required documents should be turned in by the priority processing date. Financial aid funds will not be processed until verification is completed.

Additional clarifying information may also be requested from students who completed the WASFA.

Financial Need

Financial need is determined using two components: Student Aid Index (SAI) and Cost of Attendance (COA).

Student Aid Index (SAI)

The SAI is determined based on the information provided on the FAFSA or WASFA. The federal government uses a needs analysis formula on the information you gave on your aid application to figure out how much you and your parents can contribute to your college costs. These amounts are then used to figure out your Student Aid Index (SAI).

This number is not a dollar amount of aid eligibility or what your family is expected to provide. **A negative SAI indicates the student has a higher financial need**. Learn how the SAI is calculated: How is the Student Aid Index (SAI) calculated?

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Cost of Attendance (COA)

The cost of attendance, or budget, reflects the estimated costs associated with attending Green River College for the year. It includes allowances for estimated expenses of:

- Tuition and fees which are charged per credit
- Books and required supplies
- Transportation
- Housing, food, and utilities
- Miscellaneous personal expenses

Your SAI is subtracted from your COA and gives us your need. That tells us how much need-based aid you might be able to get:

COA – SAI = Financial Need

Grants, tuition waivers, work study, subsidized loans and some scholarships are considered need-based financial aid. Unsubsidized loans, private loans and third-party funding are not considered need based. Please see the sections below that detail each type of aid for additional details. All resources offered cannot exceed the financial budget.

Financial Aid Offer

Students are notified by email with a financial aid offer when their application is processed. The initial aid offer is based on the assumption that students will enroll in 12 or more credits each term, which is considered full-time.

Starting in 2024-25, some aid amounts for less than fulltime enrollment are prorated based on the number of credits the student is taking. This is called enrollment intensity. Students may still be eligible for aid at lower enrollment levels, although some grants, along with work study and loans, require a minimum number of credits. These are detailed in each program's eligibility requirements.

Credits Enrolled	Enrollment Intensity
12 and up	1
11	0.92
10	0.83
9	0.75
8	0.67
7	0.58
6	0.5
5	0.42
4	0.33
3	0.25
2	0.17
1	0.08

Students who are enrolled less than full-time (12 credits) will need to email finaid@greenriver.edu to confirm how many credits they're taking and request to have their aid adjusted accordingly before funds can be disbursed.

Types of Financial Aid Available

Financial aid includes grants, tuition waivers, student employment, scholarships, and student loans.

- Grants and tuition waivers are need-based forms of aid that generally do not have to be repaid
- Student employment is available to help students pay for school through paid employment
- Loans are a form of aid available that must be repaid with interest upon graduation, leaving school, or dropping below six (6) credits per term

You can only get aid from one school in a term.

Grants and scholarships are automatically accepted on the student's behalf at the time of awarding. Work study and loans have to be accepted by the student.

Federal Pell Grant

To receive the Pell Grant, students must complete the FAFSA. Students must meet all requirements for federal student aid. A Federal Pell Grant, unlike a loan, does not have to be repaid, except under certain circumstances. Find out why you might have to repay all or part of a federal grant.

The Federal Pell Grant is awarded based on financial need to undergraduate students who have not already earned a bachelor's, graduate, or professional degree. The amount you get is based on:

- your SAI,
- the COA,
- your status as a full-time or part-time student, and
- your plans to attend school for a full academic year or less.

The amount of Federal Pell Grant funds you may receive over your lifetime is limited by federal law to be the equivalent of eighteen (18) quarters of full-time enrollment.

Federal Supplemental Educational Opportunity Grant (FSEOG)

FSEOG is awarded based on financial need to students with an EFC of 0 who are eligible to receive a Pell Grant. The award is not prorated for less than full-time enrollment. However, students must enroll in a minimum of six credits per term to receive FSEOG.

Each participating school receives a certain amount of FSEOG funds each year from the U.S. Department of Education's office of Federal Student Aid. Once the full amount of the school's FSEOG funds has been awarded to students, no more FSEOG awards can be made for that year. This system works differently from the Federal Pell Grant Program, which provides funds to every eligible student. Green River offers FSEOG funds on a first come, first served basis.

Washington College Grant (WCG)

To apply, students must complete either the FAFSA or the WASFA. To be eligible for state aid, students must meet all requirements for state student aid.

The Washington College Grant is awarded based on need. The award amount is based on annual income and family size. Students must not have already earned a bachelor's degree in order to be eligible.

The initial WCG award is based on assumed full-time enrollment (12+ credits) for all terms. The award is prorated for less than full-time enrollment, although a minimum of three credits is required to qualify for the award. Eligibility is limited to a lifetime maximum of eighteen (18) full-time terms.

College Bound Scholarship (CBS)

To apply, students must complete either the FAFSA or the WASFA. To be eligible for state aid, students must meet all requirements for state student aid. Students must have signed up for the College Bound Scholarship in the seventh or eighth grade and cannot have any felony convictions before high school graduation. Eligible students must enroll in college within one year of graduating high school.

CBS is awarded in combination with WCG based on need to students in the highest eligibility range for state financial aid.

The initial CBS award is based on assumed full-time enrollment (12+ credits) for all terms. The award is prorated for less than full-time enrollment, although a minimum of three credits is required to qualify for the award. Eligibility is limited to a lifetime maximum of eighteen (18) full-time terms.

Washington Bridge Grant

To apply, students must complete either the FAFSA or the WASFA. To be eligible for state aid, students must meet all requirements for state student aid.

The Washington Bridge Grant is awarded in combination with WCG based on need to students in the highest eligibility range for state financial aid. You cannot get CBS and the Washington Bridge Grant in the same quarter. The award amount is not prorated for less than full-time (12+ credits); however, students must enroll in at least three (3) credits to be eligible.

Passport to College Promise (PTC)

Passport to College Promise is a state grant program available to former foster youth or students aged 18 to 24 who are experiencing unaccompanied homelessness. To qualify, students must complete the FAFSA or WASFA, meet Washington State residency requirements, and enroll in at least six (6) credits each term. Eligibility is determined by Financial Aid staff. First time recipients of this grant cannot be older than 22.

Green River College Grant and Tuition Waiver

Green River College reserves a percentage of tuition revenue and offers these funds to students who were not eligible to complete the FAFSA. This is offered in the form of the institutional grant and tuition waiver.

The Green River Grant is offered based on need. The award is not prorated based on enrollment level, but a minimum of six (6) credits is required.

The Tuition Waiver is offered based on need. It may only be awarded to reduce the cost of tuition and cannot be applied toward fees or refunded directly to the student. The tuition waiver is not prorated based on enrollment level, but a minimum of six (6) credits is required.

Work Study

Work Study is employment funds available to eligible students based on need, determined by their FAFSA application. Students interested in participating should fill out the Request Work Study form, after submitting their FAFSA application.

Work Study allows students to earn an allocated amount by working. Students will not begin working and earning their allocation until they have completed the hiring process, including hiring paperwork. To start, students may apply for jobs advertised on Handshake. The job description will indicate whether the position is for work study or on campus non-work study applicants. Once you accept a job offer, email workstudy@greenriver.edu to schedule a meeting to complete hiring documents.

Students must be registered for a minimum of six (6) credits and be in good academic standing, following the Satisfactory Academic Progress policy, to participate in the Work Study program.

Visit Student Employment - Green River College for additional information.

Federal Direct Loans

Federal Direct Loans are a form of financial aid that must be repaid with interest. There are two types of Direct Loans:

- **Direct Subsidized Student Loan:** Awarded based on need. The Department of Education pays interest while students are enrolled in school in at least six (6) credits. Payments are automatically deferred while students are enrolled in at least six (6) credits.
- **Direct Unsubsidized Student Loan:** Non-need-based loan available. The student is responsible for interest while in school. Payments are automatically deferred while students are enrolled in at least six (6) credits.

To apply, students must complete the FAFSA and verification (if selected). Students must meet all requirements for federal aid eligibility. The initial award amount is an offer after evaluating eligibility for need-based aid. Students who are interested in borrowing their Direct Loan offer can get started by:

- Completing the 2024-2025 Federal Direct Loan Worksheet,
- Accepting your offered loans in ctcLink,
- Completing a Master Promissory Note,
- Completing an Entrance Counseling (required for first-time borrowers only)

Additional information about federal loan programs can be found on the Loans page of the GRC Financial Aid website.

The amount students can borrow is based on their year in school and status as independent or dependent.

For independent students who did not have to provide parent information on the FAFSA, annual limits are:

Independent	Subsidized	Unsubsidized	Combined Limit
1st Year	$3,500	$6,000	$9,500
2nd Year	$4,500	$6,000	$10,500
3rd/4th Year (BAS)	$5,500	$7,000	$12,500

For dependent students who did have to provide parent information on the FAFSA, annual limits:

Dependent	Subsidized	Unsubsidized	Combined Limit
1st Year	$3,500	$2,000	$5,500
2nd Year	$4,500	$2,000	$6,500
3rd/4th Year (BAS)	$5,500	$2,000	$7,500

Interest rates and fees associated with Direct Loans for 2024-25 (may be subject to change)

	Subsidized	Unsubsidized
Interest Rate	6.533%	6.533%
Origination Fee	1.057%	1.057%

Private Education Loans

Private Education Loans are offered by private lenders up to the full cost of attendance and no federal forms are required. Terms may vary from lender to lender. Though not required, it is strongly recommended students first seek financial aid which may include grants, work study, and Federal Direct Loans, prior to

considering private loans.

Students who are interested in Private Education Loans can get started by:

- Contacting a lender to receive a pre-approval for a Private Education Loan
- Submit Private Loan Certification Request to the school Financial Aid office

Green River College's official Federal Direct Loan Program policies are available online.

Scholarships

Funding for scholarships is made possible through the generous support of individuals and organizations. The Green River College Foundation is one of the largest community college foundations in the country and offers many scholarships to Green River College students each year.

Individual scholarships may have specific eligibility criteria such as maintaining a certain grade point average (GPA) or enrollment level to qualify for funds awarded. Students should refer to the scholarship award letter they receive from the Foundation Office for the conditions of their award. The scholarship application is separate from the application for financial aid, although some scholarships may also require you to complete the FAFSA or WASFA as well.

Generally, scholarship applications are available between January through April, and funds are awarded for the following academic year. Additional information can be found on the GRC Foundation website.

Workforce Education Service

Workforce Education Service administers a variety of programs that are designed to support students who are seeking certificates and degree programs with an employment goal, as well as students enrolled in Transitional Studies programs. Eligibility, including eligible degree types, vary and are dependent on individual program requirements.

Students may receive assistance with tuition, fees, books, supplies and tools, as well as help in accessing other sources of support. Get started exploring Workforce Education programs online.

Financial Aid Disbursement and Tuition Deadlines

Tuition deadlines for each term are published on the College's website. Students who have been awarded financial aid funds or who have completed their financial aid application before the priority processing due date for the quarter will have a tuition hold placed on their account to prevent a drop for non-payment until funds can be disbursed to pay charges.

Financial aid funds that have been accepted will be automatically used to pay outstanding tuition and fees approximately 1-2 business days before the first day of classes. Students who are enrolled less than full-time (12 credits) will need to email finaid@greenriver.edu to confirm the number of credits they plan to take and request to have their aid adjusted appropriately. This needs to be done before we can release funds.

Any credit balance of eligible financial aid funds remaining after payment of tuition and fees will be refunded to students. Green River College partners with BankMobile Disbursements to deliver financial aid credit balance refunds. Funds are sent to BankMobile who in turn issues a refund according to the disbursement

option selected by the student.

For questions regarding credit or debit card refunds, please contact the Student Financials Office at (253)288-3399 or by emailing cashiers@greenriver.edu.

Special Circumstances

The FAFSA and WASFA applications collect income information from two years prior to the current school year (aid applications for the 2024-25 school year are based on 2022 income information). The Financial Aid Office recognizes that financial circumstances can often change and impact a families' ability to pay for the cost of education.

Students experiencing special circumstances impacting their income may request an evaluation of the income used to establish their eligibility or adjustments to their cost of attendance. This is done by submitting a Change of Circumstances Appeal to the Financial Aid Office.

Financial Aid Census Date and Repayment Policy

The Financial Aid Office uses an "enrollment lock" date for federal grants (Federal Pell Grant and Federal Supplemental Educational Opportunity Grant). The "lock" date is also known as the "census date."

The census date is the 10th business day of the term, except for summer which has a census date of the 8th business day. Through this date, college policy allows students to drop classes without a grade of "W." Tuition refunds may also be issued for courses dropped following the Withdrawal & Refund Rules.

Schedule changes made through the census date may have different impacts. Factors to consider include whether aid from the grant programs locked at census have already been disbursed, and whether classes were added or dropped. If you are thinking of dropping a class, please contact the Financial Aid Office first.

Adding Classes

Students who add classes after the start of the quarter are eligible for additional funds if their total number of credits is increased. For example, if a student is enrolled in 9 credits then adds another 2-credit class, their aid could be adjusted up to the 11 credit amount. All classes must be required for the student's current program of study.

After the census date, eligibility for federal and state grants will be re-evaluated for the term. If the student is determined to be eligible for additional funding, the grants will automatically be adjusted and disbursed to the student account.

Dropping Classes

Dropping some, but not all classes, before the census date may result in reduced grant eligibility if the total number of credits is decreased.

After the census date, eligibility for all types of aid will be re-evaluated. If funds were not previously disbursed for the term, aid will be prorated to the lower enrollment level and automatically disbursed to the student

account.

If funds were already disbursed at the higher enrollment level:

- **Federal grants** will be reduced to the eligible enrollment level which will result in outstanding charges owed to the college
- **State grants** require students to choose:
    - To repay the overpayment amount to the college
    - To keep the full amount and have their lifetime eligibility reduced accordingly (the Attestation for Reinstatement of Washington State Funding is required for this option)
    - If no response is received from the student, all state grants will be cancelled for the next enrolled quarter

If funds were already disbursed, and the student drops all classes, they will owe a repayment subject to the Return of Title IV Policy.

State aid (Washington College Grant, College Bound Scholarship, Passport to Careers, and Washington Bridge Grant) use the first day of the quarter as their lock date. Loans and institutional funds have a lock day of the day the funds were disbursed. This means that if you drop a class after the lock date, you will not have to repay any of these types of funds. See Return of Title IV Policy for more information about repayments.

Late Starting and/or Early Ending Classes

Classes that start after the census date or end before the last day of the term can be included in the financial aid enrollment level if the student was enrolled in the class by the census date.

Students who drop a late start or early ending course on or before the scheduled class start date are considered to have not commenced attendance. This will require a review of the enrollment level and possible reduction of aid already disbursed.

Return of Title IV Policy

Financial aid funds are awarded assuming students will attend Green River College for the entire term. If a student withdraws, the Financial Aid Office is required to calculate the amount of Federal Student Aid earned, also known as Title IV funds, and return the unearned part of the aid disbursed for the term.

There are two scenarios where a student is considered withdrawn which will result in a Return of Title IV calculation:

- When the student officially withdraws from all classes
- When the student earns a quarterly GPA of 0.0

Calculating the Return of Title IV Funds

The Financial Aid Office follows a federal formula approved by Congress to calculate the amount of funds earned and the amount of funds that must be returned. This includes establishing the date of withdrawal and calculating the number of days the student attended against the number of days in the term. If the student completed at least 60% of the term, they are considered to have earned all Federal funds disbursed and no return is required.

Funds are returned in the following order:

1. Unsubsidized Federal Direct Loans
2. Subsidized Federal Direct Loans
3. Federal Direct PLUS Loans
4. Federal Pell Grants
5. Federal Supplemental Educational Opportunity Grants

Returning Unearned Funds

Students who earned less than the amount disbursed will owe outstanding charges to the college. To pay the balance owing or to set up a payment plan, students will need to contact a cashier in Student Financials.

Students who receive an approved Withdrawal Refund Exception Request may have their repayment amount reduced. Contact the Office of the Registrar for more information about Withdrawal Refund Exception Requests.

Students are encouraged to visit the Financial Aid Office to ask about the impact of withdrawing from classes before making changes to their schedule.

Green River College's official Return of Financial Aid Funds policy is available online.

Satisfactory Academic Progress Policy

What is Satisfactory Academic Progress (SAP)?

All students who apply for financial aid must maintain satisfactory academic progress. Students must earn a 2.0 GPA each quarter and complete the number of credits they are registered for on the census date of each quarter. They must also, after six (6) quarters of attendance, maintain at least a 2.0 cumulative GPA. In addition, federal and state regulations require students to be on pace to complete their degree or certificate before reaching the maximum credit limit of 150% of the program length. For example, if you are in a program that requires 90 credits, you must finish your degree in less than 135 credits.

Determination of Financial Aid Satisfactory Academic Progress Status

Satisfactory Academic Progress will be evaluated for all financial aid applicants prior to processing aid. If a student has previous academic history at Green River College, the SAP determination will be based on the student's college transcript, regardless of whether or not financial assistance was received for the courses. Satisfactory Academic Progress will be reviewed at the end of every term and students will be notified via their preferred email if SAP standards are not met.

Reinstatement of Financial Aid Eligibility

Financial aid eligibility may be reinstated with an approved appeal, an official change of grade, or when the student self-reinstates by paying for classes out of pocket for one term. Financial aid eligibility will be reinstated when all credits are completed in the reinstatement quarter and a GPA of 2.0 or higher is earned. Self-reinstatement requires a minimum of 5 credits enrollment.

Satisfactory Academic Progress Appeal

Students may submit a Satisfactory Academic Progress (SAP) Appeal when failure to maintain good academic standing was due to personal or academic circumstances beyond the student's control.

What are Green River College's Financial Aid Satisfactory Academic Progress Statuses?

One Quarter of Enrollment	Full Time 12+ Credits	Three-Quarter Time 9-11 Credits	Half-Time 6-8 Credits	Less Than Half-Time 1-5 Credits
Good Standing 2.0+ GPA	Completed 12 credits	Completed 9 credits	Completed 6 credits	Must complete all credits
Warning Status GPA = 1.0 - 1.99	Completed 6-11 credits	Completed 5-8 credits	Completed 4-5 credits	No Warning
Suspension Status GPA = 0.0 - 0.99	Completed less than 6 credits	Completed less than 5 credits	Completed less than 4 credits	Less than attempted credits

Meeting Satisfactory Academic Progress
Student earns a quarterly GPA of 2.0 or higher, has a cumulative GPA of at least 2.0 after six (6) quarters, completes the number of credits registered for on the census date of each quarter, and the student is able to graduate within 150% of the credit length of the program.

Financial Aid Warning
Student earned a quarterly GPA between 1.9 and 1.0 and/or did not complete the number of credits registered for on the census date of the quarter, and student is able to graduate within 150% of their program length. A student is able to receive financial aid while on financial aid warning status but must meet SAP standards during the following term of enrollment to remain eligible for financial aid.

Financial Aid Suspension
Student withdrew from half or more credits within a quarter and/or earned less than 1.0 quarterly GPA. Student is not eligible to receive financial aid while on Financial Aid Suspension. Suspension is also the result of the student not meeting SAP standards while in Financial Aid Warning or Financial Aid Probation status.

Financial Aid Probation
This status is only issued when approved on a Financial Aid SAP Appeal. Student may receive financial aid for one term but must meet SAP standards by the end of that term to remain eligible for financial aid.

Maximum Timeframe Exceeded
A student may be considered for financial aid beyond the maximum of 150% of the program length by filing a Petition to Extend Financial Aid. Petitions are considered on a case-by-case basis and approved under exceptional circumstances only.

The complete Satisfactory Academic Policy is available online. Students are encouraged to contact the Financial Aid Office to ask about the impact of dropping or withdrawing from classes before making changes to their schedule.

Green River College's official Satisfactory Progress for Financial Aid policy is available online.

Washington State Aid Conditions of Award

If your award letter includes Washington College Grant and/or College Bound Scholarship.
By accepting state financial aid, you agree to the conditions listed below. If you have questions or find that you cannot comply with these conditions, please contact your institution's financial aid office.

1. You must meet the requirement for Washington State residency.
2. You do not owe a repayment to any state grant or scholarship nor are you in default on a state student loan.
3. You must be enrolled in an eligible program and not be pursuing a degree in theology.
4. If you hold a bachelor's degree or the foreign equivalent, you are not eligible to receive state grant funds.
5. If you do not attend or if you withdraw from your classes, you may owe a repayment of all or part of any state funds you have received.
6. You must maintain the academic progress standards established by your institution in order to receive additional state aid.
7. There could be other circumstances that would require a repayment or reduction in your current award amounts.
8. You must meet all eligibility requirements for the state aid program(s) awarded.
9. The offer of this financial assistance is subject to, and conditioned upon, the availability of funds. Washington Student Achievement Council (WSAC) and the institution through which the grant, scholarship, or work study is awarded, reserve the right to withdraw, reduce, or modify the awards due to funding limitations or due to changes in circumstances which affect your eligibility for the program(s).
10. If I fail to cash my check containing state funds or pickup any remaining funds by the close of the academic year, the funds shall be returned to the program at WSAC and treated as funds declined by me.

The State of Washington is offering you financial assistance to help support your educational expenses. Please visit www.opportunitypathways.wa.gov to receive more information about financial aid, scholarships, work study, and student loans.

You may choose to voluntarily make financial contributions to WSAC in recognition of the assistance that you received. All voluntary contributions will be used to provide financial assistance to other students. Please contact finaid@wsac.wa.gov for more information.

GRC Foundation: Scholarships Application

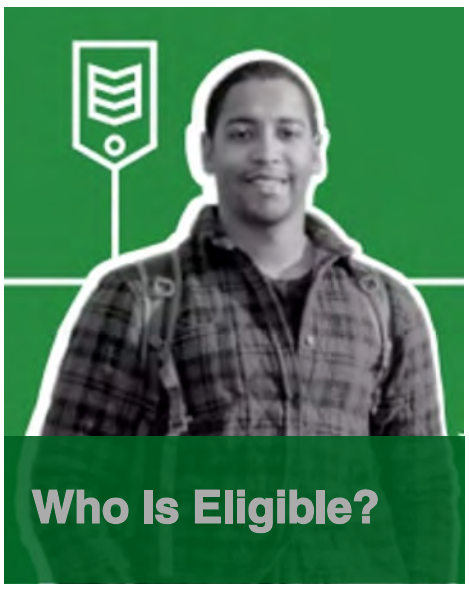
Green River COLLEGE FOUNDATION

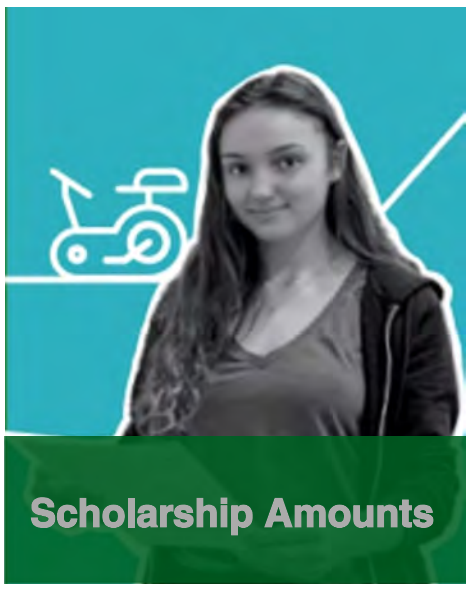
About GRCF Gator Pledge Scholarships Impact Lives Alumni ICA Give Today

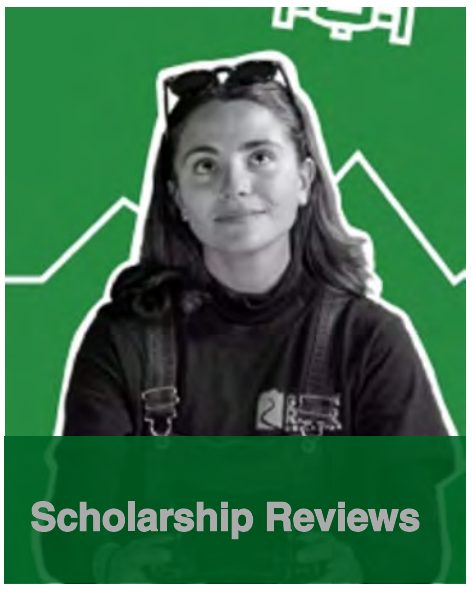
Apply Today

Mini-Scholarship application for the 25-26 school year opens August 30th.

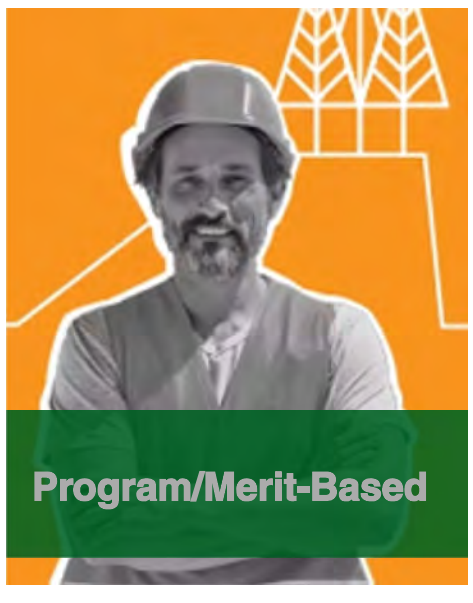
Incoming and prospective GRC students Apply Here.

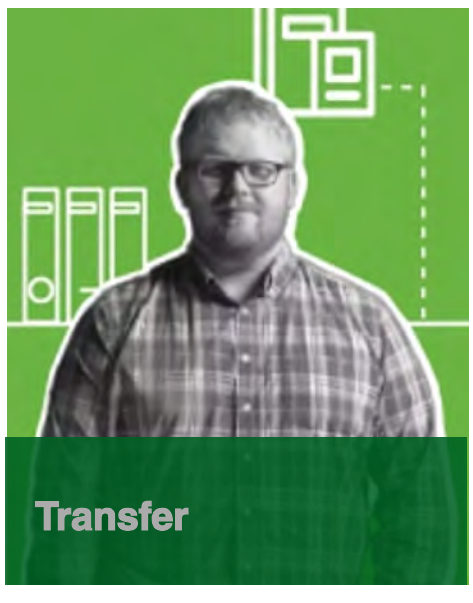






Types of Scholarships





Frequently Asked Questions

When Should I Apply?

Our main scholarship cycle is open from January 30th to April 30th. The majority of our scholarships are awarded in this cycle.

Our mini scholarship cycle is open from August 15th to October 15th. This cycle is for students who missed the opportunity to apply in the main round.

How Are Scholarships Paid?

Scholarship funds are paid directly to the college through the financial aid department. These are considered non disbursable funds and cannot be sent to students directly. If you plan to use your scholarship for something other than tuition, books, and fees, please communicate with the scholarship coordinator.

What Are the Requirements?

With this one application, you are applying to our Foundation Scholarship Program. You will be matched with scholarships within our program based on eligibility requirements of specific requirements. Every applicant is automatically applied to our general scholarship fund as well.

Some scholarships have higher GPA requirements, but all scholarships recipients must have and maintain a 2.0 cumulative GPA

Recommendation Letters?

While these are not required, they will increase the score of your overall application. Please talk with the person first before requesting a recommendation letter.

How Will I Know if I Get a Scholarship?

We will communicate with you via your Green River College Foundation email address, so check it!

12401 SE 320th Street
Auburn, WA 98092

P: 253-288-3330
E: foundation@greenriver.edu

GRC Foundation: Scholarship process

Scholarship Process

at Green River College Foundation

Scholarship Process

- The main application period for the majority of our scholarships is January – April, which is funding for the upcoming fall quarter.
- An application period is open September - October for anyone who has not applied in the previous application.
- After the deadline each application is read and evaluated by at least three reviewers.

As a Scholarship Recipient, You Are Expected to:

- Maintain a minimum 2.0 GPA (Some scholarships may have higher GPA requirements.)
- Make satisfactory academic progress
- Follow the Green River College Rules of Student Conduct
- Attend the Welcome Reception in early Fall

- The Green River College Foundation may ask you to share your story in a publication or by speaking at a Foundation event.
- You may be invited to an individual lunch or meeting with your scholarship sponsor.

Successful Applicants

- If you are a successful applicant, once you receive notification you have thirty days to login to your Award spring account to complete the follow up questions and officially accept your scholarship. Be prepared to upload a thank you letter to your scholarship donor.
- Once you've accepted your award, the financial Aid Office will be notified and will apply your scholarship funds to your account prior to the start of fall quarter.

Scholarship Recipient Materials

- Donor thank you guidelines

General Scholarship Information

There are more than 300 Green River College Foundation scholarships available to be used for tuition, fees, books, and required supplies at Green River College
By submitting one application, you're applying for all scholarships that we offer.

Foundation Scholarships are divided into five categories:

- Program Based
- Merit Based
- Need Based
- General Scholarships

Criteria and Application Instructions

Green River College Foundation awards more than 300 scholarships annually.

General scholarships (open to all students) are offered as well as program-specific scholarships.

Repayment obligations

October 20, 2025 08:48 AM

Canvas outage

Canvas is experiencing issues due to an ongoing AWS incident. We are working on recovering as soon as possible. You can follow the status of the issue at https://health.aws.amazon.com/health/status and https://status.instructure.com/

Close

Select Language
Powered by Google Translate

REPAYMENT OBLIGATIONS

Census: add/drop credits within the first tenth day of the quarter

Eligible enrolled credits are counted on the tenth day of fall, winter and spring quarters. The summer quarter census date varies.

Financial aid pays tuition and begins disbursing funds the first day of the quarter. Students who add or drop classes during the first ten days of the quarter may change their enrollment level and require a recalculation of grant eligibility. The Financial Aid Office will pay additional grant funds for students adding classes to a higher enrollment level (such as part-time to full-time).

Students dropping to a lower payment level will be considered "overpaid" **and will be responsible for repaying the overpayment.**

Repayments: official withdrawal or stop/not attending all classes will be billed

Students who officially withdraw or stop attending all classes will be billed for the amount of aid they were not eligible to receive. Repayment of all or part of the funds used to pay tuition and fees or disbursed to the student can be owed.

Aid is earned based upon the number of days of class attendance or online participation. Students who receive funds

Announcements

How can I check on the status of my aid?

Check your email along with the Tasks, Message Center, and Financial Aid tiles in your student homepage in ctcLink for updates on your financial aid.

2025-2026 FAFSA and WASFA now available!

Renew your FAFSA or WASFA for the 2025-26 award year. This includes Summer 2025, Fall 2025, Winter 2026, Spring 2026.

Financial Aid Guide -- Student Handbook 2024-25

Policies (page 9-13)

Procedures (page 2)

Types of Financial Aid (page 4-8)

See Above 2.G.4 EV.#1

NSLDS: Official Cohort Default Rate - Schools (OPE-ID, 003780)

An official website of the United States government.

Federal Student Aid
An OFFICE of the U.S. DEPARTMENT of EDUCATION | NSLDS

Official Cohort Default Rate Search for Schools

Official Cohort Default Rate Search for Schools

Postsecondary Schools Fiscal Years 2022, 2021, 2020

Note: These rates are reflective as of Feb 25, 2026.

If known, you may use the school's OPEID (first six digits) to search for an individual school. A minimum of three digits are required.

OPEID

Enter OPEID

OR

You may also search for a school by name and/or address. If you search by School Name or Address, you are required to enter at least one character in the respective field. If you search by City or State, the system will return an exact match.

School Name

Enter School Name

Address

Enter Address

City

Enter City

State

Select State

You may further limit your results by selecting one of the additional filter options below.

Show only schools in the following categories:

Type of Institution

Select Type of Institution

Type of Academic Program

Select Type of Academic Program

The Average Rate Formula is used to calculate the official cohort default rate for a school with 29 or fewer borrowers entering repayment during a cohort fiscal year if that school had a cohort default rate calculated for the two previous cohort fiscal years. If a school does not have three consecutive years of CDR data to calculate the Average Rate Formula, the Rate is considered unofficial. Additionally, Cohort Default Rate data will be masked; for a school with ten or fewer borrowers entering repayment during a cohort fiscal year.

Clear Search

(NSLDS)_Official Cohort Default Rate -GRC

GRC Catalog – Getting Started, Money for College

An official website of the United States government.

Help Center | Contact Us

Federal Student Aid
An OFFICE of the U.S. DEPARTMENT of EDUCATION | NSLDS

Official Cohort Default Rate Information

Official Cohort Default Rate Search for Schools > Official Cohort Default Rate Search Results > Official Cohort Default Rate Information

School 3-Year Default Rate FY 2022, 2021, and 2020

OPEID: 003780

Name: Green River College

Address: 12401 SOUTHEAST 320TH STREET
AUBURN, WA 980923622

Type: Bachelor's Degree

Control: Public

Program: NONE

Cohort Fiscal Year	Official Default Rate	Number of Borrowers in Default	Number of Borrowers in Repayment
2022	0	0	503
2021	0	0	603
2020	0	0	706

ENROLLMENT NOTE: To provide context for the Cohort Default Rate (CDR) data, we include Enrollment Figures (students enrolled at any time during the year) and the corresponding Percentage Calculation (borrowers entering repayment divided by that enrollment figure). There is no direct relationship between the timing of when a borrower entered repayment and any particular enrollment year; we have chosen to use the academic year ending on the 30th of June before the beginning of the cohort year.

Cohort Default Rate (CDR) data is not displayed when Number of Borrowers in Repayment (number of borrowers entering repayment in cohort) includes 10 or few borrowers.

Current Date Jan 23, 2026

Additional Evidences / Section 2

Due Diligence Email Communication between GRC FA and SBCTC on Adjusting Aid for Suspected Fraudulent Accounts

Green River College Office of Financial Aid Policy

Updated October 10, 2025

Adjusting Aid for Suspected Fraudulent Accounts

From DirFinAid email chain, July 23-Aug 7, 2025 (attached)

There are kind of two situations being discussed here – we suspect that an account is fraud but don't know for sure, and when we know with a certainty that it's a fraudulent account.

Verified Fraud Accounts
From what Jessica shared, it seems pretty clear that if we know for sure that the account is fraud, we would treat any prior disbursements as overpayments. We will refer those to NSLDS and WSAC for collections, thereby preserving our records.

I've reviewed resources to try to find clear guidance on how to handle R2T4 when student fraud is suspected, including the Program Integrity Q&A, the 2024–25 and 2025-26 FSA Handbook, and the NASFAA OIG session, "Discuss Internal and External Threats Facing Title IV Institutions". Unfortunately, none of these sources provide definitive direction on how to proceed when fraud is suspected but not confirmed.

In reviewing the Program Integrity Q&A, the R2T4 section does not discuss what to do in case of suspected fraud. However, the verification section states that if a school determines with certainty that a student has falsified their identity or is otherwise ineligible for Title IV aid, no future disbursements should be made, and any prior disbursements are treated as overpayment. Since the 2025–26 FSA Handbook Volume 4 section isn't published yet, the Department of Education still links to the 2024–25 Handbook, Volume 4, Chapter 3 for guidance.

In the OIG session (around the 58-minute mark), someone asked whether schools should return funds when fraud is suspected. The response was that it's ultimately up to the professional judgment of the financial aid administrator. Although no new guidance was given, it was clarified that the FSA School Participation Division (not the OIG) makes the final decision about returning funds. The presenter mentioned they have a meeting scheduled with FSA to seek more guidance on handling suspected fraud, but nothing new has been shared yet.

The SBCTC qrg states, "Student accounts that have been identified as fraudulent should remain in their current state to capture the history and status of the account up to the point of fraudulent identification. All prior and current applications, enrollment, and/or financial

aid records should not be removed. Colleges should take the necessary action to ensure financial aid/refunds are not disbursed."

https://ctclinkreferencecenter.ctclink.us/m/79544/l/1961321-reporting-fraudulent-applications-accounts-to-ctclink-support

Suspected Fraud Accounts

For cases where we discover suspected fraud after aid has already been paid out (usually this comes up as the result of identifying patterns among groups of students, like those who are undergoing R2T4 recalculations), we're going to add the SXI and GXF service indicators as soon as we can to block any future aid from going out, but we aren't going to make any adjustments to the aid received that are above and beyond what we would do for a usual R2T4 student. Again, the idea is to preserve our records.

In either situation, we will not cancel any previously awarded aid.

Re_ _Dirfinaid_
Question about Suspe

Correcting Overpayments on Student Accounts

Green River College Office of Financial Aid Policy

Updated October 10, 2025

Correcting Overpayments on Student Accounts Due to Less Than Full Time Enrollment

If students had one or more terms where they were enrolled less than fulltime and they are now showing up as overawarded, you can give them a one-time allowance by adding the fulltime amount to the housing budget line. They can only get this up to three times in a year, with a four-time lifetime limit, so we have an institutional policy that we will only do it for them once a year.

Cost of Attendance (Budget) | 2025-2026 Federal Student Aid Handbook

Food and Housing Allowance for Less-Than-Half-Time Students

For less-than-half-time students, schools **may** include an allowance for food and housing in the COA for a limited period. For these students, the COA may include (at the option of the school) a food and housing allowance for up to three semesters or the equivalent, with no more than two semesters or the equivalent being consecutive at any one school. If a school chooses to include a food and housing allowance in the COA for less-than-half-time students, the allowance is based on the student's living situation, as described above for students who are enrolled at least half-time.

Correcting Overpayments on Student Accounts Due to Stopping Out

If a student was awarded based on presumed attendance for the full year and they later stop attending, you don't need to remove the COA for the stopped-out terms. If the student doesn't attend one term but then returns later in the year, you cannot include COA for terms of non-attendance.

Valid: student attends Fall and Winter, but not Spring. You can rebuild the budget for Spring quarter to maintain eligibility for aid received in Fall and Winter.

Invalid: student attends Fall, skips Winter, returns in Spring. You cannot rebuild Winter budget. Aid for Spring must be adjusted down to prevent an overaward for the year.

FA File Review Process Guide 2025-26

Reference center: https://ctclinkreferencecenter.ctclink.us/

ISIR File Review Process (Pkg Status: Applied)

1. Check ctcLink ID for XF prefix, and Service Indicators for existing SXI/GXF, and if found:
    a. Stop review
        i. If ctcLink ID has an XF prefix, it has been confirmed as fraudulent.
            1. No comment is needed, update file review spreadsheet with XF note.
        ii. If the file has SXI and GXF indicators, add an FFILE comment, “ISIR 01, has SXI/GXF, incomplete review – SW 5/4/25”
    b. ISIRs that are later verified as legitimate by the student will receive an SVR service indictor confirming verification.
        i. If the file as an SVR and an SXI service indicator and does *not* have a GXF indicator, continue with review. (SXI may take longer to be removed, but an SVR code is added immediately after identity verification.)
    ii. Students that have completed identity verification with the Office of the Registrar and are verified with an SVR service indicator will be identified in a separate, regular query to continue their file review process.

2. **Student info Tab**
   NavBar > Menu > Financial Aid > Federal Application Data > Correct ISIR Records
    a. Check transaction # - if 50 or greater, contact Maria for WASFA review
    b. Check Dependency status to confirm it matches later info
    c. Check Date of Birth to verify if independent by age.
        i. If born before 01/01/2002 = Independent
    d. Verify Name, SSN, DOB, State of Residency
        i. Missing/different middle names do not need to be resolved
        ii. Differences in first or last name must be resolved, including misspellings.
            1. If a student has more than one last name, if the first of the two last names match, it is not considered a mismatch if the second name is missing. But, if bio-demo uses the second name versus first name on the ISIR for example, or the reverse, it must be resolved.
            2. Students may need to either resolve with OtR or may need to update their FSA and WASFA accounts and applications to correct name.
            3. Student name MUST match as it appears on a Social Security card or any other verification documents (citizenship, V4, etc.)
    e. Check for California address. Add checklist EGR071 if CA
    f. Look at HS/GED, cannot be ‘None of the above’ – add EGR006
        i. If High School listed is Green River, check transcript to confirm has been conferred.

g. Check marital status (to match later with tax filing information)
h. Verify current Grade Level
    i. If graduate/professional, add notes to EGR063
i. Check if BA earned
    i. If yes, add BA checklist EGR063
        1. If student confirms that they *do* have a BA, leave the checklist as "Initiated" (check prior year)
        2. If student confirms an error, they must correct the FAFSA and resubmit (They will also need to submit a signed statement that they do not actually have a BA.) Statement form***
            a. If ISIR is a correction, verify that EGR063 is closed
j. If student is under 24 years old, check all possible dependency exceptions and verify checklist has been added, or add if needed:
    i. Veteran/On Active duty (EGR021)
    ii. Child or Other Dependents (EGR013 only if income reported is less than $6000 or $0 income and TANF box is not checked)
    iii. Orphan/Ward/Foster Care (EGR015)
    iv. Homeless Youth (EGR016)
    v. Emancipated Minor (EGR009)
    vi. Unusual Circumstances (EGR162)
    vii. Legal guardianship (EGR018)

3. Student Financial Information: - **

a. FTI – check IRS Response Code
    i. If successful (not PII Match Fail), should not need further review
    ii. If data was manually entered in addition to FTI information, review circumstance:
        1. Were taxes filed if earned income reported required it: Who needs to file a tax return | Internal Revenue Service
            a. If required and no filing, add EGR 030 or EGR033
        2. Was income/tax information added/combined due to a recent marriage to include spouse income?
            a. Does it look reasonably correct/no obvious errors? No action needed
                i. Action needed if: even numbers, strange amounts, taxes paid are higher than income, AGI is significantly lower than earned income Add checklist EGR030 or EGR033
        3. Was income/tax information subtracted due to a recent separation or divorce?
            a. Does it look reasonably correct/no obvious errors?
                i. Request Family Size verification
            b. Manually entered income is 0 – Request the 1040 tax return, all W2s or Wage and Income Transcript and Family Size Verification (if no SSN/ITIN, can accept signed statement).
            c. Do the amounts conflict? Request signed 2023 1040s for student and spouse (same for parent and spouse

if a dependent student) as well as all W2s for both, or IRS Wage and Income Transcript
i. Add checklists EGR030 or EGR033 **&** EGR026 or EGR028

4. If manually entered information indicates no tax return was filed in 2023, but FTI indicates that it was, must request tax documents to verify.
   a. Add checklist EGR025 or EGR027

iii. If FTI/ PII transfer FAILED, check for manually entered information:
1. If manually entered data:
   a. Does it look reasonably correct/no obvious errors? No action needed
   b. Do the amounts conflict? Request signed 2023 1040s for student (and spouse if needed)
      i. Add checklist FGR030 or FGR033
2. No manually entered data? Request signed 2023 1040s for student (and spouse if needed)
   a. Add checklist FGR030 or FGR033.

b. Check the "Non-FTI Amounts"
   i. If Grant/Scholarship Aid, check for "reasonable" amount and if not, request taxes
   ii. If Foreign Income Exclusion, request taxes

Tax Verification 2025-26: Lucidspark

4. <u>Spouse Information</u>

a. Confirm spouse information is:
   i. Provided if needed based on marital/tax filing information from Student Information tab (married, unmarried living-together)
   ii. Not provided if not needed based on marital/tax filing information from Student Information tab (single, separated/divorced, widowed, etc.)
b. Check if consent is needed:
   i. If married-joint return, no additional consent is needed from spouse
   ii. If filed separately, must also give consent and provide income/tax information. (This should cause the ISIR to reject automatically.)

5. <u>Parent Information & Parent Spouse/Partner Information</u>

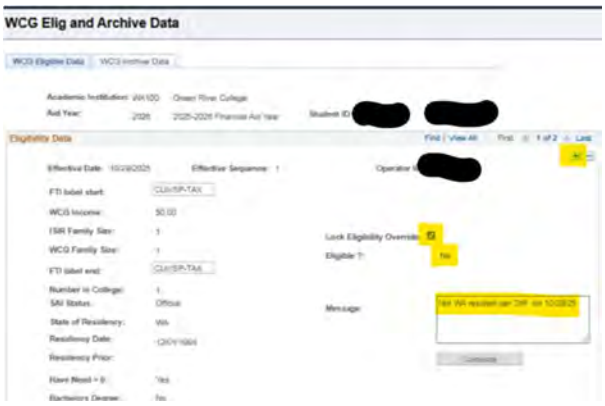
a. Follow the same guidelines as for student and spouse in terms of consent and FTI transfer of income/tax information based on marital and tax filing statuses (see flowchart*).

6. <u>Transaction Detail</u>

a. Review Reject Reasons – any reject reasons should also appear in the Comment Codes for resolution, but if not, will need additional review
b. Review Comment Codes

i. Use the 24-25 SAR Comment Codes chart to determine if Resolution is required.
    1. No Action = review only, no steps needed
    2. Resolution required = must follow directions provided and add any checklists needed to resolve
    3. If the file is selected for Verification, comments will also indicate. Verify checklists have been automatically added.

7. **Review Residency Data if flagged with EGR100 Residency Mismatch**
   NavBar > Navigator > Campus Community > Personal Information (student) > Identification (Student) > Residency Data
    a. In 'Residency Official 1' Tab
    b. Official Residency Data' section ('View All' if necessary)
        i. *Institution = WA100 Green River College make note of Residency:
            1. If 'Residency' from ISIR is WA and GRC is 'Out of State', close EGR100 with note "not eligbile for WA aid based on current residency with OtR."
                a. Update WCG Eligibility page: **Navigator>Financial Aid> CTC Custom> CTC Interfaces>WA College Grant>WCG Eligibility View>WCG Elig and Archive Data**
                    i. Add a new row – "+"
                    ii. Change "Eligible" to "No"
                    iii. Add a comment "Not WA resident per OtR" with your initials and date
                    iv. Click the "Lock Eligibility Override" box
                    v. Save



            2. If 'Residency' is 'Undetermined', make a comment in the checklist of Undetermined status.
8. Review degree/program in Student Service Center>Academics
    a. If "undeclared/undecided" or a BASPRQ program, add checklist EGR035-Mismatch on Degree Plan and leave a comment including which ineligible program/degree type is causing the checklist.
    b. While on the Academics page, check for any current or future enrollment. See "Appendix A: Fraud" for additional steps.

9. **Initial File Review complete**
    a. If no other checklists are needed/all have been resolved *, add a comment, FFILE with the ISIR number, initials, and date
        * Some checklists can/should remain "Initiated" as a flag to awarders to review during the awarding process, but the file can still be Ready for Counselor Review and an EGR039 should still be added. These are:
            1. EGR100 residency (If "Out of State", "Undetermined" must still be resolved and will stop awarding.)
            2. EGR008 – Defaulted loan, may still be eligible for WA funds
            3. EGR045 – Consortium Agreement
            4. EGR047 – NSLDS Loan Discharged, may still be eligible for other aid
            5. EGR048 – NSLDS Loan in Bankruptcy, may still be eligible for other aid
            6. EGR050 – NSLDS Exceeds Loan Limits, may still be eligible for other aid
            7. EGR051 – NSLDS Pell LEU, may still be eligible for PELL
            8. EGR053 – FSEOG Overpayment, may still be eligible for WA funds
            9. EGR054 – Pell Overpayment, may still be eligible for WA funds
            10. EGR055 – Perkins Overpayment, may still be eligible for WA funds
            11. EGR142 – Child of Fallen Hero Scholar
            12. EGR161 – Incarcerated Student
    b. In the "View Packaging Status Summary" change the "Aid Processing Status" to "Ready for Counselor Review" and make sure that the "Review Status" is "Incomplete"

Review Status Types

Packaging Status Combinations and Meanings		
Processing/Package Status	**Review Status**	**Meaning**
Applied	Incomplete	Received ISIR, no review done
Applied	Complete	File review done, not ready for packaging due to open checklist(s) • Initiated checklists that need student action ○ Include good comments, including if student was notified of missing action with date • Add an FAGEN comment about why the file could not be completed for future reference. Ex. "Unusual file, added SXI/GXF for verification."

Ready for Counselor Review	**Incomplete**	File review done, moving on to awarder review. May have following checklist statuses:
		• **Active**
		  ○ recvd taxes needed for awarding review
		  ○ recvd W2s
		  ○ recvd Proof of non-filing
		  ○ recvd Verification documents
		  ○ Corrections in progress
		  ○ COC in progress
		  ○ SAP received
		• **Complete**
		  ○ confirmed that issue is resolved and needs no further review
		  ▪ Citizenship confirmed
		  ▪ Residency mismatch if not "Undetermined"
		  ▪ Identity Verification
		  ○ **do not use "waived", for system only
		• **Initiated**
		  ○ COC when received (not yet reviewed)
		  ○ NSLDS updates/flags
		  ○ No Need
		• **Notified** – avoid unless student requesting not to receive additional notifications

Ready for Counselor Review	Complete	Awarder review done, not ready for packaging due to open checklist(s)
Packaging Completed	Incomplete	Awarded some aid (WFE, scholarship, etc), but still needs to go through awarder review
Packaging Completed	Complete	Completed all review and has been awarded as eligible

Appendix A: Fraud

1. Watch for patterns in applications that came in at the same time or close to the same time. Typical indicators of fraud include:
    a. Independent
    b. No tax filing or income/manually entered “zeroes”
    c. Unmarried
    d. GED
    e. Unusual email address/domain:ex. First/last or last/first and number are common; @proton, @gmail even
    f. Unusual address – outside of GRC service area or state
        i. And/or very different addresses between student file and ISIR (in addition to other factors)
    g. Unusual class enrollment compared to degree/program. For example, Music and Software Development classes for a Math Education program.
        i. Business AA – BUCBUAA should be reviewed
        ii. AA-DTA with a Subplan should be reviewed
        iii. Common fraud patterns of courses will include, CJ&, HL ED, ECED, MUSC, ART
    h. Several applications in a row with these same indicators make fraud more likely.
2. If fraud is suspected:
    a. Look to prior award years to review previous applications and attendance to avoid mis-identifying an ongoing student as fraud
    b. Add Service Indicators SXI and GXF
        i. Add comment to GXF only explaining indicators of fraud. For example: suspicious application data and unusual enrollment - SW 1/10/25
        ii. Do not add a comment to the SXI indicator
    c. In the “View Packaging Status Summary” leave the “Aid Processing Status” as “Applied” and change the “Review Status” to “Review Complete”.
    d. Add comment: ISIR 01, has SXI/GXF, incomplete
3. Remove F02 for any file with SXI, GXF, SXF or XF ctcLink ID.

Additional Fraud Notes:

- If an email is received claiming that they never attended GRC/requested or used aid, submit a Fraud Finder form.
- Bank Mobile also submits regular reports of suspected fraudulent activity. Fraud indicators will be added by BH when received.

Appendix B: Verification – checking for corrections:

1. Family size on ISIR: NASFAA AskRegs: How Is Family Size Calculated and Displayed On ISIRs?

Financial_Aid_Self_Audit_Calendar

Suggested Scale

Score	Meaning
4	Fully compliant
3	Minor documentation gap
2	Regulatory risk
1	Non-compliant

Any **score of 1 or 2** should trigger:

- Root cause analysis
- Staff retraining
- Policy revision
- Retesting next quarter

January — Financial Aid Consumer Information & Published Materials

Audit Focus Areas

• Review all published financial aid consumer information (online and print) to ensure accuracy and currency.
• Confirm that information on scholarships, grants, loans, work-study, SAP, cost of attendance, refunds, and rights/responsibilities is readily accessible and compliant with federal and institutional requirements.

Audit Activities

Compare website and catalog disclosures to current regulations and institutional policies.
Verify deadlines and award programs are up to date.

Rubric

Criterion	Evidence in File	Compliant Standard
Award notification includes aid type, amount, and period	Award letter	Clear breakdown
SAP policy provided or linked	Student portal record	Current version
Cost of attendance disclosed	Award notice	Matches COA tables
Rights and responsibilities disclosed	Portal or form	Present
Refund and R2T4 policies disclosed	Website or letter	Current

Automatic Major Finding

• Student received aid without SAP disclosure
• Incorrect COA published

Student ID	Criterion	Compliant (Y/N)	Minor Finding	Major Finding	Non-Compliant	Notes	Reviewer	Review Date
	Award notice includes aid type/amount/period							
	SAP disclosure provided							
	COA disclosed							
	Rights & responsibilities provided							
	Refund/R2T4 policy provided							

February — Student Eligibility & General Compliance with Title IV Eligibility

Audit Focus Areas

• Review application of eligibility requirements (citizenship, Selective Service, default/repayment status, SAP) as defined in FSA Handbook Volume 1 and general federal guidance.

Audit Activities

Sample student records for eligibility documentation.
Assess consistency of eligibility decisions.

Rubric

Criterion	Evidence	Compliant Standard
Valid ISIR	CPS record	Transaction used
Citizenship or eligible non-citizen	DHS match or doc	Resolved
Selective Service if required	Match flag	Cleared
No default or overpayment	NSLDS	Eligible
SAP met at time of disbursement	SAP calc	Correct

Major Finding

• Aid paid before eligibility resolved
• SAP misapplied

Student ID	Criterion	Compliant (Y/N)	Minor Finding	Major Finding	Non-Compliant	Notes	Reviewer	Review Date
	Valid ISIR							
	Citizenship resolved							
	Selective Service cleared							
	No default/overpayment							
	SAP met at disbursement							

March — FAFSA & ISIR Processing, Verification, Corrections

Audit Focus Areas

• FSA Handbook *Application and Verification Guide* topics: FAFSA processing, verification procedures, corrections, updates, and special cases.

Audit Activities

Test verification selections and corrections made.
Confirm adherence to verification tracking and resolution timelines.

Rubric

Criterion	Evidence
Verification group tracked	ISIR
Docs collected match group	Tax transcripts, statements
Conflicting info resolved	Notes
Corrections submitted	CPS log
Final ISIR used	Date stamp

Major Finding

• Disbursement before verification complete
• Conflicting info unresolved

Student ID	Criterion	Compliant (Y/N)	Minor Finding	Major Finding	Non-Compliant	Notes	Reviewer	Review Date
	Verification group tracked							
	Docs collected							
	Conflicting info resolved							
	Corrections submitted							
	Final ISIR used							

April — Cost of Attendance (COA) & Packaging

Audit Focus Areas

- Review COA components and calculation methodology.
- Evaluate packaging rules and award prioritization practices (FSA Handbook Volume 3).

Audit Activities

Compare COA budgets against institutional policies and regulatory expectations.
Test award packages for accuracy and consistency.

Rubric

Criterion	Evidence
COA components correct	Budget worksheet
Program-specific budget used	COA table
No overaward	Award history
Need calculated correctly	EFC/SAI
Professional judgment documented	PJ form

Major Finding

- COA inflated
- Overaward unresolved

Student ID	Criterion	Compliant (Y/N)	Minor Finding	Major Finding	Non-Compliant	Notes	Reviewer	Review Date
	Correct COA components							
	Program COA used							
	No overaward							
	Need calculated correctly							
	PJ documented							

May — Disbursement Practices

Audit Focus Areas

• Title IV disbursement rules and timing, including disbursement records and notifications (Volume 3 & Volume 4).

Audit Activities

Confirm proper disbursement dates relative to attendance requirements and census dates.

Reconcile disbursement data to general ledger reports.

Rubric

Criterion	Evidence
Enrollment status verified	Registrar feed
Disbursement date valid	COD record
Second disbursement for loans	COD
Authorization for charges	Consent
Ledger reconciles	Student account

Major Finding

• Early disbursement

• Enrollment mismatch

Student ID	Criterion	Compliant (Y/N)	Minor Finding	Major Finding	Non-Compliant	Notes	Reviewer	Review Date
	Enrollment verified							
	Valid disbursement date							
	Loan disbursement split							
	Authorization on file							
	Ledger reconciles							

June — Return of Title IV Funds (R2T4)

Audit Focus Areas

• Assess compliance with Return of Title IV Funds calculations, notifications, and refund procedures (FSA Handbook Volume 5).

Audit Activities

Perform sample R2T4 calculations and compare to office determinations.

Check refund posting timeliness.

Rubric

Criterion	Evidence
Withdrawal date correct	Registrar
R2T4 calc completed	Worksheet
Funds returned timely	G5/COD
Student notified	Letter
Balance posted correctly	Account

Major Finding

• Late return

• Incorrect percentage earned

Student ID	Criterion	Compliant (Y/N)	Minor Finding	Major Finding	Non-Compliant	Notes	Reviewer	Review Date
	Withdrawal date correct							
	R2T4 calculated							
	Funds returned timely							
	Student notified							
	Balance posted							

July — Pell Grant Compliance

Audit Focus Areas

• Review Pell Grant eligibility, enrollment intensity, lifetime eligibility used (LEU), recalculations, and crossover payment rules (Volume 7).

Audit Activities

Test Pell calculations for accuracy and regulatory adherence.
Validate tracking of LEU.

Rubric

Criterion	Evidence
Enrollment intensity accurate	Census
Recalculation performed	Pell log
LEU checked	NSLDS
Crossover handled correctly	Payment period
No overpayment	Ledger

Major Finding

• Pell paid above eligibility
• LEU ignored

Student ID	Criterion	Compliant (Y/N)	Minor Finding	Major Finding	Non-Compliant	Notes	Reviewer	Review Date
	Enrollment intensity correct							
	Recalculation performed							
	LEU checked							
	Crossover handled							
	No overpayment							

August — Direct Loan Compliance

Audit Focus Areas

• Direct Loan counseling, origination, disbursements, loan limits, and annual/aggregate checks (Volume 8).

Audit Activities

Sample Direct Loan files for counseling completion and correct origination.

Review proper handling of aggregate limit monitoring.

Rubric

Criterion	Evidence
MPN on file	COD
Entrance counseling	NSLDS
Loan limits checked	Aggregate calc
Disbursement split	COD
Exit counseling if withdrawn	Record

Major Finding

• Loan originated without counseling

• Aggregate exceeded

Student ID	Criterion	Compliant (Y/N)	Minor Finding	Major Finding	Non-Compliant	Notes	Reviewer	Review Date
	MPN on file							
	Entrance counseling							
	Loan limits checked							
	Split disbursement							
	Exit counseling if required							

September — Campus-Based Programs (FWS, FSEOG, Perkins)

Audit Focus Areas

• Compliance with campus-based program administration, allocations, eligibility, payroll, and awards (FSA Handbook Volume 6).

Audit Activities

Test work-study time and payroll records.

Confirm FSEOG awards meet program rules.

Rubric

Criterion	Evidence
FWS eligibility verified	ISIR
Timesheets approved	Payroll
Wages align to hours	Payroll
FSEOG meets priority rules	Award log
Allocation monitored	Ledger

Major Finding

• Ineligible FWS employment

• FSEOG priority violation

Student ID	Criterion	Compliant (Y/N)	Minor Finding	Major Finding	Non-Compliant	Notes	Reviewer	Review Date
	FWS eligibility							
	Timesheets approved							
	Payroll accurate							
	FSEOG priority rules met							
	Allocation monitored							

October — TEACH Grant Requirements

Audit Focus Areas

• TEACH Grant counseling, agreements to serve or repay, notifications, and disbursements (Volume 9).

Audit Activities

Review TEACH counseling documentation and agreement tracking.

Test award and disbursement accuracy.

Rubric

Criterion	Evidence
Initial counseling completed	NSLDS
Agreement to Serve signed	ATS
Eligibility documented	Program
Disbursement matches enrollment	COD
Tracking ongoing	TEACH system

Major Finding

• Disbursement without ATS

• Counseling missing

Student ID	Criterion	Compliant (Y/N)	Minor Finding	Major Finding	Non-Compliant	Notes	Reviewer	Review Date
	Initial counseling							
	Agreement to Serve signed							
	Eligibility documented							
	Disbursement correct							
	Ongoing tracking							

November — Audit & Compliance Processes (Internal Controls)

Audit Focus Areas

- Evaluate internal control systems, error correction workflows, audit response processes, and compliance training.
- Ensure financial aid documentation supports NWCCU's Standard 2.G.4 requirement for accountability and effective aid administration.

Audit Activities

Conduct walk-throughs of key processes and segregation of duties.
Review corrective actions from prior audits.

Rubric

Criterion	Evidence
Separation of duties	Workflow
Supervisor review	Sign-off
Audit trail exists	System logs
Corrections documented	Notes
Policies followed	Manual

Major Finding

- Same staff determines and releases aid
- No documentation trail

Student ID	Criterion	Compliant (Y/N)	Minor Finding	Major Finding	Non-Compliant	Notes	Reviewer	Review Date
	Separation of duties							
	Supervisor review							
	Audit trail							
	Corrections logged							
	Policies followed							

December — Year-End Reporting & Reconciliation

Audit Focus Areas

- Reconcile Title IV aid activity and reporting to institutional financials and federal reports.
- Confirm preparation for annual reporting cycles (e.g., FISAP, cohort default rate review).

Audit Activities

Compare year-end figures across systems.

Document reconciliation findings and prepare plans for next audit cycle.

Rubric

Criterion	Evidence
Student totals match COD	Report
Ledger reconciled	Finance
Overpayments resolved	Notes
FISAP data traceable	Worksheets
CDR review completed	Report

Major Finding

- Discrepancies unresolved
- Year-end reports unsupported

Student ID	Criterion	Compliant (Y/N)	Minor Finding	Major Finding	Non-Compliant	Notes	Reviewer	Review Date
	Totals match COD							
	Ledger reconciled							
	Overpayments resolved							
	FISAP traceable							
	CDR review completed							

Financial Aid Policy – Required Course Policy

Green River College Office of Financial Aid Policy

Updated December 3, 2025

Coursework Must Be Required for Program of Study

In order to be eligible for financial aid, students can only take courses required for their current program/plan. There are exceptions to this though:

- Repeat attempts
  - Aid cannot pay for a retake if the student originally received a 3.5 or higher
  - Once the student earns credits for the class (they receive a grade), we can only pay for one more attempt. This applies regardless of the outcome of the second attempt.
  - This aligns with SBCTC's Repeat Course Rule as well as ED's rules around Retaking Coursework.
- Recommended courses
  - If a course is not required but only recommended (strongly or otherwise), we will not pay for it.
- Students can take classes that aren't required, as long as they have 12 credits that do count.
  - If fewer than 12 of their credits count, we have to prorate their aid down to the rate for classes that do count.
- Developmental classes (those below 100 level)
  - This does not include Basic Skills (TS/ELL/etc.). They are almost all MATH and ENGL courses.
  - Students can take up to 45 credits of developmental classes without them counting against timeframe. Any developmental level credits taken in excess of this 45-credit cap will be included in timeframe calculations.
- Pre-requisites
  - Although these classes aren't required for the student's program, the student must have completed them before they're eligible for classes that are required.

- We cannot pay for a student to take pre-requisites that are required for admittance into a program. We can only pay for a pre-requisite course if it is required for a student to be able to register for a course that is required for their current program of study.

- Study Skills (ST SK) courses
  - Because these courses are numbered 100 or higher, we are not able to pay for them as developmental or remedial courses. We can only pay for them if they fit into the student's electives. Therefore, if they show up in Unused Courses, they're not eligible.

- Corequisites
  - MATHM classes don't have any co-enrollment requirements. Students don't have to be enrolled in a MATH class of a corresponding level (70, 72, 97), nor do they have to be enrolled in a Math class at all. MATHM courses are designed to support, supplement, refresh, and review Algebra concepts. We will count MATHM courses with or without the corresponding MATH course.
  - ENGL 117 has a corequisite of ENGL 101, as 117 is a support course and falls under developmental credits. Students have to be in ENGL 101 in order for us to pay for ENGL 117.
    - Students can take ENGL 101 and 117 together if they receive placement into it. It's an alternative to taking READ104 and ENGL 99 in one quarter, then ENGL 101 the next.
  - Math has two corequisite courses: MATH 30 and MATH 36. This helps students move through the developmental Math series more quickly. MATH 30 and 36 will count as developmental credits, while MATH& 107 and 146 would be part of the program.
    - For MATH 30 to count, the student must also be taking MATH& 107.
    - For MATH 36 to count, the student must also be taking MATH& 146.

- IBEST classes are not aid eligible. ctcLink automatically excludes those when calculating credit loads.

- Prior Learning Assessment (PLA) is a way for students to get credit for things they know how to do but that they didn't take credit-earning courses for. This is common for Aviation students, who have to complete a set number of flight hours through a third-party flight training program. PLA (also called Academic Credit for Prior Learning or ACPL) is not eligible for financial aid.

- Certain funding types do not require that classes count toward the student's program. This includes scholarships, both Foundation and third party, and WorkForce funding.
  - We have discretion with institutional funds, but we follow state/fed rules unless it is a special situation.
  - Private loans are not subject to this policy but given the current rates of fraud with private loans, we are choosing to apply these requirements.

Return of Federal & State Funds 2025-26

GREEN RIVER COLLEGE
RETURN OF FEDERAL AND STATE FINANCIAL AID FUNDS

2025-2026

Policy:
When students fail to complete any credits during a quarter (whether they have ceased attending, withdrawn, received 0.0-0.9 grades or incompletes), a refund of tuition and/or a repayment of grant dollars may be required.

The Return of Federal and State Financial Aid Funds Policy will pertain to financial aid recipients receiving state grants and/or Federal Title IV funds. Green River's refund policy returns 100% of tuition and fees through the fifth instructional day of the quarter, and 40% of tuition from the sixth instructional day of the quarter through the fifteenth calendar day of the quarter.

Green River's tuition refund policy operates independently from the financial aid return of funds policy required for aid recipients. The college's tuition refund policy applies to the first fifteen calendar days of the quarter while the financial aid return of funds policy applies to the first 60% of the quarter. Tuition refunds are not returned directly to financial aid recipients; instead, they are returned to financial aid accounts. Separate policies will apply to state and federal funding sources.

State Funding:
Refunds for state financial aid programs are not required if student commences attendance in all courses. For classes that meet in person, the student must attend an in-person session in order for attendance to have been commenced. For courses that are fully online, the student must have logged into Canvas, completed an activity, and/or attended a Zoom or other virtual meeting for attendance to be considered begun. For a hybrid class, the student must engage in either an in-person or virtual activity. These activities cannot occur before the first day of instruction for the term.

If a student does not commence attendance in their courses, their state aid will be adjusted accordingly and a repayment will be owed to the college.

Students will be reviewed for Satisfactory Academic Progress (SAP) at the end of the quarter based on the enrollment level at which the state funds were disbursed. If a student withdraws during the first 10 days, the student has the option to return funds to avoid SAP and to protect future lifetime eligibility through the Washington Student Achievement Council (WSAC).

Federal Funding:
When students receive federal financial aid (Title IV) and withdraw from classes or cease attending before 60% of the quarter has elapsed, unearned Title IV federal funds (grant and loan) must be returned to the federal accounts by both the student and the college.

There are two scenarios where a student is considered withdrawn which will result in a Return of Title IV calculation: official and unofficial withdrawals.

The amount of earned and unearned funds is based upon the number of calendar days of class attendance during the first 60% (calendar days) of the quarter. The percentage of assistance earned is equal to the percentage of the payment period completed by the student. The percentage of Title IV funds not earned equals 100 percent minus the percent of Title IV aid earned. The student and the college may retain the earned portion of aid but must return the portion of unearned aid to the federal grant and loan accounts in the form of a refund. Refunds are returned to federal accounts regardless of the source of tuition payments. Students will be billed for any portion of a federally required refund that is in excess of the college's state refund policy.

If the student shows eligibility for federal funds not yet disbursed, a post-withdrawal disbursement of federal aid is made even though the student has ceased attendance.

Procedure:
Last Date of Attendance
The last date of class attendance will be determined by one of the following:

1. Date submitted by faculty and accessible via the query CTC_FA_LDA_BY_STUDENT.
2. Date the student actually withdrew and the withdrawal date posted on the Student Enrollment screen. The most recent withdrawal date will be used.
3. Last date of activity in Canvas as determined by E-Learning.
4. If no date is posted on the Student Enrollment Screen and the student has no grades (all 0.0, I, NC, N or *), withdrawal is considered the mid-point of the quarter. If a student receives failing grades of 0.0, it is assumed the student ceased attendance.
5. If documentation in the student's file reflects an earlier last date of attendance, the date documented in the file will be used.

Earned Aid Calculation
Determine percentage of aid earned by federal Title IV aid recipients by calculating the number of calendar days up to and including the last day of attendance and compare it to the total calendar days in a quarter. Exclude breaks of at least five days in length. If the percentage is greater than 60%, the student has earned the full award. If the percentage is 60% or less, the student's federal aid will need to be recalculated. Determine the amount of earned aid by applying the earned percentage to the total Title IV aid (Direct Loans, Federal Pell Grant, Iraq and Afghanistan Service Grant, TEACH Grant, PLUS loans, and FSEOG) that was or could have been disbursed to the student.

Repayment or Disbursement Owed
If the total amount of Title IV grant or loan assistance, or both, that the student earned as calculated in Step 2 is less than the amount of Title IV grant or loan assistance that was disbursed to the student or on behalf of the student in the case of a PLUS loan, as of the date of the institution's determination that the student withdrew, a repayment of aid will need to be calculated. If the amount of aid earned is greater than the amount disbursed, the student is eligible for a post-withdrawal disbursement.

Repayment Owed
Responsibility for returning unearned aid is divided between GRC and the student. The institution must return the lesser of: (A) total federal unearned aid; or (B) the result of multiplying institutional charges by the percentage of federal aid unearned. The student returns the difference between the total unearned aid and the amount returned by the institution. Funds will be returned to the Title IV programs by GRC as soon as possible but no later than 45 days after determining the student has withdrawn.

Allocate unearned aid back to the Title IV programs.
Any portion of the student's share that is allocated to a loan program is repaid under the terms of the loan. The student's share of unearned federal grant funds is no more than half of the total Title IV grant funds received by the student.

Unearned federal funds are allocated as follows:

- Unsubsidized Federal Direct Loan
- Subsidized Federal Direct Loan
- Federal Perkins Loan
- Federal PLUS Loan
- Federal Pell Grant
- Federal SEOG
- Other Title IV Aid

Post-Withdrawal Disbursement
Post-withdrawal disbursements should only be calculated for federal aid. Grant assistance is offered before loans. Within 30 days of the date of the institution's determination that a student withdrew, the student, or parent in the case of parent PLUS loans, must be provided a written notification that requests confirmation of post-withdrawal disbursement of loan funds and explains the obligation to repay any loan funds the student or parent chooses to have disbursed. The institution must make a direct disbursement of any loan funds that make up the post-withdrawal disbursement only after obtaining the student's, or parent's in the case of a parent PLUS loan, confirmation that the student or parent still wishes to have the loan funds disbursed. If the student (or parent) does not respond within 14 days, the disbursement may be canceled.

GRC will use some or all of the post-withdrawal grant disbursement to satisfy institutional charges prior to giving funds to the student. Any remaining portion of a post-withdrawal disbursement must be offered to the student (or parent for PLUS) within 14 days of the calculation of a return to Title IV.

Specific Authority:
Federal Regulations 34 CFR 668

State Regulations:
Outlined in Washington College Grant and College Bound Program Manual 2025-26 under the authority of RCW 28B.77.050

REVIEWING AND UPDATING MAXT SAP STATUSES 1

REVIEWING AND UPDATING MAXT SAP STATUSES

Program changes, new program after a completed program

1. You will need three windows in ctcLink
    a. Student Program/Plan
    Navigator > Records and Enrollment > Career and Program Information > Student Program/Plan
    b. Request Advisement Report
    Navigator>Academic Advisement>Student Advisement>Request Advisement Report
    c. Maintain Student SAP DATA
    Navigator>Financial Aid>Satisfactory Academic Progress>Maintain Student SAP Data
2. On the Student Plan tab of the Student Program/Plan page, look through the plans to see if and when the student completed a degree/certificate or changed plans.
    a. Statuses:
        i. “Active in Program” is the student’s current program
        ii. “Discontinued” means that the student changed their plan as of the effective date.
        iii. “Completed program" is which program and quarter they completed a program (cert or degree)
    b. Students can change their plan twice and reset the timeframe clock. Subsequent plan changes do not.
    c. A completed degree will restart the timeframe clock, regardless of how many changes there may have been prior to completion.
    d. A completed certificate will be sufficient to restart the timeframe clock, even if the degree wasn’t completed.
    e. We can pay for a student to earn two Associate’s degrees and one BAS at GRC. If they earned an Associate’s elsewhere, we don’t count that. Certificates don’t have a cap.
3. Make note of which quarter the student started the new plan in.
4. Run the advisement report. It should automatically generate a report using the student’s current plan.
    a. If it comes back with no results, try the What If report and look for the correct program. The default plan stack might not be built in the system yet.
    b. If you view the report as a PDF, you can scroll to the bottom to see a list of unused classes in chronological order by quarter.
    c. Count the number of credits you’ll be excluding because they were taken before the plan change and now do not count towards the current plan.
        i. Do not count any credits that should be excluded because they are developmental (below 100) level. The SAP calculator automatically excludes ELL, ESOL, and TS classes.
        ii. Only count classes that the student earned credit for that now don’t count because they aren’t required for the current program. This might also include any transfer credits.

5. The Advisement Report will show the total number of credits required for the degree or certificate at the top. Multiply that number by 150% to get the standard maximum timeframe number of credits allowed.
6. Add the 150% amount to the number of credits to be excluded from steps 4.C. and 4.C.i. for the new maximum number of credits allowed.
7. On the Maintain Student SAP Data page, go to the second tab, Career Exceptions.
    a. Enter the total max number of credits calculated in step 6 in the Attempted MAX Units box.
    b. Add a note in the Comments box about why you're increasing the cap. Example: EXCLUDING 59 CREDITS PRIOR TO PLAN CHANGE AS OF 2211.
    c. Save and go to the first tab, Student SAP.
    d. Recalculate the SAP status by entering the current term in the Process Term box at the top of the page and clicking "Calculate SAP". Verify that new status is no longer MAXT or SUSP. If it is, contact the student and inform them that they will need to complete a PETITION TO EXTEND FINANCIAL AID ELIGIBILITY (greenriver.edu)

SAP Review Guidelines

SAP REVIEW RUBRIC GUIDELINES - Updated 1/15/2026

1. **Approve**
   - Includes reasonable statement and future steps to ensure success
     - Long gaps (2+ years) in enrollment can indicate the student stepped away from school and is ready to return and try again
     - Transitioning from Running Start to regular enrollment
   - Up to two terms with unsatisfactory performance (any W, 0.0, NC, I grade)

2. **Need More Information (NMI)**
   - Statement seems insufficient to explain why student didn't succeed or has been used previously, timing of cause doesn't match with term of poor performance, future steps wouldn't actually help (e.g. meeting with your advisor)
     - Ask for expanded statements or documentation of cause

3. **Not Meeting Cumulative Standards**

After 3 quarters of attendance, check cumulative info on transcript

- Earned/Attempted = 75%+
- Cum GPA = 2.0+

If student isn't meeting either of these standards, complete both parts of the TF and GPA Calculator.xlsx. Print as PDF and save with appeal. Timeframe calculations should also be done if more than 25 credits of college-level courses are showing up as unused on the AAR.

- Conditionally approved, must increase GPA
  - TF calculated as "Yes" for Approve SAP Appeal, required term GPA calculated seems reasonable based on prior academic performance
    - Follow steps on coversheet for approved appeal
      - Override SAP Status to PLAN, add comment and save
      - Term Exceptions tab: enter next term student will attend, enter required term GPA from calculator in MIN Current GPA box, add comment and save
      - Send FA - SAP APPEAL APPROVED, INCREASE CUM GPA template message in Navigate
- Denied, submit ed plan for reconsideration
  - TF calculated as "No" for Approve SAP Appeal but "OK" for TF Calculation
    - Follow steps on coversheet for denied appeal

- Send FA - SAP APPEAL DENIED, SUBMIT ED PLAN template message in Navigate
- Add the Timeframe tag in the Tags section of Navigate so we get notified when they have an ed plan created
- Update status on ___Petitions.xlsx to ED PLAN and add current date to Emailed column

- Denied, submit Petition to Extend for reconsideration
  - TF calculated as "No" for Approve SAP Appeal and "TF" for TF Calculation
    - Review account for timeframe recalculation eligibility following Reviewing and Updating MAXT SAP Statuses.docx
    - Follow steps on coversheet for denied appeal
      - Override SAP status to MAXT
      - Send FA - SAP APPEAL DENIED, SUBMIT PETITION TO EXTEND template in Navigate
        - Be sure to update information about program length, attempted and completed credits
      - Add the Timeframe tag in the Tags section of Navigate so we get notified when they have an ed plan created
      - Update status on ___Petitions.xlsx to EXTENSION and add current date to Emailed column
    - Add EGR070 checklist

4. **Deny, Must Self Reinstate (SR)**
   - Failure to meet conditions of reconsideration/terms of plan
   - Mathematically impossible to increase cumulative GPA to 2.0 without repeating courses
   - Repeated reason (e.g. work conflicts quarter after quarter)
   - Four quarters in a row with no progress made (all W, 0.0, NC, I)
   - Previous appeal denied with no term of SR

NOTE: When reading through statements from students, remember our responsibilities around required reporting for Title IX. If the student mentions interpersonal violence, domestic abuse, or stalking as the reason why they didn't do well, follow the regular outcomes. In your email, you'll need to also include the 4th paragraph from the "Appeal Approved, Title IX Disclosure" email (if you're approving their appeal, you can just send the whole message). This is to let them know that you are going to notify Korland of their

disclosure. You then need to email Korland at TitleIXcoordinator@greenriver.edu and provide him with the student's name, ID number, and email address, along with a short explanation of what they said in their statement.

Reconsideration of previously denied appeals should be done by the Director or Assistant Director. Ed plans can be viewed in Navigate (must not be impersonating Financial Aid). We can use the created ed plan found in Navigate without requiring the student to submit it to us if:

1. The student was told to submit an ed plan, not a Petition to Extend, *and*
2. The ed plan was created after the student was notified that their SAP appeal was denied due to timeframe.

We will not reconsider a SAP appeal without submission of the ed plan by the student if:

1. The student was told they needed to complete a Petition to Extend because they will not be able to complete their program within timeframe for their current program, *or*
2. The ed plan was created before the student was notified that their SAP appeal was denied and they could submit a plan for reconsideration, *or*
3. A Petition to Extend is submitted without the ed plan attached.

Approval of a submitted Petition to Extend will require that the student meet with the Director or Assistant Director to discuss their situation if a review of their circumstances proves that they are in fact timeframed.

Satisfactory Academic Progress Policy

Satisfactory Academic Progress Policy

Financial Aid Website Phone: 253-288-3392 Student Affairs Building, Room 231 Email: finaid@greenriver.edu

What is Satisfactory Academic Progress (SAP)?

All students who apply for financial aid must maintain satisfactory academic progress. Students can establish and maintain satisfactory academic progress by satisfying all of the following three criteria:

1. Quality—Students must maintain a minimum grade point average (GPA) of 2.0 each quarter. Students are also required to have a minimum cumulative GPA of 2.0 at the end of the second academic year (six quarters) and thereafter regardless of number of credits attempted. Certificate programs must maintain a cumulative 2.0 GPA consistent with the requirements for graduation. Program-specific GPA requirements which vary from this criterion do not impact SAP for the purpose of financial aid eligibility.
2. Pace of Progression Towards Maximum Time Frame— Financial Aid grant funding is available for cumulative attempted credits up to 150% of the total number of credits needed to complete the program. Remedial credits (i.e. courses below the 100 level) are included in the maximum time frame calculation. Financial aid is limited to 45 remedial credits. Students are allowed two program changes to reset the timeframe calculation. An appeal for extenuating circumstances is allowed if an extension of financial aid is needed to complete the degree or certificate.
3. Quantity—Students must complete 100% of their attempted credits each term to maintain satisfactory academic progress. Attempted credits are counted even when they do not show on the grade transcript (due to an approved Withdrawal Refund Exception Request, for example) unless the class was dropped by the census date. The financial aid census date for Summer quarter is the 8th day of instruction, and the 10th day of instruction for Fall, Winter, and Spring.

Determination of Financial Aid Satisfactory Academic Progress Status

Satisfactory Academic Progress will be evaluated for all financial aid applicants prior to processing aid. If a student has previous academic history at Green River College, the SAP determination will be based on the student's college transcript, regardless of the age of the courses. There is no time limit after which a student's SAP status resets.

Performance at other institutions will not be considered, although proof of positive performance can be used as supporting documentation in a SAP appeal. All program credits, including current program transfer credits, are taken into consideration whether or not aid was received. Up to 45 credits of developmental, transitional, or remedial coursework can be excluded from pace of progression calculations; any in excess of this amount will be used to determine SAP status.

Satisfactory Academic Progress will be reviewed after final grades post at the end of every term and students will be notified via their preferred email if SAP standards are not met. If changes to grades are processed after this date, students can request that their SAP status be recalculated to reflect any changes in performance.

What are Green River College's Financial Aid Satisfactory Academic Progress Statuses?

<u>Meeting Satisfactory Academic Progress</u>

Student earns a quarterly GPA of 2.0 or higher, has a cumulative GPA of at least 2.0 after six (6) quarters, completes the 100% of the credits registered for on the census date of each quarter, and the student is able to graduate within 150% of the credit length of the program. Grades of 0.0 – 0.9, I, N, W, NC, or Y do not count toward completed credits. Repeated courses where the end grade is not an improvement over earlier attempts will not count toward completed credits.

Financial Aid Warning

Student earned a quarterly GPA between 1.9 and 1.0 or completed between 67% and 99% of the credits registered for on the census date of the quarter, and student is able to graduate within 150% of their program length. A student is able to receive financial aid while on financial aid warning status but must meet SAP standards during the following term of enrollment to remain eligible for financial aid.

Financial Aid Suspension

Student did not complete at least 67% of their attempted credits, earned less than 1.0 quarterly GPA, or has a cumulative GPA of less than 2.0 after six quarters of attendance. Student is not eligible to receive financial aid while on Financial Aid Suspension. Suspension is also the result of the student not meeting SAP standards while in Financial Aid Warning or Financial Aid Probation status.

Financial Aid Probation

This status is only issued when approved on a Financial Aid SAP Appeal. Student may receive financial aid for one term but must meet SAP standards by the end of that term to remain eligible for financial aid.

Maximum Time Frame Exceeded

Students have to complete their programs within 150% of the number of credits required to graduate. For example, if you're in a 90-credit program, you can take up to 135 credits to complete the program before you exceed time frame. This status is assigned as soon as it becomes mathematically impossible for the student to complete their program within the 150% timeframe. A student may be considered for financial aid beyond the maximum of 150% of the program length by filing a Petition to Extend Financial Aid. Petitions are considered on a case-by-case basis and approved under exceptional circumstances only.

Reinstatement of Financial Aid Eligibility

Financial aid eligibility may be reinstated with an approved appeal, an official change of grade, or when the student self-reinstates by paying for classes out of pocket for one term.

Satisfactory Academic Progress Appeal

Students may submit a Satisfactory Academic Progress (SAP) Appeal when failure to maintain good academic standing was due to personal or academic circumstances beyond the student's control. Common reasons for appeals include:

- Long-term illness, hospitalization, or other serious health issues with documentation from a doctor.
- A serious illness or death in your family during the quarter.
- An emergency or crisis that was beyond your control.
- Any other special situations you think we should know about.

If your appeal is approved, your financial aid will be reinstated on a probationary basis. During this time, you'll need to finish all your classes with at least a 2.0 GPA.
The SAP Appeal can be found on the GRC Financial Aid Forms page.

Official Change of Grade

Most commonly this occurs when the student submits the required coursework to their instructor to resolve grade previously reported as Incomplete. Students have one year from the end of the term to complete their coursework and have an Incomplete converted to a grade. If that does not occur, the I will be updated to a 0.0 and all impacts of that will apply. Until an Incomplete is updated to a passing grade, they will be considered uncompleted credits and will negatively impact a student's SAP status.

Another option for receiving an official change of grade is to be approved for an exception to the Withdrawal & Refund Rules. While such an exception does not automatically result in the resolution or update of a student's SAP status, it is our institutional policy to accept an approved Withdrawal/Refund

Exception Request in lieu of a SAP appeal. The Financial Aid Office does reserve the right to modify this policy when deemed approp

Self-Reinstatement
Students can work towards getting back on track by completing one quarter without financial aid, with a 2.0 GPA and all credits finished. During this time, they need to pay for at least 5 credits of tuition and related costs.

Students are encouraged to contact the Financial Aid Office to ask about the impact of dropping or withdrawing from classes before making changes to their schedule.

Green River College's official Satisfactory Progress for Financial Aid policy is available online.

Timeframe Recalculations for Program Changes

Green River College Office of Financial Aid Policy

Updated January 13, 2026

Recalculations of Timeframe for Program Changes

We can grant extensions to the state and federal 150% timeframe rule to allow for up to two program changes without requiring a student to submit a Petition to Extend Financial Aid Eligibility. Recalculations of timeframe after these two program changes will require an approved Petition to Extend, regardless of the reason.

A completed degree will restart the timeframe clock, regardless of how many changes there may have been prior to completion. A completed certificate will be sufficient to restart the timeframe clock, even if the degree wasn't completed. The goal is to motivate students to complete a degree or at least certificate before moving on to a new subject.

We can use grants to pay for a student to earn two Associate's degrees and one BAS at GRC. If they earned an Associate's elsewhere, we don't count that. Certificates don't have a cap. The Associate's rule is institutional, while the BAS rule aligns with state and federal guidelines. There are no caps to the number or level of degrees we can fund using loans or work study (subject to lifetime limits).

When performing timeframe recalculations, we will extend the current timeframe duration by the number of credits earned in pursuit of a previous program (up to two only) that no longer apply to the current program. In order to be excluded, credits need to have been earned before the program change went into effect. We will not exclude attempted credits for which no credit was earned (e.g. those where the end grade was 0.0, NC, or W). If recalculating because of a completed degree or certificate, all attempted college-level credits prior to completion of the previous program will be excluded, even if no credit was earned.

"The Department believes in allowing institutions the flexibility to define the 150 percent maximum timeframe in the most appropriate way for the program in question… The 150 percent maximum timeframe only applies to the student's eligibility to receive title IV, HEA aid. The Department has never regulated whether or not a student is able to continue on to degree completion under an institution's academic criteria. The Department also wishes to clarify that the 150 percent maximum timeframe applies only to the student's current program of study. Under these regulations, institutions retain flexibility to define their programs of study in their SAP policy, as well as how they will determine how previously taken coursework applies to the student's current program of study."
October 29, 2010 *Federal Register*, page 66886

Fiscal Operations Report and Application to Participate (FISAP)

Public Burden Statement

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. The valid OMB control number for this information collection is 1845-0030. Public reporting burden for this collection of information is estimated to average 24 hours per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. Responding to this collection is mandatory in accordance with 34 CFR 674.19 (Federal Perkins Loan), 34 CFR 675.19 (Federal Work-Study), and 34 CFR 676.19 and 20 U.S.C. 1094 (Federal Supplemental Educational Opportunity Grant). If you have comments or concerns regarding the status of your individual submission of this form, please contact the FSA Partner and School Relations Center directly at 1-800-848-0978 or email CODSupport@ed.gov.

Fiscal Operations Report and Application to Participate (FISAP)

Report: Award Year July 1, 2024 through June 30, 2025; Application: Award Year July 1, 2026 through June 30, 2027

Part I. Identifying Information, Certification and Warning

Section A. Identifying Information

1(a). Name and address of school
Green River College
12401 Southeast 320th Street

Auburn WA 980923622

1(b). Mailing address (if different from 1(a))

2. OPEID Number 00378000

3. Type of school (select one)

- X 3.1 public
- ___ 3.2 private/non-profit
- ___ 3.3 proprietary

(Select one if proprietary)

- ___ (a) art
- ___ (b) business
- ___ (c) cosmetology
- ___ (d) trade and technical
- ___ (e) other

4. Length/type of longest program (select one)

- ___ 4.1 less than 1 year
- ___ 4.2 1 year but less than 2 years
- ___ 4.3 2 years but less than 3 years
- ___ 4.4 3 years but less than 4 years
- X 4.5 4 years (no higher than a baccalaureate degree)
- ___ 4.6 5 years or more
- ___ 4.7 post-baccalaureate only

5. Additional Institutions

If the data reported on this form applies to more than one eligible institution you must identify all institutions for which this form is applicable. The OPEID and individual amount(s) of 2024-25 FSEOG and FWS authorizations allocated to each institution must be provided. See instructions

This FISAP includes data for more than one eligible institution.

Yes ___
No X

If yes, list the following for each eligible institution (not all institutions may show here; see instructions for how to obtain a complete list):

OPEID ___

2024-25 FSEOG $ ___

2024-25 FWS $ ___

6. Financial Aid Administrator

Name Beth Hawes

Telephone No. (253) 333-4978

Email address bhawes@greenriver.edu

Fax No. (253) 288-3473

7. Name and address of private financial aid consultant firm, if any

Name ___

Address 1 ___

Address 2 ___

City ___

State ___ Zip ___

Part I. Identifying Information, Certification and Warning

Section B. Certification and Warning

Applicants must review the requirements for certification regarding lobbying included in the regulations cited below before completing this form. Applicants must sign this form to comply with the certification requirements under 34 CFR Part 82, "New Restrictions on Lobbying." This certification is a material representation of fact upon which the Department of Education relies when it makes a grant or enters into a cooperative agreement.

As required by Section 1352, Title 31 of the U.S. Code, and implemented at 34 CFR Part 82, for persons entering into a Federal contract, grant or cooperative agreement over $100,000, as defined at 34 CFR Part 82, Sections 82.105 and 82.110, the applicant certifies that:

(a) No Federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the making of any Federal grant, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any Federal grant or cooperative agreement;

(b) If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this Federal grant or cooperative agreement, the undersigned shall complete and submit Standard Form-LLL, "Disclosure Form to Report Lobbying," in accordance with its instructions; and

(c) The undersigned shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subgrants and contracts under grants and cooperative agreements) and that all subrecipients shall certify and disclose accordingly.

As the duly authorized representative of the applicant, I hereby certify that the applicant will comply with the above certification. I further certify that the information contained in this electronic FISAP is in compliance with governing legislation and regulations and is true and accurate. I understand that all information associated with this FISAP is subject to audit and program review by representatives of the Secretary of Education.

WARNING: If you purposely give false or misleading information, you may be fined up to $20,000, sent to prison, or both.

8. Chief Executive Officer (includes President, Chancellor and Director)
Important: ONLY the school's CEO is authorized to sign the FISAP.

Signature		Date signed	
Name	Suzanne Johnson	Telephone No.	(253) 833-9111
Title	CHIEF EXEC OFFICER	Fax No.	(253) 288-3470
E-mail address	sjohnson@greenriver.edu		

The CEO must provide an original signature on the printed form that must be mailed or hand delivered by the October 1, 2025 deadline date.

Standard Mail:
U.S. Department of Education
P.O. Box 1130
Fairfax, VA 22038

Overnight Mail/Courier:
U.S. Department of Education
4050 Legato Road #1100
Fairfax, VA 22033

Part II. Application to Participate for Award Year July 1, 2026 through June 30, 2027

Section A. Request for Funds for the 2026-27 Award Year

1. Federal Perkins Loan Level of Expenditures **$** **N/A**

2. Federal Perkins Loan Federal Capital Contribution **$** **N/A**

3. FSEOG federal funds **$** **400000**

4. FWS federal funds **$** **400000**

Section B. Federal Perkins Loan Program Liquidation Request

(Refer to FISAP Instructions for a more detailed explanation of this Section and field.)

5. My school wishes to liquidate its Federal Perkins Loan Program portfolio. **Yes** ____ **No** X

Section C. Waiver Request for the Underuse of Funds

My school has returned more than 10 percent of its FSEOG or FWS allocation for the 2024-25 award year.

6. My school wishes to apply for a waiver of the penalty for the underuse of funds and will provide, on the FISAP Validation screen, a thorough detailed written explanation of the circumstances. **Yes** ____ **No** X

Section D. Information on Enrollment

My school's calendar is: **Traditional** X **Non-Traditional** ____

Schools with a traditional calendar that had 2024-25 enrollment, fill in Field 7.

7. Total number students, 2024-25 **(a) Undergraduate** 9865 **(b) Graduate/Professional** 0

Schools with a traditional calendar that did not have 2024-25 enrollment, fill in Field 8.

8. Estimated number students, 2025-26 **(a) Undergraduate** 0 **(b) Graduate/Professional** 0

Schools with a non-traditional calendar that had 2024-25 enrollment, fill in fields 9 through 20.

Field Item	Undergraduate Continuing Students (a)	Undergraduate New Starts (b)	Graduate/Professional Continuing Students (c)	Graduate/Professional New Starts (d)
9. July 1, 2024	0	0	0	0
10. August 1	0	0	0	0
11. September 1	0	0	0	0
12. October 1	0	0	0	0
13. November 1	0	0	0	0
14. December 1	0	0	0	0
15. January 1, 2025	0	0	0	0
16. February 1	0	0	0	0
17. March 1	0	0	0	0
18. April 1	0	0	0	0
19. May 1	0	0	0	0
20. June 1	0	0	0	0
21. TOTAL	0	0	0	0

All fields and tables contained within this form are intended for reference only. Schools must complete the FISAP using the COD system. “N/A” is used to denote fields that no longer require data entry on the electronic FISAP.

Part II. Application to Participate for Award Year July 1, 2026 through June 30, 2027

Section E. Assessments and Expenditures

Field Item	Undergraduate (a)	Graduate/Professional (b)
22. Total tuition and fees for the award year July 1, 2024 to June 30, 2025	38451643	0
23. Total Federal Pell Grants expenditures for the 2024-25 award year	10635852	
24. Total expended for state grants and scholarships made to undergraduates for the award year July 1, 2024 to June 30, 2025	N/A	N/A

Section F. Information on Eligible Aid Applicants Enrolled in Your School for Award Year 2024-25

Taxable and Untaxed Income – Dependent Students	Dependent Undergraduate Without Baccalaureate/ 1st Prof. Degree (a)	Dependent Undergraduate With Baccalaureate/ 1st Prof. Degree (b)	Taxable and Untaxed Income – Independent Students	Independent Undergraduate Without Baccalaureate/ 1st Prof. Degree (c)	Independent Undergraduate With Baccalaureate/ 1st Prof. Degree (d)	Independent Graduate/ Professional (e)
25. Students with a Max Pell Indicator 1, 2, or 3	857	2	**Students with a Max Pell Indicator 1, 2, or 3**	1421	50	0
26. $0 - $2,999	127	0	**$0 - $999**	267	11	0
27. $3,000 - $5,999	5	0	**$1,000 - $1,999**	8	1	0
28. $6,000 - $8,999	3	0	**$2,000 - $2,999**	1	0	0
29. $9,000 - $11,999	3	0	**$3,000 - $3,999**	1	0	0
30. $12,000 - $14,999	2	0	**$4,000 - $4,999**	0	0	0
31. $15,000 - $17,999	8	0	**$5,000 - $5,999**	1	0	0
32. $18,000 - $23,999	2	0	**$6,000 - $7,999**	4	0	0
33. $24,000 - $29,999	2	0	**$8,000 - $9,999**	0	0	0
34. $30,000 - $35,999	2	0	**$10,000 - $11,999**	2	0	0
35. $36,000 - $41,999	9	0	**$12,000 - $13,999**	7	0	0
36. $42,000 - $47,999	15	0	**$14,000 - $15,999**	2	0	0
37. $48,000 - $53,999	38	1	**$16,000 - $17,999**	0	0	0
38. $54,000 - $59,999	32	0	**$18,000 - $19,999**	3	0	0
39. $60,000 and over	943	7	**$20,000 and over**	998	64	0
40. TOTAL	2049	10	**TOTAL**	2718	126	0

Part III. Federal Perkins Loan Program for Award Year July 1, 2024 through June 30, 2025

Section A. Fiscal Report (Cumulative) as of June 30, 2025

Field Item	Amount (a)	Number of Borrowers (b)	Debit Balances (c)	Credit Balances (d)
1.1. Cash on hand and in depository as of 6/30/2025	N/A	N/A	$ 0	N/A
1.2. Cash on hand and in depository as of 10/31/2025	$ 0	N/A	N/A	N/A
2. Funds receivable from federal government	N/A	N/A	N/A	N/A
3. Funds receivable from school	N/A	N/A	N/A	N/A
4. Funds advanced to students	N/A	0	$ 0	N/A
5. Loan principal collected	N/A	0	N/A	$ 0
6. Loan principal assigned to and accepted by the United States *Loan principal canceled for the following categories:*	N/A	0	N/A	$ 0
7. teaching/military service (applies to loans made prior to 07/01/1972)	N/A	0	N/A	$ 0
8. certain subject matter teaching service (math, science, foreign languages, bilingual education)	N/A	0	N/A	$ 0
9. all other authorized pre-K or K-12 teaching service	N/A	0	N/A	$ 0
10. military service (applies to loans made 07/01/1972 and after)	N/A	0	N/A	$ 0
11. volunteer service	N/A	0	N/A	$ 0
12. law enforcement and corrections officer service	N/A	0	N/A	$ 0
13. child/family/early intervention service	N/A	0	N/A	$ 0
14. nurse/medical technician service	N/A	0	N/A	$ 0
15. pre-K or child care program staff member service	N/A	0	N/A	$ 0
16. service as an attorney in a public defender organization	N/A	0	N/A	$ 0
17. fire fighter service	N/A	0	N/A	$ 0
18. Tribal College or University faculty service	N/A	0	N/A	$ 0
19. librarian service	N/A	0	N/A	$ 0
20. speech-language pathology service	N/A	0	N/A	$ 0
21. death/disability	N/A	0	N/A	$ 0
22. disability based on VA determination	N/A	0	N/A	$ 0
23. bankruptcy	N/A	0	N/A	$ 0
24. surviving spouses of public service victims of 9-11 terrorist attacks	N/A	0	N/A	$ 0
25. loans discharged due to closed schools	N/A	0	N/A	$ 0
26. Loan principal adjustments – other	N/A	0	N/A	$ 0
27. Federal Capital Contributions	N/A	N/A	N/A	$ 0
28.1 Repayments of fund capital to federal government	$ 0	N/A	N/A	N/A
28.2 Service cancellation reimbursement received on or after 07/01/2019	$ 0	N/A	N/A	N/A
28.3 Total FCC offset (repayments of FCC + amount retained by school as reimbursement for cancellations)	N/A	N/A	$ 0	N/A
29.1. Short-term loans to the Fund	$ 0	N/A	N/A	N/A
29.2. ICC deposited to the Fund	$ 0	N/A	N/A	N/A
29.3. Institutional Capital Contributions	N/A	N/A	N/A	$ 0
30.1. Repayment of short-term loans to the fund	$ 0	N/A	N/A	N/A
30.2. Repayments of excess/liquidated fund capital to Institution	$ 0	N/A	N/A	N/A
30.3. Repayments of fund capital to school	N/A	N/A	$ 0	N/A
31. Interest income on loans	N/A	N/A	N/A	$ 0
32. Other income	N/A	N/A	N/A	$ 0
33. Reimbursements to the Fund through 06/30/2009 of amounts canceled on loans made 07/01/1972 and after	N/A	N/A	N/A	$ 0
34.1. Administrative cost allowance	$ 0	N/A	N/A	N/A
34.2. Collection costs	$ 0	N/A	N/A	N/A
34.3. Administrative cost allowance and collection costs (control)	N/A	N/A	$ 0	N/A
35. teaching/military service (applies to loans made prior to 07/01/1972)	N/A	N/A	$ 0	N/A
36. certain subject matter teaching service (math, science, foreign languages, bilingual education)	N/A	N/A	$ 0	N/A
37. all other authorized pre-K or K-12 teaching service (applies to loans made 07/01/1972 and after)	N/A	N/A	$ 0	N/A
38. military service (applies to loans made 07/01/1972 and after)	N/A	N/A	$ 0	N/A

Part III. Federal Perkins Loan Program for Award Year July 1, 2024 through June 30, 2025

Section A. Fiscal Report (Cumulative) as of June 30, 2025

Field Item	Amount (a)	Number of Borrowers (b)	Debit Balances (c)	Credit Balances (d)
39. volunteer service in the Peace Corps or under the Domestic Volunteer Service Act of 1973	N/A	N/A	$ 0	N/A
40. law enforcement and corrections officer service	N/A	N/A	$ 0	N/A
41. child/family/early intervention service	N/A	N/A	$ 0	N/A
42. nurse/medical technician service	N/A	N/A	$ 0	N/A
43. pre-K or child care program staff member service	N/A	N/A	$ 0	N/A
44. service as an attorney in a public defender organization	N/A	N/A	$ 0	N/A
45. fire fighter service	N/A	N/A	$ 0	N/A
46. Tribal College or University faculty service	N/A	N/A	$ 0	N/A
47. librarian service	N/A	N/A	$ 0	N/A
48. speech-language pathology service	N/A	N/A	$ 0	N/A
49. death/disability	N/A	N/A	$ 0	N/A
50. VA disability determination	N/A	N/A	$ 0	N/A
51. bankruptcy	N/A	N/A	$ 0	N/A
52. surviving spouses of public service victims of 9-11 terrorist attacks	N/A	N/A	$ 0	N/A
53. Cost of loan principal and interest assigned to and accepted by the United States	N/A	N/A	$ 0	N/A
54. Cost of loan principal and interest canceled for loans discharged due to closed schools	N/A	N/A	$ 0	N/A
55. Other costs or losses	N/A	N/A	$ 0	N/A
56. Balancing Adjustments (Debits)	N/A	N/A	$ 0	N/A
57. Balancing Adjustments (Credits)	N/A	N/A	N/A	$ 0
58. Total debits and credits (Sum of fields 1.1 through 57)	N/A	N/A	$ 0	$ 0

Section B. Annual Activity During the 2024-25 Award Year (July 1, 2024 through June 30, 2025)

Field Item	Number of Borrowers (a)	Amount (b)
1. Final adjusted Federal Capital Contribution (FCC) authorization	N/A	N/A
2. FWS funds transferred to the Fund	N/A	N/A
3. FCC transferred to: (a) FSEOG	N/A	N/A
3. FCC transferred to: (b) FWS	N/A	N/A
4. Total federal funds available for the 2024–25 award year (fields 1 + 2 – 3(a) – 3(b))	N/A	N/A
5. The unexpended amount of final adjusted authorized FCC for award year 2024-25 that was NOT requested from G5 by June 30, 2025. This amount will be reduced from your total award amount next spring (see instructions).	N/A	N/A
6. Institutional Capital Contribution (ICC) deposited into the Fund between July 1, 2024 and June 30, 2025	N/A	N/A
7. Loans advanced to students from the Fund during the 2024-25 award year (minus 2024-25 award year refunds)	N/A	N/A
8. Administrative cost allowance claimed for the 2024-25 award year (see instructions)	N/A	N/A
9.1. Total Principal repaid by borrowers from all sources during the 2024-25 award year	0	$ 0
9.2. Total Interest repaid by borrowers from all sources during the 2024-25 award year	0	$ 0
10. Total principal repaid by borrowers from all sources during the 2024-25 award year for loans in default for more than 2 years but not more than 5 years	0	$ 0
11. Total principal repaid by borrowers from all sources during the 2024-25 award year for loans in default for more than 5 years	0	$ 0
Annual servicing costs paid with institutional funds during the 2024-25 award year for non-defaulted loans (do not include collection costs included in Section A, field 34.2)	N/A	$ 0
13. Amount of loan service cancellation reimbursement your institution received during the 2024-25 award year, if applicable (do not include this amount in Section A, field 33)	N/A	$ 0

Part III. Federal Perkins Loan Program for Award Year July 1, 2024 through June 30, 2025

Section C. Cumulative Repayment Information as of June 30, 2025

Status of Borrowers as of June 30, 2025	Amount (a)	Number of Borrowers (b)	Amount Lent (c)	Principal Amount Outstanding (d)
1.1. Borrowers whose loans are fully retired	N/A	0	$ 0	N/A
1.2. Loans that have been purchased	$ 0	N/A	N/A	N/A
2. Borrowers whose loans were assigned to and officially accepted by the U.S. Department of Education as of June 30, 2025 (Note: Field 2 equals the sum of Field 2.1 plus Field 2.2.)	N/A	0	$ 0	$ 0
2.1. Assignments due to default or liquidation	N/A	0	$ 0	$ 0
2.2. Assignments due to total and permanent disability discharge	N/A	0	$ 0	$ 0
3. Total borrowers not in repayment status	N/A	0	N/A	$ 0
4. Borrowers on schedule in repayment status	N/A	0	N/A	$ 0
5.1. In default less than 240 days (monthly installments) or less than 270 days (other installments)	N/A	0	$ 0	$ 0
5.2. In default 240 days or more (monthly installments) or 270 days or more (other installments), up to 2 years	N/A	0	$ 0	$ 0
5.3. In default more than 2 years but not more than 5 years	N/A	0	$ 0	$ 0
5.4. In default more than 5 years	N/A	0	$ 0	$ 0

Cohort Default Rate (Sections D and E)

Schools with fewer than 30 borrowers who entered repayment in the 2023-24 award year should skip to Section E.

Section D. Schools with 30 or More Borrowers Who Entered Repayment in the 2023-24 Award Year

1.1. Number of borrowers who entered repayment in 2023-24	0
1.2. Number of borrowers from Field 1.1 above with loans in default by June 30, 2025	0
1.3. Cohort default rate ((Field 1.2 / Field 1.1) x 100)	0

Section E. Schools with Fewer than 30 Borrowers Who Entered Repayment in the 2023-24 Award Year

2.1. Number of borrowers who entered repayment in:		2.2. Number of borrowers with loans in default by:	
(a) 2021-22 (07/01/2021-06/30/2022)	0	(a) June 30, 2023 (those in 2.1(a) only)	0
(b) 2022-23 (07/01/2022-06/30/2023)	0	(b) June 30, 2024 (those in 2.1(b) only)	0
(c) 2023-24 (07/01/2023-06/30/2024)	0	(c) June 30, 2025 (those in 2.1(c) only)	0

2.3. Total number of borrowers who entered repayment during the three years above (fields 2.1(a) + 2.1(b) + 2.1(c))	0
2.4. Total number of borrowers with loans in default during the three years above (fields 2.2(a) + 2.2(b) + 2.2(c))	0
2.5. Cohort default rate ((Field 2.4 / Field 2.3) x 100)	0

Section F. Capital Contributions to the Perkins Fund

1. Total Federal capital contributions (FCC) made to the Fund (from Section A Field 27)	$ 0
1.1. Total reimbursement of capital contributions from the Fund to the federal government (from Section A, Field 28.3)	$ 0
1.2. Total net FCC (field 1 - field 1.1)	$ 0
2. Total institutional capital contributions (ICC) made to the Fund (from Section A, Field 29.3)	$ 0
2.1 Total reimbursement of capital contributions from the Fund to the school (from Section A, Field 30.3)	$ 0
2.2 Total net ICC (field 2 - field 2.1)	$ 0
3. Total net capital contributions made to the Fund (net FCC field 1.2 + net ICC field 2.2)	$ 0
4. Federal share percentage of total net capital contributions (field 1.2 divided by field 3)	% 0.00
5. Institutional share percentage of total net capital contributions (field 2.2 divided by field 3)	% 0.00

Part IV. Federal Supplemental Educational Opportunity Grant (FSEOG) Program for Award Year July 1, 2024 through June 30, 2025

Section A. Federal Funds Authorized for FSEOG

1. Final adjusted FSEOG authorization (as of 10/1/2025)	$	270934

Section B. Federal Funds Available for FSEOG Expenditures

2. FWS funds transferred to and spent in FSEOG	+$	10670
3. Federal Perkins Federal Capital Contribution funds transferred to and spent in FSEOG	+$	N/A
4. FSEOG funds transferred to and spent in FWS	-$	0
5. 2025-26 FSEOG funds carried back and spent in 2024-25	+$	0
6. Additional 2025-26 FSEOG funds carried back and spent for 2025 summer enrollment	+$	0
7. 2023-24 funds carried forward and spent in 2024-25	+$	16416
8. 2024-25 funds carried forward to be spent in 2025-26	-$	12027
9. 2024-25 funds carried back and spent in 2023-24	-$	0
10. Additional 2024-25 funds carried back and spent for 2024 summer enrollment	-$	0
11. Total federal funds available for 2024-25 FSEOG (fields 1 + 2 + 3 + 5 + 6 + 7) minus (fields 4 + 8 + 9 + 10)	$	285993

Section C. Funds to FSEOG Recipients

12. Total funds to FSEOG recipients (fields 13 + 14)	$	346433
13. Nonfederal share of funds to FSEOG recipients (25 percent of Field 12)	$	86608
(a) Cash outlay contributed	$	0
(b) Other resources designated	$	86608

Section D. Federal Funds Spent for FSEOG Program

14. Federal share of funds to FSEOG recipients (75 percent of Field 12)	$	259825
15. Administrative cost allowance claimed (see instructions)	$	26168
16. Federal funds spent for FSEOG (fields 14 + 15)	$	285993

Section E. Use of FSEOG Authorization

17. Expended FSEOG authorization (fields 4 + 8 + 9 + 10 + 16) minus (fields 2 + 3 + 5 + 6 + 7)	$	270934
18. Unexpended FSEOG authorization (Field 1 - Field 17) (cannot be negative)	$	0

Section F. Information about FSEOG Disaster-Affected Students

19. Number of disaster-affected students who received FSEOG funds		0
20. Federal Share of FSEOG funds to disaster-affected students	$	0
21. Total FSEOG Funds to disaster-affected students	$	0

Part V. Federal Work-Study (FWS) Program for Award Year July 1, 2024 through June 30, 2025

Section A. Federal Funds Authorized for FWS

1. Final adjusted FWS authorization (as of 10/1/2025)	$	279781

Section B. Federal Funds Available for FWS Expenditures

2. Federal Perkins Federal Capital Contribution funds transferred to and spent in FWS	+$	0
3. FSEOG funds transferred to and spent in FWS	+$	0
4. FWS funds transferred to and spent in:		
(a) FSEOG	-$	10670
(b) Federal Perkins Loan Program	-$	N/A
(c) Work Colleges Program	-$	0
5. 2025-26 FWS funds carried back and spent in 2024-25	+$	0
6. Additional 2025-26 FWS funds carried back and spent for 2025 summer employment	+$	0
7. 2023-24 funds carried forward and spent in 2024-25	+$	27935
8. 2024-25 funds carried forward to be spent in 2025-26	-$	27978
9. 2024-25 funds carried back and spent in 2023-24	-$	0
10. Additional 2024-25 funds carried back and spent for 2024 summer employment	-$	0
11. Total federal funds available for 2024-25 FWS (fields 1 + 2 + 3 + 5 + 6 + 7) minus (fields 4(a) + 4(b) + 4(c) + 8 + 9 + 10)	$	269068

Section C. Total Compensation for FWS

12. Total earned compensation for FWS Program	$	323264
(a) On-campus earned compensation	$	301258
(b) Off-campus earned compensation for public or private non-profit agencies, excluding amounts reported in Field 12(c)	$	22006
(c) Off-campus earned compensation for agencies that were unable to pay regular nonfederal share and had a federal share up to 90 percent	$	0
(d) Off-campus earned compensation for private for-profit organizations	$	0
13. Total institutional share of earned compensation (see instructions)	$	79382

Section D. Funds Spent from Federal Share of FWS

14. Total federal share of FWS earned compensation	$	243882
(a) Federal share paid at a rate up to 75 percent	$	238142
(b) Federal share paid at a rate up to 100 percent for waivers of nonfederal share	$	5740
(c) Federal share paid at a rate up to 90 percent for agencies that were unable to pay regular nonfederal share	$	0
(d) Federal share paid at a rate up to 50 percent for off-campus, private for-profit organizations	$	0
15. Administrative cost allowance claimed (see instructions)	$	3371
16. Federal share of Job Location and Development (JLD) Program expenditures	$	0
17. Total federal funds spent for FWS (fields 14 + 15 + 16)	$	247253

Part V. Federal Work-Study (FWS) Program for Award Year July 1, 2024 through June 30, 2025

Section E. Use of FWS Authorization

18. Expended FWS authorization (fields 4(a) + 4(b) + 4(c) + 8 + 9 + 10 + 17) minus (fields 2 + 3 + 5 + 6 + 7)	$	257966
19. Unexpended FWS authorization (Field 1 - Field 18)	$	21815

Section F. Information About the Job Location and Development (JLD) Program

20. Total expenditures for the JLD Program	$	0
21. Institutional expenditures for the JLD Program (see instructions)	$	0
22. Number of students for whom jobs were located or developed		0
23. Total earnings of the students in Field 22 above	$	0

Section G. Information About FWS Students Employed in Community Service Activities

24. Number of students in community service employment		14
25. Federal share of community service earned compensation	$	22006
26. Nonfederal share of community service earned compensation	$	5422

Section H. Information About FWS Students Employed as Reading Tutors of Children or Employed in Family Literacy Activities

27. Number of FWS students employed as reading tutors of children or employed in family literacy activities		2
28. Federal share of earned compensation for FWS students employed as reading tutors of children or employed in family literacy activities	$	5740
(a) Amount of the federal share in Field 28 spent on community service employment	$	5740
29. Total earned compensation for FWS students employed as reading tutors of children or employed in family literacy activities	$	5740

Section I. Information About FWS Students Employed as Mathematics Tutors of Children

30. Number of FWS students employed as mathematics tutors of children		0
31. Federal share of earned compensation for FWS students employed as mathematics tutors of children	$	0
32. Total earned compensation for FWS students employed as mathematics tutors of children	$	0

Section J. Information About FWS Students in Civic Education and Participation Activities

33. Number of students in civic education and participation activities		0
34. Federal share spent for students in civic education and participation activities	$	0
35. Total spent for students in civic education and participation activities	$	0

Section K. Information About FWS Disaster-Affected Students

36. Number of disaster-affected students receiving FWS funds		0
37. Federal share of funds to disaster-affected students	$	0
38. Total funds to disaster-affected students	$	0

Part VI. Program Summary for Award Year July 1, 2024 through June 30, 2025

Section A. Distribution of Program Recipients and Expenditures by Type of Student

Undergraduate Dependent - Taxable and Untaxed Income	Federal Perkins Loan Recipients (a)	Federal Perkins Loan Funds (b)	FSEOG Recipients (c)	FSEOG Funds (d)	FWS Recipients (e)	FWS Funds (f)	Unduplicated Recipients
1. $0 - $5,999	N/A	N/A	102	$ 30600	5	$ 32289	104
2. $6,000 - $11,999	N/A	N/A	17	$ 4500	2	$ 16436	17
3. $12,000 - $23,999	N/A	N/A	62	$ 18150	2	$ 9897	62
4. $24,000 - $29,999	N/A	N/A	45	$ 12450	2	$ 2811	45
5. $30,000 - $41,999	N/A	N/A	84	$ 22500	1	$ 7437	84
6. $42,000 - $59,999	N/A	N/A	97	$ 26950	3	$ 8688	98
7. $60,000 - $69,999	N/A	N/A	21	$ 5350	4	$ 22470	24
8. $70,000 - $79,999	N/A	N/A	17	$ 4620	3	$ 9010	19
9. $80,000 - $89,999	N/A	N/A	5	$ 1050	0	$ 0	5
10. $90,000 - $99,999	N/A	N/A	0	$ 0	0	$ 0	0
11. $100,000 and over	N/A	N/A	0	$ 0	8	$ 39809	8

Undergraduate Independent - Taxable and Untaxed Income	Federal Perkins Loan Recipients (a)	Federal Perkins Loan Funds (b)	FSEOG Recipients (c)	FSEOG Funds (d)	FWS Recipients (e)	FWS Funds (f)	Unduplicated Recipients
12. $0 - $1,999	N/A	N/A	234	$ 70899	15	$ 57871	241
13. $2,000 - $3,999	N/A	N/A	15	$ 4950	1	$ 12800	16
14. $4,000 - $7,999	N/A	N/A	33	$ 8850	1	$ 3345	33
15. $8,000 - $11,999	N/A	N/A	54	$ 16117	6	$ 16004	55
16. $12,000 - $15,999	N/A	N/A	60	$ 17431	2	$ 4617	61
17. $16,000 - $19,999	N/A	N/A	51	$ 17100	2	$ 15041	51
18. $20,000 - $24,999	N/A	N/A	38	$ 11550	0	$ 0	38
19. $25,000 - $29,999	N/A	N/A	33	$ 9900	5	$ 9379	38
20. $30,000 - $34,999	N/A	N/A	33	$ 7650	4	$ 11084	35
21. $35,000 - $39,999	N/A	N/A	27	$ 7200	2	$ 1820	28
22. $40,000 and over	N/A	N/A	154	$ 48616	9	$ 42456	159
23. Graduate/ Professional	N/A	N/A	N/A	N/A	0	$ 0	0
24. TOTAL (fields 1- 23)	N/A	N/A	1182	$ 346433	77	$ 323264	1221
25. Total less-than full-time students (from fields 1-23)	N/A	N/A	645	$ 172527	40	$ 147786	665
26. Total Max Pell Indicator 1, 2, 3 students (from fields 1-23)	N/A	N/A	994	$ 290533	43	$ 181773	1006

Part VI. Program Summary for Award Year July 1, 2024 through June 30, 2025

Section B. Calculating the Administrative Cost Allowance

Step 1. Calculate the amount spent in 2024-25 on which the administrative cost allowance is based.

1. Total compensation in FWS (amount from Part V, Section C, Field 12)	$	323264
2. Amount of Federal Perkins Loan funds advanced to students (amount from Part III, Section B, Field 7)	$	N/A
3. Total funds to FSEOG recipients (amount from Part IV, Section C, Field 12)	$	346433
4. Total amount spent (fields 1 + 2 + 3)	$	669697

Step 2. Calculate the administrative cost allowance.

Schools whose total amount spent was $2,750,000 or less

5. Enter total amount spent (Field 4)	$	669697
6. Multiply x 0.05		
7. Total administrative cost allowance - go to Step 3	$	33485

Schools whose total amount spent was more than $2,750,000 but less than $5,500,000

8. Enter total amount spent (Field 4)	$	0
9. Subtract - $2,750,000		
10. Expenditures over $2,750,000 (Field 8 - Field 9)	$	0
11. Multiply x 0.04		
12. Administrative cost allowance on expenditures over $2,750,000 (Field 10 x Field 11)	$	0
13. Add administrative cost allowance on expenditures of $2,750,000 ($2.75 million x .05) + 137,500		
14. Total administrative cost allowance (Field 12 + Field 13) - go to Step 3	$	0

Schools whose total amount spent was $5,500,000 or more

15. Enter total amount spent (Field 4)	$	0
16. Subtract - 5,499,999		
17. Expenditures of $5,500,000 or more (Field 15 - Field 16)	$	0
18. Multiply x 0.03		
19. Administrative cost allowance on expenditures of $5,500,000 or more (Field 17 x Field 18)	$	0
20. Add administrative cost allowance on expenditures less than $5,500,000 (($2.75 million x .05) + Field 12) + 247,500		
21. Total administrative cost allowance (Field 19 + Field 20) - go to Step 3	$	0

Step 3. Decide how much administrative cost allowance your school claimed.

22. How much administrative cost allowance did your school claim? (The amount may be the same or less than the amount calculated in Step 2.)	$	29539
23. How much administrative cost allowance did your school claim in each program?		
(a) Federal Perkins Loan (must be the same as Part III, Section B, Field 8)	$	N/A
(b) FSEOG (must be the same as Part IV, Section D, Field 15)	$	26168
(c) FWS (must be the same as Part V, Section D, Field 15)	$	3371

Prelim demographic-distribution 1

WASHINGTON STUDENT ACHIEVEMENT COUNCIL
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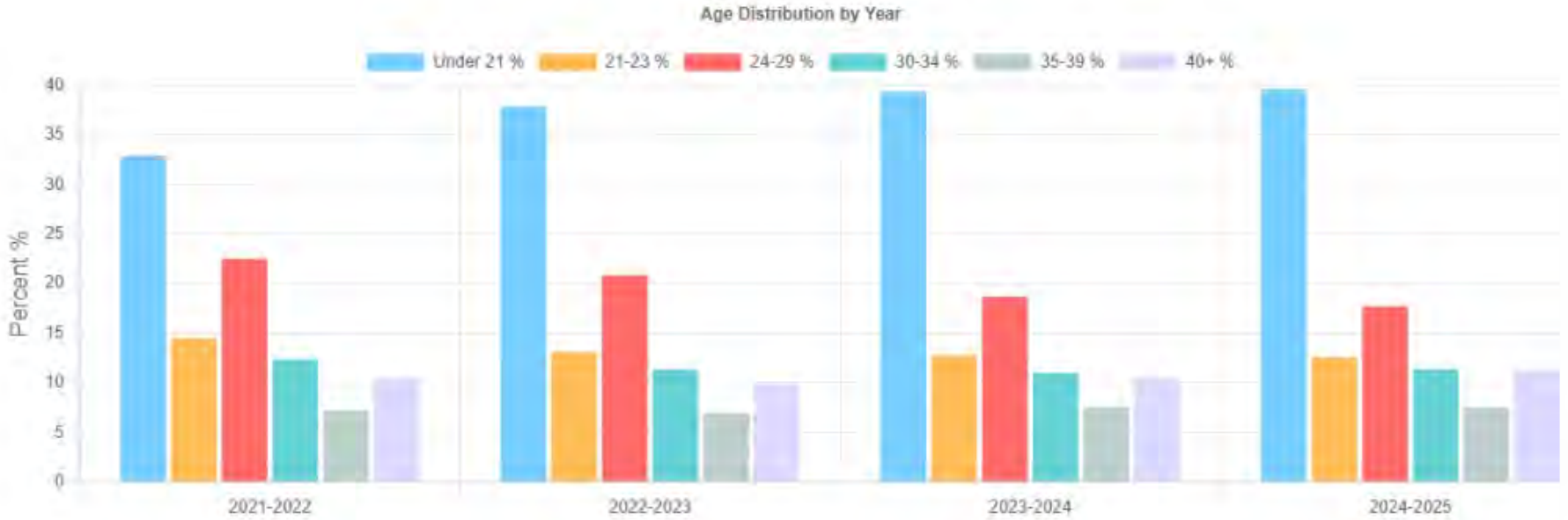
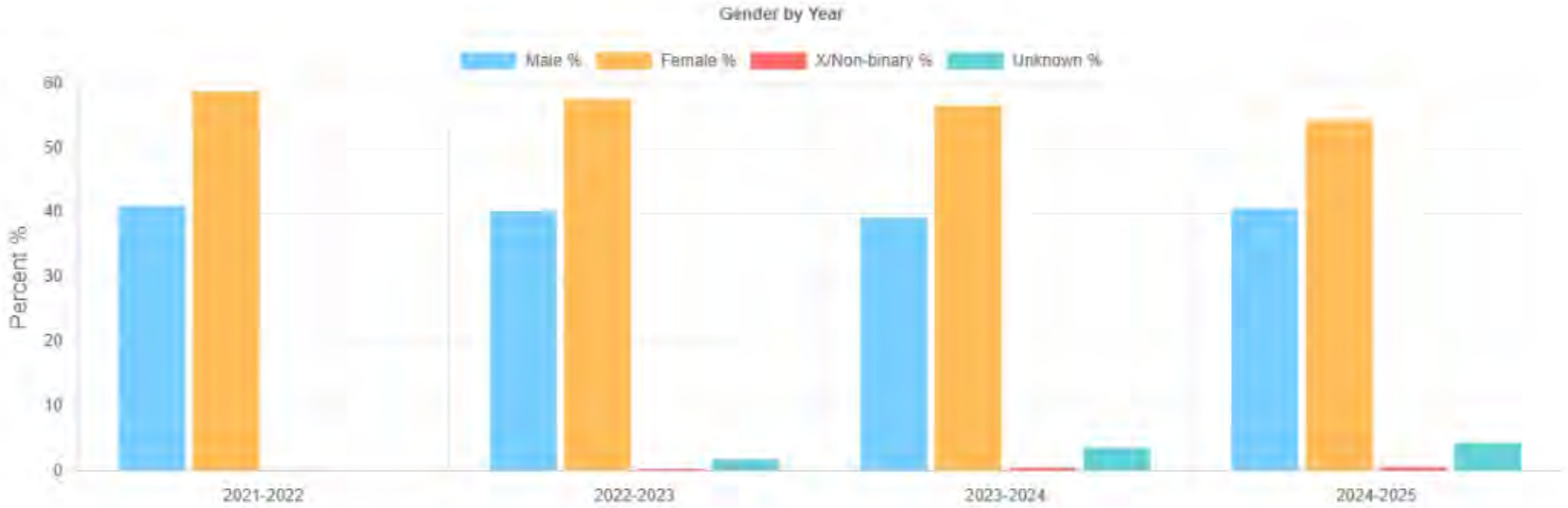
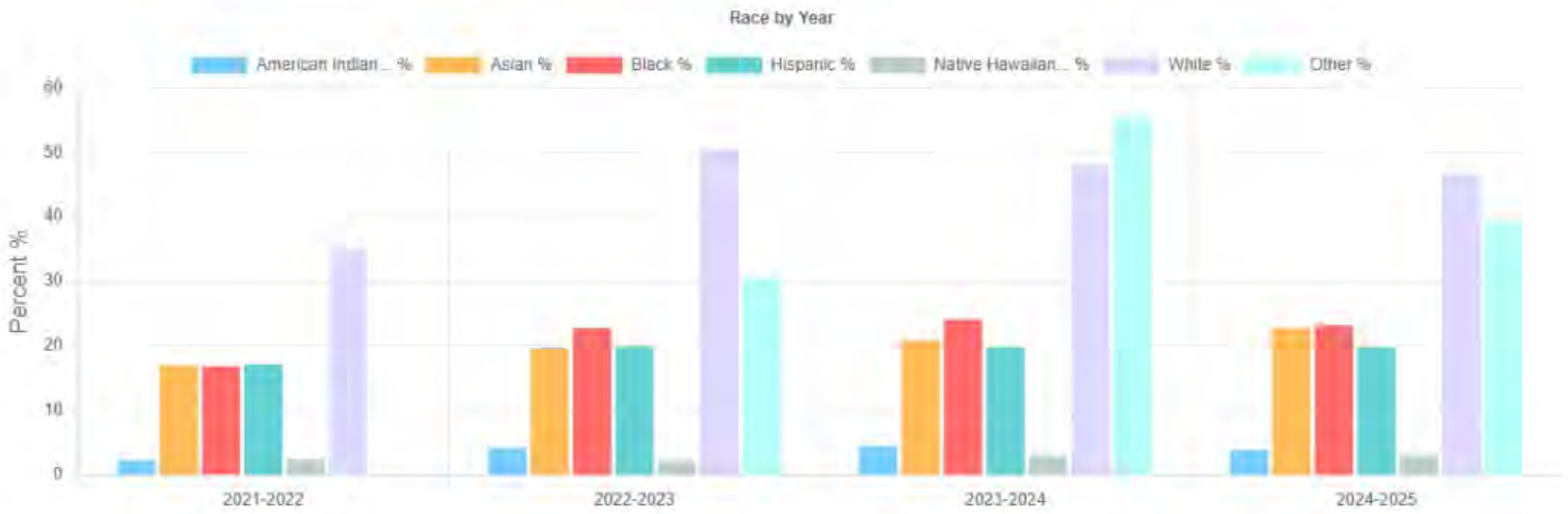
Demographic Distribution Reports of Need-Based Financial Aid Recipients and Non-Need Based Federal Loan Recipients



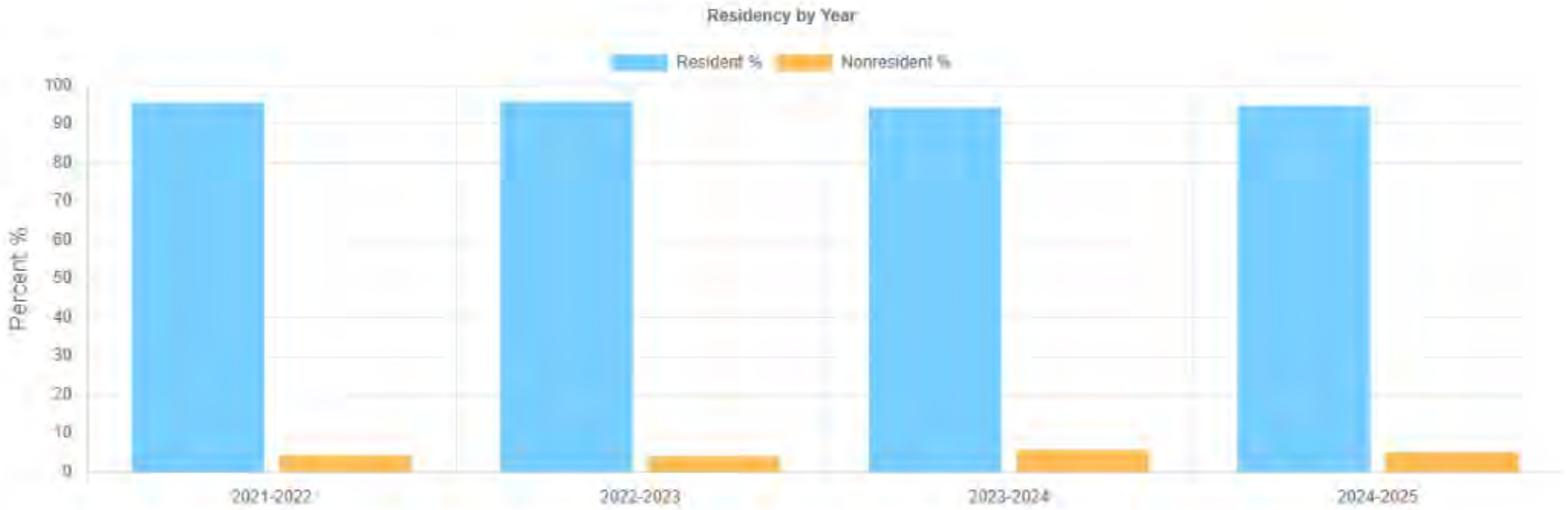
		Under 21		21-23		24-29		30-34		35-39		40+		Total	
Year	**Median**	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%
2021-2022	24	851	32.9%	375	14.5%	581	22.5%	319	12.3%	186	7.2%	271	10.5%	2,583	100.0%
2022-2023	23	1,102	37.9%	381	13.1%	606	20.8%	330	11.3%	203	7.0%	286	9.8%	2,908	100.0%
2023-2024	23	1,210	39.4%	393	12.8%	574	18.7%	338	11.0%	232	7.5%	319	10.4%	3,073	100.0%
2024-2025	23	1,437	39.6%	457	12.6%	642	17.7%	413	11.4%	271	7.5%	406	11.2%	3,627	100.0%



	Male		Female		X/Non-binary		Unknown		Total	
Year	Count	%	Count	%	Count	%	Count	%	Count	%
2021-2022	1,060	41.0%	1,519	58.8%	1	0.0%	3	0.1%	2,583	100.0%
2022-2023	1,170	40.2%	1,675	57.6%	10	0.3%	53	1.8%	2,908	100.0%
2023-2024	1,207	39.3%	1,739	56.6%	16	0.5%	111	3.6%	3,073	100.0%
2024-2025	1,475	40.7%	1,972	54.4%	23	0.6%	157	4.3%	3,627	100.0%



	American Indian...		Asian		Black		Hispanic		Native Hawaiian...		White		Other		Total	
Year	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%
2021-2022	59	2.3%	438	17.0%	435	16.8%	443	17.2%	62	2.4%	899	34.8%	0	0.0%	2,583	100.0%
2022-2023	122	4.2%	573	19.7%	662	22.8%	579	19.9%	65	2.2%	1,469	50.5%	892	30.7%	2,908	100.0%
2023-2024	136	4.4%	644	21.0%	740	24.1%	609	19.8%	94	3.1%	1,475	48.0%	1,703	55.4%	3,073	100.0%
2024-2025	141	3.9%	828	22.8%	841	23.2%	719	19.8%	113	3.1%	1,690	46.6%	1,425	39.3%	3,627	100.0%



	Resident		Nonresident		Total	
Year	Count	%	Count	%	Count	%
2021-2022	2,469	95.6%	114	4.4%	2,583	100.0%
2022-2023	2,788	95.9%	120	4.1%	2,908	100.0%
2023-2024	2,896	94.2%	177	5.8%	3,073	100.0%
2024-2025	3,437	94.8%	190	5.2%	3,627	100.0%

All information in this report comes from WSAC Unit Record Reports submitted by eligible Washington colleges and universities. For questions about

All information in this report comes from WSAC Unit Record reports submitted by eligible Washington colleges and universities. For questions about this report, please email UnitRecord@wsac.wa.gov

Preliminary Institutional Totals Report 2

Note! Preliminary Institutional Totals Report includes non-need based aid; Non-essential data will be removed from Final Institutional Totals Report after all URRs are finalized.

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Need-Based Financial Aid Recipient Totals and Non-Need Based Federal Loan Recipient Totals

- Uploaded by Bethany Hawes on 10/9/2025

	2021-2022		2022-2023		2023-2024		2024-2025		% Change	
Federal Aid	Awards	Amount	Awards	Amount	Awards	Amount	Awards	Amount	Awards	Amount
Federal Pell Grant	1,647	$5,358,304	1,726	$6,139,115	1,862	$7,830,034	2,428	$10,624,662	30.4%	35.7%
Federal SEOG	851	$365,039	792	$422,936	611	$226,089	1,179	$345,833	93.0%	53.0%
Federal TEACH Grant	0	$0	0	$0	0	$0	0	$0	0.0%	0.0%
Federal Nursing Scholarship	0	$0	0	$0	0	$0	0	$0	0.0%	0.0%
Federal Workstudy	46	$122,224	83	$221,765	93	$298,791	77	$323,263	-17.2%	8.2%
Federal Perkins Loan	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	0.0%	0.0%
Federal Grad PLUS Loan	0	$0	0	$0	0	$0	0	$0	0.0%	0.0%
Federal Parent PLUS Loan	4	$32,905	8	$104,205	9	$154,005	11	$239,883	22.2%	55.8%
Federal Nursing Health Loan	0	$0	0	$0	0	$0	0	$0	0.0%	0.0%
Federal Direct Subsidized Loan	511	$1,548,584	573	$1,764,998	563	$1,690,195	418	$1,290,795	-25.8%	-23.6%
Federal Direct Unsubsidized Loan	485	$1,922,237	521	$2,080,270	540	$2,241,069	475	$2,075,669	-12.0%	-7.4%
		$9,349,293		**$10,733,289**		**$12,440,183**		**$14,900,105**		**19.8%**

	2021-2022		2022-2023		2023-2024		2024-2025		% Change	
State Aid	Awards	Amount	Awards	Amount	Awards	Amount	Awards	Amount	Awards	Amount
WA College Grant	1,933	$4,671,456	2,078	$5,603,495	2,284	$6,714,833	2,640	$8,240,994	15.6%	22.7%
WCG Apprenticeship	0	$0	0	$0	0	$0	0	$0	0.0%	0.0%
WCG Bridge	n/a	n/a	1,183	$586,729	1,458	$721,162	1,543	$659,521	5.8%	-8.5%
College Bound Scholarship	341	$141,442	405	$142,375	457	$156,967	602	$211,354	31.7%	34.6%
Passport To College	23	$76,670	36	$125,001	34	$126,668	35	$73,742	2.9%	-41.8%
Passport To College Incentive Grant	0	$0	1	$500	0	$0	1	$750	100.0%	100.0%
Teacher Conditional Scholarship Programs	0	$0	0	$0	0	$0	0	$0	0.0%	0.0%
Alternative Routes	0	$0	0	$0	0	$0	0	$0	0.0%	0.0%
Teacher Grant Programs	0	$0	0	$0	0	$0	0	$0	0.0%	0.0%
Paraeducator	0	$0	0	$0	0	$0	0	$0	0.0%	0.0%
Teacher Shortage Conditional Scholarship	0	$0	0	$0	0	$0	0	$0	0.0%	0.0%
National Guard Grant	4	$2,000	0	$0	4	$5,792	5	$20,167	25.0%	248.2%
WAVE	n/a	n/a	1	$4,466	2	$3,364	4	$21,042	100.0%	525.5%
WSOS BA Scholarship	28	$78,308	26	$62,875	30	$62,848	37	$77,715	23.3%	23.7%
WSOS Career Tech	13	$33,970	20	$57,575	32	$102,302	32	$95,220	0.0%	-6.9%
WSOS Grad Scholarship	0	$0	0	$0	0	$0	0	$0	0.0%	0.0%
SBCTC Opportunity Grant	175	$281,421	323	$619,515	269	$411,447	265	$387,061	-1.5%	-5.9%
Behavioral Health Conditional Scholarship	n/a	n/a	n/a	n/a	n/a	n/a	0	$0	0.0%	0.0%
Other State Funded Gift Assistance	187	$271,436	327	$247,557	283	$286,394	285	$364,052	0.7%	27.1%
Substance Use Disorder Professional Grant	n/a	n/a	n/a	n/a	n/a	n/a	0	$0	0.0%	0.0%
State Work Study Off Campus	0	$0	0	$0	0	$0	0	$0	0.0%	0.0%
State Work Study On Campus	5	$19,398	0	$0	0	$0	0	$0	0.0%	0.0%

Workforce Training	410	$757,072	445	$1,106,775	480	$1,169,271	585	$1,522,137	21.9%	30.2%
		$6,333,173		**$8,556,863**		**$9,761,048**		**$11,673,755**		**19.6%**

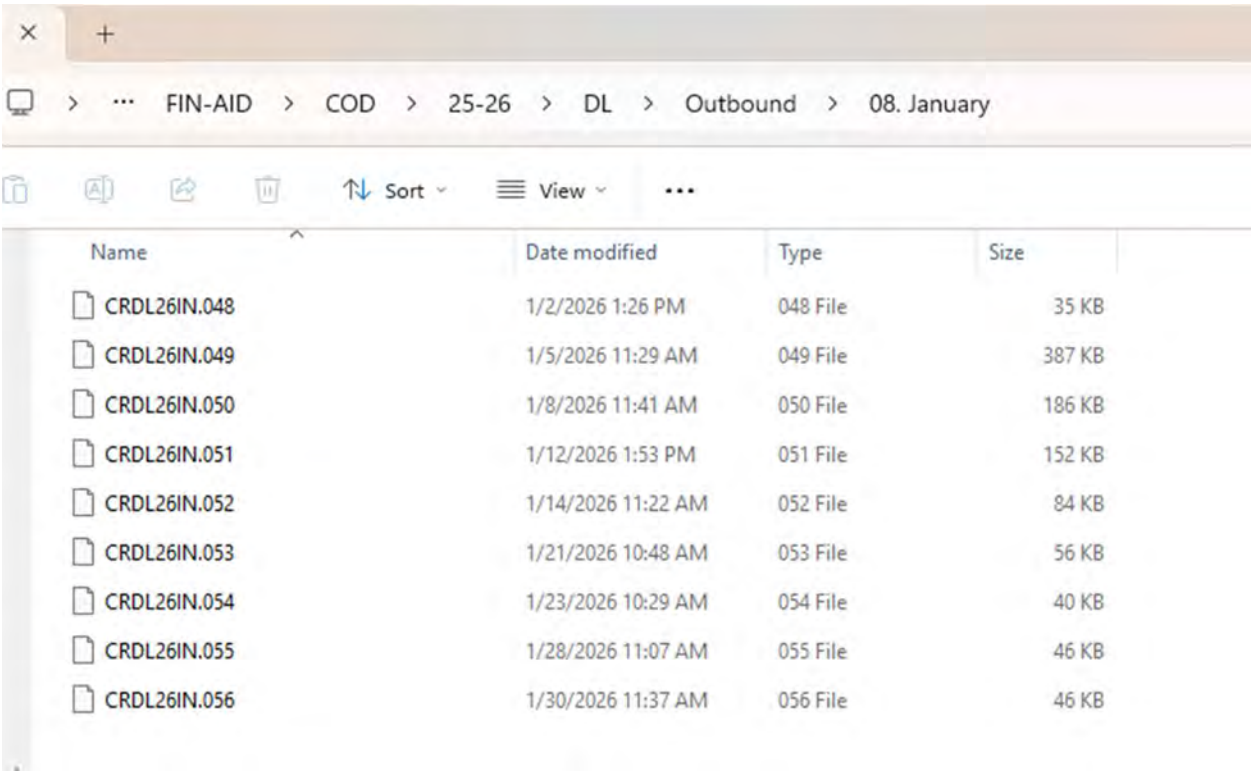
	2021-2022		2022-2023		2023-2024		2024-2025		% Change	
Institution Aid	Awards	Amount	Awards	Amount	Awards	Amount	Awards	Amount	Awards	Amount
Need Based Institutional Gift Aid	468	$863,732	860	$1,782,712	838	$1,737,816	977	$1,519,486	16.6%	-12.6%
Non-Need Based Institutional Gift Aid	20	$17,205	7	$4,131	29	$28,796	44	$75,836	51.7%	163.4%
Institutional Employment	10	$30,834	9	$45,281	11	$44,902	1	$10,103	-90.9%	-77.5%
Institutional Loans	0	$0	0	$0	0	$0	0	$0	0.0%	0.0%
		$911,771		**$1,832,124**		**$1,811,514**		**$1,605,425**		**-11.4%**

	2021-2022		2022-2023		2023-2024		2024-2025		% Change	
Other Aid	Awards	Amount	Awards	Amount	Awards	Amount	Awards	Amount	Awards	Amount
Conditional Loans	0	$0	0	$0	0	$0	0	$0	0.0%	0.0%
Private Loans	6	$97,060	18	$452,610	20	$503,606	19	$353,708	-5.0%	-29.8%
Other Loans	0	$0	0	$0	0	$0	0	$0	0.0%	0.0%
Outside Scholarships	222	$428,917	58	$173,547	73	$153,618	65	$153,065	-11.0%	-0.4%
Other Agency Assistance	25	$21,497	28	$39,824	65	$79,451	68	$71,854	4.6%	-9.6%
VA Benefit	0	$0	0	$0	0	$0	0	$0	0.0%	0.0%
		$547,474		**$665,981**		**$736,675**		**$578,627**		**-21.5%**

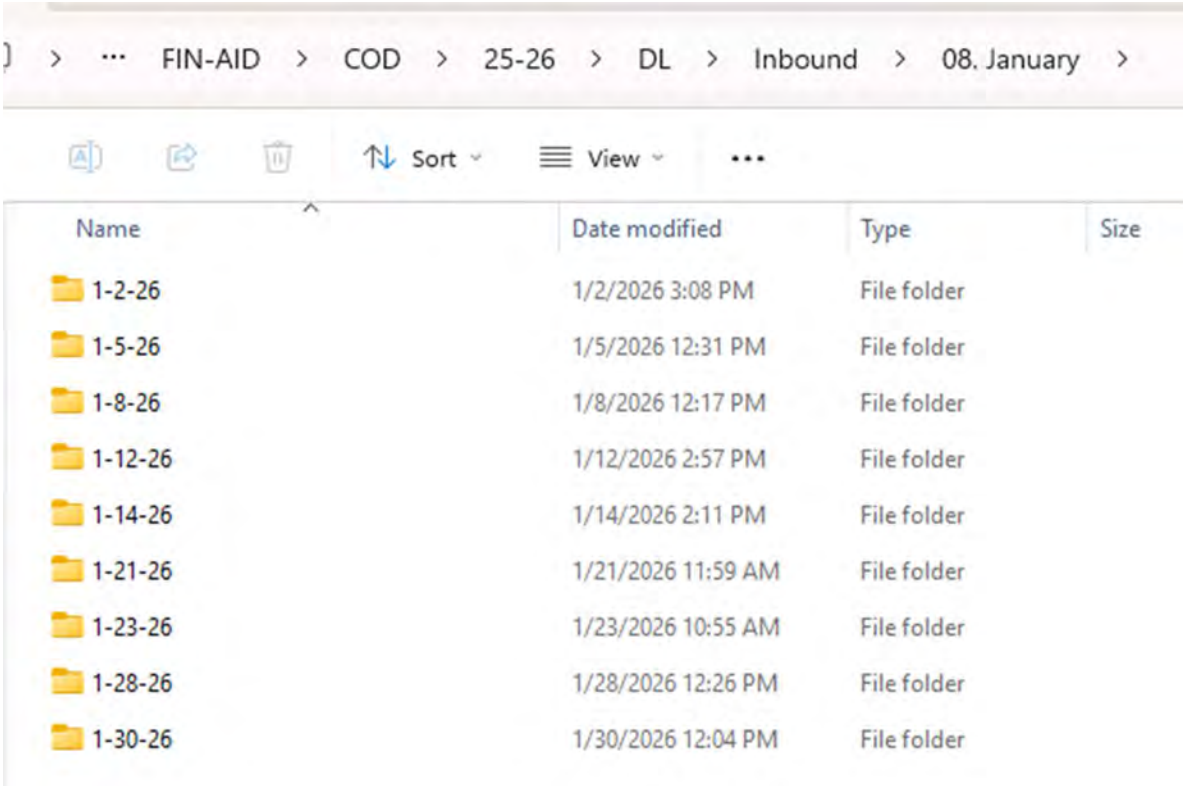
	2021-2022	2022-2023	2023-2024	2024-2025	% Change
Total Aid	**$17,141,711**	**$21,788,257**	**$24,749,420**	**$28,757,912**	**16.2%**
Unduplicated Student Count	**2,583**	**2,908**	**3,073**	**3,627**	**18.0%**
Average Aid Per Student	**$6,636**	**$7,493**	**$8,054**	**$7,929**	**-1.6%**

Screenshots of storage files of weekly pell and direct loan programs reports

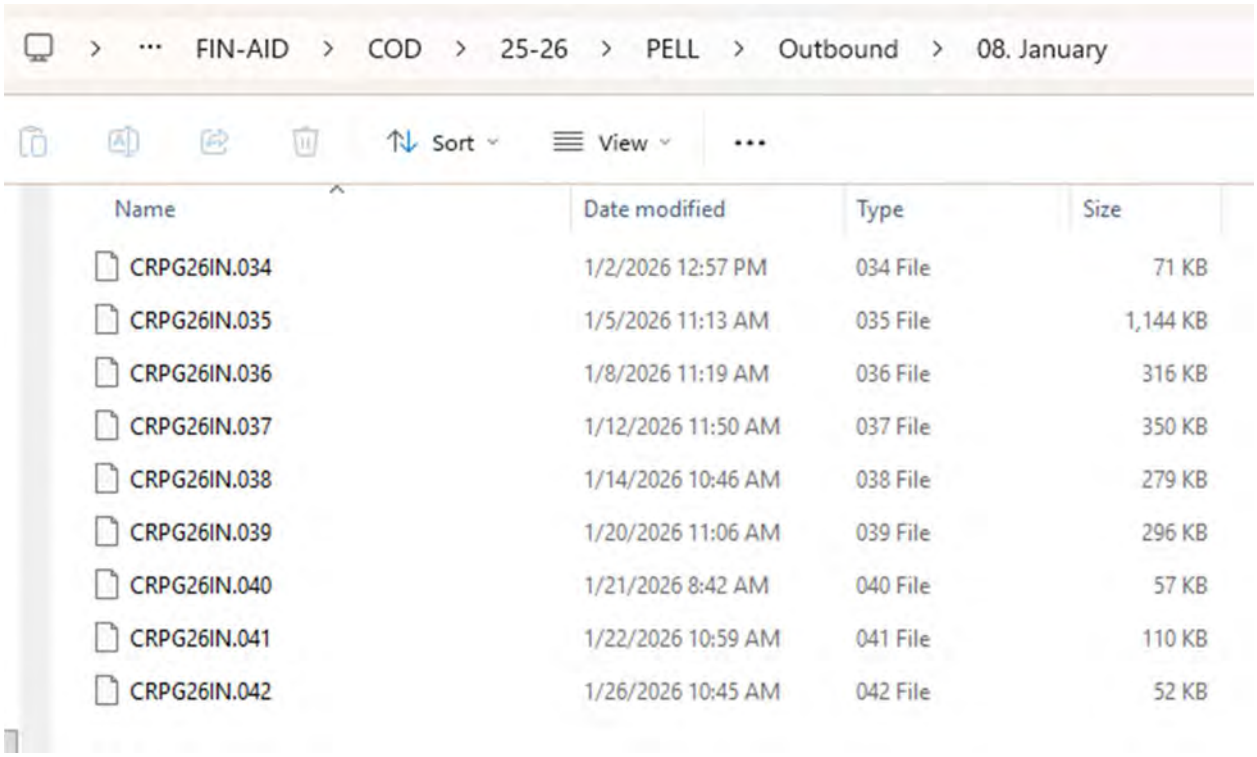
January 2026 DL Inbound Files



January 2026 DL Outbound Files



January 2026 Pell Inbound Files



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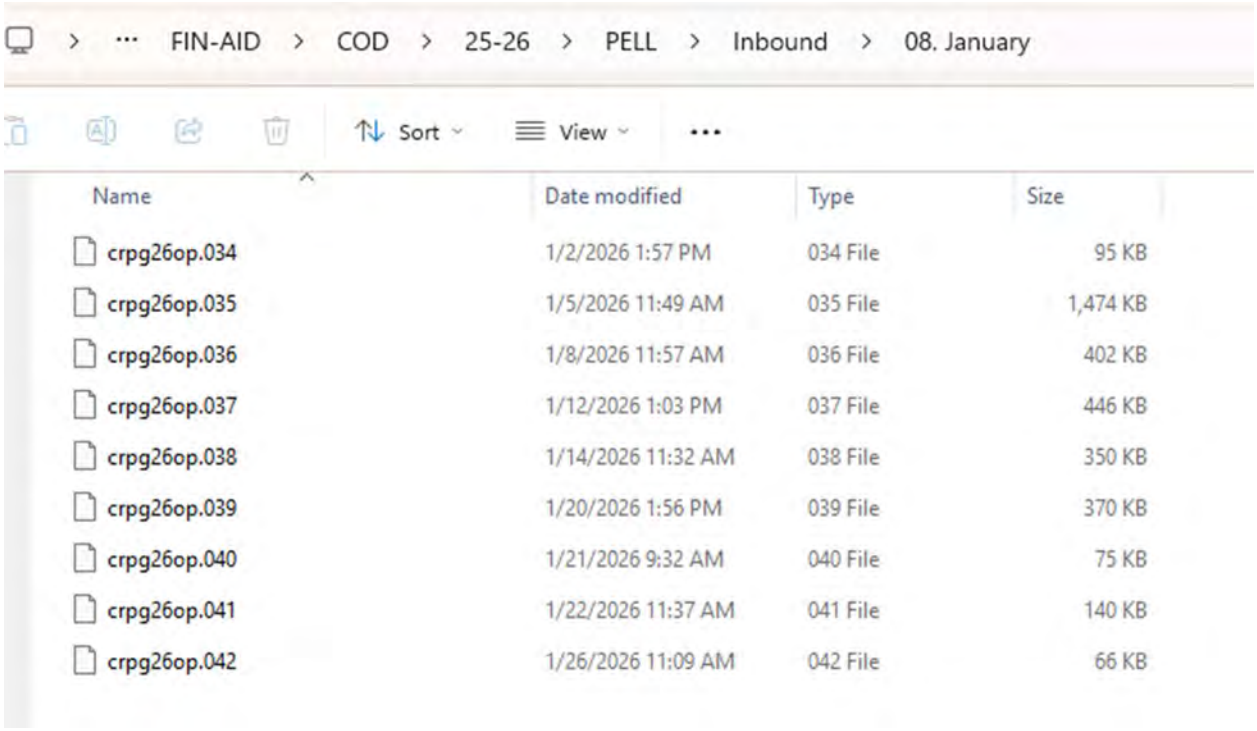
CRPG26IN.041	1/22/2026 10:59 AM	041 File	110 KB
CRPG26IN.042	1/26/2026 10:45 AM	042 File	52 KB

January 2026 Pell Outbound Files



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crpg26op.041	1/22/2026 11:37 AM	041 File	140 KB
crpg26op.042	1/26/2026 11:09 AM	042 File	66 KB

Screenshots of quarterly student reports from 2024 Fall to 2025 Winter

2024-2025 Fall Interim Report for Green River College view other reports

Upload | Edits | Request Funds | Interim Report | Students | Account Status

Submit

Awards & Payments

Total Eligible

Receivables

Expenditure Type	WCG	BRIDGE	CBS	PTC
Funds Drawn	$8,283,393.00	$664,527.80	$211,729.00	$76,542.00
Returned by Institution	$0.00	$0.00	$0.00	-$2,800.00
Net Funds Drawn	$8,283,393.00	$664,527.80	$211,729.00	$73,742.00
Total Funds Requested	$8,283,393.00	$664,527.80	$211,729.00	$73,742.00
Awards Reported	$8,283,393.00	$664,527.80	$211,729.00	$73,742.00
Difference	✔ $0.00	✔ $0.00	✔ $0.00	✔ $0.00

Finalized on 11/25/24

Overview

Program		Total	Summer 1	Fall	Winter	Spring	Summer 2
WCG csv	Award Total i	$7,310,741.00	$983,831.00	$1,947,037.00	$2,217,184.00	$2,162,689.00	$0.00
	Served Awards i	5,397	856	1,531	1,526	1,484	0
	Need-Met Awards i	0	0	0	0	0	0
	Eligible Awards i	5,397	856	1,531	1,526	1,484	0
BRIDGE csv	Award Total i	$467,804.00	$82,321.00	$131,988.00	$129,272.00	$124,223.00	$0.00
	Served Awards i	3,094	543	857	861	833	0
	Need-Met Awards i	4	0	4	0	0	0
	Eligible Awards i	3,098	543	861	861	833	0
CBS csv	Award Total i	$184,942.00	$17,544.00	$51,008.00	$58,456.00	$57,934.00	$0.00
	Served Awards i	1,179	135	344	353	347	0
	Need-Met Awards i	0	0	0	0	0	0
	Eligible Awards i	1,179	135	344	353	347	0
PTC csv	Award Total i	$61,598.00	$9,105.00	$16,571.00	$18,428.00	$17,494.00	$0.00
	Served Awards i	67	10	18	20	19	0
	Need-Met Awards i	0	0	0	0	0	0
	Eligible Awards i	67	10	18	20	19	0
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2024-2025 Winter Interim Report for Green River College view other reports

Upload | Edits | Request Funds | **Interim Report** | Students | Account Status

- **Submit**
- Awards & Payments
- Total Eligible
- Receivables

Expenditure Type	WCG	BRIDGE	CBS	PTC
Funds Drawn	$8,283,393.00	$664,527.80	$211,729.00	$76,542.00
Returned by Institution	$0.00	$0.00	$0.00	-$2,800.00
Net Funds Drawn	$8,283,393.00	$664,527.80	$211,729.00	$73,742.00
Total Funds Requested	$8,283,393.00	$664,527.80	$211,729.00	$73,742.00
Awards Reported	$8,283,393.00	$664,527.80	$211,729.00	$73,742.00
Difference	✔ $0.00	✔ $0.00	✔ $0.00	✔ $0.00

Finalized on 2/18/25

Overview

Program		Total	Summer 1	Fall	Winter	Spring	Summer 2
WCG csv	Award Total ℹ	$8,314,395.00	$1,028,099.00	$2,311,305.00	$2,327,305.00	$2,647,686.00	$0.00
	Served Awards ℹ	6,329	901	1,844	1,790	1,794	0
	Need-Met Awards ℹ	0	0	0	0	0	0
	Eligible Awards ℹ	6,329	901	1,844	1,790	1,794	0
BRIDGE csv	Award Total ℹ	$597,166.80	$86,575.80	$160,863.00	$170,486.00	$179,242.00	$0.00
	Served Awards ℹ	3,598	567	1,022	1,004	1,005	0
	Need-Met Awards ℹ	0	0	0	0	0	0
	Eligible Awards ℹ	3,598	567	1,022	1,004	1,005	0
CBS csv	Award Total ℹ	$218,639.00	$19,029.00	$62,115.00	$62,488.00	$75,007.00	$0.00
	Served Awards ℹ	1,453	147	429	427	450	0
	Need-Met Awards ℹ	22	1	10	10	1	0
	Eligible Awards ℹ	1,475	148	439	437	451	0
PTC csv	Award Total ℹ	$71,872.00	$10,038.00	$21,240.00	$19,364.00	$21,230.00	$0.00
	Served Awards ℹ	78	11	23	21	23	0
	Need-Met Awards ℹ	0	0	0	0	0	0
	Eligible Awards ℹ	78	11	23	21	23	0
download all to csv							

2024-2025 Spring Interim Report for Green River College view other reports

Upload | Edits | Request Funds | **Interim Report** | Students | Account Status

- **Submit**
- Awards & Payments
- Total Eligible
- Receivables

Expenditure Type	WCG	BRIDGE	CBS	PTC
Funds Drawn	$8,283,393.00	$664,527.80	$211,729.00	$76,542.00
Returned by Institution	$0.00	$0.00	$0.00	-$2,800.00
Net Funds Drawn	$8,283,393.00	$664,527.80	$211,729.00	$73,742.00
Total Funds Requested	$8,283,393.00	$664,527.80	$211,729.00	$73,742.00
Awards Reported	$8,283,393.00	$664,527.80	$211,729.00	$73,742.00
Difference	✔ $0.00	✔ $0.00	✔ $0.00	✔ $0.00

Finalized on 5/5/25

Overview

Program		Total	Summer 1	Fall	Winter	Spring	Summer 2
WCG csv	Award Total ℹ	$8,157,725.00	$1,045,716.00	$2,355,348.00	$2,426,710.00	$2,329,951.00	$0.00
	Served Awards ℹ	6,449	915	1,887	1,872	1,775	0
	Need-Met Awards ℹ	0	0	0	0	0	0
	Eligible Awards ℹ	6,449	915	1,887	1,872	1,775	0
BRIDGE csv	Award Total ℹ	$641,673.80	$88,287.80	$165,546.00	$181,111.00	$206,729.00	$0.00
	Served Awards ℹ	3,678	576	1,046	1,046	1,010	0
	Need-Met Awards ℹ	0	0	0	0	0	0
	Eligible Awards ℹ	3,678	576	1,046	1,046	1,010	0
CBS csv	Award Total ℹ	$207,785.00	$19,374.00	$62,996.00	$65,037.00	$60,378.00	$0.00
	Served Awards ℹ	1,446	149	438	450	409	0
	Need-Met Awards ℹ	9	0	5	4	0	0
	Eligible Awards ℹ	1,455	149	443	454	409	0
PTC csv	Award Total ℹ	$76,542.00	$10,971.00	$22,174.00	$21,231.00	$22,166.00	$0.00
	Served Awards ℹ	83	12	24	23	24	0
	Need-Met Awards ℹ	0	0	0	0	0	0
	Eligible Awards ℹ	83	12	24	23	24	0
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2024-2025 Final Interim Report for Green River College view other reports

Upload | Edits | Request Funds | Interim Report | Students | Account Status

Submit

Awards & Payments

Total Eligible

Receivables

Expenditure Type	WCG	BRIDGE	CBS	PTC
Funds Drawn	$8,283,393.00	$664,527.80	$211,729.00	$76,542.00
Returned by Institution	$0.00	$0.00	$0.00	-$2,800.00
Net Funds Drawn	$8,283,393.00	$664,527.80	$211,729.00	$73,742.00
Total Funds Requested	$8,283,393.00	$664,527.80	$211,729.00	$73,742.00
Awards Reported	$8,283,393.00	$664,527.80	$211,729.00	$73,742.00
Difference	✔ $0.00	✔ $0.00	✔ $0.00	✔ $0.00

Finalized on 7/24/25

Overview

Program		Total	Summer 1	Fall	Winter	Spring	Summer 2
WCG csv	Award Total ℹ	$8,283,393.00	$1,061,986.00	$2,399,050.00	$2,455,623.00	$2,366,734.00	$0.00
	Served Awards ℹ	6,486	916	1,901	1,879	1,790	0
	Need-Met Awards ℹ	0	0	0	0	0	0
	Eligible Awards ℹ	6,486	916	1,901	1,879	1,790	0
BRIDGE csv	Award Total ℹ	$664,527.80	$91,204.80	$172,086.00	$184,066.00	$217,171.00	$0.00
	Served Awards ℹ	3,732	583	1,061	1,053	1,035	0
	Need-Met Awards ℹ	1	0	0	1	0	0
	Eligible Awards ℹ	3,733	583	1,061	1,054	1,035	0
CBS csv	Award Total ℹ	$211,729.00	$19,792.00	$64,686.00	$66,056.00	$61,195.00	$0.00
	Served Awards ℹ	1,497	154	457	464	422	0
	Need-Met Awards ℹ	1	0	1	0	0	0
	Eligible Awards ℹ	1,498	154	458	464	422	0
PTC csv	Award Total ℹ	$73,742.00	$10,971.00	$21,240.00	$20,298.00	$21,233.00	$0.00
	Served Awards ℹ	80	12	23	22	23	0
	Need-Met Awards ℹ	0	0	0	0	0	0
	Eligible Awards ℹ	80	12	23	22	23	0
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2025-2026 Fall Interim Report for Green River College view other reports

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- **Submit**
- Awards & Payments
- Total Eligible
- Receivables

Expenditure Type	WCG	CBS	PTC
Funds Drawn	$6,344,895.67	$184,208.00	$49,347.00
Returned by Institution	$0.00	$0.00	$0.00
Net Funds Drawn	$6,344,895.67	$184,208.00	$49,347.00
Total Funds Requested	$6,344,895.67	$184,208.00	$49,347.00
Unrequested Awards	$3,348,384.00	$106,166.00	$24,647.00
Awards Reported	$9,693,279.67	$290,374.00	$73,994.00
Difference	-$3,348,384.00	-$106,166.00	-$24,647.00

Finalized on 11/14/25

Overview

Program		Total	Summer 1	Fall	Winter	Spring	Summer 2
WCG csv	Award Total	$8,643,687.00	$1,199,171.00	$2,243,296.00	$2,648,348.00	$2,552,872.00	$0.00
	Served Awards	6,126	998	1,663	1,762	1,703	0
	Need-Met Awards	0	0	0	0	0	0
	Eligible Awards	6,126	998	1,663	1,762	1,703	0
CBS csv	Award Total	$252,977.00	$27,676.00	$69,679.00	$78,849.00	$76,773.00	$0.00
	Served Awards	1,288	177	366	377	368	0
	Need-Met Awards	0	0	0	0	0	0
	Eligible Awards	1,288	177	366	377	368	0
PTC csv	Award Total	$60,662.00	$8,666.00	$16,680.00	$17,997.00	$17,319.00	$0.00
	Served Awards	91	13	25	27	26	0
	Need-Met Awards	0	0	0	0	0	0
	Eligible Awards	91	13	25	27	26	0
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2025-2026 Winter Interim Report for Green River College view other reports

Upload | Edits | Request Funds | **Interim Report** | Students | Account Status

- **Submit**
- Awards & Payments
- Total Eligible
- Receivables

Expenditure Type	WCG	CBS	PTC
Funds Drawn	$6,344,895.67	$184,208.00	$49,347.00
Returned by Institution	$0.00	$0.00	$0.00
Net Funds Drawn	$6,344,895.67	$184,208.00	$49,347.00
Total Funds Requested	$6,344,895.67	$184,208.00	$49,347.00
Unrequested Awards	$3,348,384.00	$106,166.00	$24,647.00
Awards Reported	$9,693,279.67	$290,374.00	$73,994.00
Difference	-$3,348,384.00	-$106,166.00	-$24,647.00

Finalized on 2/10/26

Overview

Program		Total	Summer 1	Fall	Winter	Spring	Summer 2
WCG csv	Award Total	$9,694,920.67	$1,257,963.00	$2,549,125.67	$2,537,807.00	$3,350,025.00	$0.00
	Served Awards	7,159	1,055	1,951	1,895	2,258	0
	Need-Met Awards	2	0	0	2	0	0
	Eligible Awards	7,161	1,055	1,951	1,897	2,258	0
CBS csv	Award Total	$290,374.00	$28,898.00	$80,008.00	$76,913.00	$104,555.00	$0.00
	Served Awards	1,520	188	437	414	481	0
	Need-Met Awards	1	0	0	1	0	0
	Eligible Awards	1,521	188	437	415	481	0
PTC csv	Award Total	$73,994.00	$8,666.00	$19,348.00	$21,333.00	$24,647.00	$0.00
	Served Awards	111	13	29	32	37	0
	Need-Met Awards	0	0	0	0	0	0
	Eligible Awards	111	13	29	32	37	0
download all to csv							

24-25 DL Closeout Confirmation

U.S. DEPARTMENT OF EDUCATION
COMMON ORIGINATION & DISBURSEMENT

FSA FEDERAL STUDENT AID

Person | School | Batch | Award | Services | Tools | User | Support

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  - File Share/Messages
  - Report Selection
  - Experimental Sites Initiative
  - Borrower Defense Additional Data Collection
- Campus-Based Syst

School Balance Confirmation

HELP

Program DIRECT LOAN **Award Year** '24-'25

The main purpose of this screen is to allow you to submit your confirmation and to enter the School Ending Cash Balance and the End Date of the School Balance.

Green River College

Date School Confirmed Program Year Closeout 02/02/2026

Current Program Year Close Data	
As of Date	02/11/2026
Net Drawdowns/Payments	$3,609,811.00
Total Net Booked Disbursements	$3,609,811.00
Ending Cash Balance	$0.00
Total Net Unbooked Disbursements	$0.00
Latest Award End Date	06/18/2025

Days past the Latest Reported Award End Date: 239

Balance Confirmation Form	
School Name	Green River College
Name of School Official	BETH HAWES
Telephone Number	(253) 288-4978
E-Mail Address	bhawes@greenriver.edu
Last SAS Ending Cash Balance	$0.00
Last SAS Date	01/31/2026
School Ending Cash Balance	
End Date of School Balance	

I am certifying that my school's internal ending cash balance is $0 for the Award Year and Program referenced above. This is in agreement with the official ending cash balance reflected in my school's most recent Direct Loan School Account Statement (SAS). My school has no outstanding issues for this program year. I understand that by submitting this request I authorize the Department of Education (the Department) to take the following actions for the Award Year and Program listed above:

1. The Department will send a Program Year Closeout letter to my school's President and Financial Aid Director.

2. COD will reject award and disbursement increases and new disbursements per published edits.

3. The Department will reduce my school's Current Funding Level (CFL) to the greater of Net Drawdowns or Net Accepted & Posted Disbursements.

4. The Department will reduce remaining anticipated disbursements to zero, adjust all award amounts to equal the sum of actual disbursements, adjust loan period dates so that all zero dollar disbursements are outside the loan period, and recalculate subsidized usage for each borrower.

5. The SAS and other reports for this award year and program will no longer be sent.

If I need to submit award or disbursement increases or new disbursements in the future, I will request to be reopened or placed on extended processing via the Request Reopen/Extended Processing page in COD. I understand if my balance changes for any reason, my school will no longer be considered confirmed closed.

24-25 Pell Closeout Confirmation

U.S. DEPARTMENT OF EDUCATION
COMMON ORIGINATION & DISBURSEMENT

FSA FEDERAL STUDENT AID

Person | School | Batch | Award | Services | Tools | User | Support

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  - Request Reopen/Extended Processing
  - Correspondence
  - File Share/Messages
  - Report Selection
  - Experimental Sites Initiative
  - Borrower Defense Additional Data Collection
- Campus-Based Syst

School Balance Confirmation

HELP

Program PELL **Award Year** '24-'25

The main purpose of this screen is to allow you to submit your confirmation and to enter the School Ending Cash Balance and the End Date of the School Balance.

Green River College

Date School Confirmed Program Year Closeout 02/02/2026

Current Program Year Close Data	
As of Date	02/11/2026
Net Drawdowns/Payments	$10,622,196.22
Net Accepted & Posted Disbursements	$10,622,196.22
Cash > Net Accepted & Posted Disbursements	$0.00

Balance Confirmation Form	
School Name	Green River College
Name of School Official	BETH HAWES
Telephone Number	(253) 288-4978
E-Mail Address	bhawes@greenriver.edu
Last SAS Cash > Net Accepted & Posted Disbursements Balance	$0.00
Last SAS Date	01/31/2026
School Cash > Net Accepted & Posted Disbursements Balance	
End Date of School Balance	

I am certifying that my school's internal Cash > Net Accepted and Posted Disbursement (NAPD) balance is $0 for the Award Year and Program referenced above. This is in agreement with the official Cash > NAPD balance reflected in my school's most recent Pell School Account Statement (SAS). My school has no outstanding issues for this program year. I understand that by submitting this request I authorize the Department of Education (the Department) to take the following actions for the Award Year and Program listed above:

1. The Department will send a Program Year Closeout letter to my school's President and Financial Aid Director.

2. COD will reject award and disbursement increases and new disbursements per published edits.

3. The Department will reduce my school's Current Funding Level (CFL) to Net Accepted and Posted Disbursements.

4. The SAS for this award year and program will no longer be sent.

If I need to submit award or disbursement increases or new disbursements in the future, I will request to be reopened or placed on extended processing via the Request Reopen/Extended Processing page in COD. I understand if my balance changes for any reason, my school will no longer be considered confirmed closed.

23-24 WSAC URR Finalized

The report has been finalized (non-essential data has been removed).

WASHINGTON STUDENT ACHIEVEMENT COUNCIL
EDUCATION · OPPORTUNITY · RESULTS

Need-Based Financial Aid Recipient Totals and Non-Need Based Federal Loan Recipient Totals

- Uploaded by Bethany Hawes on 10/7/2024 - Submitted by Bethany Hawes on 1/15/2025 - Finalized on 1/17/2025

	2020-2021		2021-2022		2022-2023		2023-2024		% Change	
Federal Aid	Awards	Amount	Awards	Amount	Awards	Amount	Awards	Amount	Awards	Amount
Federal Pell Grant	1,993	$7,593,503	1,647	$5,358,304	1,726	$6,139,115	1,862	$7,830,034	7.9%	27.5%
Federal SEOG	226	$79,543	851	$365,039	792	$422,936	611	$226,089	-22.9%	-46.5%
Federal TEACH Grant	0	$0	0	$0	0	$0	0	$0	0.0%	0.0%
Federal Nursing Scholarship	0	$0	0	$0	0	$0	0	$0	0.0%	0.0%
Federal Workstudy	54	$152,373	46	$122,224	83	$221,765	93	$298,791	12.0%	34.7%
Federal Perkins Loan	0	$0	n/a	n/a	n/a	n/a	n/a	n/a	0.0%	0.0%
Federal Grad PLUS Loan	0	$0	0	$0	0	$0	0	$0	0.0%	0.0%
Federal Parent PLUS Loan	10	$140,610	4	$32,905	8	$104,205	9	$154,005	12.5%	47.8%
Federal Nursing Health Loan	0	$0	0	$0	0	$0	0	$0	0.0%	0.0%
Federal Direct Subsidized Loan	703	$1,977,790	511	$1,548,584	573	$1,764,998	563	$1,690,195	-1.7%	-4.2%
Federal Direct Unsubsidized Loan	681	$2,748,683	485	$1,922,237	521	$2,080,270	540	$2,241,069	3.6%	7.7%
		$12,692,502		**$9,349,293**		**$10,733,289**		**$12,440,183**		**15.9%**

	2020-2021		2021-2022		2022-2023		2023-2024		% Change	
State Aid	Awards	Amount	Awards	Amount	Awards	Amount	Awards	Amount	Awards	Amount
WA College Grant	2,343	$6,265,685	1,933	$4,671,456	2,078	$5,603,495	2,284	$6,714,833	9.9%	19.8%
WCG Apprenticeship	0	$0	0	$0	0	$0	0	$0	0.0%	0.0%
WCG Bridge	n/a	n/a	n/a	n/a	1,183	$586,729	1,458	$721,162	23.2%	22.9%
College Bound Scholarship	375	$182,805	341	$141,442	405	$142,375	457	$156,967	12.8%	10.2%
Passport To College	32	$110,823	23	$76,670	36	$125,001	34	$126,668	-5.6%	1.3%
Passport To College Incentive Grant	0	$0	0	$0	1	$500	0	$0	100.0%	-100.0%
Teacher Conditional Scholarship Programs	n/a	n/a	0	$0	0	$0	0	$0	0.0%	0.0%
Alternative Routes	0	$0	0	$0	0	$0	0	$0	0.0%	0.0%
Teacher Grant Programs	0	$0	0	$0	0	$0	0	$0	0.0%	0.0%
Paraeducator	0	$0	0	$0	0	$0	0	$0	0.0%	0.0%
Teacher Shortage Conditional Scholarship	0	$0	0	$0	0	$0	0	$0	0.0%	0.0%
National Guard Grant	0	$0	4	$2,000	0	$0	4	$5,792	100.0%	100.0%
WAVE	n/a	n/a	n/a	n/a	1	$4,466	2	$3,364	100.0%	-24.7%
WSOS BA Scholarship	26	$70,765	28	$78,308	26	$62,875	30	$62,848	15.4%	-0.0%
WSOS Career Tech	13	$35,007	13	$33,970	20	$57,575	32	$102,302	60.0%	77.7%
WSOS Grad Scholarship	n/a	n/a	0	$0	0	$0	0	$0	0.0%	0.0%
SBCTC Opportunity Grant	243	$400,496	175	$281,421	323	$619,515	269	$411,447	-16.7%	-33.6%
Behavioral Health Conditional Scholarship	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	0.0%	0.0%
Other State Funded Gift Assistance	118	$175,701	187	$271,436	327	$247,557	283	$286,394	-13.5%	15.7%
Substance Use Disorder Professional Grant	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	0.0%	0.0%
State Work Study Off Campus	0	$0	0	$0	0	$0	0	$0	0.0%	0.0%
State Work Study On Campus	9	$14,060	5	$19,398	0	$0	0	$0	0.0%	0.0%

Workforce Training	468	$886,618	410	$757,072	445	$1,106,775	480	$1,169,271	7.9%	5.6%
		$8,141,960		**$6,333,173**		**$8,556,863**		**$9,761,048**		**14.1%**

	2020-2021		2021-2022		2022-2023		2023-2024		% Change	
Institution Aid	Awards	Amount	Awards	Amount	Awards	Amount	Awards	Amount	Awards	Amount
Need Based Institutional Gift Aid	594	$891,516	468	$863,732	860	$1,782,712	838	$1,737,816	-2.6%	-2.5%
Non-Need Based Institutional Gift Aid	29	$26,491	20	$17,205	7	$4,131	29	$28,796	314.3%	597.1%
Institutional Employment	5	$28,229	10	$30,834	9	$45,281	11	$44,902	22.2%	-0.8%
Institutional Loans	0	$0	0	$0	0	$0	0	$0	0.0%	0.0%
		$946,236		**$911,771**		**$1,832,124**		**$1,811,514**		**-1.1%**

	2020-2021		2021-2022		2022-2023		2023-2024		% Change	
Other Aid	Awards	Amount	Awards	Amount	Awards	Amount	Awards	Amount	Awards	Amount
Conditional Loans	0	$0	0	$0	0	$0	0	$0	0.0%	0.0%
Private Loans	13	$169,104	6	$97,060	18	$452,610	20	$503,606	11.1%	11.3%
Other Loans	0	$0	0	$0	0	$0	0	$0	0.0%	0.0%
Outside Scholarships	267	$590,429	222	$428,917	58	$173,547	73	$153,618	25.9%	-11.5%
Other Agency Assistance	39	$77,251	25	$21,497	28	$39,824	65	$79,451	132.1%	99.5%
VA Benefit	0	$0	0	$0	0	$0	0	$0	0.0%	0.0%
		$836,784		**$547,474**		**$665,981**		**$736,675**		**10.6%**

	2020-2021	2021-2022	2022-2023	2023-2024	% Change
Total Aid	**$22,617,482**	**$17,141,711**	**$21,788,257**	**$24,749,420**	**13.6%**
Unduplicated Student Count	**3,125**	**2,583**	**2,908**	**3,073**	**5.7%**
Average Aid Per Student	**$7,238**	**$6,636**	**$7,493**	**$8,054**	**7.5%**

Compassion Within Compliance Presentation
Updated 3-12-25

Compassion Within Compliance

LEVERAGING FINANCIAL AID AS AN EQUITY TOOL

Roadmap

- Introductions and Acknowledgements
- Why Should We Care?
- Compassion With Compliance Framework
- Unusual Circumstances
- Call to Action and Discussion

Introductions

- Beth Hawes (she/her/hers)
  - Director of Financial Aid, Green River College
- Shawn Warner (he/him/his)
  - Assistant Director of Financial Aid, Green River College

Land Acknowledgment

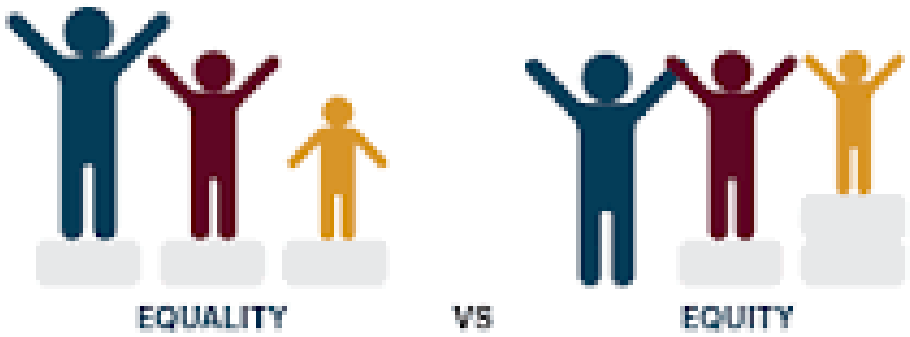
We would like to acknowledge that we are meeting today on the traditional, ancestral, and unceded lands of the Cowlitz Indian Tribe, for whom this area has been and continues to be home as the Forever People. Today we must appreciate the persistence of the Cowlitz People with their rich legacy of tradition and relationship to this place in the Pacific Northwest and the important role they play as leaders in the region.

Our respect and gratitude go to our indigenous neighbors, whose care and protection of the land and water continues to this day.

Labor Acknowledgment

We pause to recognize and acknowledge the labor upon which our country, state, and institutions are built. We remember that our country is built on the labor of enslaved people who were kidnapped and brought to the US from the African continent and recognize the continued contribution of their survivors. We also acknowledge all immigrant labor including voluntary, involuntary, trafficked, forced, and undocumented peoples who contributed to the building of the country and continue to serve within our labor force. We acknowledge all unpaid care-giving labor. Finally, we acknowledge that our institutions rely on hourly, student, contingent, and unpaid labor and we recognize those contributions.

What Is Equity?



"The term 'equity' refers to fairness and justice and is distinguished from equality: Whereas equality means providing the same to all, equity means recognizing that we do not all start from the same place and must acknowledge and make adjustments to imbalances."

National Association of Colleges and Employers Equity Definition (naceweb.org)

Why Should We Care About Equity in Higher Ed?

- Persons excluded because of their ethnicity or race experience lower course performance, major retention, sense of belonging, and degree completion
- Even though people may not be overtly acting in a racist manner, people of color are still adversely affected by the structures in society
- Without being aware of this, and consciously designing a course to attempt to minimize the effects of institutional racism, the courses instructors design are more likely to work against persons excluded because of their ethnicity or race
- Racism doesn't only occur in the behavior of one individual toward another. Racism can also be embedded in institutional policies and practices -- what is known as structural racism
  - More specifically, structural racism exists when institutional policies and practices result in people from underrepresented racial groups being more likely to be disadvantaged, even unintentionally

From *Identifying Systemic Inequity in Higher Education and Opportunities for Improvement* by Denaro, Dennin, Dennin, and Sato

Why Should We Care About Equity in Financial Aid?

- The fact that white families are more likely to own the assets, and own more of them, than Black families means that white students receive larger implicit subsidies than Black students. For them, college is more affordable.

  The Racial Wealth Gap, Financial Aid, and College Access by Levine and Ritter

- With lower family wealth and racial discrimination in the job market, Black students are far more likely than white students to experience negative financial events after graduating–including loan default.

  How Student Debt and the Racial Wealth Gap Reinforce Each Other by Mishory, Huelsman, and Kahn

- Dating back to the failures of design, implementation, and enforcement of the GI Bill of 1944, financial aid took the form of 1) racial profiling and microaggressions, 2) added labor in searching for aid and scholarships, and 3) a factor in reinforcing the racial wealth divide. More than a resource to facilitate college access and persistence, these scholars argue that financial aid is racialized, uniquely shaping the campus experience of Black collegians.

  Experiencing Financial Aid at a Historically White Institution by Hypolite and Tichavakunda

Compassion Within Compliance Framework

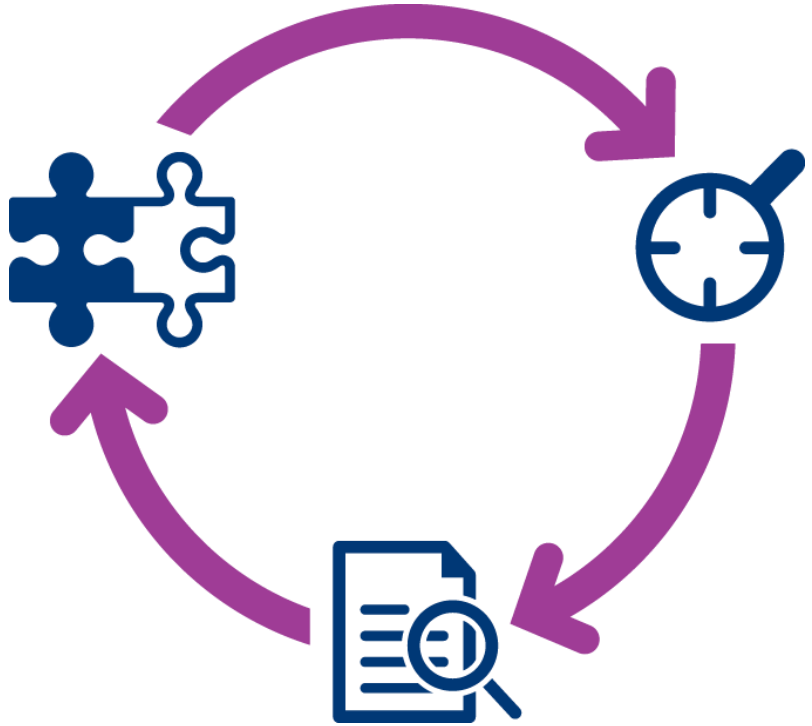
- What is our role in higher ed?
- What does the handbook really say?
  - Example: “disbursement” in context of WCG census repayments
- Looking for our bias in our interpretations
- Questions to ask yourself:
  - How can this be interpreted?
  - What is the why?
  - Is it student-centered?
  - Is this focused on a small population?

Who Are We Accountable To?

- Protecting ED/WSAC/"taxpayers" vs helping students access the aid they're entitled to
- Choosing Sides:
  - Protecting funding sources will encourage you to place hurdles in students' paths that require them to prove their eligibility
  - Working as an advocate for students will mean you have to re-evaluate every step of your process to determine if it's actually a requirement or something that has been unnecessarily set up to block the "undeserving"

Examples and Ideas

- SAP – intervention vs punitive
- Repeat policies
- Degree changes and MAXT
- Minimizing forms and steps
  - The goal is not to explain a complex process; the goal is the make the process simpler
  - WRER > SAP
- Repayment calculator
- R2T4 60% date transparency
- UHY interviews by TRiO staff
- Tone in written correspondence and on forms
  - Identity and Statement of Educational Purpose.
    "I certify that I [Student Name] am the individual signing this Statement of Educational Purpose and that the federal student financial assistance I may receive will only be used for educational purposes and to pay the cost of attending [School Name] for [Aid Year]."



Examples and Ideas

Special populations and community building – streamline process, additional supports, outreach

- Passport to College teams
- Undocumented student taskforce
- Indigenous students and TRiO – go where they are
- Students with an ITIN – contract or self-employed
- FA outreach
- Working with family liaisons and CBOs

Get out of the financial aid ivory tower!

Call to Action

Identify and write down an equity-focused change you want to focus on at your institution.

Example: 60 day review process

- Who do you need to work with to implement this change?
- Whose buy-in do you need?

- What are others doing?
- What are ideas you have today?

Works Cited

Denaro, Kameryn, Kimberlyn Dennin, Michael Dennin, and Brian Sato. Identifying systemic inequity in higher education and opportunities for improvement | PLOS ONE

Hypolite, Liane and Antar Tichavakunda. "Experiencing Financial Aid: A Critical Race Analysis" | University of Louisville

Levine, Phillip and Dubravka Ritter. The racial wealth gap, financial aid, and college access | Brookings

Mishory, Jen, Mark Huesman, and Suzanne Kahn. How Student Debt and the Racial Wealth Gap Reinforce Each Other (tcf.org)

Additional Resources

Young, Brilliant, and Ready: Preparing Black Males for Postsecondary Opportunities and Transitions | Community College News Now (ccnewsnow.com)

Study Shows that FAFSA Verification Doesn't Lead to Lower Enrollment | Community College News Now (ccnewsnow.com)

Study Finds that Promise Program Still Leaves Racial Gaps | Community College News Now (ccnewsnow.com)

Closing the Gap or Widening the Divide: The Effects of the G.I. Bill and World War II on the Educational Outcomes of Black Americans | NBER

Dealing with Institutional Racism on Campus: - ProQuest

FAFSA: Black and Latino students are getting audited by the Education Department - The Washington Post

Actions higher ed institutions should take to help eradicate racism (opinion) (insidehighered.com)

Beth Hawes

Director of Financial Aid

Green River College

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Foreign Income, Family Size Presentation

INCOME AND TAXES FROM OUTSIDE THE US

WHAT NEEDS TO BE CONFIRMED

- Was there income in the required year (2023) – in the US or outside of the US
- Were taxes filed in 2023 – in the US or outside of the US
- Was tax filing required – in the US or outside of the US

HOW TO ENTER INCOME ON THE FAFSA/WASFA

- **Choose the correct tax filing status**: Were taxes filed in our outside of the US or not at all.
- How should you answer the tax filing status question if you didn't file an IRS Form 1040 or 1040-NR? | Federal Student Aid
  - If taxes were filed outside of the US:
    - enter amounts in US dollars, making reasonable approximations for Earned Income, AGI, Taxes Paid, and other deductions
    - How do I fill out a FAFSA® form using a foreign tax return? | Federal Student Aid
    - In some cases earned Income maybe the same as AGI

HOW TO ENTER INCOME ON THE FAFSA/WASFA

- If taxes were not filed outside the US, but income was earned:
- Did you earn income in a foreign country, or were you employed by an international organization that didn't require you to file a tax return? | Federal Student Aid
  - If taxes were not filed outside of the US, but income was earned:
    - How do I fill out the FAFSA® form using a non-U.S. tax return? | Federal Student Aid
    - Choose the correct reason for not-filing
    - Each contributor will need to enter a tax filing status (married-separate or single – *not married-joint)*
    - enter amounts in US dollars, making reasonable approximations for Earned Income, AGI, Taxes Paid, and other deductions

DOCUMENTATION VERIFIED

Filer - Foreign Taxes Filed
Foreign tax return/tax documents - signed
Non Filer - Foreign Income, now resides in US
Copy of W2 or equivalent AND
IRS Verification of Non Filing letter*
*If getting an IRS VONF is not possible, need a statement confirming attempts made and why it is not possible.
Non Filer - Resides Outside US (Parents only, not required for dependent student with no income)
Copy of W2 or equivalent if income AND
Proof of that country's tax authority guidelines around requirements for filing/non-filing (ex. copy of policy or policy website)
Signed statement if no income

DOCUMENTATION – NOT VERIFIED

Our discretion to resolve conflicting information

- If taxes were filed, a copy of the foreign tax return
- If taxes were not filed – pay stubs, other proof of income, statement confirming
  - Amounts earned in US dollars
  - If taxes were filed
  - No income, no tax filing

FORM EXAMPLES

Financial Aid Low Income Statement :: Student Central Forms

Income Validation

Income Validation

NO INCOME REPORTED

GENERAL GUIDANCE – NOT VERIFIED

- If FTI confirms no IRS tax return filed, not required to verify income
  - Remember that someone may have earned income but not meet the income level required to file, but, SAI calculations do not require income to be entered on the FAFSA if below tax filing requirements (see Verification guidance)

- No FTI and no income reported (failed FTI, WASFA)
  - Our discretion to verify – VONF, Wage and Income Transcript, possibly a statement

GENERAL GUIDANCE – UNDER 24 WITH DEPENDENTS

- If income reported is over $6,000, no additional verification needed
- If income reported is below $6,000 or 0, but TANF box is checked in additional supports, no additional verification is needed
- If income reported is below $6,000 or 0, but TANF box is not checked, student should have an EGR013 requesting proof of support.
  - Can use DSHS statement of benefits, recent income/pay stubs, more recent tax return
  - SNAP/food benefits alone is not sufficient
  - Statement that support is provided by partner (not married), parent, or other family member is not sufficient. The child would be the dependent of the person providing support, not the student.

FAMILY SIZE

FAFSA HELP GUIDANCE

- Who is included in the family size? | Federal Student Aid

NASFAA GUIDANCE

Per clarification NASFAA received from ED, the wording on the FAFSA is ED's way of helping families determine who might be in their family size for Title IV purposes. Children and other dependents who live with and receive more than half their support is in alignment with individuals who most often would be able to be claimed on a person's tax return. ED does not expect schools to be making any IRS determinations of dependents unless there is conflicting information or an issue during verification. The FAFSA help text and articles state that the family size question on the FAFSA is aligned with general requirements for what would make someone an "eligible dependent" on the tax return under the Internal Revenue Code.

Nevertheless, if a school has reason to believe the self-reported family size is inaccurate, it must treat the situation as conflicting information and take appropriate steps to resolve it.

NASFAA GUIDANCE

Verification documentation requirements require only a statement, signed by the student, listing the name and age of each person included in the family size and that individual's relationship to the student. There is nothing preventing a school from requesting additional information or documentation if the school has reason to question whether the student actually resides with the person reported in the family size and/or provides at least half of that person's support. For example, your school could request that the student provide an itemized statement listing all of the girlfriend's and her daughter's expenses, and the amounts the student paid toward those expenses.

NASFAA AskRegs: Can a Girlfriend and Her Daughter Be Considered Legal Dependents Of the Independent Student?

NASFAA GUIDANCE

Can a Sibling Older Than 24 Be Included In Family Size?

Yes, if the sibling lives with the parent or is only temporarily absent from the household. The ability of the family to include an older sibling in the family size is not new. To include an older sibling in the household size, the parent(s) must provide more than half of the individual's support and the sibling, even if temporarily apart from the household. Examples of temporary absence include illness, education, business, vacation, military service, or detention in a juvenile facility, etc.

IRS GUIDANCE

overview_of_the_rules_for_claiming_4012.pdf.

IRS Publication 17 2023.pdf

Rules for Claiming Dependents:

- You can't claim any dependents if you, or your spouse if filing jointly, could be claimed as a dependent by another taxpayer.
- You can't claim a married person who files a joint return as a dependent unless that joint return is only to claim a refund of income tax withheld or estimated tax paid.
- You can't claim a person as a dependent unless that person is a U.S. citizen, U.S. resident alien, U.S. national, or a resident of Canada or Mexico. (**Outside the US = possible PJ)
- You can't claim a person as a dependent unless that person is your qualifying child or qualifying relative

IRS GUIDANCE

overview_of_the_rules_for_claiming_4012.pdf.

IRS Publication 17 2023.pdf

Qualifying Child:

- Under 19 OR
- Under 24 and a full time student OR
- Lives with tax filer more than half of the year
- Does not file a joint return of their own
- Taxpayer must be entitled to claim the child (if could be claimed by more than one person)

IRS GUIDANCE

overview_of_the_rules_for_claiming_4012.pdf.

IRS Publication 17 2023.pdf

Qualifying Relative:

- Can't be your qualifying child or the qualifying child of any other taxpayer.
- (a) must be related to you in one of the ways listed under Relatives who don't have to live with you (see Table 2, step 2), OR
- (b) must live with you all year as a member of your household
    - To meet this test, a person must either:
    - Live with you all year as a member of your household, OR
    - Be related to you in one of the ways listed under Relatives who don't have to live with you below.
- The person's gross income for the year must be less than $4,300

IRS EXAMPLE

- You provide all the support of your children, ages 6, 8, and 12, who live in Mexico with your parent and have no income.
- You are single and live in the United States. Your parent isn't a U.S. citizen and has no U.S. income, so your parent isn't a “taxpayer.”
- Your children aren't your qualifying children because they don’t meet the residency test. **But** since they aren't the qualifying children of any other taxpayer, they may be your qualifying relatives, and you may be permitted to claim them as dependents.
- You may also be able to claim your parent as a dependent if the gross income and support tests are met

OUR POLICY ?

- Non – verified and larger than 2 discrepancy between FTI and manually reported family size?
- Verify children if over 24? How?
    - To meet this test, a child must be:
        - Under age 19 at the end of the year and younger than you (or your spouse if filing jointly);
        - A student under age 24 at the end of the year and younger than you (or your spouse if filing jointly); or
        - Permanently and totally disabled at any time during the year, regardless of age.
- Verify nephews, nieces, grandchildren to confirm not claimed by another on taxes? How?
    - Child of person not required to file a return. A child isn't the qualifying child of any other tax-payer and so may qualify as your qualifying relative if the child's parent (or other person for whom the child is defined as a qualifying child) isn't required to file an income tax return and either:
        - Doesn't file an income tax return, or
        - Files a return only to get a refund of income tax withheld or estimated tax paid.

OUR POLICY ?

Others?

Quarter Start Refresher Presentation

Quarter Start Refresher: Refunds, Census, and R2T4 - Oh my!

- What happens during the first 10 days of the quarter (8 days in Summer)?
- What can happen after the 10th (8th) day?
- Will a student have to repay their aid?
- How does all of this relate to SAP?

December 30th

1st Day of the Quarter:

Bank Mobile Refunds are processed for students that don't have a refund hold (F03 or B03)

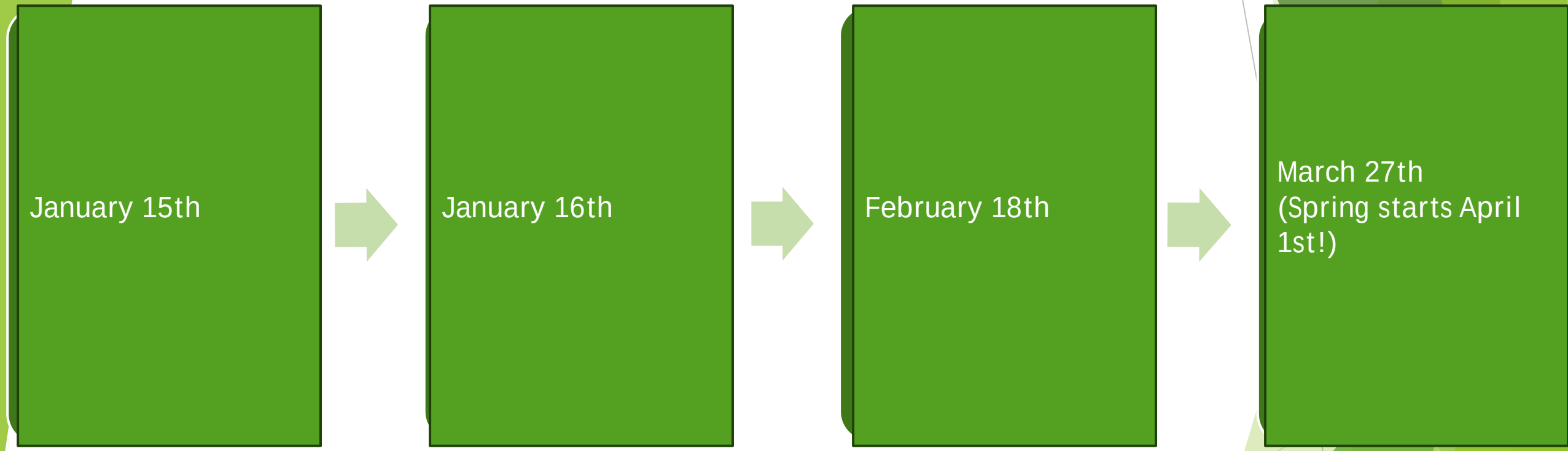
January 8th

Days 5-10:

40% refund of tuition only when classes are dropped

Days 1-10:

Dropped classes do not appear on transcripts (no "W") and do not affect SAP.



Office of the Registrar

Refunds

- After tuition is paid, refunds of any remaining aid process through Bank Mobile on the first day.
- Aid might not be posted to accounts if:
  - Classes don't count and the student has not contacted FA.
  - FLF – Less than Full Time Enrollment - Student has not contacted FA to confirm their final schedule so that aid can be adjusted down to match credits.
- Refunds might not go out if the student has reduced the number of credits they're taking for the quarter
- Students need to make sure they have set up their Bank Mobile deposit preference.

Census (AKA Pell Recalculation Date)

- Federal aid must be adjusted with any changes in credit level during the first 10 days – up or down.
- Washington State funding *may* have to be adjusted if the student never attended.
  - But, if the student did start attending, even one day, they have the option of keeping the overpayment of WA funds, but must complete an Attestation that they understand they are using an extra part of their lifetime eligibility. **Good to know, but may confuse students to try to explain.
- Students are notified when they drop credits in the first 10 days.
- Best practice: Advise students that if they drop credits and do not re-enroll back to the same level, they may need to repay some of their aid (regardless of Federal or State) and they will be notified once it is calculated and with next steps.

Census (AKA Pell Recalculation Date)

- Federal aid must be adjusted with any changes in credit level during the first 10 days – up or down.
  - Because tuition for the dropped credits will be refunded either at the 100% or 40% depending on when in the first 10 days classes are dropped, this may decrease the amount of Pell that has to be repaid. (As long as we were able to catch their change in enrollment before the credit balance is also refunded to the student.)
- Washington State funding *may* have to be adjusted.
  - If classes were dropped on the first day, we assume the student never attended and WCG and CBS must be adjusted and repaid.
  - If faculty requested the drop, we assume the student never attended and WCG and CBS must be adjusted and repaid.
  - If the student did start attending, even one day, they have the option of keeping the overpayment of WA funds, but must complete an Attestation that they understand they are using an extra part of their lifetime eligibility. The can also choose to repay.
    - If an attestation is never received, WA aid will be canceled for the next quarter until the student either submits the attestation or decides to repay.
  - Best practice: if students have questions about their repayment amount, ask them to respond to my email notification of their census repayment.

Census Recalculation

- Example:
- Student drops on day 1 of the quarter from 10 to 15 credits
  - Pell is reduced from $2465 to $2045
  - WCG is reduced from $1641 to $1362
  - CBS is reduced from $167 to $138

  - Total difference to be returned = $728
  - Refunded tuition credit = $428
  - Student balance to repay = $300

Census Recalculation

- Example:
- Student drops on day 4 of the quarter from 10 to 15 credits
  - Pell is reduced from $2465 to $2045
  - WCG is *not* reduced and remains at $1641
  - CBS is *not* reduced and remains $167
  - Total difference to be returned = $420
  - Refunded tuition credit = $400
  - Student balance to repay = $20
  - Student must submit an attestation for WA aid if they intend to keep it - OR - they can request to repay the difference, and the student would be charged the additional $308.

R2T4 – Return to Title IV

- If a student drops ALL classes in a quarter, they may need to repay some or all of the aid they received – including student loans.
- If a student did attend class past the 60% point of the quarter, they will not have to repay.
  - We determine if a student made it to the 60% point either by:
    - The date the student withdrew
    - The Last Day of Attendance (LDA) reported by the student's instructors.
- Best Practice: If a student plans to drop all classes or indicates that they will fail all classes, let them know that they may need to repay some or all of their aid and that they will be notified once any repayment is calculated.
  - Encourage them to try and complete at least one class to avoid R2T4

SAP is Always a Possibility

- Dropping classes in the first 10 days of the quarter does not affect SAP. These credits are not considered in SAP calculations.
- Dropping credits at any point after the 10th day will affect SAP – Warning or Suspension
- Not earning credit/not meeting minimum GPA requirements will always affect SAP.
- Best Practice: Regardless of whether a student may need to repay aid or not (for example, they are dropping 2 out of 3 classes, therefore not R2T4), it will affect their SAP status and they should watch for communication once grades post about their standing and need to appeal or not.
  - Dropping/withdrawing/failing a class will always have *some* kind of impact that will require them to respond

Scholarships and Outside Funding Presentation

Scholarships and Outside Funding

Presented by: Inja Parker, Meg Davies, Nicole Robbins, and Luybov Zaremba

Meg

- Cybersecurity Scholarship
- Forestry Scholarship
- TRiO Scholarship
- CCAMPIS
- SSEH
- SEAG

Nicole

- Agency Funding
- Financial Need Analysis

Inja

- College Success Foundation Scholarship
- GoldStar Scholarship
- Washington State Opportunity Scholarship

Luybov

- Foundation Scholarships
- Outside Scholarships
- Reconciliation

What is CCAMPIS?

- Students may take a one credit class to be eligible for the Quarter's worth of childcare support
- Students must provide address of childcare center and a requested amount
- Checks are disbursed at the beginning of the month each month of the Quarter and mailed out to the childcare facilities by FA
- Students may be recipients for multiple quarters

What are the CTE Scholarships?

- Program funded Scholarships- Forestry and Cyber security.
- Program will select students from within department and award a given amount.
- Scholarships will only fund tuition and fees- nonrefundable
- If a student has remaining aid at the end of the award year, aid must be given back to the program

What is SSEH?

- Supporting Students Experiencing Homelessness- Students must fit criteria of being at risk for homelessness
- Students will reach out to CTW/BH to help cover cost of rent for the month-can receive multiple months within quarter if necessary
- CTW/BH will follow up with student if further aid is needed.
- Aid is disbursed directly to students.

What is SEAG?

- Emergency Funding- Students can receive aid for a variety of purposes through the GRC Foundation
- SEAG is an umbrella for a variety of aid types, all separated by the intended use (Housing, healthcare, food, transpiration, etc.)
- Students will request the amount needed and FA compares against remaining unmet need
- Can receive over multiple quarters

What are TRiO SSS and STEM?

Student Support Services Grant

STEM Grant

How are these programs applied to the student's aid?

- A contact from any of these programs will reach out to FA with a spreadsheet of eligible candidates
- Students are verified for eligibility requirements (Enrollment, SAP, any holds that would prevent aid from going out) (TRiO and CTE require SAP. SEAG, CCAMPIS, and SSEH do not)
- FA will check unmet need to ensure room in the budget
- Aid is then awarded and disbursed. CCAMPIS requires paper checks, so a paper check will be requested from SF and then later mailed out

College Success Foundation Scholarships (CSF)

- A national nonprofit organization that initially funded by the Bill & Melinda Gates Foundation
- Supports students from low socioeconomic backgrounds to prepare for and graduate from college
- Learn more at collegesuccessfoundation.org

Types of Scholarships in 2023-2024

- Governors Scholarships for Foster Youth
- Leadership 1000 Scholarship
- Sunshine Brooks Scholarship
- Costco Employee Scholarship
- BECU Foundation Scholarship

College Success Foundation Scholarships (CSF)

Requires SAP

Prior to each quarter start

1. The scholarship manager receives information about scholars and their respective scholarship amount through email
2. The college receives the quarter's scholarship funding check(s) in the mail
3. A FA personnel enters the scholarship information into the Scholarship Log (N:/Financial Aid/Scholarship) and notifies cashiers that the checks are ready to be deposited

Prior and during the quarter

1. The manager determines each scholar's eligibility and eligible amount, according to the specific policies of each scholarship program
2. The manager posts each scholar's eligible scholarship into CtC
3. The manager monitors and adjusts each scholar's funding based on the relevant scholarship policy
4. The posted scholarship amount is initially applied to each scholar's tuition and any remaining balance is disbursed to the student through BankMobile
5. The manager reconciles the funding and returns undisbursed funding with detailed reports to CSF

GoldStar Scholarship (Textbook Stipend for Gold Star Families)

- A Washington State new law signed in 2018 allows Gold Star family members to receive GoldStar Scholarship to help cover the cost of books while pursuing higher education.
- Gold Star includes armed forces members, veterans, and active-duty National Guard members who lost or seriously disabled during service
- Each academic year, GRC receives GoldStar Scholarship allocations from SBCTC
- $500 per scholar/2023-2024 academic year
- Funding is prorated per credit

GoldStar Scholarship (Textbook Stipend for Gold Star Families)

GRC Scholarship Process

Prior to each quarter start
The scholarship manager determines eligible scholars from the OtR database: student group Dependent of Eligible Vet (B72)

Prior and during the quarter
1. The manager determines each scholar's eligibility and eligible amount based on the relevant scholarship policy
2. The manager posts each scholar's eligible scholarship into CtC
3. The manager monitors and adjusts the funding based on the scholarship policy
4. The posted scholarship amount is initially applied to each scholar's tuition and any remaining balance is disbursed to the student through BankMobile
5. The manager reconciles the funding

Washington State Opportunity Scholarship (WSOS)

- The first public-private scholarship program that offers pathways to high-demand careers in Washington State.
- Most Scholars are first-generation students, women or students of color.
- Learn more at waopportunityscholarship.org

Types of Scholarships

Baccalaureate Scholarship
Career and Technical Scholarship
Graduate Scholarship (not at GRC)

Washington State Opportunity Scholarship (WSOS)

GRC Scholarship Process

Requires SAP

Prior to each quarter start

1. The scholarship manager receives information about scholars and their respective scholarship amount, through WSOS database site
2. The college receives the quarter's scholarship funding

Prior and during the quarter

1. The manager determines each scholar's eligibility and eligible amount, according to the relevant scholarship policy
2. The manager posts each scholar's eligible scholarship into CtC
3. The manager monitors and adjusts each scholar's funding based on the relevant scholarship policy
4. The posted scholarship amount is initially applied to each scholar's tuition and any remaining balance is disbursed to the student through BankMobile
5. The manager reconciles the funding and returns undisbursed funding with detailed reports to WSOS

Agency Funding

- Trade Adjustment Assistance (TAA)
- Labor & Industries Vocational Rehabilitation (L&I)
  - Options 1 and 2
- Department of Services for the Blind
- Trac Associates
- Other State and Local Agencies

Appendix 2.G.4

Trade Adjustment Assistance (TAA)

If a worker's job is moved out of country, they may qualify for TAA funding.

Employers will notify employees as part of their severance from the company.

Case managers work with the college to get cost estimates and information about the students' proposed training plans.

Approval paperwork for TAA students goes to WorkForce Education, Student Financials, and Financial Aid.

Labor & Industry

Students meet with the CTE Advisor to get an education plan

The CTE Advisor sends the education plan to Financial Aid for a cost estimate

Financial Aid sends the cost estimate to the CTE Advisor, who sends the education plan, cost estimate, and other information to the student's case manager.

An encumbrance form or approval letter is sent to Student Financials and Financial Aid

Labor & Industry

Option 1	Option 2
NOT financial aid eligible	Financial aid eligible
2 years to complete training	5 years to complete training
Follow approved training plan developed by Vocational Rehabilitation Counselor	Program can be different from Vocational Rehbilitation Counselor's, but still has to be approved by L&I
Claim stays open, and student continues to receive timeloss and medical benefits	Claim closes and student is no longer eligible for timeloss or medical benefits

Appendix 2.G.4

Agency Funding Timeline

Receive and complete cost estimate requests

Send Bookstore Account List to Bookstore Staff

4-6 Weeks Prior to Start of Term

6-8 Weeks Prior to Start of Term

2 Weeks Priort to Start of Term

Receive Encumbrance Forms or Approval Letters

Update Agency Funding Database and Bookstore Account List

Tribal Scholarships

Scholarships are offered through several tribes to enrolled members.

Each tribal government has a different process for how scholarships are awarded.

Some tribes require students to submit a Financial Need Analysis (FNA) as part of their scholarship application process.

Most tribes require one FNA annually, but some tribes require students to obtain a quarterly FNA.

Once the tribe's scholarship office approves the scholarship funding, a letter of credit or a check is sent to the college for processing.

FNA Form

Appendix 2.G.4

Muckleshoot Scholarship Program

39015 172nd Ave SE, Auburn, WA 98092
ScholarshipsDept@Muckleshoot.nsn.us 253-876-3378

Financial Needs Analysis

I _____, with the SSN of ____-____-____ hereby
(Applicant Name)
authorize the release of information provided below to the Muckleshoot Scholarship Program with the understanding that this completed form will be returned to the Scholarship Program via email at ScholarshipsDept@Muckleshoot.nsn.us

Applicant Signature: _____ Date: _____

A Financial Aid Officer at your school must fill out the section below

---

Please **EMAIL** the completed copy of this form to ScholarshipsDept@Muckleshoot.nsn.us .

Budget Period: ___/___ to ___/___ Student is considered : Independent Dependent

Starting on: ___/___/___ Classification/Year in College: _____

Term Type Quarter Semester Modular

Terms included on this analysis: Summer Fall Winter Spring
NOTE: The MIT Scholarship Program academic year runs Summer term through Spring term.
It is best if this analysis can include all remaining quarters for the current academic year.

The amounts filled in should reflect the **budgeted** standardized cost of attendance for your institution.
We do not take into consideration any unusual or additional expenses that the student may have.
Students should contact the MIT Scholarship Program directly with questions or concerns.

Cost		**Assistance**	
$_____	Tuition	$_____	Pell Grant
$_____	Fees	$_____	Federal Grant
$_____	Books/Supplies	$_____	_____
$_____	Personal	$_____	_____
$_____	Travel	$_____	_____
$_____	Room & Board *	$_____	_____
$_____	**Total**	$_____	**Total**

$_____ **Total Unmet Need**

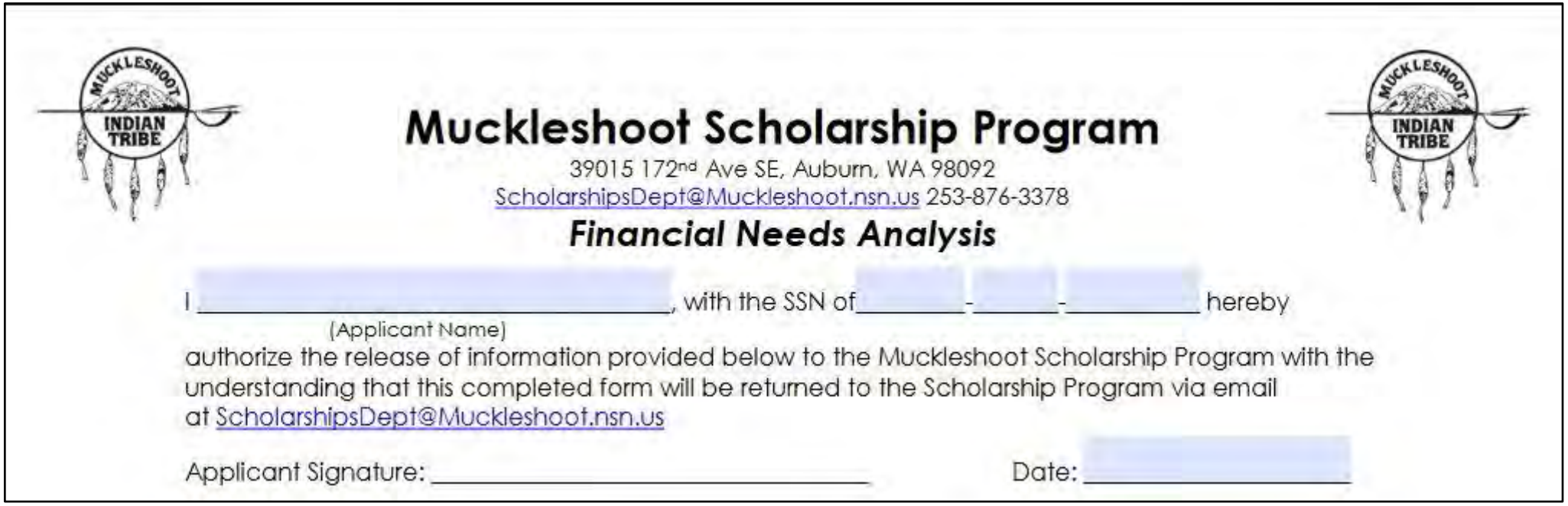
Additional Notes and Comments:
_____
_____

_____ _____ _____
Financial Aid Officer Printed Name Signature Date

_____ _____
Email Phone Number & Extension

*The Room & Board line should be filled in with the budgeted amount for the school regardless of whether the student lives on or off-campus

Is This Release Enough?



Muckleshoot Scholarship Program

39015 172nd Ave SE, Auburn, WA 98092
ScholarshipsDept@Muckleshoot.nsn.us 253-876-3378

Financial Needs Analysis

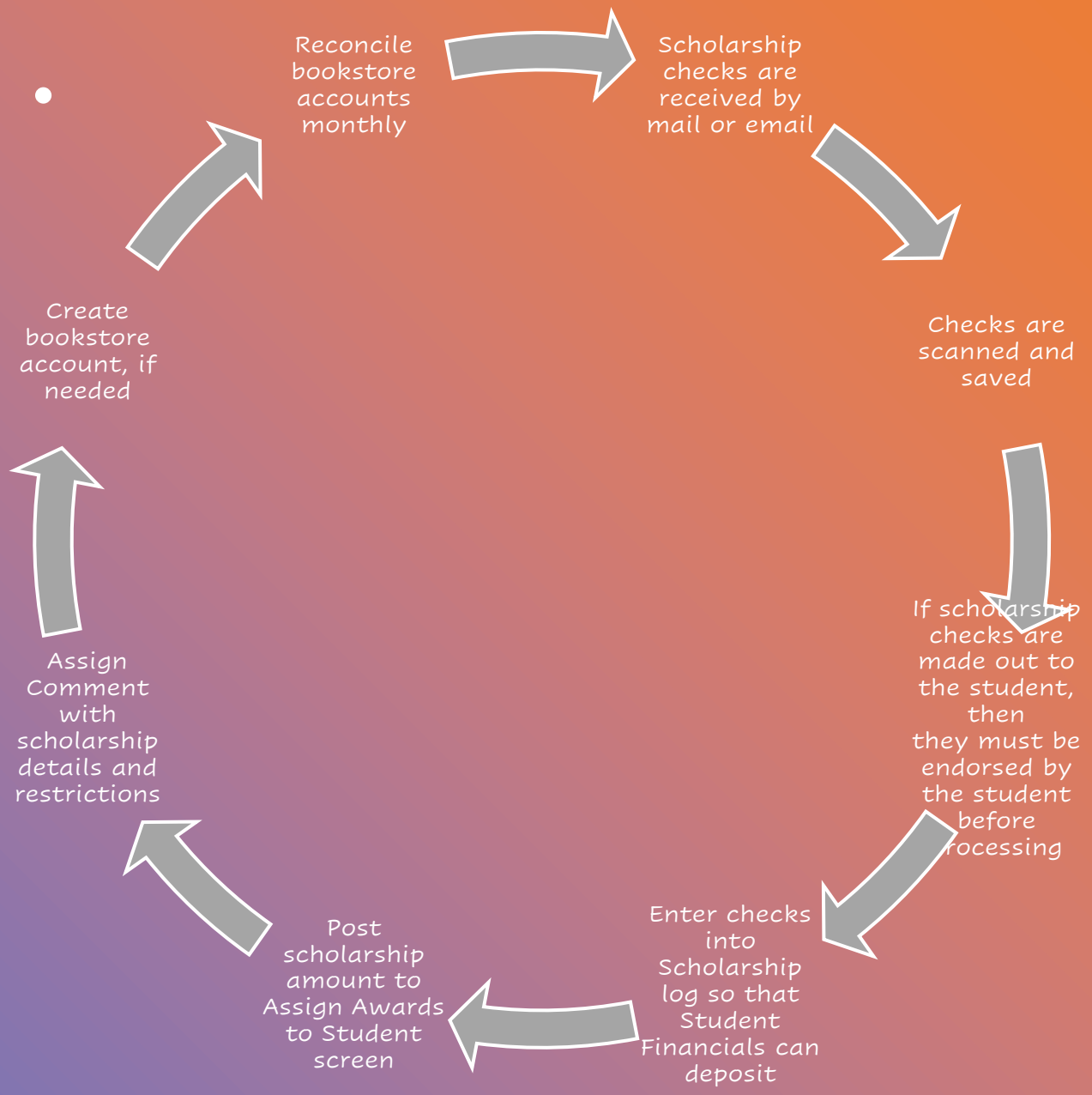
I _____, with the SSN of_____-_____-_____ hereby
(Applicant Name)
authorize the release of information provided below to the Muckleshoot Scholarship Program with the understanding that this completed form will be returned to the Scholarship Program via email at ScholarshipsDept@Muckleshoot.nsn.us

Applicant Signature: _____ Date: _____

NO!

Releases must include a time period that the release is good for, the department that is being allowed to release the information, and information on what information is allowed to be released.

Outside Scholarships



AmeriCorps is an independent agency of the United States government that engages more than five million Americans in service through a variety of stipend volunteer work programs in many sectors.

- Students need to log in to Americorps account and request funds to be send to Green River College.
- The scholarship manager (Luybov) receives information about each student's request and their scholarship amount through email.
- Student Financials receives Americorps EFT funds through e-mail with no student information. SF will notify financial aid manager, who provides needed student information so that funds can be posted to the correct account.

Foundation Scholarships

- Students complete one application to be considered for all Green River Foundation Scholarships (125+ Scholarships!)
- Foundation Scholarships have two scholarship cycles each year

Application Period	Period Awarded For
January - April 30th	Fall-Spring of the next academic year
September - mid-October	Winter-Spring of the current academic year

- The fall scholarship application period is for students who missed the one in spring

Foundation Scholarship Process

Foundation Scholarships are not paid directly to the student. Funds are applied to tuition and fees by the Financial Aid Office. If a student has scholarship funds left over after tuition and fees have been paid, the scholarship manager (Luybov) can open a bookstore account by student request.

- Foundation Office selects students who will receive scholarships, then send recipients list to scholarship manager
- The manager posts each student's eligible scholarship into ctcLink
- The manager reconciles foundation scholarships accounts and request funds from Foundation Office
- When a check is received from the Foundation Office, the Financial aid manager adds all Foundation scholarship recipients to Scholarship Log and notifies Student Financials that the check is ready to be deposited to a student's account

Athletic and Gator Booster Scholarships

- Gator Booster scholarship pays for tuition and fees and Tuition Waiver (not cash; only reducing cost of tuition)
- The Athletic Scholarship list is received by e-mail
- Post scholarships to ctcLink
- Reconcile quarterly
- Request funds from Green River Foundation

Steps for Tracking & Inputting SAP Determination

Steps for Tracking & Prepping SAP Appeals

1. Name/Rename/Save file with student name, ID, quarter, and date. Use the quarter that the student is requesting aid *for* – not necessarily when they were suspended. For example, Shawn is suspended in Spring, takes Summer off, and is appealing in August for Fall quarter aid. Use Fall as the quarter.

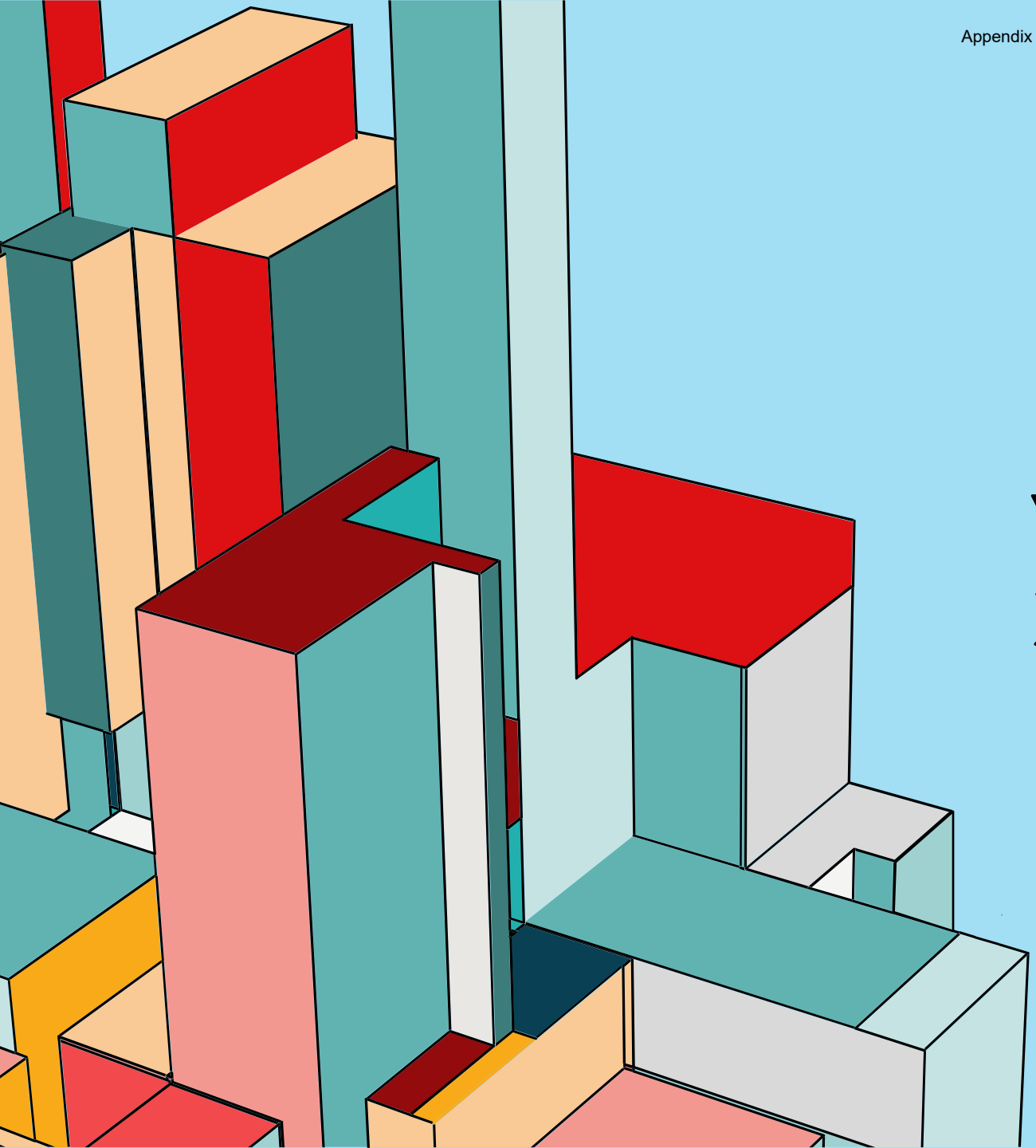
   Example: WARNER SHAWN 123456789 SAP 2247 12.8.24

2. Make sure that checklist EGR068 has been added. If not, verify that the student is actually in SAP status. (Grades may update, etc., updating the SAP status as well. Also, students may be pre-emptively submitting their appeal during the current quarter because they have dropped classes/assume they are going to be SAP).
    a. Keep the EGR068 checklist status up to date with the progress of the appeal:
        1. INITIATED – Nothing received yet from student
        2. RECEIVED – Appeal submitted, but not reviewed/prepared
        3. ACTIVE – Appeal is prepped and ready for review. No action needed from student.
        4. NOTIFIED – Appeal is missing a component, usually the AAR and student has been emailed with request to complete.
        5. COMPLETED – Appeal has been approved.
        6. RETURNED – Appeal has been denied.
3. Create a new folder for each student's appeal to include:
    a. Appeal form
    b. Academic Advisement/Progress Report
    c. Unofficial Transcript
    d. Coversheet
4. Follow the steps in the Coversheet to track the appeal in ctcLink and in the _Petitions spreadsheet
5. Move file to the correct folder: Ready for Review, Incomplete, Not Suspended
6. Verify the student has an F02 tuition hold if appeal was submitted by the quarterly deadline – the day before the start of the quarter.
    a. Appeals submitted after the start of the quarter may still be reviewed, but a tuition hold will not be given.
    b. To be considered for the current quarter, appeals must be received by the end of the 8th week of the quarter (Fall, Winter, Spring) or the end of the 7th week of the quarter in Summer.

Steps for Inputting SAP Determinations

1. Look for folders in the SAP Ready to Review folder that have been renamed to start with "OK"
   FA SharePoint > SAP Review > Appeals > 1_Ready to Review
2. Search for the student on the **Maintain Student SAP Data page**
   a. Update the Override SAP Status box to PROB
   b. Enter a comment: SAP appeal approved for 2247 -bh 10/1/24
   c. Save and copy the comment
3. Search for the student on the **View Financial Aid Status page**
   a. Open the SAP Petition checklist (EGR068)
      i. On the Checklist Management 2 tab, update the status to Completed
      ii. On the Checklist Management 1 tab, paste the comment you copied in step 2c
      iii. Save and close tab
4. Send the student an email with the results of their appeal
   a. Log in to Navigate and search for Financial Aid. At the very bottom of the menu on the right side of the screen, you should see a box titled User Impersonation. Click on the "Impersonate User" link. This will let you send message from the FinAid account rather than you personally.
   b. Search for the student by ID or name. Some students have both staff and student account. If you see (staff) after their name, click on the down arrow next to their name and choose Name (student).
   c. In the Options box on the right, click on "Message Student"
   d. Make sure the button for Email is selected. Click on Apply a Template, then choose "FA - SAP Appeal Approved" from the drop-down menu. Click "Update". This will populate the message with our approval notification.
   e. Double check the information and click "Send Message"
5. Update ___Petitions.xlsx (sharepoint.com)
   a. Change Status from "PREPARED" to "APPROVED"
   b. Add current date in Det. Email column
6. Open the cover sheet PDF (Last First ID# CS.pdf)
   a. Check the boxes in the green text box at the bottom to verify they've been done
   b. Add your initials and the current date at the bottom
   c. Save
7. Move student folder into the completed appeals folder for the current quarter

2025-26 Verification Presentation



VERIFICATION 2025-26

2025-26 Verification Tracking Groups

For each Verification Tracking Group, information items that must be verified are those that are not shaded in the chart below.

Information That Must Be Verified	V1—Standard Verification Tracking Group	V4—Custom Verification Tracking Group	V5—Aggregate Verification Tracking Group
Income Information: Tax Filers			
• Adjusted gross income (AGI)	✓		✓
• Income earned from work	✓		✓
• U.S. income tax paid	✓		✓
• Untaxed portions of Individual Retirement Arrangement (or Individual Retirement Account, IRA) distributions (withdrawals) ➢ Rollover amount if reported on FAFSA	✓		✓
• Untaxed portions of pension and annuity distributions (withdrawals) ➢ Rollover amount if reported on FAFSA	✓		✓
• IRA deductions and payments	✓		✓
• Tax-exempt interest income	✓		✓
• Education tax credits (American Opportunity Tax Credit and Lifetime Learning Tax Credit)	✓		✓
• Foreign Earned Income Exclusion (Foreign Income Exempt from Federal Taxation) if reported on FAFSA	✓		✓
Income Information: Nontax Filers			
• Income earned from work	✓		✓
Family Size	✓		✓
Identity/Statement of Educational Purpose		✓	✓

Acceptable Documentation Income and Taxes Paid

When verifying AGI, taxes paid, and other forms of income in V1 and V5 for a tax filer, can accept:

- **Unchanged** federal tax information (FTI) obtained via FUTURE Act Direct Data Exchange (FA-DDX);
- Tax Return Transcript or other acceptable alternative tax transcript from IRS or relevant tax authority; **or**
- Signed copy of tax return and applicable schedules that were filed with the IRS or tax authority

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Signed Copies of Tax Returns

- For IRS 1040, 1040-SR, and 1040-NR, applicable schedules are only Schedules 1 and 3
- No other schedules or forms required for federal verification
- For foreign tax returns, applicable schedules are any equivalents to IRS forms (if any)
- Anytime Tax Return Transcript is required to complete verification, can accept signed copy of tax return with applicable schedules

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Should I Have Received Schedules?

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Should I Have Received Schedule 1?

If there is an amount in 1040 Line 8 for additional income from Schedule 1, Line 10 (e.g., business/farm income, Foreign Earned Income Exclusion) that is not blank or zero

Income

Attach Form(s) W-2 here. Also

	1a	Total amount from Form(s) W-2, box 1 (see instructions)		1a	
	b	Household employee wages not reported on Form(s) W-2		1b	
	c	Tip income not reported on line 1a (see instructions)		1c	
		on Form(s) W-2 (see instructions)		1d	
		m 2441, line 26		1e	
		Form 8839, line 29		1f	
				1g	
				1h	
		uctions)	1i		
				1z	
		b Taxable interest		2b	
		b Ordinary dividends		3b	
		ble amount		4b	
	5a	Pensions and annuities	5a	b ount	5b
	6a	Social security benefits	6a	b Taxable am	6b
	c	If you elect to use the lump-sum election method, check here (see instructions)		☐	
	7	Capital gain or (loss). Attach Schedule D if required. If not required, check here		☐	7
	8	Additional income from Schedule 1, line 10			8
	9	Add lines 1z, 2b, 3b, 4b, 5b, 6b, 7, and 8. This is your **total income**			9
	10	Adjustments to income from Schedule 1, line 26			10
	11	Subtract line 10 from line 9. This is your **adjusted gross income**			11
	12	**Standard deduction or itemized deductions** (from Schedule A)			12
	13	Qualified business income deduction from Form 8995 or Form 8995-A			13
	14	Add lines 12 and 13			14
	15	Subtract line 14 from line 11. If zero or less, enter -0-. This is your **taxable income**			15

Standard Deduction for—

- Single or Married filing separately, $13,850
- Married filing jointly or Qualifying surviving spouse, $27,700
- Head of household, $20,800
- If you checked any box under Standard Deduction, see instructions.

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Income earned from work = 1040 Line 1z + Schedule 1, Line 3 + Line 6

SCHEDULE 1 (Form 1040)

Department of the Treasury
Internal Revenue Service

Additional Income and Adjustments to Income

Attach to Form 1040, 1040-SR, or 1040-NR.
Go to www.irs.gov/Form1040 for instructions and the latest information.

OMB No. 1545-0074

2023

Attachment Sequence No. 01

Name(s) shown on Form 1040, 1040-SR, or 1040-NR | Your social security number

Part I Additional Income

1	Taxable refunds, credits, or offsets of state and local income taxes		1
2a	Alimony received		2a
b	Date of original divorce or separation agreement (see instructions):		
3	Business income or (loss). Attach Schedule C		3
4	Other gains or (losses). Attach Form 4797		4
5	Rental real estate, royalties, partnerships, S corporations, trusts, etc. Attach Schedule E		5
6	Farm income or (loss). Attach Schedule F		6
7	Unemployment compensation		7
8	Other income:		
a	Net operating loss	8a	
b	Gambling	8b	
c	Cancellation of debt	8c	
d	Foreign earned income exclusion from Form 2555	8d	
e	Income from Form 8853	8e	
f	Income from Form 8889	8f	
g	Alaska Permanent Fund dividends	8g	
h	Jury duty pay	8h	
i	Prizes and awards	8i	
j	Activity not engaged in for profit income	8j	
k	Stock options	8k	
l	Income from the rental of personal property if you engaged in the rental for profit but were not in the business of renting such property	8l	
m	Olympic and Paralympic medals and USOC prize money (see instructions)	8m	
n	Section 951(a) inclusion (see instructions)	8n	
o	Section 951A(a) inclusion (see instructions)	8o	
p	Section 461(l) excess business loss adjustment	8p	
q	Taxable distributions from an ABLE account (see instructions)	8q	
r	Scholarship and fellowship grants not reported on Form W-2	8r	
s	Nontaxable amount of Medicaid waiver payments included on Form 1040, line 1a or 1d	8s	
t	Pension or annuity from a nonqualified deferred compensation plan or a nongovernmental section 457 plan	8t	
u	Wages earned while incarcerated	8u	
z	Other income. List type and amount:	8z	
9	Total other income. Add lines 8a through 8z		9
10	Combine lines 1 through 7 and 9. This is your **additional income**. Enter here and on Form 1040, 1040-SR, or 1040-NR, line 8		10

For Paperwork Reduction Act Notice, see your tax return instructions. Cat. No. 71479F Schedule 1 (Form 1040) 2023

Foreign Earned Income Exclusion = Schedule 1, Line 8d

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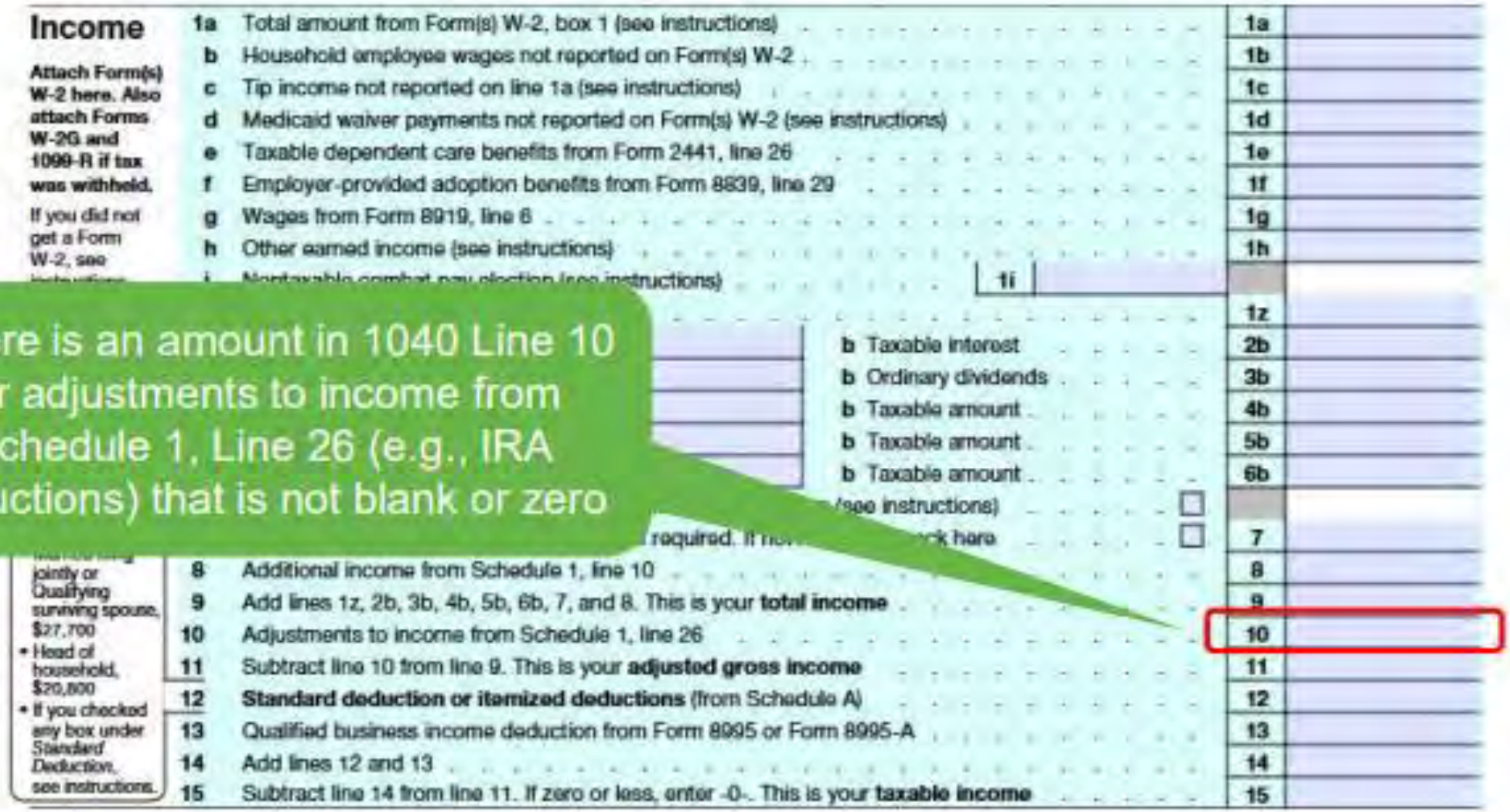
Should I Have Received Schedule 1?



Income

Attach Form(s) W-2 here. Also attach Forms W-2G and 1099-R if tax was withheld.

If you did not get a Form W-2, see

1a	Total amount from Form(s) W-2, box 1 (see instructions)		1a
b	Household employee wages not reported on Form(s) W-2		1b
c	Tip income not reported on line 1a (see instructions)		1c
d	Medicaid waiver payments not reported on Form(s) W-2 (see instructions)		1d
e	Taxable dependent care benefits from Form 2441, line 26		1e
f	Employer-provided adoption benefits from Form 8839, line 29		1f
g	Wages from Form 8919, line 6		1g
h	Other earned income (see instructions)		1h
i	Nontaxable combat pay election (see instructions)	1i	
z			1z
	b Taxable interest		2b
	b Ordinary dividends		3b
	b Taxable amount		4b
	b Taxable amount		5b
	b Taxable amount		6b
	(see instructions)	☐	
	required. If no ... check here	☐	7
8	Additional income from Schedule 1, line 10		8
9	Add lines 1z, 2b, 3b, 4b, 5b, 6b, 7, and 8. This is your **total income**		9
10	Adjustments to income from Schedule 1, line 26		10
11	Subtract line 10 from line 9. This is your **adjusted gross income**		11
12	**Standard deduction or itemized deductions** (from Schedule A)		12
13	Qualified business income deduction from Form 8995 or Form 8995-A		13
14	Add lines 12 and 13		14
15	Subtract line 14 from line 11. If zero or less, enter -0-. This is your **taxable income**		15

jointly or Qualifying surviving spouse, $27,700
- Head of household, $20,800
- If you checked any box under Standard Deduction, see instructions.

If there is an amount in 1040 Line 10 for adjustments to income from Schedule 1, Line 26 (e.g., IRA deductions) that is not blank or zero

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IRA deductions and payments to qualified plans

=

Schedule 1, Lines 16 + 20

Schedule 1 (Form 1040) 2023 Page 2

Part II Adjustments to Income

11	Educator expenses	11	
12	Certain business expenses of reservists, performing artists, and fee-basis government officials. Attach Form 2106	12	
13	Health savings account deduction. Attach Form 8889	13	
14	Moving expenses for members of the Armed Forces. Attach Form 3903	14	
15	Deductible part of self-employment tax. Attach Schedule SE	15	
16	Self-employed SEP, SIMPLE, and qualified plans	16	
17	Self-employed health insurance deduction	17	
18	Penalty on early withdrawal of savings	18	
19a	Alimony paid	19a	
b	Recipient's SSN		
c	Date of original divorce or separation agreement (see instructions):		
20	IRA deduction	20	
21	Student loan interest deduction	21	
22	Reserved for future use	22	
23	Archer MSA deduction	23	

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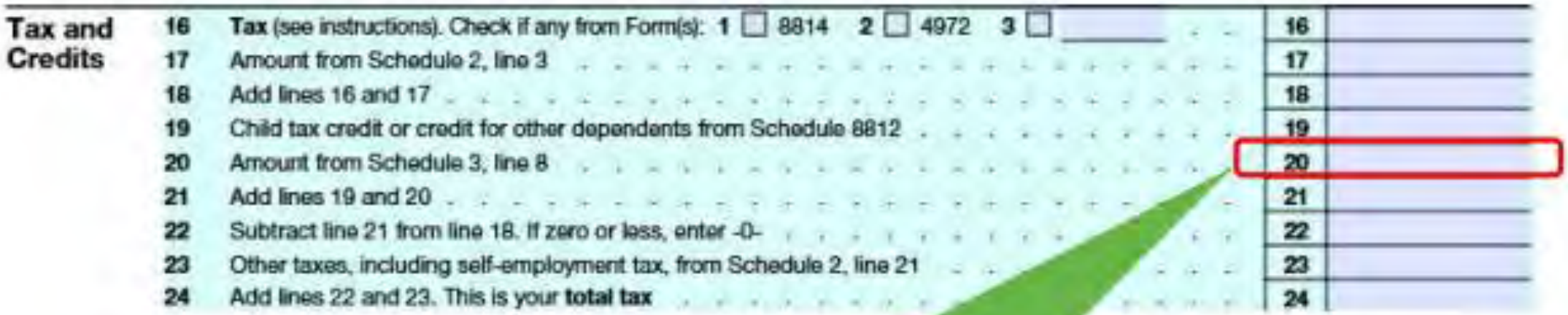
Should I Have Received Schedule 3?



Tax and Credits	16	**Tax** (see instructions). Check if any from Form(s): 1 ☐ 8814 2 ☐ 4972 3 ☐	16
	17	Amount from Schedule 2, line 3	17
	18	Add lines 16 and 17	18
	19	Child tax credit or credit for other dependents from Schedule 8812	19
	20	Amount from Schedule 3, line 8	20
	21	Add lines 19 and 20	21
	22	Subtract line 21 from line 18. If zero or less, enter -0-	22
	23	Other taxes, including self-employment tax, from Schedule 2, line 21	23
	24	Add lines 22 and 23. This is your **total tax**	24

If there is an amount in 1040 Line 20 from Schedule 3, Line 3 (nonrefundable education tax credits) that is not zero

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Payments					
	25	Federal income tax withheld from:			
	a	Form(s) W-2	25a		
	b	Form(s) 1099	25b		
	c	Other forms (see instructions)	25c		
	d	Add lines 25a through 25c		25d	
	26	2023 estimated tax payments and amount applied from 2022 return		26	
If you have a qualifying child, attach Sch. EIC.	27	Earned income credit (EIC)	27		
	28	Additional child tax credit from Schedule 8812	28		
	29	American opportunity credit from Form 8863, line 8	29		
	30	Reserved for future use	30		
	31	Amount from Schedule 3, line 15	31		
	32	Add lines 27, 28, 29, and 31. These are your **total other payments and refundable credits**		32	
	33	Add lines 25d, 26, and 32. These are your **total payments**		33	

Education tax credits

=

1040 Line 29 + Schedule 3, Line 3

SCHEDULE 3 (Form 1040)

Department of the Treasury
Internal Revenue Service

Additional Credits and Payments

Attach to Form 1040, 1040-SR, or 1040-NR.
Go to www.irs.gov/Form1040 for instructions and the latest information.

OMB No. 1545-0074

2023

Attachment Sequence No. 03

Name(s) shown on Form 1040, 1040-SR, or 1040-NR | Your social security number

Part I Nonrefundable Credits

1	Foreign tax credit. Attach Form 1116 if required	1	
2	Credit for child and dependent care expenses from Form 2441, line 11. Attach Form 2441	2	
3	Education credits from Form 8863, line 19	3	

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2023 Tax Filing Thresholds

Table 1-1. **2023 Filing Requirements for Most Taxpayers**

IF your filing status is...	AND at the end of 2023 you were...*	THEN file a return if your gross income was at least...**
Single	under 65	$13,850
	65 or older	$15,700
Married filing jointly* **	under 65 (both spouses)	$27,700
	65 or older (one spouse)	$29,200
	65 or older (both spouses)	$30,700
Married filing separately	any age	$5
Head of household	under 65	$20,800
	65 or older	$22,650
Qualifying surviving spouse	under 65	$27,700
	65 or older	$29,200

IRS Publication 17 and handout

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Nonfilers and Income Earned from Work

Income information for non-tax filers .....

Income Earned from Work

For an individual who has not filed and, under IRS or other relevant tax authority rules (*e.g.*, the Republic of the Marshall Islands, the Republic of Palau, the Federated States of Micronesia, a U.S. territory or commonwealth or a foreign government), is not required to file a 2023 income tax return—

(1) A signed and dated statement certifying—
(a) That the individual is not required to file a 2023 income tax return; and
(b) The sources and amounts of earnings, other income, and resources that supported the individual(s) for the 2023 tax year;
(2) For individuals without a Social Security number (SSN), Individual Taxpayer Identification Number (ITIN), or Employer Identification Number (EIN), a signed and dated statement certifying that they do not have an SSN, ITIN, or EIN;
(3) A copy of IRS Form W–2[2] for each source of 2023 employment income received or an equivalent document;[2] and
(4) Except for dependent students, verification of non-filing[4] for individuals who would file a return with a relevant tax authority other than the IRS dated on or after October 1, 2024.

Note: The collection of documentation to verify income earned from work is also used to determine if the applicant (and the applicable spouse or parent) was required to file a U.S. income tax return for the 2023 tax year.

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Foreign Nonfilers and Income Earned from Work

- Foreign nonfilers are not eligible for automatic -1500 student aid index (SAI)
- FAFSA contributor must manually answer income, including AGI, income earned from work, untaxed income, taxes paid, etc.
- FAFSA instructs to enter income earned from work in AGI and in income earned from work as if tax filers
- FAFSA Processing System (FPS) will calculate SAI like U.S. tax filers
- Verify by entering income earned from work into AGI and income earned from work fields

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Verification of Nonfiling

Income information for non-tax filers	For an individual who has not filed and, under IRS or other relevant tax authority rules (*e.g.*, the Republic of the Marshall Islands, the Republic of Palau, the Federated States of Micronesia, a U.S. territory or commonwealth or a foreign government), is not required to file a 2023 income tax return—
Income Earned from Work	(1) A signed and dated statement certifying— (a) That the individual is not required to file a 2023 income tax return; and (b) The sources and amounts of earnings, other income, and resources that supported the individual(s) for the 2023 tax year; (2) For individuals without a Social Security number (SSN), Individual Taxpayer Identification Number (ITIN), or Employer Identification Number (EIN), a signed and dated statement certifying that they do not have an SSN, ITIN, or EIN; (3) A copy of IRS Form W–2 [2] for each source of 2023 employment income received or an equivalent document; [2] and (4) Except for dependent students, verification of non-filing [4] for individuals who would file a return with a relevant tax authority other than the IRS dated on or after October 1, 2024.

- Only required if individual would file non-IRS tax return (e.g., foreign country, Puerto Rico, etc.) if they were to file
- Required even for zero income

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Amended Tax Returns

(5) For an individual who filed an amended income tax return with the IRS, a signed copy of the IRS Form 1040X that was filed with the IRS for tax year 2023 or documentation from the IRS that include the change(s) made to the tax filer's 2023 tax information, in addition to one of the following—

(a) Income and tax information from the IRS on an ISIR record with all tax information from the original tax return;

(b) A transcript obtained from the IRS that lists 2023 tax account information of the tax filer(s); or

(c) A signed copy of the 2023 IRS Form 1040 and the applicable schedules that were filed with the IRS.

(a) is FTI from FA-DDX

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Parent of Record (Primary Parent)

The parent of record is self-reported on the FAFSA, and unless there is conflicting information, there is no requirement for the school to verify or otherwise confirm which parent provides the greater portion of support or if the correct parent is reported on the FAFSA.

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Family Size Verification Not Required

Number in dependent student's family size if:

- Parents are married or unmarried and living together, and family size is 3
- Parent is single, divorced, separated, or widowed and family size is 2

Number in independent student's family size if:

- Student is married and family size is 2
- Student is unmarried and family size is 1

Family size is manually updated and number is same as FTI family size retrieved from FA-DDX

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Family Size—Verification

If transferred via FA-DDX and not manually entered…

- Family size is unchanged and already verified

If not transferred via FA-DDX or if manually entered…

- Statement signed by student (and parent if dependent) listing name and age of each family member, and relationship of that family member to student

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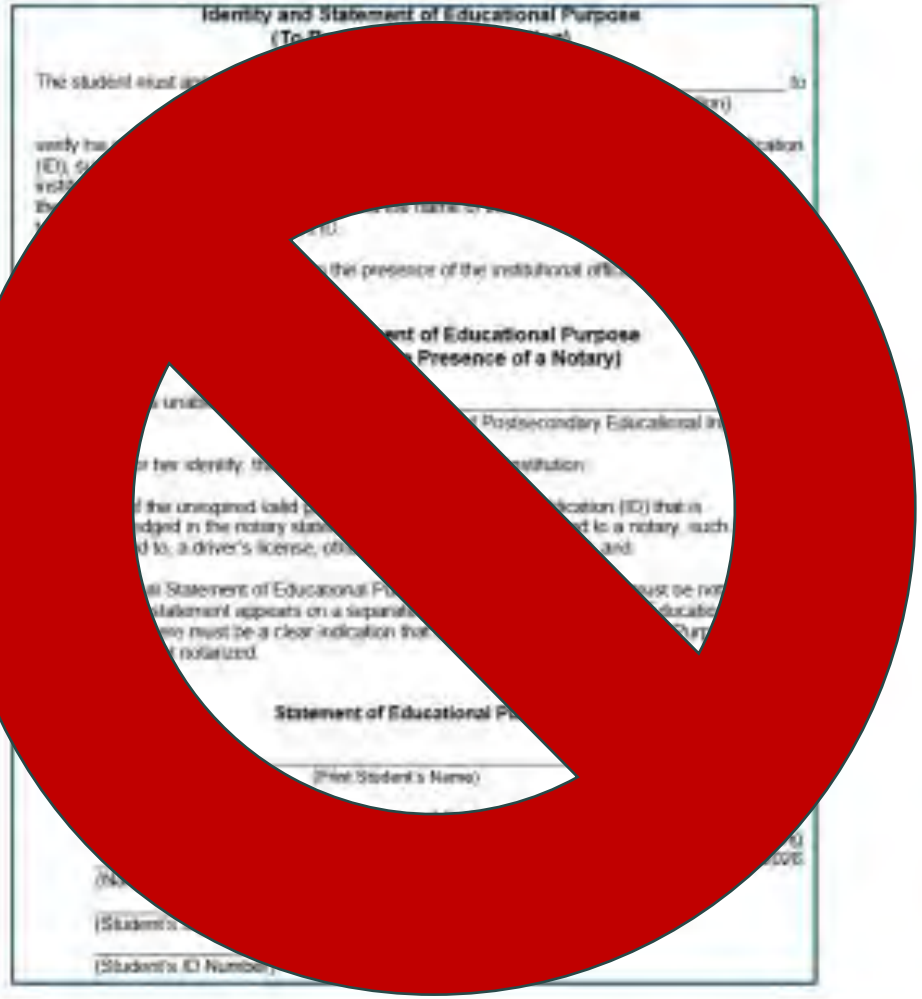
Identity and ~~Statement of Educational Purpose~~

Must be presented in person at the same time to school-designated official ~~or to notary public~~



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1. Schools are *no longer required* to obtain a Statement of Educational Purpose from students who are selected for V4 or V5 verification.

2. If an institution determines that an applicant is unable to appear in person to present an unexpired, valid, government-issued photo identification, the applicant can now have the option of appearing on a video call to present an unexpired, valid, government-issued photo identification to an institutionally authorized individual who will review the identification. The applicant can still, but will no longer be required to, submit a copy of their identification document that is acknowledged in a notary statement or that is presented to a notary. The video call option will require the institution to maintain a scanned copy (electronic or hardcopy) of the identification documentation that includes the date it was presented and the name of the authorized representative that reviewed the documentation. This can be accomplished through a screenshot of the video call that has legible details of the identification.

QUESTIONS?

Green River College PRFR Report Appendix 2.G.5

2.G.5 Students receiving financial assistance are informed of any repayment obligations. The institution regularly monitors its student loan programs and publicizes the institution's loan default rate on its website.

Table of Contents

2.G.5 EV.#1 / Section 1 ..... **4**

2.G.5 EV.#2 / Section 2 ..... **10**

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Section 1: Information to students regarding repayment obligations

- Repayment obligations
- Consumer Information

Section 2: : Policies and procedures for monitoring student loan programs

- SA-13 Financial Aid Application Process
- SA-14 Federal Direct Loan Program
- SA-15 Financial Aid Eligibility
- SA-16 Return of Financial Aid Funds
- SA-17 Satisfactory Progress for Financial Aid
- Satisfactory Academic Progress Policy
- Accepted_ Review of Policies for Upcoming Recertification Application Submission
- GRC Financial Aid - FAFSA/WASFA Appointments Form
- Financial Aid website stated ways of contacts
- Direct Loan Exit Counseling Guide

Section 3: Most recent loan default rate published on institutional website in accessible location

- Federal Direct Student Loans Q&A - Green River College Cohort Default Rate

Section 4: Optional Evidences: Sample letter to students regarding award and repayment obligations

- R2T4 Repayment Email Template.msg
- Census Template.msg
- CTCFA_GR_J07_Loan_Grace_End
- CTCFA_GR_J05_LOAN_DISB
- CTCFA_GR_J08_DELINQUT_STU_LN
- CTCFA_GR_J09_LOAN_EXIT
- CTCFA_GR_J00_Award_Offer 6-13-25

2.G.5 EV.#1 / Section 1

Repayment obligations

October 20, 2025 08:48 AM

Canvas outage

Canvas is experiencing issues due to an ongoing AWS incident. We are working on recovering as soon as possible. You can follow the status of the issue at https://health.aws.amazon.com/health/status and https://status.instructure.com/

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REPAYMENT OBLIGATIONS

Census: add/drop credits within the first tenth day of the quarter

Eligible enrolled credits are counted on the tenth day of fall, winter and spring quarters. The summer quarter census date varies.

Financial aid pays tuition and begins disbursing funds the first day of the quarter. Students who add or drop classes during the first ten days of the quarter may change their enrollment level and require a recalculation of grant eligibility. The Financial Aid Office will pay additional grant funds for students adding classes to a higher enrollment level (such as part-time to full-time).

Students dropping to a lower payment level will be considered "overpaid" **and will be responsible for repaying the overpayment.**

Repayments: official withdrawal or stop/not attending all classes will be billed

Students who officially withdraw or stop attending all classes will be billed for the amount of aid they were not eligible to receive. Repayment of all or part of the funds used to pay tuition and fees or disbursed to the student can be owed.

Aid is earned based upon the number of days of class attendance or online participation. Students who receive funds

Announcements

How can I check on the status of my aid?

Check your email along with the Tasks, Message Center, and Financial Aid tiles in your student homepage in ctcLink for updates on your financial aid.

2025-2026 FAFSA and WASFA now available!

Renew your FAFSA or WASFA for the 2025-26 award year. This includes Summer 2025, Fall 2025, Winter 2026, Spring 2026.

Consumer Information

October 20, 2025 08:48 AM

Canvas outage

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CONSUMER INFORMATION

Student Right to Know

Green River College provides the following information and has made it available to the general public as well as students, faculty and prospective students. The state, federal laws and college policy under the Higher Education Act of 1965 dictates the criteria for this information. Follow the links to open topic details. You may also view all of our college policies and procedures online. If you prefer to have the information in paper format, call or email each office listed.

Student Outcomes

- Graduation-Transfer-Out Rates
- Graduation-Transfer-Out Rates by Race-Ethnicity
- Employment Rates

Accreditation and Reporting

- Accredited Status
- Gainful Employment Information
- Professional Licensure & Certification
- Washington State Quality Awards Standards

Finances

- Admission Requirements
- Financial Aid Deadlines
- Net Price Calculator

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Publications

- Abuse of Alcohol
- Academic Credit for Military Training
- College Courses Transferrable to Four-Year Universities (Transfer Equivalency Guides)
- Consumer Protection Student Complaint Process
- Course Placement Options
- Credits and Courses Fulfilled by Exams or Proficiency
  - Advanced Placement (AP) Credits and Courses
  - International Baccalaureate (IB) Credits and Courses
- Equity in Athletics Disclosure Act (EADA)
  - Download a print only version of the 2025 EADA Survey (PDF)
- Family Education Rights & Privacy Act (FERPA)
- Financial Aid Counseling Curriculum
- HIV/AIDS Information
- Instructional Student Complaint Process
- Limitation of Liability
- Liquor and Illegal Drug Use in Campus Housing
- Privacy Policy
- Publication Disclaimer
- Sexual Harassment Policies and Procedures
- 2024/2025 Student Housing Agreement

Other

- Disability Awareness Month
- Public Disclosure
- Voter Information & Registration
- Whistleblowers

2.G.5 EV.#2 / Section 2

SA-13 Financial Aid Application Process

Select Language

SA-13 FINANCIAL AID APPLICATION PROCESS

Policy Type: Student Affairs
Policy Title: Financial Aid Application Process
Policy Number: SA-13

Purpose:
Specify the process students need to use to apply for and have their eligibility determined for financial aid at Green River College.

Scope:
Applies to all students wishing to obtain financial aid at Green River College.

Definitions:

- **FAFSA**: The Free Application for Federal Student Aid must be completed in order to apply for federal financial aid at Green River. FAFSA results are used to determine eligibility for federal, state, and institutional financial aid.
- **WASFA**: The Washington Application for State Financial Aid is for students who don't meet the requirements of the FAFSA but meet the residency requirements of HB-1079, have DACA status, or other eligibility criteria as determined by the Washington Student Achievement Council.
- **Student Aid Report (SAR)**: Results and report of the information provided on the FAFSA.
- **Verification**: The required process, initiated by The U.S. Department of Education's Central Processing System, which selects a student's application and which requires the student to provide documentation to the college to show the data provided on the FAFSA is accurate.

Policy:

To apply for financial Aid at Green River College, students must complete the FAFSA/WASFA. Priority consideration is given to students who have submitted required documents by the published priority processing dates. Student financial aid applications are not considered complete until all required documents have been submitted.

Procedure:

1. Students complete the appropriate application online.
   - FAFSA - fafsa.gov
   - WAFSA - WASFA (Washington Application for State Financial Aid)
2. Students review the information on the SAR, if applicable, for accuracy and make any necessary corrections.
3. Students provide any additional information or documentation as requested by the Green River Financial Aid Office, preferably by the priority processing date.
4. Students will receive a financial aid notification and may accept or decline offers for loans and/or work-study funds via the financial aid portal or by submitting a signed financial aid notification.
   - Student borrowers will be required to complete online student loan counseling and a loan agreement prior to receiving loan funds.

SA-14 Federal Direct Loan Program

October 20, 2025 08:48 AM

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Current Students Faculty & Staff Give to GRC Quick Links

SA-14 FEDERAL DIRECT LOAN PROGRAM

Purpose:

Applies to all students wanting to obtain a student loan to finance their educational costs while attending Green River.

Scope:

Applies to all students wanting to obtain a student loan to finance their educational costs while attending Green River.

Definitions:

- **FAFSA:**The Free Application for Federal Student Aid must be completed in order to apply for federal financial aid at Green River. FAFSA results are used to determine eligibility for federal, state, and institutional financial aid.
- **Federal Direct Parent Loan for Undergraduate Student (PLUS Loan):**a loan in the parent's name used for paying the student's educational expenses.
- **William D. Ford Federal Direct Loan:** program established by the United States Congress to assist students and parents in financing their educational costs.
- **Subsidized loan:**a loan in the student's name in which the interest is paid for the student until the student ceases enrollment as a half-time student or loses subsidy through the SULA provision. Loan repayment begins six months after a student ceases half-time enrollment.
- **Subsidized Usage Limit Applies (SULA)**: There is a limit on the maximum period of time (measured in academic years) that a student can receive Direct Subsidized Loans. In

College Policies

Business Administration

General Administrative

Information Technology

Human Resources

Instruction

Student Affairs

- SA 1 Academic Standards & Progress Policy
- SA 2 Academic Honors
- SA-3 Audit a Class
- SA-4 Admissions
- SA-5 Deceased Student
- SA-6 Grading Policy
- SA-9 Transcripts

October 20, 2025 08:48 AM

Canvas outage

Canvas is experiencing issues due to an ongoing AWS incident. We are working on recovering as soon as possible. You can follow the status of the issue at https://health.aws.amazon.com/health/status and https://status.instructure.com/

Green River uses two types of Federal Direct Loans for students, subsidized and unsubsidized.

It also offers the Federal Direct PLUS loan for parents to use in financing their dependent's educational costs.

The U. S. Department of Education is the lender for these loan programs.

Procedure:

1. Students wishing to borrow under the Federal Direct Loan program must have a complete financial aid file prior to loan certification. Federal PLUS Loans require a FAFSA and PLUS Loan Worksheet prior to loan certification.
2. For a Federal Direct Loan, students can submit a Federal Direct Loan Worksheet, accept their loan award via the financial aid portal, or submit a signed award letter to the financial aid office
3. For a Federal Direct Loan, students must complete Entrance Counseling and a Master Promissory Note online prior to receiving funds.
4. Students will receive a notification of loan funds each term.
5. Students will receive a loan debt letter any time loan indebtedness changes.
6. Exit counseling materials are e-mailed to borrower's personal email when they drop below six credit hours and/or leave the college.

Specific Authority: Federal Regulations **34 CFR 685**

Law Implemented:

History of Policy or Procedure:

Draft Date: May 22, 2018

Policy and Procedure Adopted: January 6, 2006

Policy and Procedure Revised: February 23rd, 2021

Reviewed By: Director of Financial Aid, Dean of Enrollment and Completion, Student Affairs Leadership Team

Contact: Beth Hawes, Director of Financial Aid, 253.333.4978
Executive Team Sponsor: Dr. Deborah Casey, Vice President of Student Affairs, ext. 3328

- SA-16 Return of Financial Aid Funds
- SA-17 Satisfactory Progress for Financial Aid
- SA-18 Notification on Convicted Sexual Offenders
- SA-20 Degree Exception
- SA-22 Graduation Criteria
- SA-24 Student Acceptable Computer Use Policy
- SA-27 Missing Student Policy
- SA-28 Disclosure of Crime Statistics
- SA-29 Facility Access & Maintenance for Safety
- SA-30 Fire Safety Education for CCA
- SA-31 Reporting Crimes and Other Emergencies
- SA-89 Transfer Credit
- SA-90 Academic Credit for Prior Learning
- SA-91 College Holiday & Leave Policy
- SA-92 Timely Warning Notifications
- SA-93 Emergency Notification Policy

SA-15 Financial Aid Eligibility

Select Language

Current Students Faculty & Staff Give to GRC Quick Links

SA-15 FINANCIAL AID ELIGIBILITY

Policy Type: Student Affairs
Policy Title: Financial Aid Eligibility
Policy Number: SA-15

Purpose:
Define eligibility requirements for federal, state, and institutional student aid programs.

Scope:
All students applying for federal, state, and/or institutional student aid.

Definitions:

Ability to Benefit (ATB): Under the ATB provision, otherwise-eligible students — who do not have a high school diploma or its

recognized equivalent but are enrolled in select Title IV eligible programs at Green River College — may be eligible for financial aid.

Enrollment Status: Enrollment Status is based on the number of quarterly credits, which apply towards a student's eligible program of study, and is calculated quarterly.

- *Federal student loans, federal/state work-study, and Federal Supplemental Educational Opportunity Grant (FSEOG)*: Minimum six (6) quarterly credits which apply towards a student's eligible program of study.
- *Grants (including Pell, Washington College Grant, College Bound Scholarship, institutional funds)*: Awards are prorated based on the number of eligible quarterly credits which apply towards a student's eligible program of study.

ENROLLMENT STATUS	NUMBER OF ELIGIBLE CREDITS
Full-Time	12 or more
Three Quarter Time	9 to 11
Half-Time	6 to 8
Less Than Half Time	5 or fewer

FAFSA: The Free Application for Federal Student Aid must be completed in order to apply for federal financial aid at Green River. FAFSA results are used to determine eligibility for federal, state, and institutional financial aid.

Satisfactory Academic Progress (SAP): Students are required to maintain satisfactory academic progress in order to receive financial aid which is mandated by federal and state regulations. See Policy SA-17: Satisfactory Progress for Financial Aid

WASFA: The Washington Application for State Financial Aid is for students who don't meet the requirements of the FAFSA but meet the residency requirements of HB-1079, have DACA status, or other eligibility criteria as determined by Washington Student Achievement Council.

Policy:
Recipients of federal financial aid at Green River must meet the following criteria:

1. Complete a FAFSA
2. Have a high school diploma, GED® certificate, recognized HS equivalency, or qualify for Ability to Benefit (ATB) designation.
3. Not be enrolled in an elementary or secondary school even if simultaneously enrolled in an eligible postsecondary program.
4. Be enrolled as a regular student seeking an eligible degree or certificate.
5. Meet and maintain satisfactory academic progress (see Policy SA-17: Satisfactory Progress for Financial Aid)
6. Meet enrollment status requirements.
7. Not be in default on a student loan or owe a repayment of federal educational grant funds.
8. Be a citizen or permanent resident of the United States or eligible non-citizen.
9. Register with selective service, if required to do so.

Note: The U.S. Department of Education may have additional eligibility requirements not stated in this policy. Please see studentaid.gov for additional information.

Recipients of state & institutional financial aid at Green River must meet the following criteria:

1. Complete a FAFSA or WASFA
2. Have a high school diploma, GED certificate, recognized HS equivalency, or qualify for Ability to Benefit (ATB) designation.
3. Not be enrolled in an elementary or secondary school even if simultaneously enrolled in an eligible postsecondary program.
4. Be enrolled as a regular student seeking an eligible degree or certificate.
5. Make satisfactory academic progress (see Policy SA-17: Satisfactory Progress for Financial Aid)
6. Meet enrollment status requirements.
7. Not owe a repayment of state grant funds (for additional state funding)
8. Be a resident of Washington, as determined by the College's Residency Officer, RCW 28B.15, and WAC 250-18

Procedure:

1. Review all eligibility edits provided by the Federal Student Aid Central Processing System for each financial aid applicant
2. Review student's prior higher education enrollment to determine satisfactory academic progress.
3. Review the registration information to determine program eligibility and enrollment intent.
4. Review information from the National Student Loan Database and Common Origination and Disbursement System for default, concurrent enrollment, refund of any previous grants, overpayments, and Pell Grant and loan disbursements.
5. Review Washington Student Achievement Council's databases for eligibility and overpayments

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Specific Authority

Federal Regulations:
HEA Sec. 484

State Regulations:
WAC 250-18
28B1151012
28B.15.820
28B.92
28B.15.740

Law Implemented:

History of Policy or Procedure
Draft: February 5, 2005
Adopted: January 6, 2006
Revised: August 22, 2012, July 9, 2019, February 7, 2020
Reviewed by: Student Affairs Leadership Team
Contact: Beth Hawes, Director of Financial Aid, 253.333.4978
President's Staff Sponsor: David Larsen, Dean of Enrollment and Completion, 253-833-9111, ext. 3307, dlarsen@greenriver.edu

College Policies

SA-16 Return of Financial Aid Funds

Select Language

SA-16 RETURN OF FINANCIAL AID FUNDS

Return of Federal and State Financial Aid Funds

Purpose:

Specifies statutory requirements of returning Federal Title IV and state financial aid funds to their respective accounts when a financial aid recipient withdraws (officially or unofficially) from classes.

Scope:

Applies to all Federal Title IV and state financial aid recipients who officially or unofficially withdraw from all courses before 60% of a term has elapsed.

Definitions:

Federal Title IV aid for this policy includes: Direct Loans, Federal Pell Grant, Iraq and Afghanistan Service Grant, TEACH Grant, PLUS loans, and Federal Supplemental Educational Opportunity Grants (FSEOG).

State aid for this policy includes: Washington College Grant, College Bound Scholarship, Washington Bridge Grant, Passport to College Scholarship, and Washington State Opportunity Scholarship

Official Withdrawal: When the student officially withdraws from classes through the Office of the Registrar.

Unofficial Withdrawal: When the student stops attending all classes before the end of the term and receives no credit for any classes and does not complete official withdrawal procedures.

Policy:

When students fail to complete any credits during a quarter (whether they have ceased attending, withdrawn, received 0.0-0.9 grades or incompletes), a refund of tuition and/or a repayment of grant dollars may be required.

The Return of Federal and State Financial Aid Funds Policy will pertain to financial aid recipients receiving state grants and/or Federal Title IV funds. Green River's refund policy returns 100% of tuition and fees through the fifth instructional day of the quarter, and 40% of tuition from the sixth instructional day of the quarter through the fifteenth calendar day of the quarter.

Green River's tuition refund policy operates independently from the financial aid return of funds policy required for aid recipients. The college's tuition refund policy applies to the first fifteen calendar days of the quarter while the financial aid return of funds policy applies to the first 60% of the quarter. Tuition refunds are not returned directly to financial aid recipients; instead, they are returned to financial aid accounts. Separate policies will apply to state and federal funding sources.

State Funding:

Refunds for state financial aid programs are not required if student commences attendance in all courses. For classes that meet in person, the student must attend an in-person session in order for attendance to have been commenced. For courses that are fully online, the student

must have logged into Canvas, completed an activity, and/or attended a Zoom or other virtual meeting for attendance to be considered begun. For a hybrid class, the student must engage in either an in-person or virtual activity. These activities cannot occur before the first day of instruction for the term.

If a student does not commence attendance in their courses, their state aid will be adjusted accordingly and a repayment will be owed to the college.

Students will be reviewed for SAP at the end of the quarter based on the enrollment level at which the state funds were disbursed. If a student withdraws during the first 10 days, the student has the option to return funds to avoid SAP and to protect future lifetime eligibility through the Washington Student Achievement Council (WSAC).

Federal Funding:

When students receive federal financial aid (Title IV) and withdraw from classes or cease attending before 60% of the quarter has elapsed, unearned Title IV federal funds (grant and loan) must be returned to the federal accounts by both the student and the college.

There are two scenarios where a student is considered withdrawn which will result in a Return of Title IV calculation: official and unofficial withdrawals.

The amount of earned and unearned funds is based upon the number of calendar days of class attendance during the first 60% (calendar days) of the quarter. The percentage of assistance earned is equal to the percentage of the payment period completed by the student. The percentage of Title IV funds not earned equals 100 percent minus the percent of Title IV aid earned. The student and the college may retain the earned portion of aid but must return the portion of unearned aid to the federal grant and loan accounts in the form of a refund. Refunds are returned to federal accounts regardless of the source of tuition payments. Students will be billed for any portion of a federally required refund that is in excess of the college's state refund policy.

If the student shows eligibility for federal funds not yet disbursed, a post-withdrawal disbursement of federal aid is made even though the student has ceased attendance.

Procedure:

Last Date of Attendance

The last date of class attendance will be determined by one of the following:

1. Date submitted by faculty and accessible via the query CTC_FA_LDA_BY_STUDENT.
2. Date the student actually withdrew and the withdrawal date posted on the Student Enrollment screen. The most recent withdrawal date will be used.
3. Last date of activity in Canvas as determined by E-Learning.
4. If no date is posted on the Student Enrollment Screen and the student has no grades (all 0.0, I, NC, N or *), withdrawal is considered the mid-point of the quarter. If a student receives failing grades of 0.0, it is assumed the student ceased attendance.
5. If documentation in the student's file reflects an earlier last date of attendance, the date documented in the file will be used.

Earned Aid Calculation

Determine percentage of aid earned by federal Title IV aid recipients by calculating the number of calendar days up to and including the last day of attendance and compare it to the total calendar days in a quarter. Exclude breaks of at least five days in length. If the percentage is greater than 60%, the student has earned the full award. If the percentage is 60% or less, the student's federal aid will need to be recalculated. Determine the amount of earned aid by applying the earned percentage to the total Title IV aid (Direct Loans, Federal Pell Grant, Iraq and Afghanistan Service Grant, TEACH Grant, PLUS loans, and FSEOG) that was or could have been disbursed to the student.

Repayment or Disbursement Owed

If the total amount of Title IV grant or loan assistance, or both, that the student earned as calculated in Step 2 is less than the amount of Title IV grant or loan assistance that was disbursed to the student or on behalf of the student in the case of a PLUS loan, as of the date of the institution's determination that the student withdrew, a repayment of aid will need to be calculated. If the amount of aid earned is greater than the amount disbursed, the student is eligible for a post-withdrawal disbursement.

Repayment Owed

Responsibility for returning unearned aid is divided between GRC and the student. The institution must return the lesser of: (A) total federal unearned aid; or (B) the result of multiplying institutional charges by the percentage of federal aid unearned. The student returns the difference between the total unearned aid and the amount returned by the institution. Funds will be returned to the Title IV programs by GRC as soon as possible but no later than 45 days after determining the student has withdrawn.
Allocate unearned aid back to the Title IV programs. Any portion of the student's share that is allocated to a loan program is repaid under the terms of the loan. The student's share of unearned federal grant funds is no more than half of the total Title IV grant funds received by the student.

Unearned federal funds are allocated as follows:

Unsubsidized Federal Direct Loan
Subsidized Federal Direct Loan
Federal Perkins Loan
Federal PLUS Loan
Federal Pell Grant
Federal SEOG
Other Title IV Aid

Post-Withdrawal Disbursement

Post-withdrawal disbursements should only be calculated for federal aid. Grant assistance is offered before loans. Within 30 days of the date of the institution's determination that a student withdrew, the student, or parent in the case of parent PLUS loans, must be provided a written notification that requests confirmation of post-withdrawal disbursement of loan funds and explains the obligation to repay any loan funds the student or parent chooses to have disbursed. The institution must make a direct disbursement of any loan funds that make up the post-withdrawal disbursement only after obtaining the student's, or parent's in the case of a parent PLUS loan, confirmation that the student or parent still wishes to have the loan funds disbursed. If the student (or parent) does not respond within 14 days, the disbursement may be canceled.

GRC will use some or all of the post-withdrawal grant disbursement to satisfy institutional charges prior to giving funds to the student. Any remaining portion of a post-withdrawal disbursement must be offered to the student (or parent for PLUS) within 14 days of the calculation of a return to Title IV.

Specific Authority:

Federal Regulations 34 CFR 668

State Regulations:

Law Implemented: 1998

History of Policy or Procedure:

Draft: February 5, 2005

Adopted: January 6, 2006

Revised: February 23rd, 2021; October 26, 2023

Reviewed by: Dean of Enrollment and Completion; Director of Financial Aid; Student Affairs Leadership Team

Sponsor: Beth Hawes, Director of Financial Aid, 253-333-4978

President's Staff Sponsor: David Larsen, Dean of Enrollment and Completion, ext. 3307

College Policies

Business Administration

General Administrative

Information Technology

Human Resources

Instruction

Student Affairs

- SA 1 Academic Standards & Progress Policy
- SA 2 Academic Honors
- SA-3 Audit a Class
- SA-4 Admissions
- SA-5 Deceased Student

SA-17 Satisfactory Progress for Financial Aid

Select Language

SA-17 SATISFACTORY PROGRESS FOR FINANCIAL AID

Satisfactory Academic Progress for Financial Aid

Policy Type: Student Affairs
Policy Title: Satisfactory Academic Progress
Policy Number: SA-17

Purpose:

Specify the minimum academic achievement students must meet in order to receive financial aid funds at Green River College.

Scope:

Applies to all financial aid applicants and recipients at Green River College, regardless of enrollment level or program of study.

Definitions:

Probation: A status which is applied when a student has not maintained satisfactory academic progress where the student can receive financial aid, with conditions, after an Academic Progress Appeal has been approved.

Warning: A status which is applied when a student has not maintained grade and/or credit requirements, but the student remains eligible to receive financial aid.

Suspension: A status which is applied when a student has not met satisfactory academic progress, and in which the student is not eligible to receive financial aid at Green River until the standards have been met or an academic appeal has been approved.

Financial Aid Census Dates: Fall, Winter, Spring - 10th day of instruction; Summer - 8th day of instruction

Policy:

Students are required to maintain satisfactory academic progress in order to receive financial aid which is mandated by federal and state regulations. Students can establish and maintain satisfactory academic progress by satisfying all of the following three criteria:

1. Quality—Students must maintain a minimum grade point average (GPA) of 2.0 each quarter. Students are also required to have a minimum cumulative GPA of 2.0 at the end of the second academic year (six quarters) and thereafter regardless of enrollment level. Certificate programs must maintain a cumulative 2.0 GPA consistent with the requirements for graduation.
2. Pace of Progression Towards Maximum Time Frame— Financial Aid grant funding is available for cumulative attempted credits up to 150% of the total number of credits needed to complete the program. Remedial credits, courses below the 100 level, are included in the maximum time frame calculation. Financial aid is limited to 45 remedial credits. Students are allowed one program change to reset the timeframe calculation. An appeal for extenuating circumstances is allowed if an extension of financial aid is needed to complete the degree or certificate.
3. Quantity—Student must successfully complete the highest number of credits attempted each quarter based upon the chart below.

Attempted credits are counted even when they do not show on the grade transcript (due to an approved Withdrawal Refund Exception Request, for example) unless the class was dropped during the census period

ONE QUARTER OF ENROLLMENT	FULL TIME 12+ CREDITS	THREE-QUARTER TIME 9—11 CREDITS	HALF-TIME 6—8 CREDITS	LESS THAN HALF-TIME 5 OR FEWER CREDITS
Good Standing 2.0+ GPA	Completed 12 credits	Completed 9 credits	Completed 6 credits	Must complete all credits
Warning Status GPA 1.0 - 1.99	Completed 6 - 11 credits	Completed 5 - 8 credits	Completed 4 - 5 credits	No Warning
Suspension Status GPA 0.0 - .99	Completed fewer than 6 credits	Completed fewer than 5 credits	Completed fewer than 4 credits	Fewer than attempted credits

Pace of Progression

Students must maintain a Pace of Progression by completing a minimum of 67% of all attempted credits to complete their current program within the Maximum Time Frame allowed for receipt of financial aid. Credits are based on enrollment level on the census day of each quarter and are evaluated at the end of each term to determine completed credits. Grades of I, W, NC, or 0.0 through 0.9 and repeated courses will count as attempted credits. All transfer credits applied to the student's program are counted toward the maximum time frame allowance. Students who fail to meet these requirements will be placed on Financial Aid Warning or Suspension.

Student's Pace of Progression is determined using the following formula:

$$\text{Pace of Progression} = \frac{\text{Credits Completed}}{\text{Credits Attempted}}$$

Coursework Included in Satisfactory Academic Progress Calculations

When a student applies for financial aid, all previous coursework is reviewed to ensure the student has maintained satisfactory academic progress prior to offering financial aid. The policy applies to any period of enrollment in an eligible program, regardless of whether financial aid was received. It is possible to be on financial aid warning or suspension status without ever having received aid, such as for Running Start students.

Students receiving financial aid must enroll in an eligible degree or certificate program at Green River College, and the classes they take must apply to that program of study.

Policy Review

Green River College's Title IV Satisfactory Academic Progress policy is reviewed annually and evaluated against changes to state and federal policy and guidance. This policy meets Title IV requirements because it addresses the required components listed in 34 CFR 668.34.

Procedure:

To be eligible for federal, state, and institutional financial aid, students must maintain Satisfactory Academic Progress. Satisfactory Academic Progress will be evaluated each year at the time of the initial financial aid award and at the end of each quarter the student is enrolled. This policy applies to ALL periods of enrollment whether or not the student previously received financial aid. No provision will be granted for grade forgiveness. Transfer credits and credits attempted while enrolled in dual enrollment programs will be included. Students are notified of their warning or suspension statuses via email, sent to the preferred address on file with the school.

Financial Aid Warning SAP Status

Students whose quarterly performance on either the quality or quantity measures (or both) puts them in Warning status on the chart above will be assigned a SAP status of Warning. Students placed on Financial Aid Warning may receive financial aid for the next term of attendance.

Warning statuses in concurrent terms of attendance will result in a student being put on Suspension status for the following quarter.

Financial Aid Suspension SAP Status

Students whose aid has been suspended may not be eligible for future financial aid. Financial aid suspension may occur when:

- A student completes less than six (6) credits unless original enrollment was less than six (6) credits, in which case all enrolled credits must be completed.
- In the next quarter of attendance, a student on Financial Aid Warning or Probation does not:
  - Complete the credits required for their enrollment level,
  - Meet 67% Pace of Progression (standard rounding rules apply), or
  - Maintain a quarterly GPA of 2.0
- A student officially or unofficially withdraws from all classes and receives “W” grades for all credits. Students who withdraw may owe a portion or all of their financial aid back to the financial aid programs.
- A student unofficially withdraws from classes by stopping attendance and receives 0.0 through 0.9 grades for all credits.
- A student's cumulative GPA is below 2.0 at the end of the 6th quarter of attendance regardless of enrollment status.
- A student does not meet good standing requirements while in Warning or Probation status.
- A student has attempted 150% of credits required for their program.
- A student has failed to meet requirements of their academic plan.

Students in suspension status may appeal a loss of financial aid eligibility in cases of illness, injury, a death in the family or unusual circumstances. Students can request reinstatement of eligibility by submitting an academic progress petition to the financial aid office no later than the end of the 100% refund period. The appeal must include a statement from the student regarding why they failed to make satisfactory academic progress, and what has changed in their situation that will allow them to demonstrate satisfactory academic progress at the next evaluation. They are also required to submit a copy of their advisement report to ensure accuracy in their enrolled program and

assist with pace of progression review. Alternately, a student may reinstate themselves by successfully completing at least 5 credits required for program of study using non-financial aid resources while maintaining the minimum GPA requirements.

If the academic appeal is approved, the student may receive financial aid for the following term of enrollment under a probationary status. Students may be placed on an academic plan as an additional condition of the appeal. Students are notified of any determination made on their appeal and any additional conditions that may result from being placed on probation status or an academic plan.

Financial Aid Probation Status

A student on financial aid probation may receive aid for their next term. While a student is on financial aid probation, they may be required to fulfill specific terms and conditions such as taking a reduced course load or enrolling in specific courses. At the end of this term, the student must meet the satisfactory academic progress standards for good standing or meet the requirements of the academic plan developed by the Financial Aid Office. Failure to do so will result in reinstatement of the Suspension status.

Specific Authority:

- Federal Regulations 34 CFR 668

Law Implemented:

History of Policy or Procedure:

Draft: April 5, 2005
Adopted: January 6, 2006
Revised: August 22, 2012; July 17, 2019; October 26, 2023
Reviewed by:
Contact: Beth Hawes, Director of Financial Aid, 253-333-4978
President's Staff Sponsor: David Larsen, Dean of Enrollment and Completion, ext. 3307

College Policies

Business Administration

Satisfactory Academic Progress Policy

Satisfactory Academic Progress Policy

Financial Aid Website Phone: 253-288-3392 Student Affairs Building, Room 231 Email: finaid@greenriver.edu

What is Satisfactory Academic Progress (SAP)?

All students who apply for financial aid must maintain satisfactory academic progress. Students can establish and maintain satisfactory academic progress by satisfying all of the following three criteria:

1. Quality—Students must maintain a minimum grade point average (GPA) of 2.0 each quarter. Students are also required to have a minimum cumulative GPA of 2.0 at the end of the second academic year (six quarters) and thereafter regardless of enrollment level. Certificate programs must maintain a cumulative 2.0 GPA consistent with the requirements for graduation.
2. Pace of Progression Towards Maximum Time Frame— Financial Aid grant funding is available for cumulative attempted credits up to 150% of the total number of credits needed to complete the program. Remedial credits, courses below the 100 level, are included in the maximum time frame calculation. Financial aid is limited to 45 remedial credits. Students are allowed two program changes to reset the timeframe calculation. An appeal for extenuating circumstances is allowed if an extension of financial aid is needed to complete the degree or certificate.
3. Quantity—Student must successfully complete the highest number of credits attempted each quarter based upon the chart below. Attempted credits are counted even when they do not show on the grade transcript (due to an approved Withdrawal Refund Exception Request, for example) unless the class was dropped by the census date. Financial aid census dates for Summer quarter is the 8th day of instruction, and the 10th day of instruction for Fall, Winter, and Spring.

Determination of Financial Aid Satisfactory Academic Progress Status

Satisfactory Academic Progress will be evaluated for all financial aid applicants prior to processing aid. If a student has previous academic history at Green River College, the SAP determination will be based on the student's college transcript. All program credits (including current program transfer credits and developmental/below college level credits) are taken into consideration whether or not aid was received. Satisfactory Academic Progress will be reviewed at the end of every term and students will be notified via their preferred email if SAP standards are not met.

What are Green River College's Financial Aid Satisfactory Academic Progress Statuses?

Meeting Satisfactory Academic Progress

Student earns a quarterly GPA of 2.0 or higher, has a cumulative GPA of at least 2.0 after six (6) quarters, completes the 100% of the credits registered for on the census date of each quarter, and the student is able to graduate within 150% of the credit length of the program. Grades of 0.0 – 0.9, I, N, W, NC, or Y do not count toward completed credits.

Financial Aid Warning

Student earned a quarterly GPA between 1.9 and 1.0 or completed between 67% and 99% of the credits registered for on the census date of the quarter, and student is able to graduate within 150% of their program length. A student is able to receive financial aid while on financial aid warning status but must meet SAP standards during the following term of enrollment to remain eligible for financial aid.

Financial Aid Suspension

Student did not complete at least 67% of their attempted credits or earned less than 1.0 quarterly GPA. Student is not eligible to receive financial aid while on Financial Aid Suspension. Suspension is also the result of the student not meeting SAP standards while in Financial Aid Warning or Financial Aid Probation status.

Financial Aid Probation

This status is only issued when approved on a Financial Aid SAP Appeal. Student may receive financial aid for one term but must meet SAP standards by the end of that term to remain eligible for financial aid.

Maximum Time Frame Exceeded

Students have to complete their programs within 150% of the number of credits required to graduate. For example, if you're in a 90-credit program, you can take up to 135 credits to complete the program before you exceed time frame. A student may be considered for financial aid beyond the maximum of 150% of the program length by filing a Petition to Extend Financial Aid. Petitions are considered on a case-by-case basis and approved under exceptional circumstances only.

Reinstatement of Financial Aid Eligibility

Financial aid eligibility may be reinstated with an approved appeal, an official change of grade, or when the student self-reinstates by paying for classes out of pocket for one term.

Satisfactory Academic Progress Appeal

Students may submit a Satisfactory Academic Progress (SAP) Appeal when failure to maintain good academic standing was due to personal or academic circumstances beyond the student's control. Common reasons for appeals include:

- Long-term illness, hospitalization, or other serious health issues with documentation from a doctor.
- A serious illness or death in your family during the quarter.
- An emergency or crisis that was beyond your control.
- Any other special situations you think we should know about.

If your appeal is approved, your financial aid will be reinstated on a probationary basis. During this time, you'll need to finish all your classes with at least a 2.0 GPA.
The SAP Appeal can be found on the GRC Financial Aid Forms page.

Self-Reinstatement

Students can work towards getting back on track by completing one quarter without financial aid, with a 2.0 GPA and all attempted credits finished. During this time, they need to pay for at least 5 credits of tuition and related costs.

Students are encouraged to contact the Financial Aid Office to ask about the impact of dropping or withdrawing from classes before making changes to their schedule.

Green River College's official Satisfactory Progress for Financial Aid policy is available online.

Green River College does not discriminate on the basis of race, color, real or perceived national origin, age, perceived or actual physical or mental disability, pregnancy, genetic information, gender, sex, sexual orientation, gender identity, marital status, creed, religion, honorably discharged veteran or military status, or use of a trained guide dog or service animal. To receive the following information in an alternative format or request disability accommodation at a GRC event, students should contact Disability Support Services at: 253-931-6460; TTY 253-288-3359; or dss@greenriver.edu. Staff and faculty should contact HR@greenriver.edu. For inquiries regarding nondiscrimination policies, contact TitleIXcoordinator@greenriver.edu at 417 Ramsay Way, Suite 112, Room 279, Kent, WA 98032 279; or at 253-833-9111, ext. 3361.

Accepted_ Review of Policies for Upcoming Recertification Application Submission

From: Roberts, Kevin <Kevin.Roberts@ed.gov>
Sent: Thursday, October 26, 2023 1:36 PM
To: Beth Hawes; Suzanne Johnson
Cc: Meadows, Kim; Roberts, Kevin
Subject: Accepted: Review of Policies for Upcoming Recertification Application Submission

Importance: High

CAUTION: This email originated from outside of Green River College. Please do not click any links or open attachments unless you know the sender and know the information is safe. Even if you know the sender, if the request or information seems unusual please check with the sender first before clicking a link or opening the attachment. If you are unsure, contact the IT Help Desk at x6050 or email ithelpdesk@greenriver.edu.

Please do not give out or enter your Green River email, network login, password information on non-Green River websites.

Dear Financial Aid Director

I'm e-mailing to inform you that I have completed the review of Green River College, OPE ID: 00378000 and the below policies are considered acceptable.

- Admissions
- Return of Title IV Funds (R2T4)
- Satisfactory Academic Progress (SAP)

Please note that although my review of the above listed policies was completed for recertification in the upcoming cohort, it cannot be assumed to be all-inclusive. The absence of review or lack of statements regarding the institution's specific practices and procedures, must not be construed as acceptance, approval, or endorsement of those specific practices and procedures. Furthermore, it does not relieve the institution of its obligations to comply with all the statutory or regulatory provisions governing the Title IV, HEA programs.

Should you have any questions regarding this email, you may reach me at 202-987-1157.

As a reminder, the institution must also submit its recertification application by November 24, 2023 This is in addition to the policy review. Failure to recertify may result in your institution's Program Participation Agreement expiring and loss of Title IV eligibility. If the institution has any questions regarding the recertification application, please email: sanfrancisco.seattle.spd@ed.gov

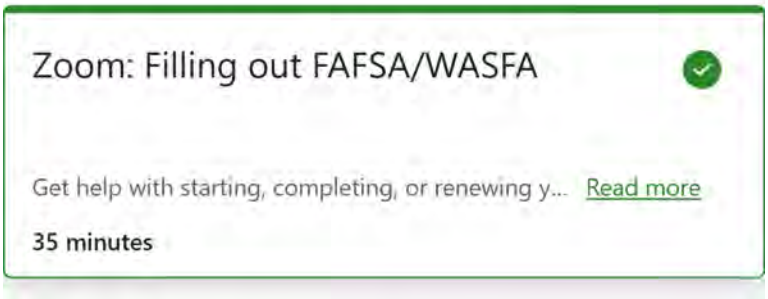
Sincerely,
Kevin

Mr. Kevin Roberts
Institutional Review Specialist
United States Department of Education
School Eligibility and Oversight Service Group
San Francisco-Seattle School Participation Division
202-987-1157 Direct Line
Kevin.Roberts@ed.gov

Federal Student Aid
An OFFICE of the U.S. DEPARTMENT of EDUCATION
go green – print less.

GRC Financial Aid - FAFSA/WASFA Appointments Form

Green River College - Financial Aid



Booking for **Zoom: Filling out FAFSA/WASFA**

SELECT STAFF (OPTIONAL)

Anyone

DATE

February 2026

S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28

TIME

Select a service and date to see available times.

All times are in (UTC-08:00) Pacific Time (US & Canada)

ADD YOUR DETAILS

First and last name *

First and last name

Email *

Email

Phone number

Select country code

*

Add your phone number

Book

Green River Community College (Green River Community College, Washington, United States) | 253-288-3392 | https://www.greenriver.edu/students/pay-for-college/fin...
Terms and Conditions | The Policies and Practices of Green River College - Financial Aid apply to the use of your data

Powered by Microsoft Bookings
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Financial Aid website stated ways of contacts

Select Language

Current Students Faculty & Staff Give to GRC Quick Links

FINANCIAL AID

AT GREEN RIVER COLLEGE

Section Menu

Home / Students / pay-for-college / financial-aid

🌟Important Notice: Updates on the Financial Aid Department 🌟

💰**Winter Quarter Aid:**

If you're enrolled for Winter classes, we're prioritizing your financial aid to ensure you're supported for the upcoming quarter. To avoid having your classes dropped due to non-payment, applications submitted before **October 31st** will receive a **Tuition Deferred hold**. Our team is working quickly to process your Winter aid so you can focus on your academic goals. We work through files in the order we receive your aid application.

🔍**To Do List:**

Need to check if anything is required from you? Head to the "Tasks" section on your ctcLink home page for any updates. We're continuously

working to update the To Do List items, so please be aware it may take 5-7 business days for your submitted items to show as completed. Not everyone will need to submit additional documents, but if you do, we'll notify you promptly once we receive your aid application.

📋 **FAFSA and WASFA Help:**

Need assistance with your FAFSA or WASFA application for the 2025-26 school year? We'll be hosting help events in **SA149** during the following times:

- February 25, 10am - 12pm
- March 4, 10am - 12pm
- March 11, 10am - 12pm
- March 17, 5pm - 7pm
- March 18, 10am - 12pm
- March 25, 10am - 12pm

If you are unable to attend our FAFSA/WASFA workshop, you may schedule an appointment for FAFSA/WASFA application assistance here: FAFSA/WASFA Appointments

This link is only to make appointments for help with completing the FAFSA or WASFA aid application. We cannot answer questions about the status of your aid. For that, you will need to contact the general Green River College Financial Aid Office. Our contact details are on the right of the page, and you may contact us via phone, email, or by visiting us during in-person hours.

Availability:

Here's how you can reach us:

- **In Person:** No appointment needed. Visit us Monday-Thursday 10 am - 4 pm or Friday 10 am - 2 pm in **Student Affairs SA231**.
- **By Phone:** Regular hours are Monday-Thursday, 10 am - 2 pm at **(253) 288-3392**.
- **By Email:** finaid@greenriver.edu. Please allow 5 to 7 business days for a reply.
- **Forms:** All forms can be found here: Forms
- **Upload Documents:** Securely upload documents here: Box

NOTE: Financial Aid Department will be **closed** on the following dates in Winter Quarter to work on file retention:

- Thursday, January 22; Tuesday, February 3; Friday, March 6; Friday, March 20

✨We are here to support you every step of the way. Thank you for your patience and cooperation! ✨

WELCOME TO FINANCIAL AID

We believe that every student should have access to higher education, regardless of economic background. Finances should not be a barrier to getting the education you want. Whatever you plan to study, you're in the right place to explore the many scholarship, grant, loan and work study options available that help make paying for college as affordable as possible.

- Academic Progress Policy Learn how to maintain your financial aid eligibility
- Apply for Financial Aid
- BankMobile Disbursements Select your refund preference or check your refund status
- Costs of Attending
- Eligibility and Need Determination for Financial Aid
- Financial Wellness
- Forms
- Loan Programs
- Priority Processing Dates
- Receiving Your Aid Learn how to receive your aid funding after you are awarded
- Student Employment Part-time employment opportunities to help pay your college expenses
- 2025-26 Financial Aid Student Handbook
- Types of Aid
- Undocumented Students

- Frequently Asked Questions

Announcements

How can I check on the status of my aid?

Check your email along with the Tasks, Message Center, and Financial Aid tiles in your student homepage in ctcLink for updates on your financial aid.

2025-2026 and 2026-2027 FAFSA and WASFA now available!

Renew your FAFSA or WASFA for the 2025-26 award year. This includes Summer 2025, Fall 2025, Winter 2026, Spring 2026.
Get a head start on next year by filling out the 2026-27 FAFSA or WASFA. This will cover Summer 2026, Fall 2026, Winter 2027, and Spring 2027.
Students who are enrolled for the next upcoming quarter will receive processing priority. Otherwise, we work through files in the order they were submitted.

Federal School Code

Our Federal School Code is 003780

Winter Hours of Operation

Phone Hours

- Monday - Thursday: 10 am - 2 pm

Voicemails left during business hours that include a name, student ID number, and phone number will be returned within 3 business days.

In-Person Hours - SA 231

- Monday - Thursday: 10 am - 4 pm
- Friday: 10 am - 2 pm

Students are not required to make an appointment in advance, but wait times to speak with a staff member may vary.

View Closures & Special Hours

Financial Aid Department will be **closed** on the following dates to work on file retention:

- **Tuesday, February 3**
- **Friday, March 6**
- **Friday, March 20**

Contact Us

- Email: finaid@greenriver.edu - please allow 7-10 business days for a response
- Phone: 253-288-3392 - we will return voicemail messages left during regular phone hours. Please provide your first and last name and ctcLink student ID number in your message.
- Fax: 253-288-3473

Office Address:

Green River College Financial Aid Office
12401 SE 320th Street
Student Affairs Building, Room 231
Auburn, WA 98092

Submitting Documents

Secure Document Upload Tool

Direct Loan Exit Counseling Guide

The following pages show only cover and table of contents of this evidence. To view the full file, please refer to separated Appendix

Federal Student Aid
An OFFICE of the U.S. DEPARTMENT of EDUCATION

Direct Loan Exit Counseling Guide

For Borrowers of Direct Loans and
Federal Family Education Program Loans

U.S. Department of Education
Dr. Miguel Cardona
Secretary

Federal Student Aid
Richard Cordray
Chief Operating Officer

Federal Student Aid, an office of the U.S. Department of Education, ensures that all eligible Americans benefit from federal financial assistance — grants, loans and work-study programs — for education beyond high school. By championing the promise of postsecondary education, we uphold its value as a force for greater inclusion in American society and for the continued vitality of America as a nation.

Need More Information, or Have a Comment?

If you are a borrower with questions about the Direct Loan Program or your Direct Loans, you should contact your loan servicer or the websites or offices described in the content of this publication.

If you have general questions about Federal Student Aid's programs, you may call the Federal Student Aid Information Center (FSAIC) at

1-800-4-FED-AID (1-800-433-3243), Locations without access to 800 numbers 1-334-523-2691. You can email FSAIC at **studentaid@ed.gov**.

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2.G.5 EV.#3 / Section 3

Federal Direct Student Loans Q&A - Green River College Cohort Default Rate

October 20, 2025 08:48 AM

Canvas outage

Canvas is experiencing issues due to an ongoing AWS incident. We are working on recovering as soon as possible. You can follow the status of the issue at https://health.aws.amazon.com/health/status and https://status.instructure.com/

Close

Select Language

Powered by Google Translate

FEDERAL DIRECT STUDENT LOANS Q&A

Federal Direct Loans

Federal Direct Loans are low-interest loans for students to help pay for the cost of a student's higher education. The lender is the U.S. Department of Education rather than a bank or credit union.

Students need to complete all required application materials each academic year. Green River's academic year runs from Summer through Spring.

What is a Direct Loan?

Federal Direct Loans help meet today's cost of higher education. The U.S. Department of Education is the lender. These loans do not require credit checks or collateral, and are not based on a student's credit history. Student loans provide a variety of deferment options and repayment terms.

Federal student loans are either subsidized or unsubsidized. Subsidized loans are need-based and the government pays the interest while the student is attending school at least half-time and during periods of deferment. Unsubsidized loans are not need-based, and the student is responsible for interest on unsubsidized loans at all times.

Federal education loans offer fixed interest rates that are typically lower than the variable rates offered by most private student loans. Loans first disbursed on or after July 1, 2025 through June 30, 2026, the interest rate is 6.390% for subsidized and unsubsidized loans.

Announcements

How can I check on the status of my aid?

Check your email along with the Tasks, Message Center, and Financial Aid tiles in your student homepage in ctcLink for updates on your financial aid.

2025-2026 FAFSA and WASFA now available!

Renew your FAFSA or WASFA for the 2025-26 award year. This includes Summer 2025, Fall 2025, Winter 2026, Spring 2026. Students who are

October 20, 2025 08:48 AM

! Canvas outage

Canvas is experiencing issues due to an ongoing AWS incident. We are working on recovering as soon as possible. You can follow the status of the issue at https://health.aws.amazon.com/health/status and https://status.instructure.com/

meeting the academic progress policy.

How do I apply?

Since Direct Loans are considered part of the Federal Financial Aid Programs, each academic year students must complete the following before student loan applications are approved and sent to the servicer.

STEP 1: Complete all required application materials.

1. FAFSA (Free Application for Federal Student Aid) for the applicable academic year.
2. You may be required to provide other documents if your file is selected for verification. Check the tasks and message center tiles in ctcLink to see what documents you may be required to submit
3. Federal Direct Loan Worksheet. Be sure to choose the form for the academic year you want loans for.

STEP 2: NEW student borrowers must complete **Loan Entrance Counseling** and a **Loan Master Promissory Note** online before the loan request will be processed. Both items are required for all students obtaining Federal Direct Loans.

1. Go to https://studentaid.gov and log in with your FSA ID
2. Select Complete Aid Process
   Complete Entrance Counseling:
   - Select "Complete Entrance Counseling" and follow the prompts
   - Please ensure you are completing the undergraduate "first loan" option
   Sign Master Promissory Note:
   - Select "Complete Master Promissory Note"
   - Select "Subsidized/Unsubsidized" and follow the prompts

For help with your FSA ID call 1-800-433-3243

The Financial Aid Office receives each student's completion reports within a few days. Based on those reports, we will be able to certify your loans with U.S. Department of Education. Thank you in advance to your prompt attention to completing these remaining steps.

How much can I borrow?

Direct Loans have annual maximum loan amounts based on grade level, dependency status, your overall financial aid eligibility and other aid awarded. You must have earned 45 credits towards your program of study to be considered a second year student. Since the total of your aid cannot exceed your applicable Green River College budget, you may not be eligible for the maximum loan amount.

STUDENT TYPE	BASE AMOUNT	ADDITIONAL UNSUBSIDIZED	TOTAL
Dependent/1st Year	$3,500	$2,000	$5,500

School Code

Our Federal School Code is 003780

Fall Hours of Operation

Phone Hours

- Monday - Thursday: 10 am - 2 pm

In-Person Hours - SA 231

- Monday - Thursday: 10 am - 4 pm
- Friday: 10 am - 2 pm

Students are not required to make an appointment in advance, but wait times to speak with a staff member may vary.

View Closures & Special Hours

The Financial Aid Office will be closed to the public on the following days to allow for work on document retention: Monday, October 13; Wednesday, October 29; Friday, November 7; Monday, December 8.

Contact Us

- Email: finaid@greenriver.edu - please allow 7-10 business days for a response
- Phone: 253-288-3392 - we will return voicemail messages left during regular phone hours. Please provide your first and last name and ctcLink student ID number in your message.

October 20, 2025 08:48 AM

! Canvas outage

Canvas is experiencing issues due to an ongoing AWS incident. We are working on recovering as soon as possible. You can follow the status of the issue at https://health.aws.amazon.com/health/status and https://status.instructure.com/

Year			
Bachelor's Degree Dependent/3rd Year and Beyond	$5,500	$2,000	$7,500
Bachelor's Degree Independent/3rd Year and Beyond	$5,500	$7,000	$12,500

When will I get my loan funds?

The college cannot forward the loan application to the U.S. Department of Education until after the student has electronically signed the Master Promissory Note (MPN) and completed the Direct Loan Entrance Counseling. (See 'How do I Apply?')

Direct Loans are always issued in multiple disbursements, and disbursements are **not** available prior to the first day of the quarter.

If your loan is for two, three, or four quarters, it will be divided equally among the quarters.

Green River will receive your loan funds electronically. We will apply the funds to your tuition and fees, if there is a balance owing. We will disburse any remaining loan funds to you via the refund preference you choose through BankMobile Disbursements.

Your loan funds are to be used for educational expenses that may include your tuition and fees, room and board, books, computer purchase, miscellaneous living expenses, gas for your car or bus tickets and child care costs.

Who are my lender and loan servicer?

There is no need to select a lender, as the U.S. Department of Education is the lender for Direct Loans.

Visit FSA Student Loan Repayment to find out who your loan servicer is and to learn more about repayment options. You will need your FSA ID to access your information. If you're having trouble logging in, check out the FSA Help Center.

What are my rights and responsibilities?

So that your future monthly payments don't become a burden, you should estimate how much you need and what your loan payments would be. **Loan Simulator** is a tool to help you make decisions about your student loans. Use it to find a repayment plan that meets your needs and goals or to decide whether to consolidate.

- The terms of your loan are described in the promissory note - read them carefully so you understand your obligation to repay the loan according to the terms of the note.

Student Affairs
Building, Room 231
Auburn, WA 98092

Submitting Documents

Secure Document Upload Tool

October 20, 2025 08:48 AM

! Canvas outage

Canvas is experiencing issues due to an ongoing AWS incident. We are working on recovering as soon as possible. You can follow the status of the issue at https://health.aws.amazon.com/health/status and https://status.instructure.com/

you borrowed and the terms of your loan.

- Your loan will have a grace period, usually six months, when you don't have to make principal payments. The grace period starts after you withdraw from school, drop to less than half-time, or graduate and don't continue college.
- Begin making payments at the end of your six month grace period - contact your lender if you haven't received a repayment schedule.
- A student loan in 'default' can damage your credit record - be sure to make timely monthly payments.
- Your lender must give you at least five years to repay your loan as long as you meet the minimum monthly payment.
- In addition to a flat monthly payment option, you may choose an income-sensitive or graduated repayment schedule to make lower monthly payments initially and increase them as your income increases.
- You may prepay part of or all of your loan without penalty.
- The only circumstance to exempt you from repaying your loan is permanent and total disability.
- The U.S. Department of Education requires all student loan borrowers to complete Loan Exit Counseling when they are about to graduate, or drop to less than six credits, or will cease attendance for six months.

When do I complete Direct Loan Exit Counseling?

The U.S. Department of Education requires all student loan borrowers to complete Loan Exit Counseling so they know their rights and responsibilities. You will also be provided with the different repayment options available to you. Exit Counseling will not affect a student's ability to receive financial aid in the future.

Students must complete the online Exit Counseling when they are about to graduate, or to drop to less than six credits, or will cease attendance for six months. Your 6-month grace period starts the day after one of these events occurs. You don't have to begin making payments until your grace period ends.

To complete Exit Counseling, go to https://studentaid.gov/

1. Use your FSA ID and password to login.
2. Select "Complete Counseling"
3. Then choose "Start Exit Counseling"
4. Allow about 20-30 minutes to complete the exit counseling. You must complete the counseling as it will not allow you to save your work.
5. After completing the counseling, you should print the confirmation page for your records.

The Financial Aid Office will also receive an electronic verification that you completed the exit counseling.

If you have questions about completing the counseling, contact **client services at 1-800-557-7394** or the Financial Aid

October 20, 2025 08:48 AM

! Canvas outage

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Loan) Program loans during a particular federal fiscal year (FY), October 1st to September 30th, and default or meet other specified conditions prior to the end of the second following fiscal year.

The most recent cohort default rate is for Fiscal Year 2021. Green River College's rate is 0.0%.

To check Green River College's Cohort Default Rate (CDR) for the most recent 3 fiscal years, please go to the Department of Education Official Cohort Default Rate for Schools web page and look up Green River by entering our OPE-ID, 003780, or by typing in the name of the college you are planning to attend.

Could I defer or postpone my payments?

If you can't make your student loan payments because of a temporary financial hardship, you may be eligible for a deferment. A deferment allows you to temporarily postpone your monthly payments. Contact your loan servicer for more information regarding receiving a deferment.

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2.G.5 EV.#4 / Section 4

R2T4 Repayment Email Template.msg

From: Beatrice Mears
Sent: Monday, June 9, 2025 3:40 PM
To: Beth Hawes
Subject: R2T4 Repayment Email Template

Good afternoon (student name),

This email is to let you know changes have been made to your 24-25 financial aid.

Our records indicate that you earned a 0.0 GPA in (insert quarter) and did not earn any credit. Since you received a federal financial aid refund and no credit was earned, you now **owe $(insert balance).** For a complete explanation of this repayment policy, please see the Return of Title IV Policy on page 10 of the Student Financial Aid Handbook 2024-25.

To pay off the balance: A cashier in student financials can let you know what your options are for making a payment. If payment or a payment plan is not arranged, student financials may block enrollment for future quarters. After a year of no payment, student financials will send the debt to a collections agency.

Student Financials:
Phone - 253-288-3399
Email - cashiers@greenriver.edu

To reduce the balance owing: If you had exceptional circumstances, you could try applying for a Withdrawal-Refund Exception Request through Office of the Registrar the which would help reduce the total balance owing if approved OR remove the 'W' from your transcript.

To receive future financial aid funds: If your Satisfactory Academic Progress Appeal is approved and you maintain good academic standing, then you can receive future financial aid funding. Future funding can be used at your discretion to pay off any remaining balances.

For questions regarding your repayment, please respond to this email and I'd be happy to assist.
Thank you.

Take care,

Beatrice (she/hers)
Program Specialist III
Financial Aid

Census Template.msg

From: Shawn Warner
Sent: Monday, June 9, 2025 3:51 PM
To: Beth Hawes
Subject: Census Template

We hope you are having a great start to your quarter. You are being contacted because your financial aid is based on your enrollment level, and per Federal and State rules, financial aid must be adjusted up or down based on changes in your credit level in the first 10 days of the quarter. For Spring Quarter 2025, your enrollment level changed prior to the census date of April 14, 2025. As a result, you will need to repay a portion of your federal financial aid for this quarter. At this time, you have an outstanding balance of **$XXX.XX**. You can make this payment by contacting the Student Financials Office by phone at 253-288-3399. **This outstanding balance may impact your ability to register for classes for future quarters**.

In addition to the amount you owe as a repayment for your federal grant(s), you also received an overpayment from your state grant(s). However, Washington state is allowing alternatives to repayment of these amounts from the Washington College Grant, the College Bound Scholarship, or the Passport to College Scholarship. Financial Aid needs to know whether or not you started your classes for this quarter.

If you did not attend or participate in your classes at all, you will owe a repayment to Green River College. This would be in addition to the amount of federal grant repayment that is given above.

If you began to attend or participate in your classes but later decided to drop, you need to let us know how you want to proceed. You have three options:

1. Repay the amount of the overpayment that you received. The amount will be credited back to your state aid lifetime eligibility and you will be eligible for future state aid (so long as you meet academic progress policies).
2. Elect to keep the full amount that was disbursed to you. Your lifetime eligibility for state aid will be reduced by the number of credits in which you were enrolled when your aid paid for your tuition. You will need to complete the Attestation for Reinstatement of Washington State Funding.pdf (greenriver.edu) form and return it to the Financial Aid Office before your state aid will be reinstated for the next quarter, subject to academic progress policies.
3. Do nothing. You do not have to repay the funding you received and your lifetime eligibility is charged accordingly. Because you have not submitted the attestation, your state aid is canceled until you submit the form or you successfully complete one quarter of at least 5 credits without using state aid. Academic progress requirements apply.

If you have questions about why you owe a repayment, or are not able to pay, please respond directly to this email.

Thank you,

Shawn Warner
(he/him)
Assistant Director of Financial Aid
Green River College

NEED HELP GETTING $$$ FOR COLLEGE?
I CAN HELP YOU GET STARTED!

CTCFA_GR_J07_Loan_Grace_End

April 27, 2010

Hi fld_FIRST_NAME,

The National Student Loan Database has indicated that your Student Loan Grace Period will be ending within the next few weeks. When your grace period ends, that means you will be starting repayment on your student loans and will be responsible for making your monthly payments. Understanding student loan repayment is very important.

By now, you should have already completed your Student Loan Exit Counseling and selected your loan repayment plan. If you have not already done so, please log on to https://studentaid.gov and complete your Student Loan Exit Counseling. Exit Counseling is a federal requirement and needs to be completed by everyone starting repayment.

You will make your monthly payments with your federal loan servicer (lender), typically through an online account on their website. You should have been receiving correspondence from your servicer, usually in the form of mailed letters. You can also see who your loan servicer is when you log on to https://studentaid.gov or by calling 1-800-4-FED-AID. If you are having trouble figuring out who your loan servicer is, feel free to contact us and we can look that information up for you.

Students will automatically be enrolled in the Standard Repayment Plan, but this is not always the best repayment option. Make sure to review all of your repayment options to ensure that your monthly repayment amount will fit in to your monthly budget, as well as help you attain your long-term goals. Green River has a financial literacy tool called Financial Avenue available to all current and former students to help with financial planning and budgeting. If you would like to take advantage of this free tool, sign up for Financial Avenue in Canvas.

Green River wants you to be successful in your student loan repayment. Please let us know if there is anything we can do to assist you as you begin this process.

Questions? Check out the Financial Aid website, the Financial Aid tile or your To Do list in ctcLink, send us an email at finaid@greenriver.edu, or give us a call at (253) 288-3392.

Green River College does not discriminate on the basis of race, color, national origin, sex, disability, or age in its programs and activities. The following person has been designated to handle inquiries regarding the non-discrimination policies: Vice President of Human Resources, 12401 SE 320th Street, Auburn, WA 98092-3622, (253) 288-3320. To receive this information in an alternate format, please contact Disability Support Services at (253) 833-9111, ext. 2631; TTY (253) 288-3359.

CTCFA_GR_J05_LOAN_DISB

April 27, 2010

Hi fld_FIRST_NAME,

Subject: Notification of Loan Disbursement

Our records indicate that a disbursement of your Federal Direct Loan has been applied to your account. This disbursement will be applied to any outstanding tuition prior to disbursing the balance. Please allow 2-3 business days for processing. Listed below are the amounts of your loan disbursement. If your loan was cancelled, the amount will show "$0.00".

Students have 14 days to return the loan for cancellation.

group row_CTC_FACG_LOANDISB by DESCR

DESCR

Amount	Date
F 10,000.00	3/25/2014 E

end row_CTC_FACG_LOANDISB by DESCR

Questions? Check out the Financial Aid website, the Financial Aid tile or your To Do list in ctcLink, send us an email at finaid@greenriver.edu, or give us a call at (253) 288-3392.

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CTCFA_GR_J08_DELINQUT_STU_LN

April 27, 2010

Hi fld_FIRST_NAME,

The National Student Loan Database has informed us that you are currently delinquent (behind) on your monthly student loan payments. If you continue to be behind on your payments, your student loans will go into default status (no payments for greater than 270 days). Once you go into default on your loans, you will experience **severe consequences** such as:

- The entire balance of your student loans becomes immediately due.
- Your wages will be garnished every paycheck. Additionally, you may also have your federal tax refund or federal benefits garnished.
- Your credit rating will be severely impacted. The default can stay on your credit record for up to 7 years even if you get out of default status.
- You will be charged a large amount of additional fees on top of the loan money owed.
- Your loan holder can take you to court.

You are not in default status yet, so there is still time to prevent this from happening. **If you are struggling to make your monthly payments, there are options for you to stay in good standing and have your payment obligation removed for a period of time**. These are called forbearance or deferment and you can learn more here: Get Temporary Relief: Deferment and Forbearance | Federal Student Aid. Additionally, you can also explore different repayment plans that may work better for you. Information on the different repayment plans available to you can be found here: Repayment Plans | Federal Student Aid. Make sure to review all of your repayment options to ensure that your monthly repayment amount will fit in to your monthly budget, as well as help you attain your long-term goals. **You will need to contact your loan servicer to get back on track. If needed, you can find your loan holder's contact information by logging in to** studentaid.gov

Another option available to you is to return to school and have your loans go back into in-school deferment status while you are taking at least 6 credits. If you are struggling to find a job to support you financially, obtaining a degree may help propel you to more financial security. In addition to our many Associate's degrees, Green River also offers Bachelor's degrees in a variety of fields. If you want to discuss what steps you need to take to come back to school, please contact a Completion Coach in our Career and Advising Center at 253-288-3482 or by email at beadvised@greenriver.edu. More information about important dates and deadlines can be found at Academic Dates & Deadlines - Green River College.

Green River wants you to be successful in your student loan repayment. Please let us know if there is anything we can do to assist you with this process.

Questions? Check out the Financial Aid website, the Financial Aid tile or your To Do list in ctcLink, send us an email at finaid@greenriver.edu, or give us a call at (253) 288-3392.

Green River College does not discriminate on the basis of race, color, national origin, sex, disability, or age in its programs and activities. The following person has been designated to handle inquiries regarding the non-discrimination policies: Vice President of Human Resources, 12401 SE 320th Street, Auburn, WA 98092-3622, (253) 288-3320. To receive this information in an alternate format, please contact Disability Support Services at (253) 833-9111, ext. 2631; TTY (253) 288-3359.

CTCFA_GR_J09_LOAN_EXIT

April 27, 2010

Hi fld_FIRST_NAME,

Based on our records, it is time for you to complete your Student Loan Exit Counseling.

Loan Exit Counseling:

- Is required when you withdraw, graduate or drop below half-time enrollment status **and** don't plan to reenroll within the next 6 months.
- Helps you understand your rights and responsibilities as a student loan borrower.
- Provides useful tips and information to help you manage your student loans.

Student loans, unlike grants and work-study, are borrowed money that must be repaid, with interest, just like car loans and home mortgages. You cannot have these loans canceled because you didn't like the education you received, didn't get a job in your field of study or because you're having financial difficulty. Loans are legal obligations that you'll have to repay.

The following is a sample of the useful information contained in Loan Exit Counseling:

- Your loan summary information
- Repayment incentives and alternative repayment plans
- Obtaining a deferment or forbearance
- Loan consolidation
- Loan discharge and forgiveness

Completing exit counseling is a requirement of receiving student loan funds and needs to be completed in a timely manner. Please complete your Loan Exit Counseling here: Exit Counseling | Federal Student Aid

If you have questions regarding your student loan(s), you are welcome to call our office. The U.S. Department of Education Direct Loan Servicing Center can provide you with information about your loan as well. Their toll-free number is 1-800-848-0979. The National Student Loan Data Service system at https://studentaid.gov can be used to view your financial aid history as reported by your school. To use the website, you will need your FSA User ID and password (the one you created when you filed the FAFSA and signed the Master Promissory Note).

Sincerely,
Green River College's Financial Aid Staff

Questions? Check out the Financial Aid website, the Financial Aid tile or your To Do list in ctcLink, send us an email at finaid@greenriver.edu, or give us a call at (253) 288-3392.

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CTCFA_GR_J00_Award_Offer 6-13-25

GREEN RIVER COLLEGE

2023 - 2024 FINANCIAL AID OFFER

fld_FIRST_NAME fld_LAST_NAME
fld_EMAIL_ADDR

fld_ADDRESS1
fld_ADDRESS2
fld_ADDRESS3
fld_CITY, fld_STATE fld_POSTAL
EMPLID: 1000000000

March 25, 2024

Dear fld_FIRST_NAME:

I Green River College has reviewed your application and we are pleased to offer you the following financial aid for the 2013-2014 school year. Be sure to read this whole letter carefully so you understand what is being offered and what extra steps you might need to take to get your aid.

The initial amount of aid we offer is based on information you gave us on your aid application and the idea that you will be a full-time student, taking 12 or more credits. If you're going to take fewer than 12 credits, tell us before classes start by emailing the Financial Aid Office at finaid@greenriver.edu. EI

R You are getting this revised aid offer letter because something has changed with your aid package since your last 2013-2014 Financial Aid Offer dated January 1, 1901.

There are several possibilities for why your aid may have changed. Common reasons are:

- You changed the number of credits you're taking in a term to fewer than 12, so we had to prorate your aid;
- You were awarded additional aid;
- You are not enrolled for the current quarter, so your aid for the rest of the year has been canceled.
    - If this is the case and you are planning on returning later in the year, send us an email at finaid@greenriver.edu so we can add your aid back for future terms.

If you have any questions about why your aid changed, please contact the Financial Aid Office. ER

Your award package is an estimate and subject to change due to number of credits taken and funding availability.

Grants/Scholarships	Summer	Fall	Winter	Spring	Annual
F DESCR	$123.45	$123.45	$123.45	$123.45	$10,000.00 E
Total Grants/Scholarships	**$99,999.00**	**$99,999.00**	**$99,999.00**	**$99,999.00**	**$99,999.00**

Other Funding	Summer	Fall	Winter	Spring	Annual
F DESCR	$123.45	$123.45	$123.45	$123.45	$10,000.00 E
Total Other Funding	**$99,999.00**	**$99,999.00**	**$99,999.00**	**$99,999.00**	**$99,999.00**

Your Estimated Net Price - The difference between unmet need and all grants/scholarships/other funding:	**$9,999**

Loans	Summer	Fall	Winter	Spring	Annual
F DESCR	$123.45	$123.45	$123.45	$123.45	$10,000.00 E
Total Loans	**$99,999.00**	**$99,999.00**	**$99,999.00**	**$99,999.00**	**$99,999.00**

Estimated outstanding costs not covered by grants, scholarships, other funding and loans:	$9,999

Work Study	Summer	Fall	Winter	Spring	Annual
F DESCR	$123.45	$123.45	$123.45	$123.45	$10,000.00 E
Total Work Study	**$99,999.00**	**$99,999.00**	**$99,999.00**	**$99,999.00**	**$99,999.00**

Federal Student Loans: The money we're offering you for school doesn't include federal student loans. You might still be eligible though. These federal student loans have to be paid back later with extra money called interest. If you're interested, you can learn more on our Financial Aid webpage. If you want federal student loans, fill out the Federal Direct Loan Worksheet for the proper aid year. You can find it on the Financial Aid Forms page.

Work Study: You might be able to work on campus through something called Work Study. It's a way for students to earn money by working at Green River College. If you're interested, fill out the Request Work Study form. Check out our Student Employment website for more info: Student Employment - Green River College

Financial Aid Guide: To learn about financial aid, including accepting and declining aid and what you need to do to keep it, read the Student Financial Aid Handbook, which is available on our website.

Cost of Attendance: Your budget shows the estimated cost of attendance (COA) for coming to Green River College for the 2013-2014 school year. The state decides this amount, covering things like tuition, books, transport, and housing. You can't get more aid than this. The federal government uses a needs analysis formula on the information you gave on your aid application to figure out how much you and your parents can contribute to your college costs. These amounts are then used to figure out your Student Aid Index (SAI). Your SAI is subtracted from your COA and gives us your need. That tells us how much need-based aid you might be able to get.

Cost of Attendance (COA) $15,000	
F DESCR	$3,000 E
Student Aid Index (SAI) $15,000	
The Student Aid Index (SAI) is an eligibility index number that your college's or career school's financial aid office uses to determine how much federal student aid you would receive if you attended the school. This number results from the information that you provide on your FAFSA® form. This number is not a dollar amount of aid eligibility or what your family is expected to provide. A negative SAI indicates the student has a higher financial need. Learn how the SAI is calculated. https://studentaid.gov/help-center/answers/article/how-sai-calculated	
Your Unmet Need (COA – SAI) = $17,802	

Living Arrangements: Where you live plays a big role in your college costs—whether you stay on campus, off campus, or with your parents. The FAFSA and WASFA forms now assume students live off campus. If you live on campus or with your parents, fill out the Housing Statement form so we can adjust your budget accordingly. For more info on how this might affect your costs, visit our Green River College Cost of Attending website.

Green River College does not discriminate on the basis of race, color, real or perceived national origin, age, perceived or actual physical or mental disability, pregnancy, genetic information, gender, sex, sexual orientation, gender identity, marital status, creed, religion, honorably discharged veteran or military status, or use of a trained guide dog or service animal. To receive the following information in an alternative format or request disability accommodation at a GRC event, students should contact Disability Support Services at: 253-931-6460; TTY 253-288-3359; or dss@greenriver.edu. Staff and faculty should contact HR@greenriver.edu. For inquiries regarding nondiscrimination policies, contact TitleIXcoordinator@greenriver.edu at 417 Ramsay Way, Suite 112, Room 279, Kent, WA 98032 279; or at 253-833-9111, ext. 3361.

Green River College PRFR Report Appendix 2.G.6

2.G.6 The institution designs, maintains, and evaluates a systematic and effective program of academic advisement to support student development and success. Personnel responsible for advising students are knowledgeable of the curriculum, program and graduation requirements, and are adequately prepared to successfully fulfill their responsibilities. Advising requirements and responsibilities of advisors are defined, published, and made available to students.

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Section 1: Description of advising program, staffing, and advising publications (Student handbook or Catalog; links to webpages – please note specific pages or areas)

- Career & Advising Center
- Advising
- International Program Advising Staffing
- Getting Started Steps for students: Earn Your Degree or Certificate
- New Student Advising and Enrollment
- New Student Advising and Enrollment presentation
- Advising ReDesign Overview
- Advising ReDesign Quarterly Updates
- 2024-2025 Nursing Department Student Handbook
- Advising Day

Section 2: Description and evidence of systematic evaluation of advising

- External Evaluator final report on 1st year Advising Redesign work
- Advising retention data 2018
- Winter 2025 campus-wide survey

Section 3: Professional development policies and procedures for advisors

- Navigate advisor training manual

Section 4: Additional Evidences: Advisement (Strategic/ Model) Plan

- Advising Model Current

Section 5: Additional Evidences: Anonymized sample advisement logs

- Sample advisement appointment Log
- Advisement Appointment Report Template
- Advising Appointment Check In Template
- Advising Appointment Scheduler (ex)
- Faculty Advisor Navigatee360 Parameters
- Spring Enrollment Appointments Notification Email
- Winter Enrollment & SFRA Notification Email

2.G.6 EV.#1 / Section 1

Career & Advising Center

Select Language
Powered by Google Translate

ADVISING

AT GREEN RIVER COLLEGE

Section Menu

Advising at Green River College

Our GRC Staff & Faculty are committed to supporting students in their academic and professional journey.

Advising Vision

At Green River College, our advising model empowers students to reach their academic, personal, and professional goals. We foster student success through personalized, inclusive, and culturally responsive planning. By embracing innovative practices and cultivating strong partnerships among faculty, staff, and the community, we create an environment that promotes belonging and engagement for all students.

Advising Process

Learn about the advising process during each stage of your academic journey at Green River College.

- Prospective Students
- New Students
- Current Students
- Transfer Students
- Transitional Students
- Veterans and Military-Connected Students

Advising Resources

Advising Tools

- Areas of Interest (Degrees and Programs)
- Secure Document Upload
- ctcLinklink (student access)
- ctcLink Student Resources and Steps for Activation
- Student registration resources

Advising Centers

Advising resources for students are available through the following departments:

- Career and Advising Center

Who is My Advisor?

You can find your advisor in your Navigate360 account and schedule an appointment with them too.

Advising Expectations for Students

Advising Expectations for Students

- International Programs Advising
- Running Start
- TRiO
- Veteran & Military Connected Student Services
- Disability Support Services
- Master Achiever Center
- Open Doors
- Benefits Hub

What if I'm still exploring?

That's OK! College is a great time to explore your options and we offer many resources to help explore both your educational and career goals. These include:

- Individual appointments with a Career Planner
- Professional career assessments
- Career related workshops and events (e.g., Career Fair).

Visit the Career Services page for more information.

Advising

Select Language

ADVISING

AT GREEN RIVER COLLEGE

Advising at Green River College

Our GRC Staff & Faculty are committed to supporting students in their academic and professional journey.

Advising Vision

At Green River College, our advising model empowers students to reach their academic, personal, and professional goals. We foster student success through personalized, inclusive, and culturally responsive planning. By embracing innovative practices and cultivating strong partnerships among faculty, staff, and the community, we create an environment that promotes belonging and engagement for all students.

Advising Process

Learn about the advising process during each stage of your academic journey at Green River College.

- Prospective Students
- New Students
- Current Students
- Transfer Students
- Transitional Students
- Veterans and Military-Connected Students

Who is My Advisor?

You can find your advisor in your Navigate360 account and schedule an appointment with them too.

Advising Expectations for Students

Advising Expectations for Students

What if I'm still exploring?

That's OK! College is a great time to explore your options and we offer many resources to help explore both your educational and career goals. These include:

- Individual appointments with a Career Planner
- Professional career assessments
- Career related workshops and events (e.g., Career Fair).

Visit the Career Services page for more information.

Advising Tools

- Areas of Interest
- Secure Document Upload
- ctcLinklink (student access)
- ctcLink Student Resources and Steps for Activation
- Student Registration Resources

Advising Centers

Advising resources for students are available through the following departments:

- Career and Advising Center
- International Programs Advising
- Running Start
- TRiO
- Veteran & Military Connected Student Services
- Disability Support Services
- Master Achiever Center
- Open Doors
- Benefits Hub

International Program Advising Staffing

October 20, 2025 08:48 AM

Canvas outage

Canvas is experiencing issues due to an ongoing AWS incident. We are working on recovering as soon as possible. You can follow the status of the issue at https://health.aws.amazon.com/health/status and https://status.instructure.com/

Close

OUR STAFF

GREEN RIVER COLLEGE INTERNATIONAL PROGRAMS

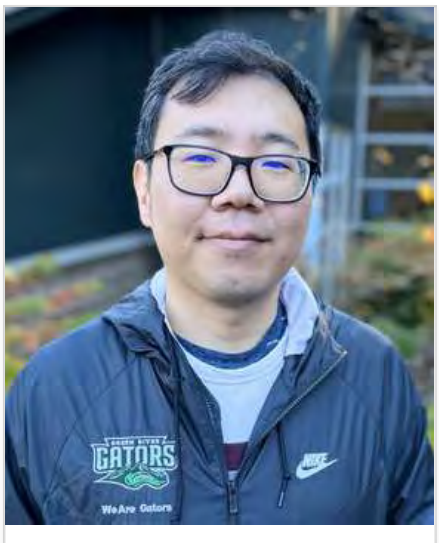
Meet the Staff

International Programs staff at Green River College are committed to your success and making sure you have the best possible experience studying in the U.S.

Choosing to study abroad is an important decision. What makes Green River College International Programs different from other college programs is our staff. We have over 50 staff dedicated to making sure you have a great experience in the U.S. If you have any questions regarding admissions, visa, housing, majors, classes, and/or student life, please email us. We are here to help.

Advising

International Programs Advising Staff



Kerry Kwon

Lisa Lyman

Contact Us

Phone: 253-288-3300
Fax: 253-333-4940
Email: international@greenriver.edu
Zoom: **Virtual Lobby**

Follow us on:

- Facebook
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Hours of Operation

Monday - Friday
9 a.m. - 5 p.m.
Saturday - Sunday
Closed

View Closures & Special Hours

October 20, 2025 08:48 AM

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Download:
International Programs Main Campus Map

Max Burnham

Director of International Advising and Enrollment Management

Advises: Bachelor's Degree Programs, Pre-Nursing, Nutrition, Food Science

Meet Max

Miranda Barril

International Student Advisor

Advises: Art & Design majors, Biology, Chemistry, Environmental Science, Pre-Medicine, Pre-Dental, Pre-Pharmacy, Communications, Data Analytics, Education, Humanities majors, Information Technology, Mathematics, Social Science majors, Undecided

Meet Miranda

Roni Zimmerman

Assistant Director of International Student Advisor

Advises: Actuarial Science/Accounting, Automotive Technology,

Stefaan Baes

International Student Advisor

Intensive English

Getting Started Steps for students: Earn Your Degree or Certificate

October 20, 2025 08:48 AM

Canvas outage

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Close

Select Language
Powered by Google Translate

EARN YOUR DEGREE OR CERTIFICATE

START EARNING A DEGREE OR CERTIFICATE TODAY!

Select the appropriate student type to determine the steps to getting started here at Green River.

- I am new to college and have no previous college credits
- I have applied to Green River, currently taking classes, or returning to Green River
- I am transferring from another college/university
- I am a new Military Veteran/Military-Connected student

New Student Advising and Enrollment

Select Language

NEW STUDENT ADVISING AND ENROLLMENT

What is New Student Advising and Enrollment?

New Student Advising and Enrollment (NSAE) covers important information that all new students should know about Green River including:

- The resources available at Green River to support your educational goals
- Your placement and eligibility for first quarter classes
- Information about your program of study

- How to enroll in classes
- What to expect enrolling for future quarters
- Will be assigned an Advisor after NSAE session

Who Does and Does Not Complete NSAE?

The following students **DO NOT** need to complete a NSAE session. See details below:

- **Running Start** (RS) students **DO NOT** attend NSAE. Instead, RS students complete a **separate,** mandatory orientation, provided by the Running Start office. Contact Running Start for more information on this process.
- **Transfer-in Students** who completed credit(s) at another college should connect with an advisor in the Career & Advising Center to determine next steps. Please call 253-288-3482, email beadvised@greenriver.edu or visit our the CAC virtual lobby for more information.
- **Veterans or military-affiliated students** will need to participate in Veteran Services new student session called **MNSO**. Please reach out to Veteran Services at 253-288-3452 or email veterans@greenriver.edu for more information.
- **Students attending Green River only for 1-2 quarters** and not planning to complete a degree or certificate should connect with an advisor in the Career & Advising Center to determine next steps. Please call 253-288-3482 or email beadvised@greenriver.edu for more information.
- **Students who placed in Transitional Studies** (TS) courses must complete the CASAS assessment prior to enrolling for classes. Upon completing CASAS you will meet with a Master Achiever Center (MAC) advisor for course registration.

ALL other students (who are not considered any of the above student types) are **required to complete NSAE in order to enroll for classes.*

When is NSAE Available?

NSAE sessions are available on the first day of new student enrollment for each quarter. Sign up for NSAE sessions begins the first day of the

previous quarter.

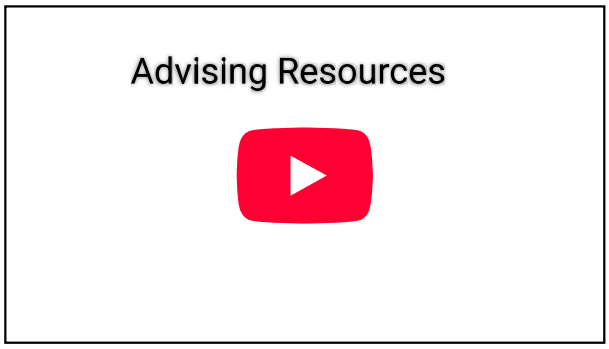
QUARTER	NSAE SIGN-UP AVAILABLE	NSAE SESSIONS BEGIN	QUARTER STARTS
Spring 2026	January 28, 2026	February 23, 2026	April 6, 2026
Summer 2026	TBD	TBD	TBD

How Do I Sign Up for NSAE?

New students can sign up for NSAE **after** completing all of the following: an application for admission, online orientation, and determining course placement. Sessions are offered either Virtual (thru Zoom) **OR** In-Person (on the main campus in Auburn).

Once students complete the steps mentioned above, they will get an email invite to participate in NSAE to their GRC student email.

If you did not get the NSAE email invite to your GRC student email, please email gettingstarted@greenriver.edu with your first, last name, and ctcLink ID number.



Advising Tools

- Degrees and Programs
- Secure Document Upload
- ctcLinklink (student access)
- ctcLink Student Resources and Steps for Activation

- Student registration resources

Advising Centers

Advising resources for students are available through the following departments:

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- International Programs Advising
- Running Start
- TRiO
- Veteran Services
- Disability Support Services
- Master Achiever Center
- Open Doors
- Benefits Hub

New Student Advising and Enrollment presentation

New Student Advising & Enrollment Session

Green River College Career & Advising

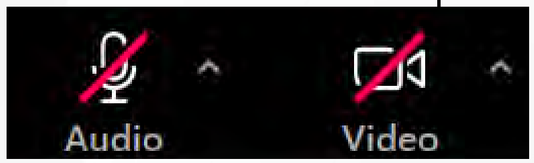
253-288-3482

greenriver.edu/CAC
beadvised@greenriver.edu

Green River COLLEGE

Housekeeping Items

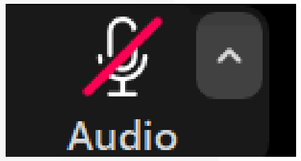
- Please keep your video and microphone muted during the presentation



- If you have questions during the presentation, please utilize the chat by clicking on the chat icon:

- Refrain from inputting any sensitive information in the chat (ctcLink ID, birthdate, etc.)

- Audio issues? Check your audio settings by pressing the **arrow** next to the microphone to make sure you have the right speakers and microphone selected:



NSAE Objectives

- Confirming your degree/program
- Get to know the online systems
- Developing a balanced schedule
- How to register for classes
- Next Steps after registration

Confirm your Degree/Program

Transfer Degrees

- Various degree pathways (AA-DTA, AB-DTA, AAS-T, etc.)
- First 2 years of a 4-year degree
- Preparation for your intended Major @ university

Career/Technical Programs

- Geared towards a specific field/job
- Hands-on learning
- Providing up-to date skills and knowledge to be competitive in the workforce
- **Typically non-transferrable!**
- Stepping stone to BAS Programs @ GRC

Green River COLLEGE

Who is my Advisor?

When should I meet with my advisor?

- First Quarter Advising
- Academic/ Personal Hardship
- University Transfer Resources
- Campus/ Community Resources
- Degree/ Program Changes
- Degree/ Graduation Check

Career Exploration

Not sure what you want to do? We have resources!

Career Interest Assessment

Career Interest Sessions are for students exploring or undecided about their choice of program and/or job goal.

Individual Career Appts

Meet one-on-one with a career specialist

Career Assessments

Online tools to help you better understand your interests, personality and natural talents

Workshops

Learn about a wide range of career-related topics

Online Systems

ctcLink

ctcLink is the core system to help students, staff and faculty manage and track their information. ctcLink is also tied to **MyGreenRiver**

NAVIGATE

Navigate is a way for students to communicate with staff and faculty, as well as keep track of their acdaemic progress.

canvas

Canvas is an online learning system where you can find your assignments, syllabus, and other course materials.

Outlook

Outlook is your **student email system** that allows you to access certain systems (like Navigate and Canvas), as well as communicate with any GRC office, staff or faculty.

NEED EXTRA HELP WITH TECHNOLOGY?

ATTEND A TECH WORKSHOP!

Sign up here!

Our Tech workshop will assist students with the main platforms, including Canvas, Microsoft Outlook, and Multi-Factor Authentication!

Developing a Balanced Schedule

Full-Time

12+ credits
36-45
hours/wk

vs

Part-Time

< 11 Credits
5-33
hours/wk

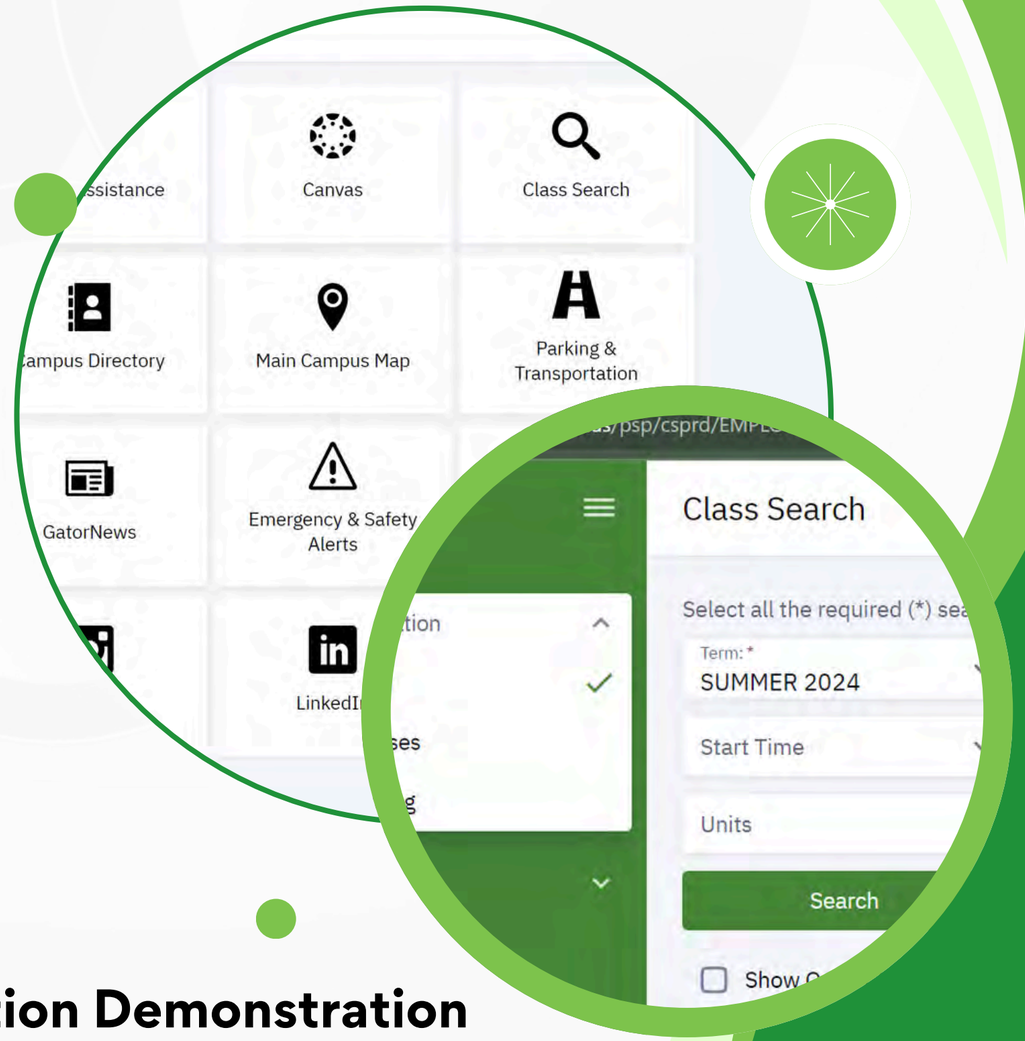
- **Recommended First Quarter Classes**
  - English
  - Math (if applicable)
  - Course(s) related to program of study
- **Career Technical Programs**: Refer to your program requirements for classes

Having English & Math placement determined ensures the best options for classes!

Presenter #2 Start here

Registering for Classes

- Confirm your placement
- Identify classes to take
- Navigating Class Search
- Understanding Class modality (format)



***Class Registration Demonstration**

Important Dates & Deadlines

Tuition Deadline

WINTER

First Day of Quarter

WINTER

*If registering after the tuition deadline, tuition is due within 3 business days of registering

Next Steps After Class Registration

- Pay Tuition (Dec. 9th)
- Review your schedule
- Find your assigned Advisor in Navigate (48 hrs)
- **Preparing for your first week of classes**
  - Textbooks
  - Locate Class location(s)
  - Login to Canvas (class portal) & student email

Time to Register!

Once you have registered for classes, put your name in the chat & program to have an advisor look over your schedule.

NEED ASSISTANCE?

Put your **NAME** & your **DEGREE/PROGRAM** in the chat!

Jamie/Emily Direct students to Breakout room

Advising ReDesign Overview

Advising ReDesign Overview

GREEN RIVER COLLEGE

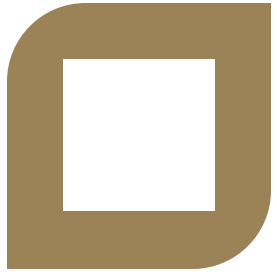
FALL 2025 RECAP

ALLISON WARNER, SR DIRECTOR OF CAREER AND ADVISING

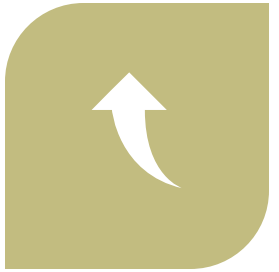
Why Advising ReDesign Now?

GUIDED PATHWAYS/STRATEGIC PLAN AND SEM PLAN

NAVIGATE LAUNCH



ADJUSTMENT TO CTCLINK



RETURN TO OPERATIONS POST COVID

Current Advising Model 2025

Getting Started outcomes:

- Clarify degree goals
- Connect with funding and resources
- Confirm placement
- Assist with next steps

Prospect & New: Getting Started Advisement

Onboarding & Orientation outcomes:

- Online Orientation: welcome and provide overview of Green River College
- New Student Advisement and Enrollment (NSAE): clarify degree and program goals, overview of enrollment / class schedule creation, training on student technology resources, assignment to advisor. Register for first term

New & Onboarding: Online Orientation & NSAEs

Assignment to advisor(s) based on Area of Interest and/or program

CurrentTransfer Student

Current Career & Technical Student

First Quarter Advising outcomes (with professional advisor or faculty advisor if CTE):

- Clarify degree goals & pathways
- Co-create academic plan
- Connect to campus resources
- Assignment to faculty advisors in area of interest/program pathway

First Quarter Advising

Faculty Advisors & Professional Advisors & Navigators

Advisement through completion outcomes

- Connect with advising team at quarterly Advising Day event for academic plan revisions, academic navigational support, university admissions help and completion planning

Faculty Advisors & Professional Advisors and Navigators

Faculty Advisors & Professional Advisors & Navigators

Stakeholder Involvement

Faculty & Staff

Leslie Kessler-ECE

Lori Fishburn-BTAC

Marji MacKenzie-Library

Jake Frye- English

Nelson Phouphakone-Math

Catherine Cantrell-TS

- **Athletics**
- **Branch Campuses**
- **DSS**
- **Veterans**
- **Open Doors**
- **ODEI**
- **MESA**

Running Start

Career and Advising

TRiO

International Programs

Workforce Education/MAC

BAS

Timeline of Work

What has been accomplished to date?

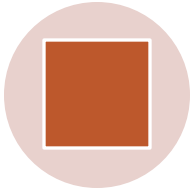
Shared Advising Vision

Broad stakeholder representation in workgroups

Ideal journey processing mapping from start to finish advising milestones

All student advising survey

Identification of four priority areas for next two years



Navigate 360 launch and business process integration with professional advising areas

Review of Data Collection, Surveys and Process Mapping Activities

The following slides summarize data gathered from the following activities:

- Advising ReDesign Stakeholder Meeting (Retreat): July 2024 (external facilitator led)
- Ideal state process mapping exercise with Advising ReDesign stakeholder group: September 2024
- Student Advising Experience Survey: March 2025

Current Model-
Pain Points
Pulled from Advising Stakeholder Meeting
July 2024

Inconsistent advising models across campus

Need for cross-collaboration between advising roles

Need for mandatory orientation session

Lack of advisor capacity due to high caseload

Need for a comprehensive orientation that provides everything necessary for students in one session

Many entry points

Confusion around faculty involvement in advising

Need for cross-training for staff

How do we improve?
Pulled from Advisor Stakeholder Meeting July 2024

- Develop checkpoints leading to student ownership over ed plan
- Provide culturally competent methods of advising
- Establish a line of communication between advising departments
- Provide opportunities for relationship building with students
- Establish progress monitoring metrics using new and existing data
- Mandatory First-Year Experience (FYE) course for students
- Better use and more intentionality behind Advising Day
- Time to follow-up with advisees on a more consistent basis
- Uniform student orientation process
- Provide holistic wrap-around services for students

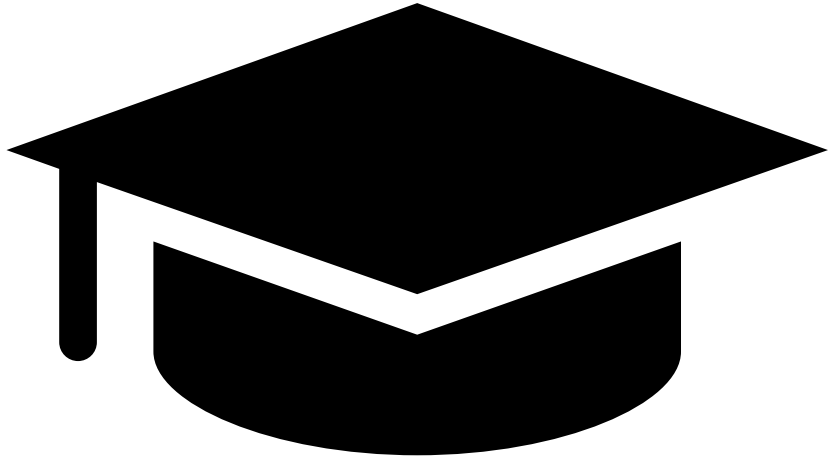
Current Model
Shining Points
Pulled from Advising Stakeholder Meeting July 2024

- Advising is customized to the students and where they’re at in their college careers
- Dedicated advising staff
- Usage of technology in improving advising services
- Wealth of knowledge and resources within advising
- Individual meetings with advisors specific to their student experience (

What do our students need?

Based on Student Winter 2025 Survey (400 responses)

- Clear Communication
- Variable Appointment Availability
- Clear points of contact
- Empathy
- Timely responses
- More resources for student success
- Help with class planning
- Variety of modalities to meet
- Follow up with students
- Knowledge about student questions
- Hire more staff



What do our students need (faculty and staff voices)

Based on Ideal process mapping exercise fall 2024

To do
To know
To monitor
To communicate
To feel

Prospective Students

To do: review getting started steps, meet with an advisor, attend an info session, become familiar with GRC programs, self-identify affinity groups

To know: how to get started, about program and affinity group resources, how to connect to resources

To monitor: enrollment status**,** connection with resources, orientations, and advising, placement status

To communicate: how to get started, nudges and just in time information, contact information for programs (how to connect)

To feel: welcomed, excited, sense of belonging, they chose the best environment for academics, that campus support is available

New Students through First Term Enrollment

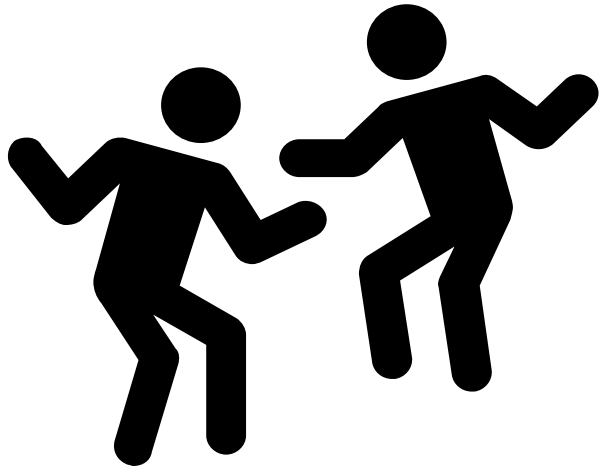
To do: attend orientation, complete placement, enroll in classes, complete specific tasks related to affinity groups, apply for funding, attend info sessions for affinity groups

To know: where to go for support, enrollment tips, how to navigate getting started tasks

To monitor: placement, funnel of students who participate in orientation and enroll (disaggregate data) appropriate class schedules based on program, students who qualify for affinity group programs, tuition payment,

To communicate: dates and deadlines for first term, financial aid tasks and tuition reminders, advisement goals and points of contact, how to be prepared for first term

To feel: supported, excited, prepared, ready, welcomed, connected



First Year through 45 Credits

To do: create educational plan, meet with student services and advisor, participate in workshops and info sessions as needed, complete coursework, explore majors, attend Advising Day, use tutoring centers

To know: how to navigate college services and environment, attend classes and develop study skills, access student support services, when to enroll and how to enroll and what to enroll in

To monitor: completion and revisions of Ed Plans, course completion, GPA, retention rates, student basic needs and mid quarter alerts, attendance for affiinity groups, credits completion, undecided students

To communicate: encouragement, quarterly advising events, enrollment and funding deadlines, expectations

To feel: supported, connected, confident, successful

Second Year through 90 Credits

To do: meet with advisor, apply for graduation, update Ed Plan, attend college fairs and visits, have plan to pay for college and beyond GRC, apply to transfer to univeristies, complete courses successfully

To know: transfer admissions process, career planning, have a plan post GRC degree or cert

To monitor: degree completion, course completion, progress towards degree completion, GPA trends, retention rates, external barriers to success

To communicate: transfer timeline and process, graduation process, post college planning, course requirements to finish, degree planning

To feel: connected, confident, accomplished, successful, prepared, excited, supported, ready and proud

Completion and Beyond

To do: create post grad plan, share next steps with advising, request transcripts, advising exit meeting provide feedback for future students and student services, letters of recommendation requests

To know: post program planning, how to navigate job or transfer advising, how to be involved with GRC alumni, how to return to GRC in the future and how to finish

To monitor: degree completion rates, percentage of students who transfer, career path post-graduation, survey results of GRC experience

To communicate: how to stay connected with GRC and be an active alumni, GRC is an option for future academic goals, request for testmionials

To feel: pride in their accomplishment as a Gator and as an alumi, accomplished, prepared, supported, sense of community, confident

Identified Advising Priorities for ReDesign

New Students

- ***Orientation****
- Enrollment
- ***Advisor & Success Team Connection****
- Connect to Resources

welcomed, excited, sense of belonging, they chose the best environment for academics, that campus support is available

First Year Students

- Identify a Path
- ***Build an Academic Plan****
- ***Advising Touchpoints* (progress monitoring)***
- Connect to Resources

supported, connected, confident, successful

Second Year Students

- Revise Academic Plan
- Create Post-Grad Plan
- ***Advising Touchpoints* (progress monitoring)***
- Apply for Graduation

connected, confident, accomplished, successful, prepared, excited, supported, ready and proud

Advising ReDesign Priorities/Subgroups

ORIENTATION

ACADEMIC PLANNING

PROGRESS MONITORING

ACADEMIC SUCCESS TEAMS

Next Steps: Work on Four Priorities

- **Orientation:** Design & launch a universal entry system and orientation model & step closer to required orientations for most students (GROW)
- **Academic Plans**: Create training and marketing platforms to educate students, faculty and staff on how to make a plan in Navigate. Require the majority of students pursuing a degree to complete a plan by start of 3rd term.
- **Progress Monitoring**: Integrate 4 universal progress monitoring metrics in Navigate, create supportive advising interventions:

  #1: Has earned credits in a Math class within 30 credits at GRC (degree seeking and as appropriate per degree)

  #2: Has earned credits in an English class within 30 credits at GRC (degree seeking and as appropriate per degree)

  #3: Has met with Advisor within first 2 terms of enrollment

  #4: Has an academic plan by end of second term
- **Academic Success Teams**: create stronger connections and hand-offs between professional advising, faculty advising and area specific navigators. Identify specific work duties between the advisement resources & Increase clarity between the difference advisement resources for students and encourage useage/connection

How to get involved

WE WELCOME NEW MEMBERS TO JOIN SUBGROUPS!

CONTACT ME! ALLISON WARNER – AWARNER@GREENRIVER.EDU

Advising ReDesign Quarterly Updates

Advising ReDesign

Work in Progress-Priority ReDesign Activities for 2025/2026

Orientation Subgroup: (Leads): Lindsey, Srey and Karianna

Future Goals & Work: move towards a universal onboarding process (GROW) to simplify steps for students, combine resources across campus and make strides towards requiring orientation for 80% of students by 2027.

Activities

Fall 2025

- Surveyed newly enrolled students who went through various orientations held by different advising centers on campus: RAP/NSAE/MNSO/OD/IP: 3400 new students (330 responses)
- Reviewed responses and took feedback in account with setting priorities for work
- Develop overarching framework/structure for onboarding to address all populations – starting with the merger of Veteran's and general population new student advising/enrollment sessions for spring enrollment.
- Updated Online Orientation modules, content and resources
- [WINTER?] Develop curriculum for Enrollment Workshop (GREW) or **Green River Onboarding Workshop (GROW)**

November updates: Survey to all students who completed RAP/NSAE-outcome of survey: what has been the most useful and what they want to be included

    - Live mandatory orientation question: what would students feel comfortable with doing
    - Online Orientation subgroup: reviewed orientation and made updates, focus on educating students on what they need do next (module 7)
    - Up in the air- online orientation and in person and how these two work together to deliver information
- Next steps: logistics!!!! How to onboard 5000 students each fall. Possible Jan 22nd, Inservice day presentation

December updates:

- Survey was sent to about 3,400 students with 340 responses. Based on student responses and best practices, our **goal for winter 2026** is to work on some of the following (TBD at orientation subgroup meeting on 12/18):
    - Update website so it's an all-in-one page (update Getting Started page)
    - Work on logistics to require live onboarding workshop (in-person or virtual) for all gen pop students for summer/fall enrollment – would need to be in place by May:
        - Schedule & staffing (ask faculty to help as part of their advising commitment?)
        - Enrollment hold & who can release it
        - Determine students/groups who are exempt from onboarding workshop & management of this process
    - Implement application & enrollment deadlines, especially if we have a required live onboarding workshop (other colleges have 'deadlines' that motivate students to get things done)
    - Create common/universal enrollment workshop for all…try that for the year to give us more time to implement required onboarding workshop?
        - Breakout groups for specific populations at the onboarding workshop
    - Create weekly onboarding checklists prior to live workshop
    - Create weekly checklists for students' first term
    - Create focus group for online orientation to gather feedback
    - Update Gator Guide & publish on website (admitted student website)

Winter 2026 Priorities to be set at 12/18 Subgroup Meeting

Progress Monitoring Subgroup: Max B (lead)

Future Goals & Work: Identify an agreed upon subset of student progress markers (see four markers below) identified through Guided Pathways work and linked to retention and completion outcomes. Design supportive advisement interventions around progress markers

Universal Set of Progress Monitoring Metrics

#1: Has earned credits in a Math class within 30 credits at GRC (degree seeking and as appropriate per degree)
#2: Has earned credits in an English class within 30 credits at GRC (degree seeking and as appropriate per degree)
#3: Has met with Advisor within first 2 terms of enrollment

#4: Has an academic plan by end of second term

Fall Term 2025:

- Drafted and finalized appropriate supportive student "intervention" (aka messaging) for each metric.
- Determined messaging hierarchy: campaigns will be sent out at "institution-level" rather than department levels (*excluding appropriate student groups*). This has multiple benefits – reduced overlap of communication for students that work with multiple departments (ex – a RS student who is a Veteran), easier to set up, run, and monitor the campaign in EAB Navigate if they are from a single account rather than running across multipe different departments.
- Determined which student groups to 'exclude' from the messaging campaigns based upon their unique program pathways at Green River

Winter Term 2026 Priorities:

- Create institution level advising account in EAB Navigate to set up and run these campaigns
- Work with Kelsey Denton to build the required reports and messaging campaigns in EAB Navigate
- Begin running the messaging campaigns
- All advisor meeting on Jan 22 for all advisors to be updated on this work across campus

Spring Term 2026: Monitor the messaging campaigns, responding to student messages as necessary. Adjust campaigns based upon student and advisor feedback as necessary

Academic Plans Subgroup: Marji and Allison (leads)

Future Goals & Work: To leverage Navigate 360 platform to scale academic planning as an expected practice within the academic advising model. Desired outcomes: to have students create a 3 term+ academic plan by 2nd term of enrollment. Year 1: create messaging, training materials and cross training with staff and faculty. Year 2: create student expectations and Advising Day messaging around academic plans. Create academic plans for 50% of degree seeking students in 2027, 70% in 2028.

Current Activities

Fall 2025 (Launch Navigate's Academic Planning tool & Cross Train)

- Training: Cross trained new IT student helpdesk staff in September, cross-trained all professional advisors at fall inservice day, BAS Program Managers on 10/13 & 10/24 & professional advisors 10/13 . Held several faculty advisor trainings throughout fall – cross trained more than 70 faculty on new academic planning tool.
- Marketing: Created and launched new Academic Planning webpage to educate students on the culture of academic planning and Navigate resources.

Winter 2026 (Promote Academic Planning to Students & Refine Tool) Priorities

- Design and carry out marketing messages to students "Why plan?". Marketing message to students will be two parts: see your advisor the first quarter & create your plan in navigate
- Work on implementing Navigate's new AI Advisor Bot and Course Planner tool to ease process for creating plans
- Identify priority students groups outside of WFE and Fin Aid to focus academic planning activities with (ex: AA-DTA students)
- Hold open hours for advisors to ask for guidance on using academic planning tool in Navigate
- Hold additional faculty advisor trainings that will cover the academic planning tool
- Use Winter Inservice Day for professional advisors to meet with Kelsey and OTR to address any needed changes to templates in the Academic Planning

Academic Success Teams: Allison (lead)

Future Goals & Work: To review and improve the shared advising model between staff and faculty. Improvement to focus on the following areas: defining roles and responsibilities, timing of handoffs, use of Advising Day, student understanding of who to see and when, mechanisms for the delivery of training. Revise model as necessary to meet needs of Advising ReDesign workgroup priorities by 2027.

Current Activities

Fall 2025

- Met with IC on 10/6 - presented Advising ReDesign updates – asked for opportunity to attend Division Meetings in fall.
- Attended several division mtgs and shared Advising ReDesign updates; including a request for feedback via the survey
- Created and sent out all faculty advisor "advising" survey to collect feedback and suggestions on advising model – received 41 responses (188 full time faculty received survey)

- Collaboration with other subgroups to identify emerging and future advising work that will inform advising duties

Winter 2026 Priorities

- Review and share survey results from faculty – identify core themes and conduct follow up discussions with faculty
- Conduct additional peer interviews & research from colleges with shared advising models with faculty
- Continue to work with other sub-groups to further define "the work" of advising to define roles

Prior Activities:

ReCap of Progress – 2023 to Present

- ✓ Engaged a broad stakeholder group of faculty, staff and admin from across campus in various activities, meetings and work groups related to this initiative.
- ✓ Conducted an environmental scan of existing advising programming and services: *Winter 2024*
- ✓ Held a two-day Advising ReDesign summit with faculty and staff facilitated by external facilitator and advising expert: defined equity in advising, identified pain points, areas of opportunity and strength: *Summer 2024*
- ✓ Co-authored a shared Advising Vision Statement: *Summer 2024*
- ✓ Completed an ideal process map for students' engagement with advising from start to finish (completion). Process map exercise identified four priorities for 2024 - 2026: Orientation, Academic Plans, Progress Monitoring and Academic Success Teams: *Fall 2024*
- ✓ Created subgroups for four priority areas (Orientation, Academic Plans, Progress Monitoring & Advising Success Teams) - outlined outcomes, goals and workplan: *Winter 2025*
- ✓ Worked with IE to create and launch an all-campus advising feedback survey to students – more than 400 responses collected and reviewed by subgroups: *Spring 2025*
- ✓ Four workgroups have been actively meeting and working towards identified goals for year: *Spring/Summer 2025*

2024-2025 Nursing Department Student Handbook

2025-2026 Nursing Department Student Handbook

LPN – Bachelor of Science in Nursing

Practical Nursing

MA – Practical Nursing

Nursing Assistant

Phlebotomy

Emergency Room/Patient Care Technician

Cardiac Monitor/Electrocardiography Technician

Revised March 2025

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Advising Day

October 20, 2025 08:48 AM

! Canvas outage

Canvas is experiencing issues due to an ongoing AWS incident. We are working on recovering as soon as possible. You can follow the status of the issue at https://health.aws.amazon.com/health/status and https://status.instructure.com/

Close

Select Language

Powered by Google Translate

ADVISING DAY

AT GREEN RIVER COLLEGE

Classroom to Career, Your Plan Starts Here!

One-on-one advising

Program exploration

Funding application assistance

Connection to campus & community based resources

How to Prepare for Advising Day:

1. Review course descriptions & prerequisites in the Green River Catalog
   - **Transfer Degrees** for students interested in transferring to a 4-year institution or university
   - **Career & Technical Programs** for students interested in certificates, 2-year associate degrees, or Bachelor of Applied Science (BAS) degrees
2. **Search Course Availability** in the current class schedule
3. Bring the following to Advising Day:
   - Your list of questions and concerns
   - Tentative Class Schedule

Advising Resources

Advising Tools

- Degrees and Programs
- Secure Document Upload
- ctcLinklink (student access)
- ctcLink Student Resources and Steps for Activation
- Student registration resources

Advising Centers

October 20, 2025 08:48 AM

! Canvas outage

Canvas is experiencing issues due to an ongoing AWS incident. We are working on recovering as soon as possible. You can follow the status of the issue at https://health.aws.amazon.com/health/status and https://status.instructure.com/

***Please contact the appropriate department for details on Advising Day availability if you are one of the following types of students:**

- **Running Start**
- **International Student**
- **TRiO**
- **English Language Learning (ELL) and Transitional Studies (TS)**
- **Veterans and Veteran Dependents**

Fall Advising Day is Wednesday October 29th, 2025 from

9am - 5pm. (virtual only in CAC Virtual Lobby).

Click here to access the CAC Virtual Lobby

Departmental Advising Schedule

Students can participate the following ways:

- VIRTUAL ONLY in the Career and Advising Virtual Assistant Lobby. CAC Virtual Lobby
- Students who would like to meet with their Faculty Advisor will want to email their Faculty Advisor for availability.
- Students in Running Start and International Programs should connect with their respective advisors directly.

***Please contact the appropriate department for details on Advising Day availability if you are one of the following types of students:**

- **Running Start**
- **International Student**
- **TRiO**
- **English Language Learning (ELL) and Transitional Studies (TS)**
- **Veterans and Military-Connected Students**

Career and Advising and Faculty advisors for program advising in:

- *Exploratory (which includes undecided and AA transfer)*
- *Business*
- *Health*
- *STEM*

Programs Advising

- Running Start
- TRiO
- Veteran Services
- Disability Support Services
- Master Achiever Center
- Open Doors
- Benefits Hub

2.G.6 EV.#2 / Section 2

External Evaluator final report on 1st year Advising Redesign work

Narrative Report and Summary

Date: August 29, 2024
Contractor Name: Christina Castorena
Contract Purpose: Design Consulting Services

Project Overview

The scope of work for the services contract with Green River College (GRC) was to facilitate interactive, engaging, and equity-centered sessions aimed at assisting the Advising Redesign Workgroup in:

- Developing a clear vision for advising.
- Creating an ideal student advising experience from start to finish.

Contract Activities

1. **Meetings with Allison Warner, Director of Advising:**
   Meetings in May, June and July were held to plan the workshop agendas, schedule dates, and confirm logistics. An additional meeting in August was held to debrief the workshops and discuss next steps.
   - May 31, 2024: 10:00 - 11:00 AM
   - June 18, 2024: 9:00 - 10:00 AM
   - July 3, 2024: 2:00 - 3:00 PM
   - August 22, 2024: 3:00 - 3:30 PM

2. **Facilitated Workshops:**
   Two full-day workshops were conducted to guide the workgroup through the advising redesign process.
   - July 22, 2024: 8:30 AM - 4:00 PM
   - August 14, 2024: 8:30 AM - 4:00 PM

Workshop Summaries

Workshop 1: Developing an Equity-Centered Vision for Student Advising

Date: July 22, 2024
Theme: Visioning

This workshop focused on articulating the future goals for student advising at GRC. A clear vision is essential for guiding the development of an ideal advising framework. The workshop emphasized:

- **Understanding the Current State:** Participants explored the existing advising system, informed by data on its effectiveness in supporting student success.
- **Exploring Promising Practices:** Participants reviewed successful advising practices and models from other institutions.
- **Developing a Shared Vision:** The group collaboratively drafted an equity-centered vision statement for advising at GRC.

Objectives Achieved:

Using brainstorming sessions and collaborative tools (e.g., Padlet), participants:

- Identified the strengths, challenges, and opportunities within the current advising system.
- Developed components of an equity-centered advising redesign.
- Created a preliminary vision statement for advising.
- Established an action plan to prepare for Workshop 2.

Homework Assignment:

- Finalize the vision statement.
- Gather student input and additional data as needed.

Workshop 2: From Vision to Action – Developing an Equity-Centered Advising Framework

Date: August 14, 2024
Theme: Action

Building on the first workshop, this session focused on translating the shared vision into a practical, equity-centered advising framework.

Objectives Achieved:

Using brainstorming sessions and collaborative tools (e.g., Padlet), participants:

- Summarized and reviewed outcomes of Workshop 1.
- Analyzed the strengths, challenges, and opportunities within the current advising system.
- Developed a shared framework for an inclusive and equitable advising design from start to finish.
- Initiated the creation of a project plan with key activities and timelines aimed at a Fall 2025 implementation.

Overall Summary

The workshop agendas were strategically designed to provide relevant information and interactive activities to engage participants in a thoughtful and productive process.

The Advising Redesign Workgroup successfully developed a shared vision and framework for an equity-centered advising redesign at GRC. The group is now focused on finalizing the vision statement and developing a detailed project plan that will prepare the college for implementation of the redesigned advising system in Fall 2025.

Next Steps

Over the next few months, Allison Warner, Advising Design Workgroup lead, will work with the members and staff in the Career & Advising Center to create a detailed project plan, including short-term and long-term priorities that will drive timelines for key activities to be completed.

A final facilitated session will be scheduled in late-October to check-in on progress and provide any additional guidance as needed.

Recommendations for Continued Success

As the college and workgroup moves forward with the redesigned advising system, I offer the following considerations to assist in a successful implementation:

1. **Increase Staffing and Funding:**
    - **Hire More Advisors:** Reduce caseloads and improve personalized advising by hiring additional staff.
    - **Secure Additional Funding:** Support new hires, program development, and advanced advising tools.
2. **Standardized Training Programs:**
    - **Comprehensive Onboarding:** Implement standardized training for new advisors.
    - **Continuous Professional Development:** Offer workshops on the latest advising practices and educational technologies.
3. **Unified Advising Protocols:**
    - **Develop Clear Guidelines:** Ensure consistency across departments with institution-wide protocols.
    - **Regular Audits and Reviews:** Maintain adherence to guidelines through periodic evaluations.
4. **Enhanced Technology Integration:**
    - **Utilize Advising Systems:** Invest in and/or fully utilize existing technology tools for efficient management and communication.
    - **Training on Technological Tools:** Provide training on new technologies, including data analytics.
5. **Improved Student Awareness and Engagement:**
    - **Outreach Programs:** Inform students about advising services through targeted campaigns.
    - **Engagement Strategies:** Implement peer advising and/or interactive workshops.
6. **Enhanced Administrative Support:**
    - **Streamlined Processes:** Simplify administrative tasks with online forms and automated workflows.

    - **Dedicated Support Staff:** Employ administrative support to allow advisors more time with students.
7. **Robust Evaluation and Feedback Mechanisms:**
    - **Regular Surveys and Focus Groups:** Gather continuous feedback from students.
    - **Data-Driven Improvements:** Use feedback to improve advising practices and policies.
8. **Promote Inclusivity and Diversity:**
    - **Cultural Competence Training:** Equip advisors with the skills to support a diverse student body.
    - **Equity Programs:** Ensure equitable access to advising for all students.
9. **Improved Communication Channels:**
    - **Integrated Communication Platforms:** Utilize platforms that offer multiple communication channels.
    - **Regular Updates and Check-ins:** Establish consistent and regular communication with students.
10. **Collaborative Advising Model:**
    - **Team-Based Approach:** Implement a model where advisors, faculty, and staff collaborate.
    - **Interdepartmental Communication:** Strengthen communication across departments.

Additional Considerations

- **Peer Mentoring Programs:** Train successful students to support their peers.
- **Enhanced Data Analytics:** Utilize predictive analytics to identify students “at-promise” and proactively tailor support to eliminate risk of nonsuccess.
- **Specialized Advising Tracks:** Develop career-specific and interest-based advising programs.
- **Strengthen Career Assessments:** Integrate career advising with academic planning.
- **Virtual Advising Options:** Expand online advising services and virtual drop-in hours.
- **Expansion of Support Services:** Include mental health and wellness support in advising.
- **Development of Comprehensive Resources:** Create handbooks and online resource libraries.
- **Promotion of Experiential Learning:** Encourage participation in service learning and study abroad.
- **Continuous Improvement Loop:** Collect feedback regularly and assess advising quality.
- **Integration of Equity Practices:** Implement policies that prioritize inclusivity and support historically underserved communities.

The above recommendations and considerations aim to address the key challenges identified during Workshop 1 and enhance the overall effectiveness and equity of the advising services, ensuring that all students receive the support they need to succeed academically and personally between different departments to provide a holistic support system for students.

Reflections and Closing Remarks

The collaboration with Allison Warner and the Advising Redesign Workgroup was a rewarding experience. They kept the students, the student experience, and equity at the center of their work. The group's dedication to student success and equity was evident throughout the process. As leaders on campus and in advising, they are an inspiration to both students and staff and will serve as trusted change agents and advocates moving forward.

At the close of the second workshop, participants were invited to share their reflections. Below are a few comments from participants:

- “We have accomplished a lot in thinking about all of the moving parts that go into these decisions and have learned a lot about what different programs are doing and the considerations we need to make when making decisions.”
- “Excited to see conversations become action.”
- “Excited to see what this becomes.”

Participants concluded the workshops feeling “insightful”, “hopeful”, “optimistic”, and “intentional about the work ahead.”

Special Thanks:

- **Dr. Cathy (Kit) Alston, Dr. Eric Greer, and David Larson** for their inspiring opening remarks and support.
- **Allison Warner** for her leadership, thoughtful planning, and commitment to this critical work.

Attachments:

Workshop 1 Agenda

Workshop 1 Slides

Padlet Responses Workshop 1

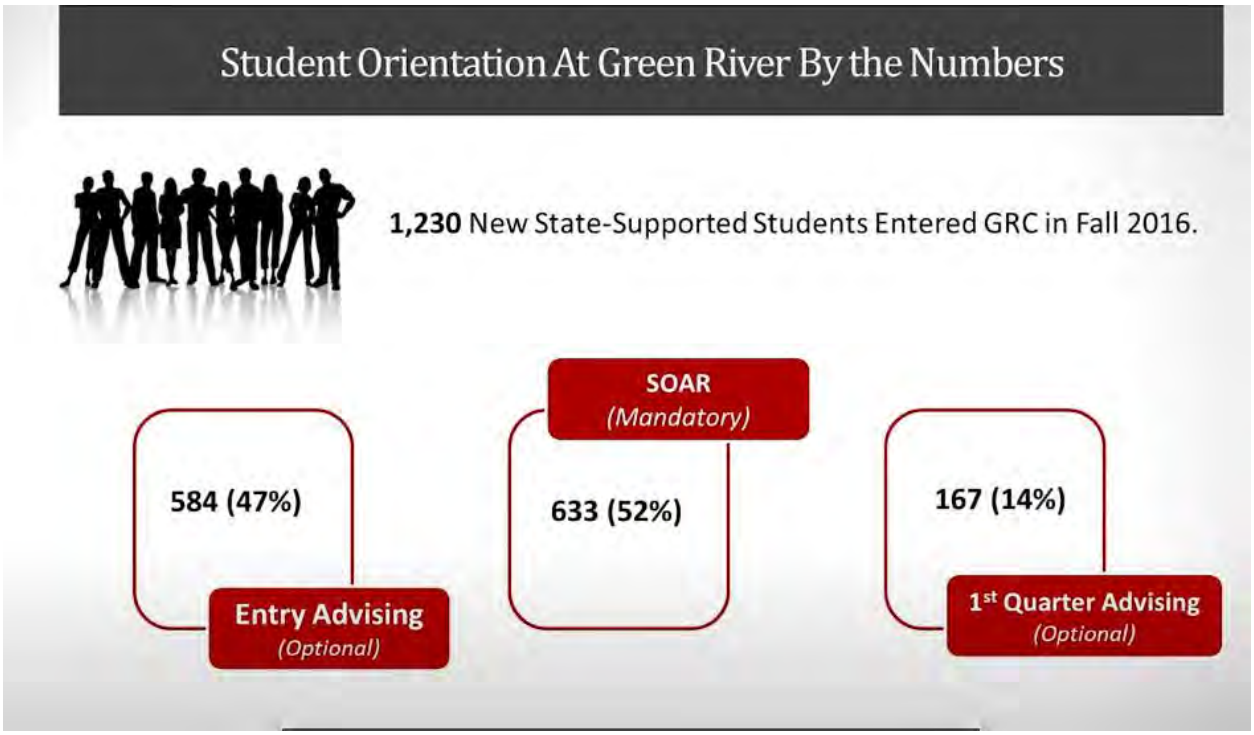
Workshop 2 Agenda

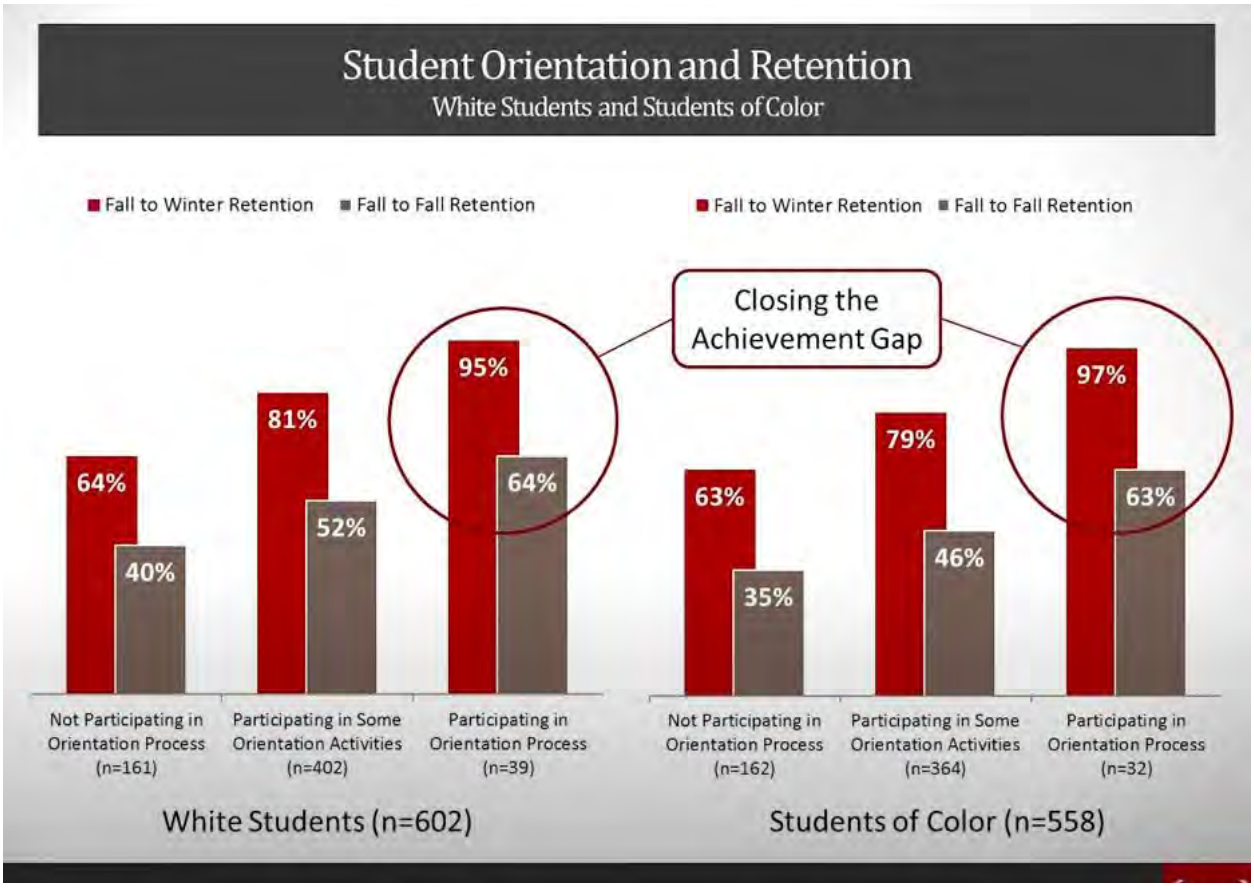
Workshop 2 Slides

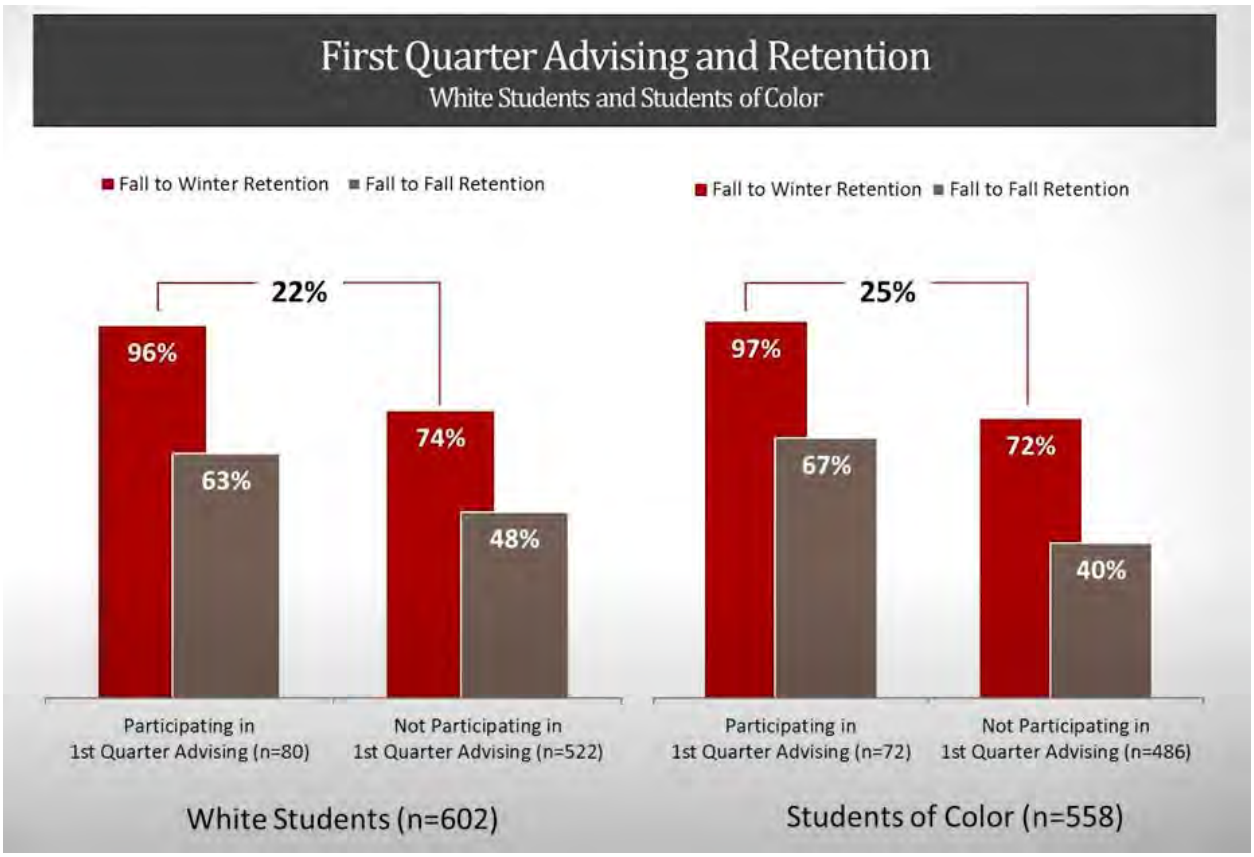
Padlet Responses Workshop 2

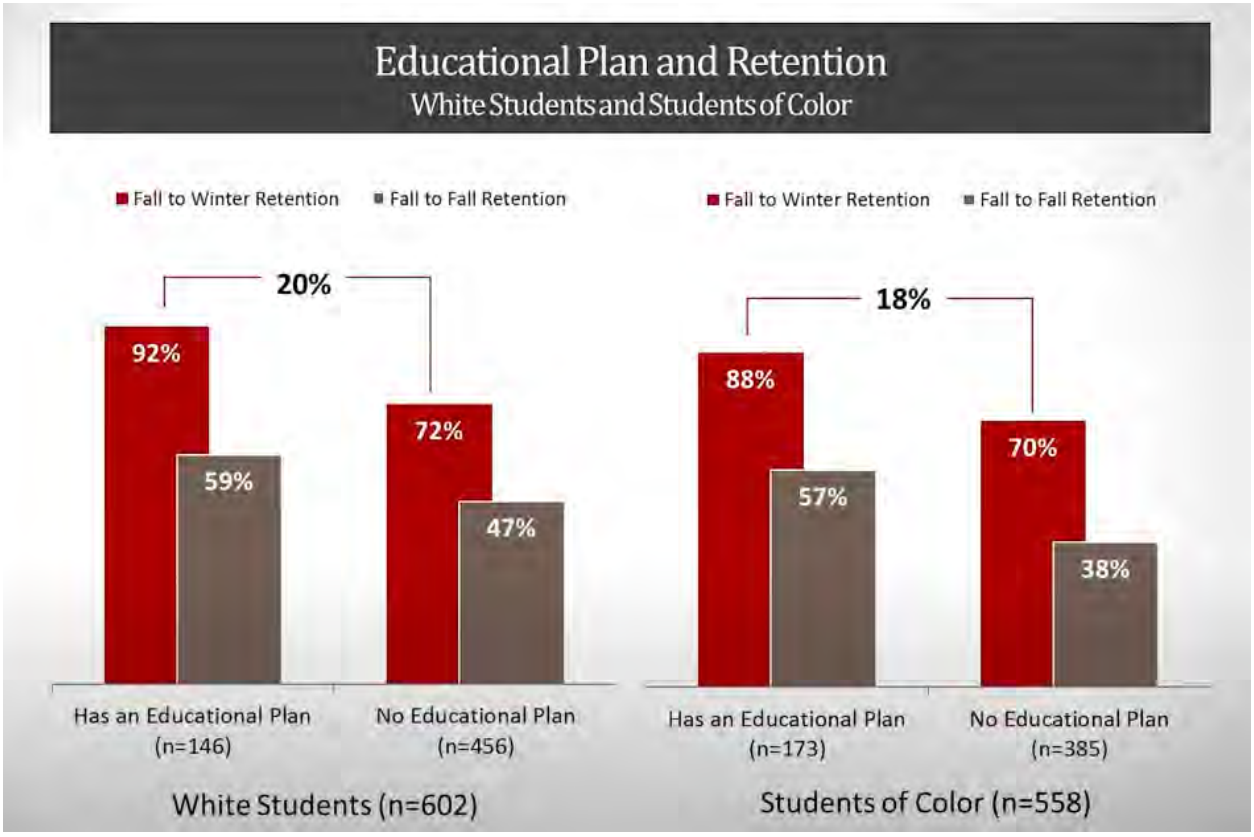
Advising Meeting July Themes

Advising retention data 2018


Student Orientation At Green River By the Numbers
1,230 New State-Supported Students Entered GRC in Fall 2016.
584 (47%)
Entry Advising
(Optional)
SOAR
(Mandatory)
633 (52%)
167 (14%)
1st Quarter Advising
(Optional)

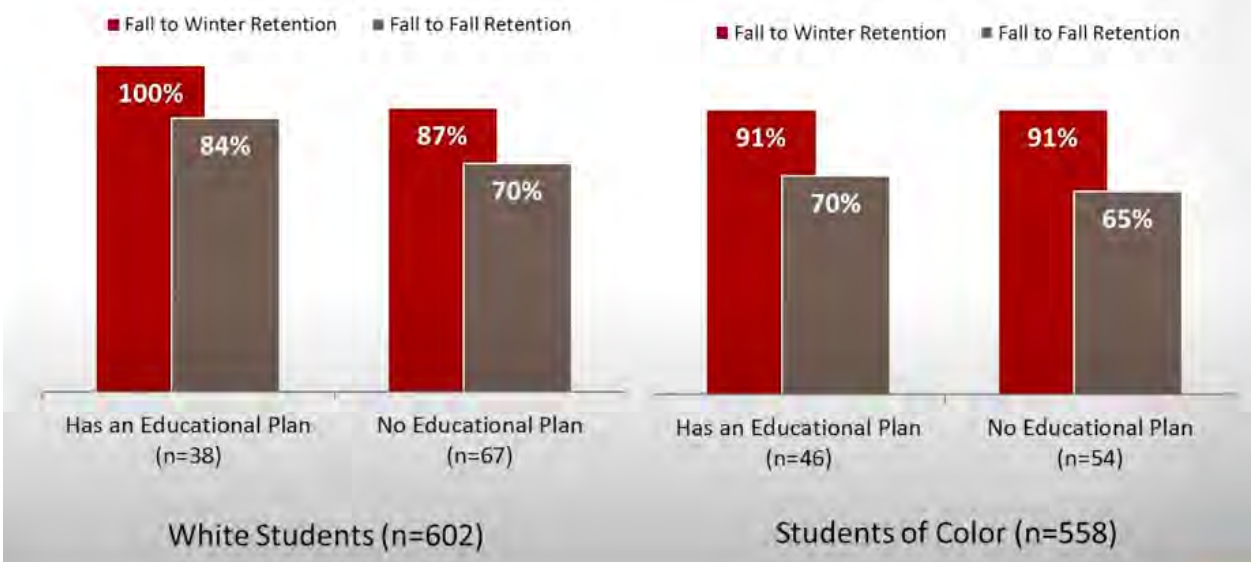

Student Orientation and Retention
White Students and Students of Color
Fall to Winter Retention
Fall to Fall Retention
Closing the Achievement Gap
64%
40%
81%
52%
95%
64%
63%
35%
79%
46%
97%
63%
Not Participating in Orientation Process (n=161)
Participating in Some Orientation Activities (n=402)
Participating in Orientation Process (n=39)
Not Participating in Orientation Process (n=162)
Participating in Some Orientation Activities (n=364)
Participating in Orientation Process (n=32)
White Students (n=602)
Students of Color (n=558)


First Quarter Advising and Retention
White Students and Students of Color
Fall to Winter Retention
Fall to Fall Retention
22%
96%
63%
74%
48%
Participating in 1st Quarter Advising (n=80)
Not Participating in 1st Quarter Advising (n=522)
White Students (n=602)
Fall to Winter Retention
Fall to Fall Retention
25%
97%
67%
72%
40%
Participating in 1st Quarter Advising (n=72)
Not Participating in 1st Quarter Advising (n=486)
Students of Color (n=558)


Educational Plan and Retention
White Students and Students of Color
Fall to Winter Retention
Fall to Fall Retention
20%
92%
59%
72%
47%
Has an Educational Plan (n=146)
No Educational Plan (n=456)
White Students (n=602)
Fall to Winter Retention
Fall to Fall Retention
18%
88%
57%
70%
38%
Has an Educational Plan (n=173)
No Educational Plan (n=385)
Students of Color (n=558)

Visiting the Advising Center and Retention

White Students and Students of Color



Key Take Away

- Students who complete the whole orientation process have a higher 1st quarter retention rate (96%) compared to students who do not participate in any orientation activity (64%).
- Students of color who complete the whole orientation process have a higher 1st quarter retention rate (97%) compared to white students (95%).
- Students who participated in 1st quarter advising have a higher fall-to-fall retention rate (65%) compared to students who do not (45%)
- Students who had an educational plan have higher fall-to-fall retention rate (58%) compared to students who did not (43%).
- Students who do not have an educational plan but visits the Advising Center 1 to 2 times have a higher fall-to-fall retention (70%) compared to students who did not visit the Advising Center (36%).

https://youtu.be/GBRG3LeCkuQ?si=hmbTziTeRjOkkmpC

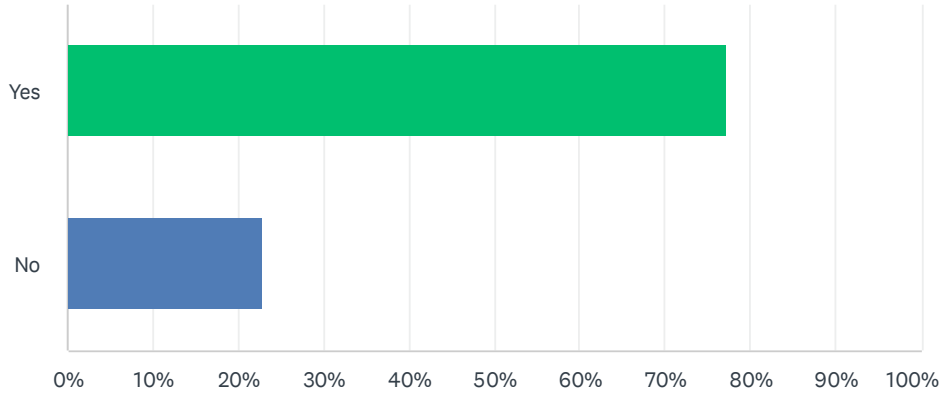
Data pulled in Winter/Spring 2018

Green River College IR

Winter 2025 campus-wide survey

Q1 For the current quarter, did you communicate with an advisor (via email, personal meeting, phone call, or letter) prior to registering for classes?

Answered: 249 Skipped: 0



ANSWER CHOICES	RESPONSES	
Yes	77.11%	192
No	22.89%	57
TOTAL		249

Q2 You indicated you did not meet with an advisor. Can you please tell us more about why?

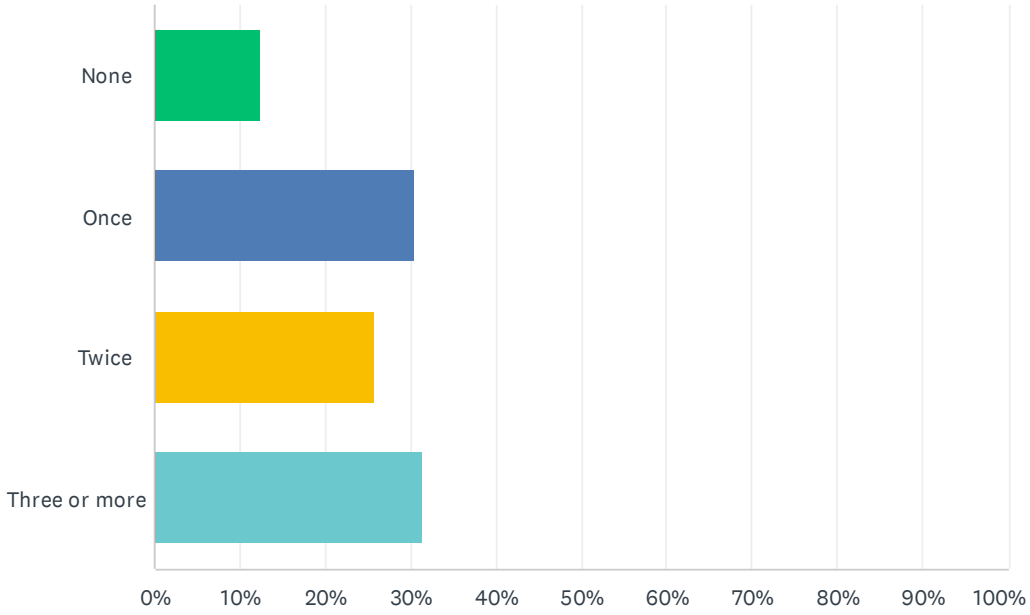
Answered: 32 Skipped: 217

#	RESPONSES	DATE
1	I had met with my advisors in previous quarters to figure out my education plan so I did not feel the need to meet this quarter.	3/12/2025 6:24 PM
2	I will meet with my advisor soon.	3/12/2025 6:00 PM
3	I already have a plan for the classes I'll be taking.	3/12/2025 5:58 PM
4	I have typically picked out classes on my own	3/12/2025 10:40 AM
5	I already knew what classes I have to take and, if the classes I needed where full, I chose other ones.	3/12/2025 9:10 AM
6	I didn't have a reason to	3/11/2025 10:04 PM
7	I already had my plan and knew what classes to take. there was no reason to.	3/11/2025 9:24 PM
8	We already formed an ED plan back in November, so I didn't really feel the need to disturb her day since all of the information was on an Excel sheet.	3/11/2025 9:04 PM
9	I figured out what classes I want to take is so I didn't really need to talk to my advisor I also knew what my requirement classes I need to do	3/11/2025 8:53 PM
10	I didnt think to	3/11/2025 8:40 PM
11	I already had an ed plan crafted, and was simply following through with it	3/11/2025 6:19 PM
12	Because I know what I need to do for my degree, everything is on the green river website	3/11/2025 5:39 PM
13	Just didn't need to this quarter. I plan on communicating next quarter though.	3/11/2025 5:17 PM
14	I was unaware and couldn't navigate how to and what to do	3/11/2025 4:58 PM
15	I was planning on meeting one but when i went in person the line was too long and there was not emough time	3/11/2025 4:48 PM
16	Didn't feel like I needed to. I knew what classes I needed to take because of my engineering professor.	3/11/2025 4:18 PM
17	At the moment I didn't feel the need to but I'll email my advisor about questions later.	3/11/2025 4:12 PM
18	I want to talk to them about my classes and how everything will work out because I am taking 20 credit a quarter I what to know to to balance out high school and running credit how it works basically.	3/11/2025 4:03 PM
19	I already had first 2 quarters planned out with my parents so I met with my counselor in February to plan out the remaining of my quarters.	3/11/2025 4:03 PM
20	I did not need them	3/11/2025 4:01 PM
21	I'm in a Cohort and it wasn't needed.	3/10/2025 4:19 PM
22	Not very helpful	3/5/2025 8:57 AM
23	I am enrolled in a structured cohort BAS program where the courses that I am required to take each quarter are directed by the program so there was no need to meet with an advisor to verify specific course or program requirements.	2/27/2025 8:52 PM
24	I have a degree plan that lays out all the classes I will need to take. The classes are only offered one quarter each year. Already know which classes I need to register for each quarter.	2/27/2025 12:28 PM

25	I did not need to as I already have an advising plan for the entirety of my certificate course.	2/27/2025 11:40 AM
26	Doing transfer credits	2/27/2025 11:01 AM
27	Was my first term at school and there was no time due to the closeness of the start date.	2/27/2025 9:50 AM
28	Forgot	2/26/2025 10:23 AM
29	I emailed Lesley Kessler I believe is her name and I haven't gotten a response and the other response I got was "talk to" and then guiding me to another person	2/24/2025 9:35 PM
30	There was a lack of time on my part, because of my job.	2/24/2025 7:55 PM
31	My profile no longer indicated who my advisor was, and it was a difficult process to find this information out.	2/24/2025 7:31 PM
32	I ended up just scheduling my classes myself after not getting a response from my academic advisor	2/24/2025 5:47 PM

Q3 This quarter, how many times have you initiated communication (via email, personal meeting, phone call, or letter) with your advisor?

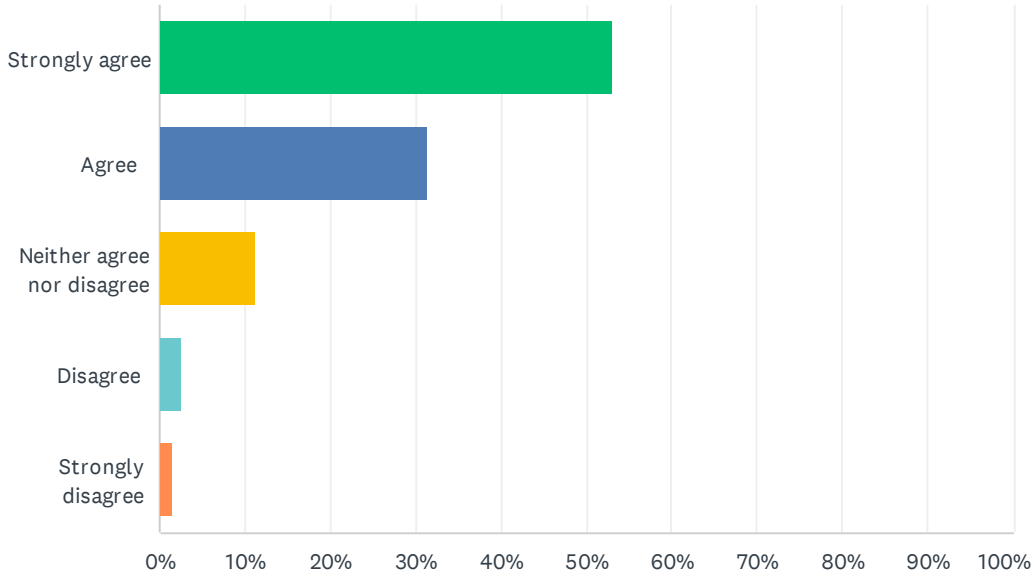
Answered: 194 Skipped: 55



ANSWER CHOICES	RESPONSES	
None	12.37%	24
Once	30.41%	59
Twice	25.77%	50
Three or more	31.44%	61
TOTAL		194

Q4 My advisor usually responds to my email within a timely manner (i.e. within two business days).

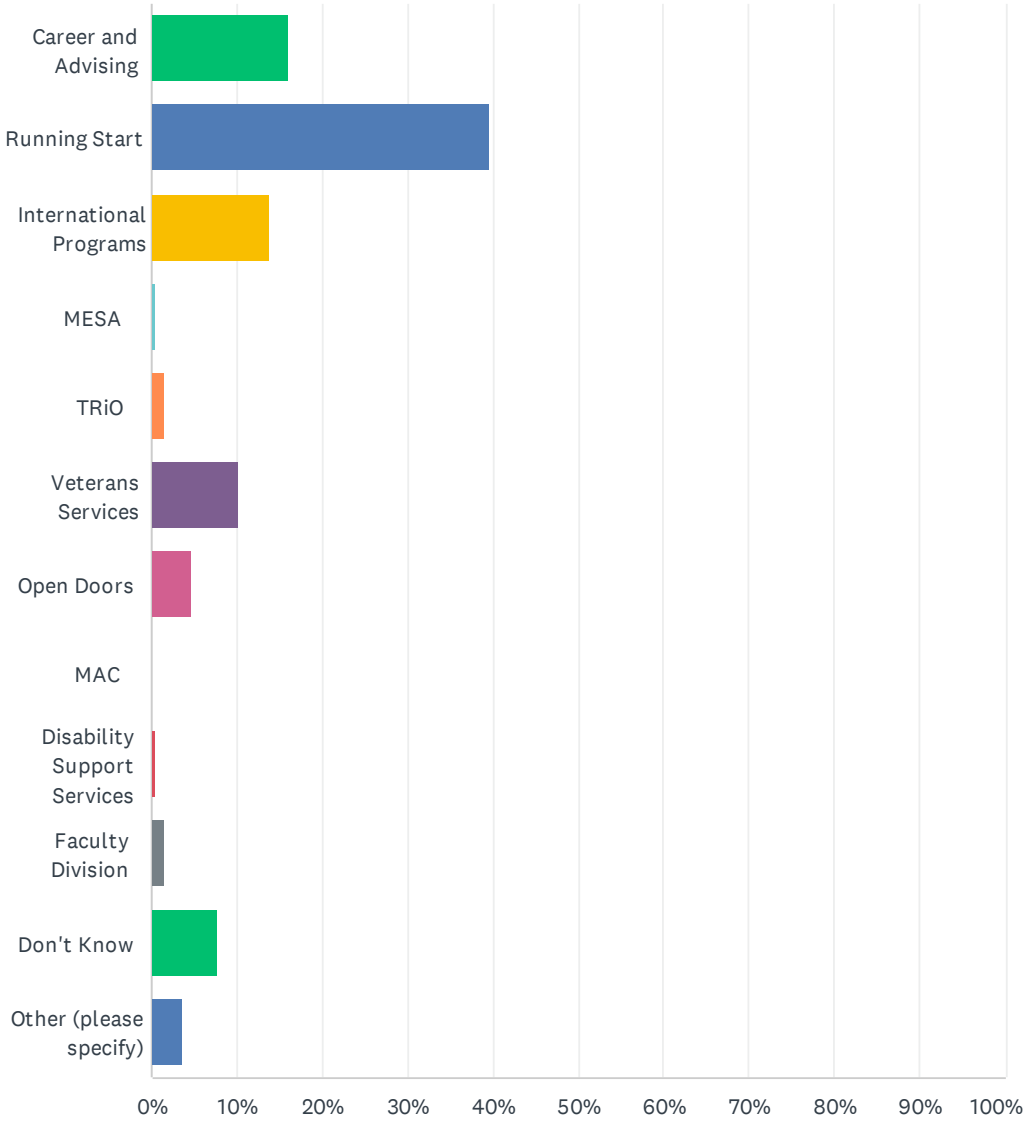
Answered: 194 Skipped: 55



ANSWER CHOICES	RESPONSES	
Strongly agree	53.09%	103
Agree	31.44%	61
Neither agree nor disagree	11.34%	22
Disagree	2.58%	5
Strongly disagree	1.55%	3
TOTAL		194

Q5 In what department is your advisor located?

Answered: 194 Skipped: 55

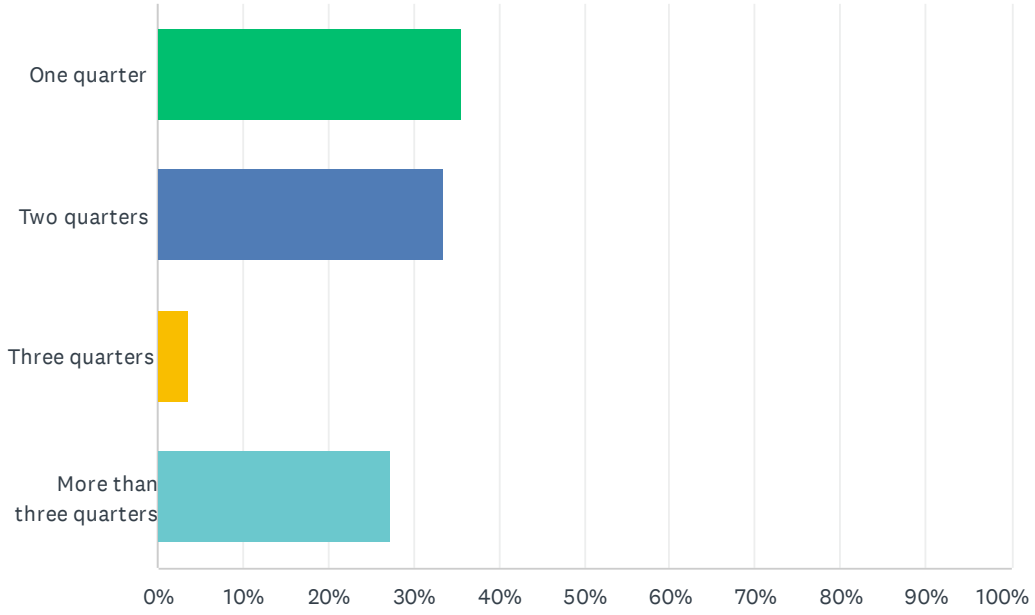


ANSWER CHOICES	RESPONSES	
Career and Advising	15.98%	31
Running Start	39.69%	77
International Programs	13.92%	27
MESA	0.52%	1
TRiO	1.55%	3
Veterans Services	10.31%	20
Open Doors	4.64%	9
MAC	0.00%	0
Disability Support Services	0.52%	1
Faculty Division	1.55%	3
Don't Know	7.73%	15
Other (please specify)	3.61%	7
TOTAL		194

#	OTHER (PLEASE SPECIFY)	DATE
1	Either career and advising or running start	3/11/2025 4:02 PM
2	None	3/11/2025 4:01 PM
3	Vet Services and MESA	2/27/2025 8:50 AM
4	IDV	2/26/2025 10:56 PM
5	IVD	2/26/2025 10:10 AM
6	Student affairs building	2/25/2025 4:43 AM
7	It is difficult to say, I continue to be passed to different folks	2/24/2025 3:22 PM

Q6 I have had my current academic advisor:

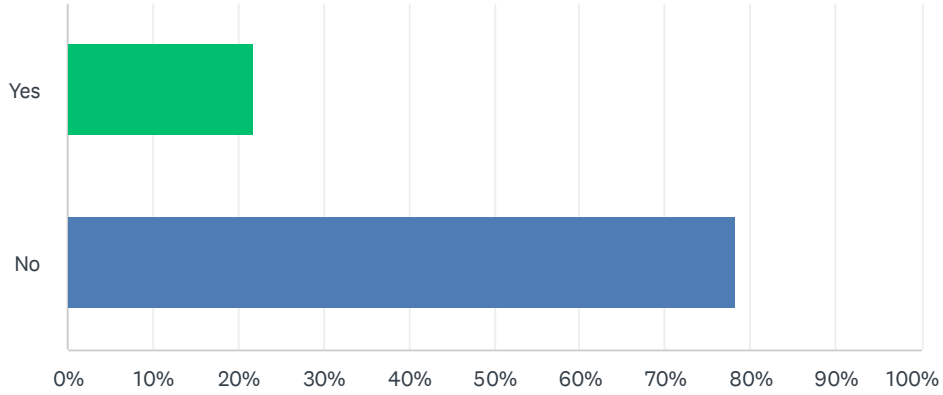
Answered: 191 Skipped: 58



ANSWER CHOICES	RESPONSES	
One quarter	35.60%	68
Two quarters	33.51%	64
Three quarters	3.66%	7
More than three quarters	27.23%	52
TOTAL		191

Q7 Since enrolling at GRC, have you changed advisors?

Answered: 194 Skipped: 55



ANSWER CHOICES	RESPONSES	
Yes	21.65%	42
No	78.35%	152
TOTAL		194

Q8 What is the primary reason for your most recent change of advisor?

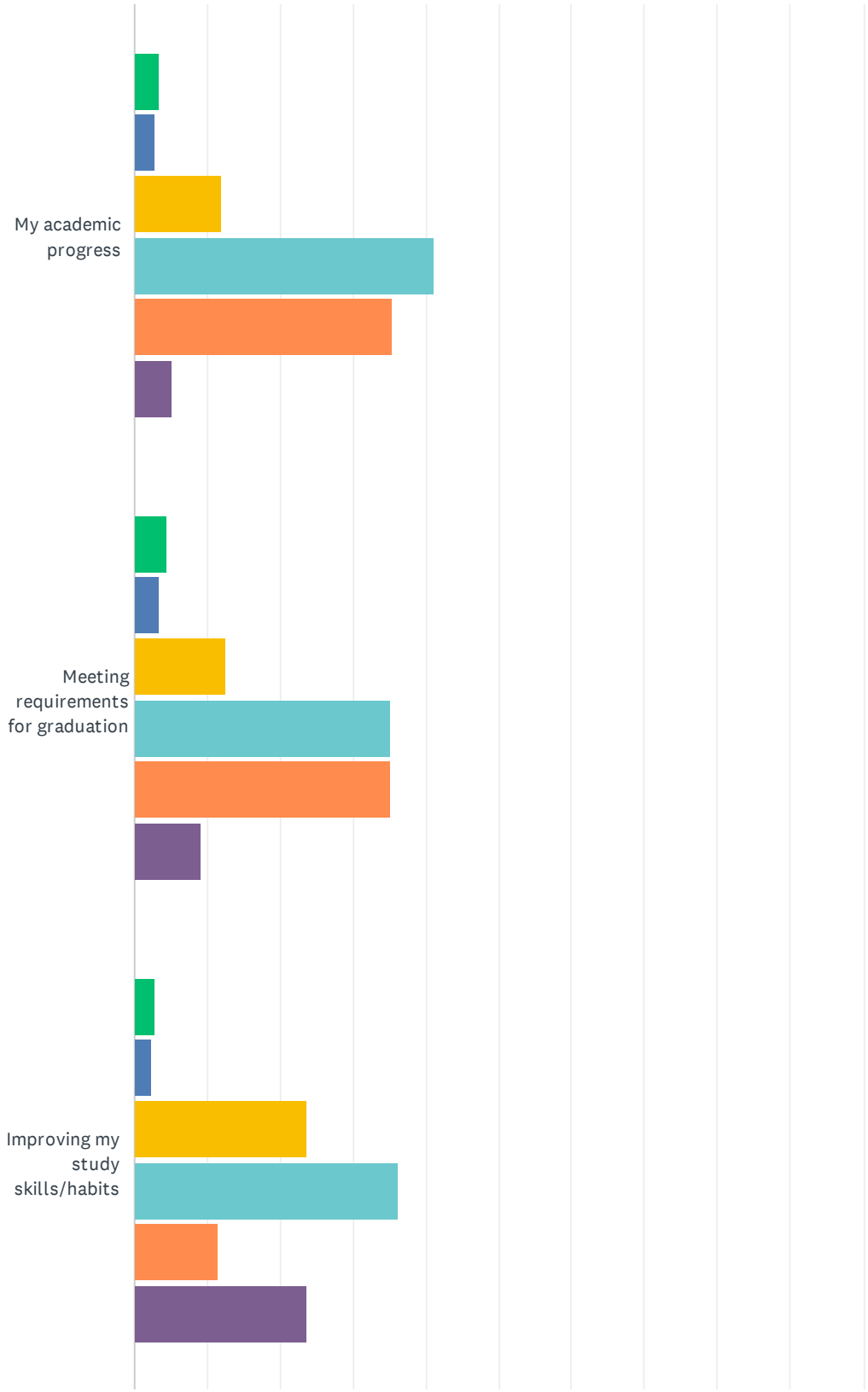
Answered: 38 Skipped: 211

#	RESPONSES	DATE
1	My current advisor was training to understand all aspects of advising so I had a temporary advisor for the time period.	3/12/2025 6:25 PM
2	they seem to be leaving so the other just replaced them	3/12/2025 6:22 AM
3	My advisor, Lely Shim, quit	3/12/2025 12:36 AM
4	My running start advisor from junior year moved on from Green River College.	3/11/2025 8:30 PM
5	It was changed for me, I think it was a new hire that was given a part of my previous adviser's workload, and I was a part of that work I guess	3/11/2025 6:24 PM
6	It wasn't my decision	3/11/2025 5:59 PM
7	I had Devan Bickham and he moved!	3/11/2025 5:47 PM
8	I'm not sure perhaps he moved	3/11/2025 4:59 PM
9	The previous advisor left	3/11/2025 4:44 PM
10	Advisor changed out of office	3/11/2025 4:15 PM
11	advisor left, and then academic probation.	3/11/2025 4:04 PM
12	There was a change in advisor for RS students last name Sf-Z.	3/11/2025 4:04 PM
13	other one quit or changed or something	3/11/2025 4:03 PM
14	The last counselor got replaced at the very beginning of Fall quarter with my new one.	3/11/2025 4:03 PM
15	I was changed automatically since my previous advisor left GreenRiver.	3/11/2025 4:03 PM
16	The old guy Devon left the college	3/11/2025 4:02 PM
17	The school put the people in my major under a different advisor	2/27/2025 2:39 PM
18	Changed majors end of Fall '23. I also joined MESA Fall '24	2/27/2025 8:50 AM
19	previous advisor left	2/27/2025 8:20 AM
20	Change of Major	2/26/2025 8:18 PM
21	My previous advisor was moving on to another position in open doors.	2/26/2025 11:11 AM
22	Unsure I started with an advisor and then was switched to another one in the next quarter	2/26/2025 10:40 AM
23	Major change	2/26/2025 10:19 AM
24	Didn't have a reason it	2/26/2025 10:03 AM
25	They decided to move me to another advisor	2/26/2025 9:48 AM
26	New advisor came	2/26/2025 9:40 AM
27	New ED plan	2/26/2025 9:29 AM
28	Changing the my major	2/26/2025 9:25 AM
29	My current advisor knows and fits my needs better	2/25/2025 11:12 PM
30	Program change	2/25/2025 3:39 PM
31	I really enjoyed my original advisor however it appears that the The college changed my advisor and did not alert me.	2/24/2025 7:32 PM

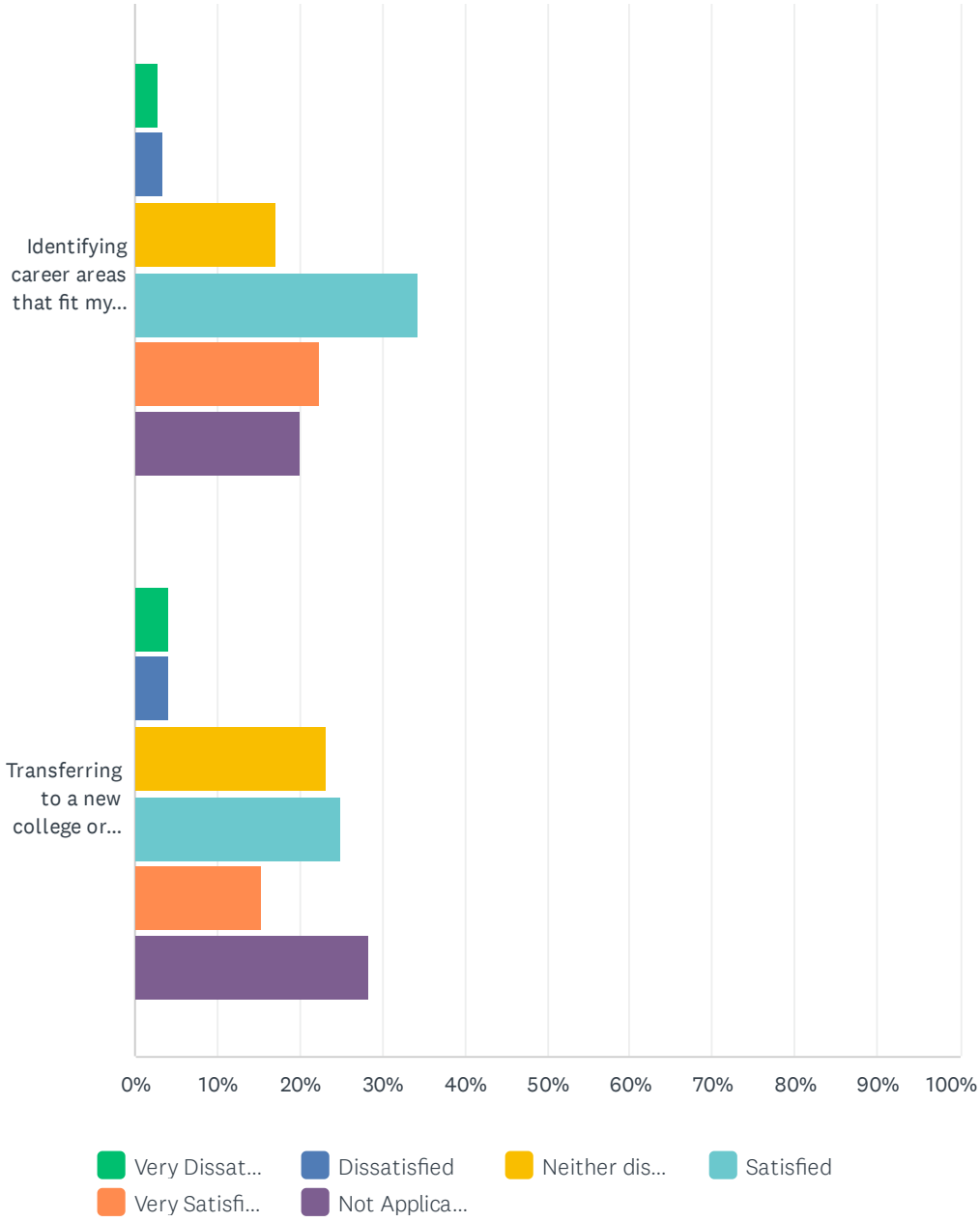
32	Finding the correct person is nearly impossible	2/24/2025 3:23 PM
33	Needed help with my educational plan	2/24/2025 1:34 PM
34	program change	2/24/2025 12:28 PM
35	When first enrolling as a transfer student I chose a different major than what I am currently studying in.	2/24/2025 10:51 AM
36	The past two academic advisors I’ve gone to have been very discouraging and mean and it affected me severely	2/24/2025 10:38 AM
37	Accomplished my business degree, needed another for accounting degree	2/24/2025 10:23 AM
38	kgjhb	2/19/2025 11:13 AM

Q9 Please indicate your level of satisfaction with advising on the following topics:

Answered: 176 Skipped: 73



Advising Evaluation Survey

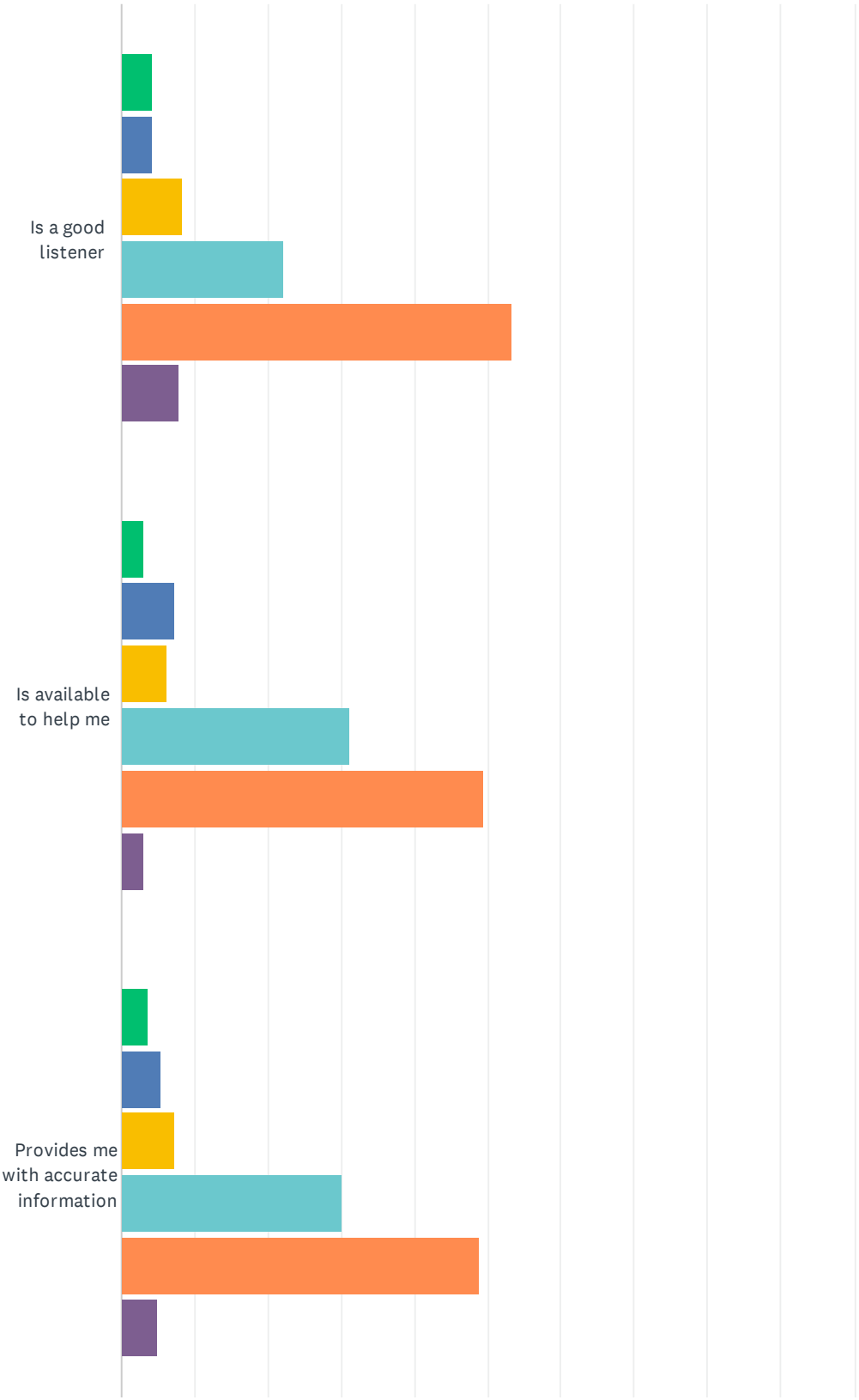


Advising Evaluation Survey

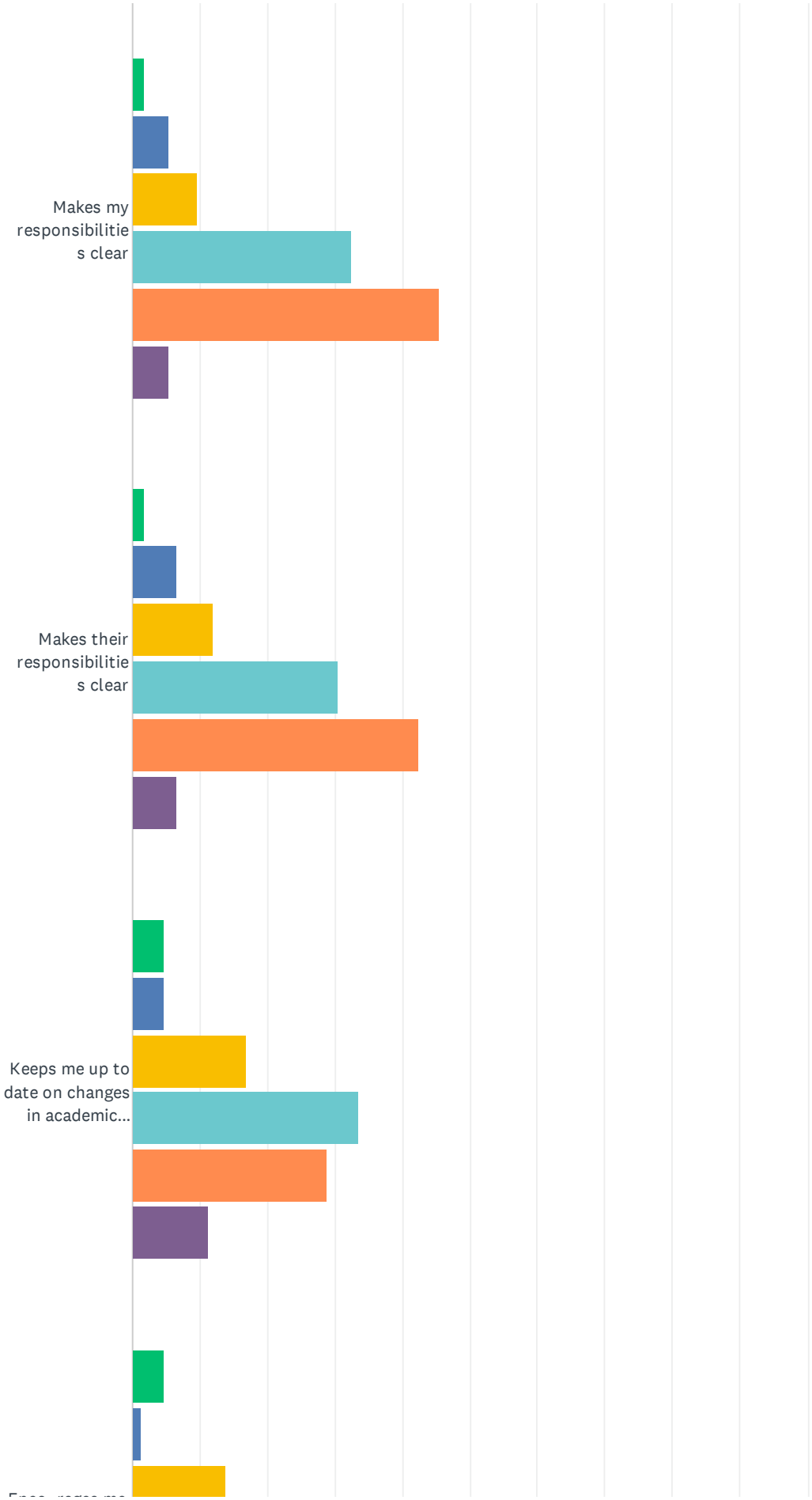
	VERY DISSATISFIED	DISSATISFIED	NEITHER DISSATISFIED NOR SATISFIED	SATISFIED	VERY SATISFIED	NOT APPLICABLE (N/A)	TOTAL	WEIG AVER
My academic progress	3.43% 6	2.86% 5	12.00% 21	41.14% 72	35.43% 62	5.14% 9	175	
Meeting requirements for graduation	4.55% 8	3.41% 6	12.50% 22	35.23% 62	35.23% 62	9.09% 16	176	
Improving my study skills/habits	2.87% 5	2.30% 4	23.56% 41	36.21% 63	11.49% 20	23.56% 41	174	
Identifying career areas that fit my current skills, abilities, and interests	2.86% 5	3.43% 6	17.14% 30	34.29% 60	22.29% 39	20.00% 35	175	
Transferring to a new college or university	3.98% 7	3.98% 7	23.30% 41	25.00% 44	15.34% 27	28.41% 50	176	

Q10 Please indicate your agreement with the following statements: "My Advisor..."

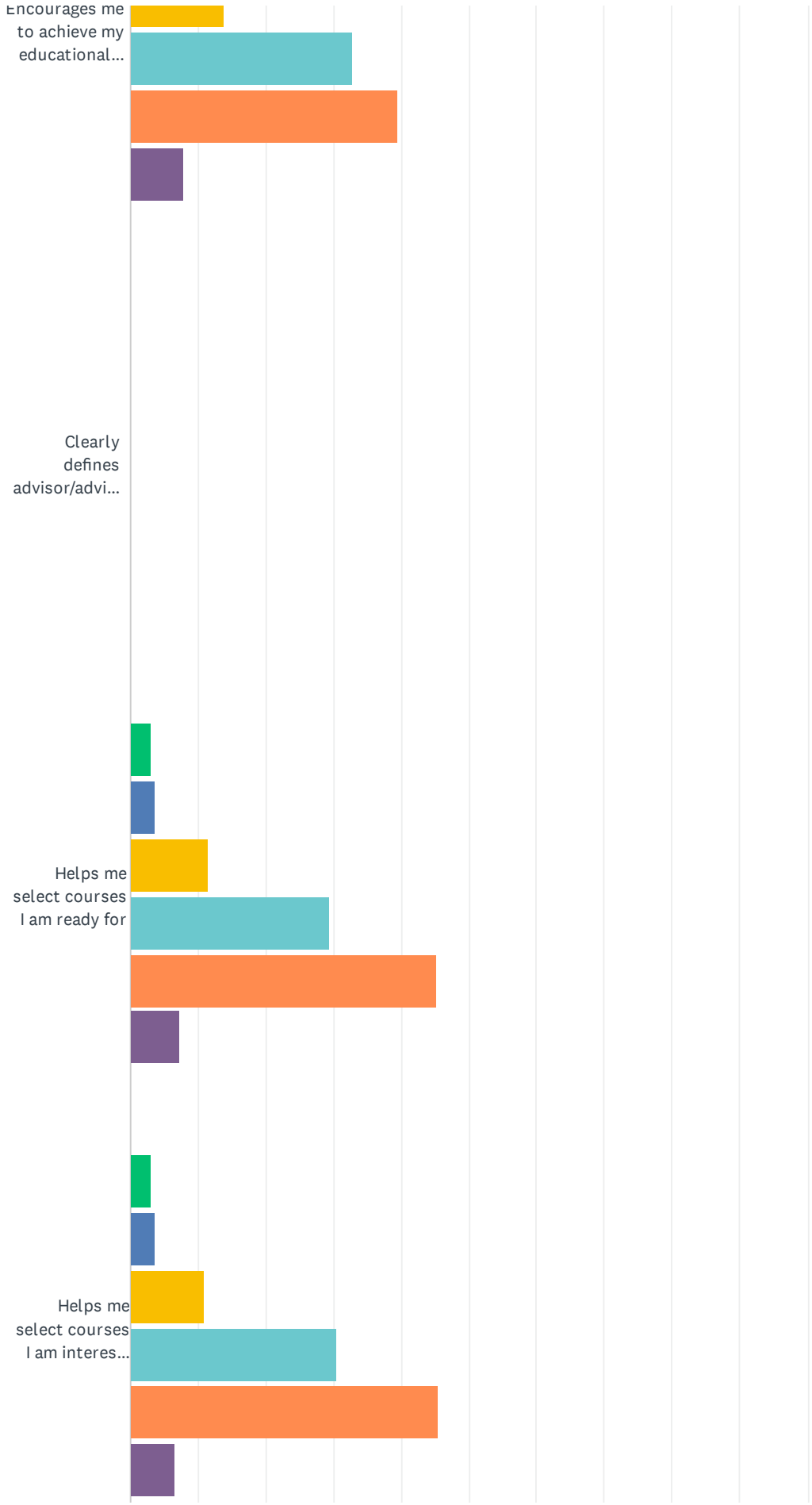
Answered: 167 Skipped: 82



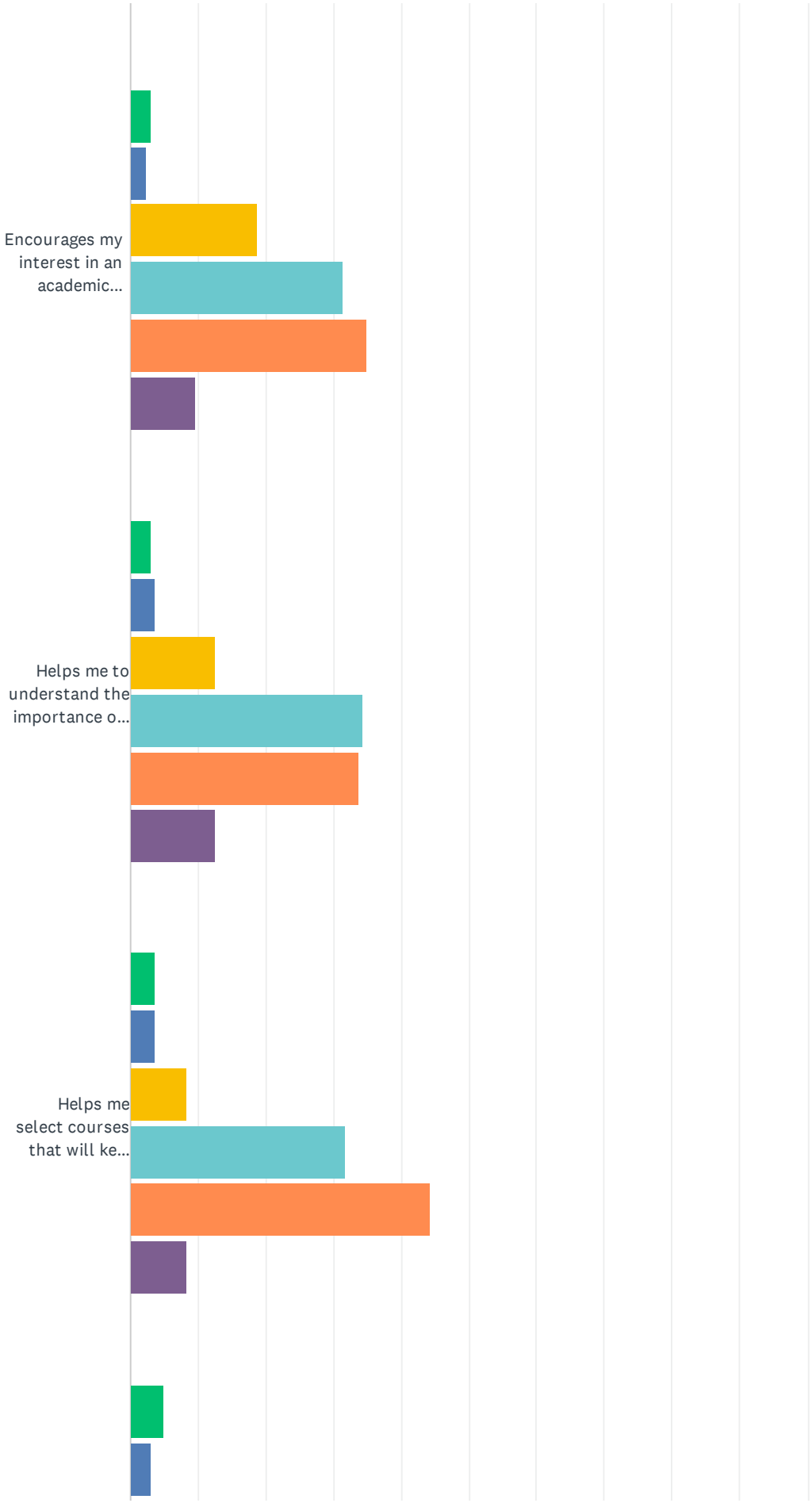
Advising Evaluation Survey



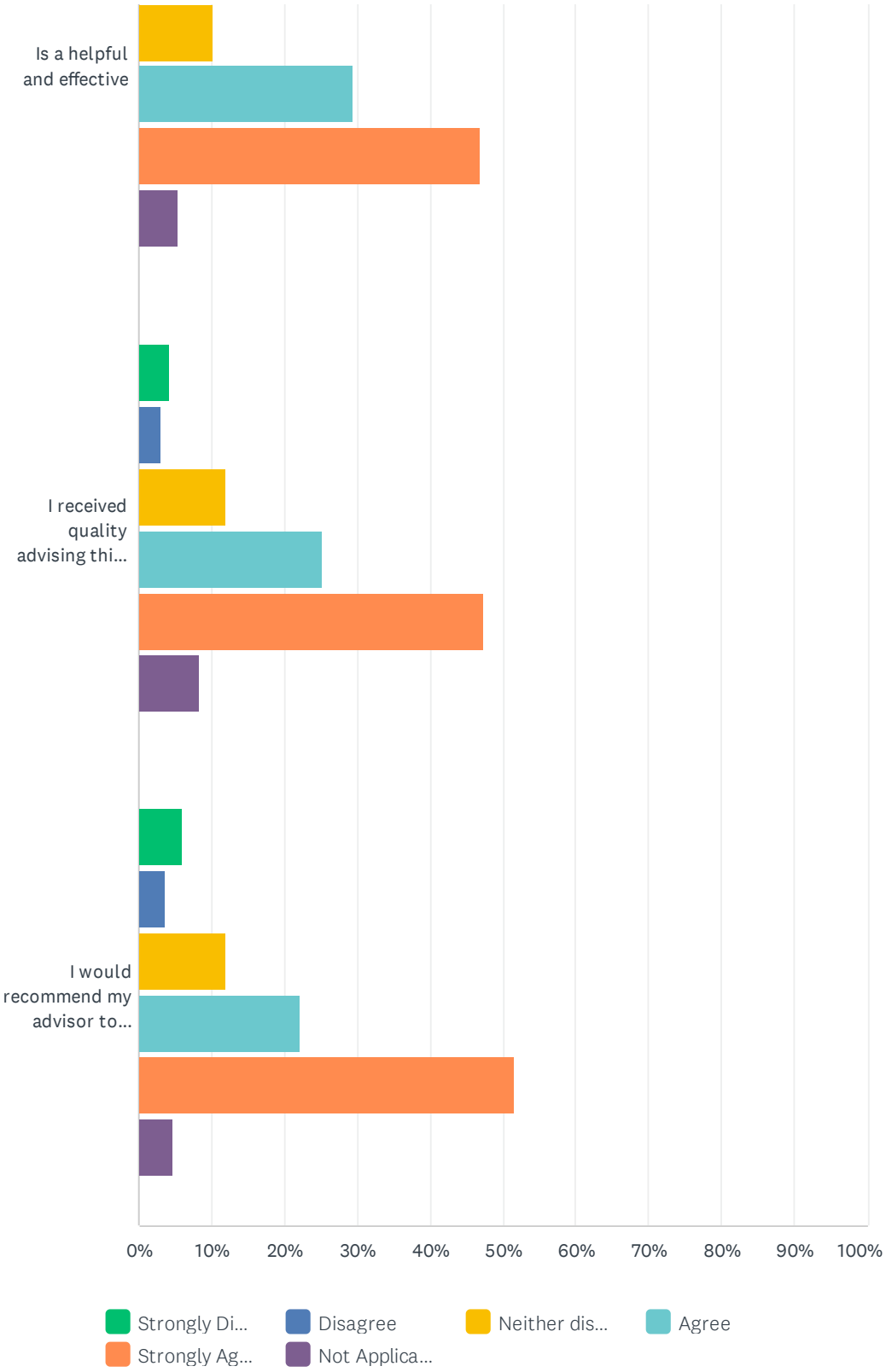
Advising Evaluation Survey



Advising Evaluation Survey



Advising Evaluation Survey



Advising Evaluation Survey

	STRONGLY DISAGREE	DISAGREE	NEITHER DISAGREE NOR AGREE	AGREE	STRONGLY AGREE	NOT APPLICABLE (N/A)	TOTAL
Is a good listener	4.19% 7	4.19% 7	8.38% 14	22.16% 37	53.29% 89	7.78% 13	167
Is available to help me	3.05% 5	7.32% 12	6.10% 10	31.10% 51	49.39% 81	3.05% 5	164
Provides me with accurate information	3.61% 6	5.42% 9	7.23% 12	30.12% 50	48.80% 81	4.82% 8	166
Makes my responsibilities clear	1.80% 3	5.39% 9	9.58% 16	32.34% 54	45.51% 76	5.39% 9	167
Makes their responsibilities clear	1.80% 3	6.59% 11	11.98% 20	30.54% 51	42.51% 71	6.59% 11	167
Keeps me up to date on changes in academic requirements	4.79% 8	4.79% 8	16.77% 28	33.53% 56	28.74% 48	11.38% 19	167
Encourages me to achieve my educational goals	4.79% 8	1.20% 2	13.77% 23	32.93% 55	39.52% 66	7.78% 13	167
Clearly defines advisor/advisee responsibilities	0.00% 0	0.00% 0	0.00% 0	0.00% 0	0.00% 0	0.00% 0	0
Helps me select courses I am ready for	3.01% 5	3.61% 6	11.45% 19	29.52% 49	45.18% 75	7.23% 12	166
Helps me select courses I am interested in	2.99% 5	3.59% 6	10.78% 18	30.54% 51	45.51% 76	6.59% 11	167
Encourages my interest in an academic discipline	3.01% 5	2.41% 4	18.67% 31	31.33% 52	34.94% 58	9.64% 16	166
Helps me to understand the importance of graduating on time	3.01% 5	3.61% 6	12.65% 21	34.34% 57	33.73% 56	12.65% 21	166
Helps me select courses that will keep me on track to graduate on time	3.59% 6	3.59% 6	8.38% 14	31.74% 53	44.31% 74	8.38% 14	167
Is a helpful and effective	4.82% 8	3.01% 5	10.24% 17	29.52% 49	46.99% 78	5.42% 9	166
I received quality advising this quarter	4.19% 7	2.99% 5	11.98% 20	25.15% 42	47.31% 79	8.38% 14	167
I would recommend my advisor to another student	5.99% 10	3.59% 6	11.98% 20	22.16% 37	51.50% 86	4.79% 8	167

Q11 If you could improve one thing about advising at GRC, what would it be?

Answered: 94 Skipped: 155

#	RESPONSES	DATE
1	Offer discussions of things the student struggles when it comes to being successful academically.	3/12/2025 8:22 PM
2	N/A	3/12/2025 6:28 PM
3	Everything is good	3/12/2025 6:07 PM
4	Depending on the person or advisor I think its best to show some empathy and understanding when talking to each other.	3/12/2025 5:30 PM
5	Idk	3/12/2025 10:06 AM
6	More free food	3/12/2025 9:43 AM
7	Maybe more advisers because it takes a while to get an appointment.	3/12/2025 9:15 AM
8	i would encourage the advisors to do a lot of research especially when it comes to transferring to four year universities	3/12/2025 6:30 AM
9	Nothing!	3/12/2025 12:39 AM
10	More open meeting times	3/11/2025 11:42 PM
11	Scheduling meetings	3/11/2025 11:36 PM
12	Checking in on students from time to time	3/11/2025 9:50 PM
13	My advisor just kind of talked to me weird. She seemed unsocial and she’s also new and it shows in our interactions	3/11/2025 9:29 PM
14	Nothing really, maybe try to have set times where they answer emails (I'm just an overthinker) because sometimes my advisor takes like 3 days to reply.	3/11/2025 9:08 PM
15	I havent used it enough to want to change anything	3/11/2025 8:42 PM
16	More office worker that speak different language besides English	3/11/2025 6:32 PM
17	Nothing I find it very helpful.	3/11/2025 6:30 PM
18	Unsure	3/11/2025 6:28 PM
19	Nothing	3/11/2025 6:09 PM
20	Nothing	3/11/2025 6:02 PM
21	Maybe communication from my advisor when they are taking time off, sometimes the emails from Lindsey can be a little bit vague so direct communication from my advisor would be nice but I do appreciate the emails sent by RS!	3/11/2025 5:51 PM
22	Shows us all the options whether they are good or bad for us.	3/11/2025 5:43 PM
23	Appointments, the appointment waits are super long.	3/11/2025 5:40 PM
24	It would be cool if our advisors had a database of information so that we could preview some topics within the class before choosing it	3/11/2025 5:37 PM
25	Not sure.	3/11/2025 5:19 PM
26	Paying attention to details and telling us about changes that must be made in a timely manner.	3/11/2025 5:15 PM
27	A new advisor. The running start department as a whole is informative and communicative but	3/11/2025 4:47 PM

	my advisor has not been helpful in any way.	
28	Nothing currently.	3/11/2025 4:21 PM
29	n/a	3/11/2025 4:17 PM
30	Not sure it has to do with advising but it would be nice to have some running start mixer events to meet other students throughout the year.	3/11/2025 4:17 PM
31	Make it more comprehensive to students specific education plans. For example, telling me what courses I should take to complete prerequisites in the degree I want to get at the university I'm transferring to in the future	3/11/2025 4:08 PM
32	The appointment availability.	3/11/2025 4:08 PM
33	I wish that I could have more time to talk with my advisor instead of the strict time rules	3/11/2025 4:07 PM
34	Pushing out more emails to students who don't communicate with them as often.	3/11/2025 4:06 PM
35	N/A	3/11/2025 4:06 PM
36	Not much but maybe more available drop in hours when it's time to start enrolling for classes.	3/11/2025 4:05 PM
37	Nothing	3/11/2025 4:03 PM
38	Nothing currently.	3/11/2025 1:45 PM
39	Make it a habit to check in with students	3/10/2025 4:24 PM
40	Know more that just your little box. Not helpful	3/5/2025 9:09 AM
41	There is a need to inform dually enrolled students like myself who are interested in transferring that we should apply as a first year in Fall and not as a transfer in Winter	3/2/2025 5:09 PM
42	N/A	3/1/2025 12:18 PM
43	I don't think this is realistic, but checking the teachers out on Rate My Professor. Some courses I've taken could've been very interesting, however the teachers sometimes make it impossible to succeed.	3/1/2025 10:28 AM
44	nothing	2/28/2025 12:14 PM
45	N/A.	2/28/2025 12:28 AM
46	guidance on which courses to take in order	2/27/2025 1:29 PM
47	Accuracy of classes for future quarters. Sometimes classes are advertised as being available multiple quarters when they are only available one quarter. It makes it difficult to stay on track for degree completion when a class you had slotted into your degree plan is no longer offered the planned quarter.	2/27/2025 12:37 PM
48	Nothing	2/27/2025 11:43 AM
49	More check in with students	2/27/2025 11:03 AM
50	Nothing at this time	2/27/2025 9:54 AM
51	More Advisors	2/27/2025 9:29 AM
52	In Navigate 360, it would be nice to see all available time slots with an advisor instead of going the hoops of filters.	2/27/2025 8:55 AM
53	Nothing	2/27/2025 8:44 AM
54	My experience has been wonderful so far, so I don't have any complaints	2/27/2025 8:25 AM
55	Make the writing clearer, inform students better on how to connect with the adivisor	2/27/2025 8:23 AM
56	I wish that my advisor knew what she was talking about, or that she did not ignore my emails for the first 2 months of my enrollment	2/26/2025 11:24 PM
57	I think advising at GRC very nice, friend, always to help students understanding their case.	2/26/2025 11:02 PM
58	Nothing	2/26/2025 5:16 PM

59	I know that the advisors are very busy but i did a drop in advising the other day, and he wasn't very patient.	2/26/2025 4:39 PM
60	I think it's really essential that we invest in robotic audio microchip implants. this would make everything the advisors say sound more awesome, therefore students would be more open to advice because their advisors would sound like the cylons from Battlestar Galactica. super cool.	2/26/2025 4:18 PM
61	more drop in advising options	2/26/2025 3:05 PM
62	Say more about what kind of courses you need for your degree	2/26/2025 1:24 PM
63	nothing	2/26/2025 12:30 PM
64	I would stop the switching of my advisors.	2/26/2025 12:03 PM
65	N/a	2/26/2025 11:27 AM
66	There is Nothing I can think of at this time	2/26/2025 11:15 AM
67	I think there should be enough staff members to show student a direction to the advisor’s room.	2/26/2025 11:07 AM
68	Increase availability of advising; not for drop-in advisors	2/26/2025 11:04 AM
69	More accurate information and redirecting to helpful resources	2/26/2025 11:00 AM
70	I don't know	2/26/2025 10:46 AM
71	Neutral. I'm not very good at thinking of questions to ask, so I don't have many opportunities to talk with my advisor.	2/26/2025 10:24 AM
72	Availability	2/26/2025 10:05 AM
73	Everything is fine	2/26/2025 10:03 AM
74	Each advisor has too many students to be responsible for	2/26/2025 10:02 AM
75	Everything, I think the advising here could use a lot of improvement. I’ve been moved around already and this is only my second quarter. I’ve also heard from other people that they get moved around a lot between the advisors. Educational plans get messed up, courses that students are supposed to take get forgotten, advisors are not available for a meeting until more than a month later, I’ve been asked to make an educational plan twice so they apparently keep on forgetting I’m a gap year student. To me it just al seems a bit messy.	2/26/2025 9:52 AM
76	Get more advisors as some advisors seem too busy advising several majors	2/26/2025 9:44 AM
77	There isn’t one	2/26/2025 9:40 AM
78	Have more appointment face to face	2/26/2025 9:29 AM
79	I don’t have comment this questiom	2/26/2025 9:28 AM
80	I would want my advisor to be a little more helpful when asking clarifying questions, sometimes I feel like I get dismissed to figure things out.	2/26/2025 9:06 AM
81	If I could meet my advisor, if possible.	2/25/2025 12:14 PM
82	My advisor was so bad made an appointment because no one has ever helped me with advising my last school in Ohio didn’t let you register without talking to an advisor I drove 40 minutes in a Thursday morning out of my way to meet an advisor that never ever replied to my email notifs about our meeting and I show up just for her to come out 30 minutes late and tell me she can’t help me very wasteful and I ended up hating this school and I’m looking for a replacement after this next quarter the ordination between advisors and teachers is very negligent and needs to be improved. Also instructors Lynn Kanninen from ASIM 101 is a joke she yells at students flying a virtual plane reminds me of my mother when I learned to drive no one can learn like that get someone with some sense of humor instead of some teachers who are old and hate life already.	2/25/2025 4:48 AM
83	Maybe I’m just not doing something right, but I just feel like it’s extremely confusing trying to navigate how to get in contact. Especially if I’m being directed to other places.	2/24/2025 9:40 PM

84	N/A	2/24/2025 8:00 PM
85	Ensure CTC is updated to reflect advisor information. Encourage advisors to send out emails to their students, providing open office hours like they used to.	2/24/2025 7:36 PM
86	Assist students with identifying the correct person to contact. The initial email said to schedule new student advising, this was incorrect. I was then advised to contact a transfer student advisor. This turned out to also be incorrect	2/24/2025 3:25 PM
87	Make it easier to navigate the website	2/24/2025 1:43 PM
88	I guess focus more on the what jobs you can look forward to or expect after graduating	2/24/2025 1:17 PM
89	none	2/24/2025 12:29 PM
90	No notes	2/24/2025 11:52 AM
91	when choosing classes telling the exact day when it's going to start.	2/24/2025 11:00 AM
92	Honestly the Software Development and IT department have great faculty advisors. The main campus advisors struggled to help me get into the right classes for data analytics and software dev degree.	2/24/2025 10:56 AM
93	Nothing , pretty good so far	2/24/2025 10:28 AM
94	Nothing! Including a full day each quarter for advising helped immensely with scheduling an appointment! You don’t have to wait two weeks out to talk about any concerns you may have.	2/24/2025 10:28 AM

Q12 What do you really appreciate about your advisor?

Answered: 96 Skipped: 153

#	RESPONSES	DATE
1	They give off a positive energy that makes me feel comfortable to talk to them.	3/12/2025 8:22 PM
2	I really apreciate the timely manner in which my advisor answers my emails. I also appreciate the clear and concise information I recieve to my questions during meetings. It really helped me understand exactly what I need to do during my time here at Green River.	3/12/2025 6:28 PM
3	The way she is trying to help	3/12/2025 6:07 PM
4	I appreciate her knowledge on what to take and the options available.	3/12/2025 5:30 PM
5	She helps and took her time with me	3/12/2025 10:06 AM
6	On time with responses, genuinely helps	3/12/2025 9:43 AM
7	I appreciate that she wants me to graduate on time.	3/12/2025 9:15 AM
8	the fact that she helped me get into to one of the classes i really needed	3/12/2025 6:30 AM
9	I really appreciate how attentive Mr. Stevenson is and how he’s finding solutions to your problems or clarification for anything and is very sweet!	3/12/2025 12:39 AM
10	Efficiency and clarity of word	3/11/2025 11:42 PM
11	Their time and effort	3/11/2025 11:36 PM
12	They give you various solutions to a different problems	3/11/2025 9:50 PM
13	She helps me	3/11/2025 9:29 PM
14	I like how communicative she is, and how she's super easy to talk to. I never once felt nervous to talk to her.	3/11/2025 9:08 PM
15	I've never met with her	3/11/2025 8:42 PM
16	I appreciate their organization system. When Karina sends my after meeting email, the Excel sheet is easy to read and the AA degree catalog is easy to find. Very helpful.	3/11/2025 8:39 PM
17	Kindness	3/11/2025 6:32 PM
18	How enjoyable it was to talk to him the first day of meeting.	3/11/2025 6:30 PM
19	He was really friendly and approachable from the get-go, being extremely helpful with getting me the help I needed when I needed it	3/11/2025 6:28 PM
20	Her work and dedication to help me choose class and set goals together	3/11/2025 6:09 PM
21	He answers all my questions and doesn’t hold back on information.	3/11/2025 6:02 PM
22	I feel like I can talk to her comfortably and express my needs and wants for classes	3/11/2025 5:51 PM
23	They respond.	3/11/2025 5:43 PM
24	I appreciate my advisor for all of her advice and support	3/11/2025 5:42 PM
25	Quick to answer, helpful.	3/11/2025 5:40 PM
26	I appreciate that my advisor is very familiar with the courses at GRC	3/11/2025 5:37 PM
27	How friendly she is.	3/11/2025 5:19 PM
28	When I electronically communicate, my advisor responds in a timely and effective manner.	3/11/2025 5:15 PM
29	She has been extremely helpful with selecting classes and creating and ed plan that benefits	3/11/2025 4:21 PM

	me.	
30	she is very communicative and is able to respond to change well	3/11/2025 4:17 PM
31	I felt heard and seen by my advisor Loree in our meeting last month. She didn't rush through our meeting and gave fantastic info. She even allowed my Aunt to be on our zoom call. I like that she constantly asked what I thought about certain things regardless of another adult (my aunt) being on the call. I could tell she just wanted me to win!	3/11/2025 4:17 PM
32	Her allowing me to be picky about what classes I want to take as long as they are in the required category	3/11/2025 4:08 PM
33	I really appreciate that my questions get throughly and accurately answered.	3/11/2025 4:08 PM
34	Every time I walk out of her advising room, I feel SO much better about myself and my college career path. It's like a breath of fresh air	3/11/2025 4:07 PM
35	The quickness she takes to respond to me.	3/11/2025 4:06 PM
36	everything	3/11/2025 4:06 PM
37	He explains the courses very well and what they offer.	3/11/2025 4:05 PM
38	fast answering	3/11/2025 4:03 PM
39	Always helpful	3/11/2025 4:03 PM
40	Listening and giving direct responses to my questions.	3/11/2025 1:45 PM
41	They are there when needed for guidance and are helpful on achieving your goals.	3/10/2025 4:24 PM
42	On time to meetings	3/5/2025 9:09 AM
43	Enthusiastic and welcoming personality	3/2/2025 5:09 PM
44	She's very empathetic and understanding of my issues	3/1/2025 12:18 PM
45	They're organized and they give me a good idea about my future.	3/1/2025 10:28 AM
46	I appreciate my advisor for showing me the right path to take to transfer to the university.	2/28/2025 12:14 PM
47	Tells me EXACTLY what I need to do.	2/28/2025 12:28 AM
48	She's welcoming.	2/27/2025 2:42 PM
49	availability for zoom appts	2/27/2025 1:29 PM
50	My advisor goes above and beyond to help students stay on track for their degree.	2/27/2025 12:37 PM
51	The ease of scheduling	2/27/2025 11:43 AM
52	Availability, care and genuine concern	2/27/2025 9:54 AM
53	Friendlyness and Professionalism	2/27/2025 9:29 AM
54	Karianna and Alex are incredibly supportive. Very helpful with figuring out what I need her but also applications for my future.	2/27/2025 8:55 AM
55	She truly cares.	2/27/2025 8:44 AM
56	She's incredibly understanding, and gives me all the options when I'm having a problem. She responds quickly and effectively, and updates me if anything changes	2/27/2025 8:25 AM
57	She helps me as soon as she can	2/27/2025 8:23 AM
58	I totally appreciate my advisor Roni during I am studying at GRC, especially process of study, and graduation as well as my OPT.	2/26/2025 11:02 PM
59	Easy to talk to	2/26/2025 5:16 PM
60	Very nice and really try to fulfill my request. And she listens to what i have to say.	2/26/2025 4:39 PM
61	he's really good at differentiating my wants with my needs when what I want might not be what I need. don't know if that makes sense. He tries really hard to keep me on track and help me	2/26/2025 4:18 PM

	manage my classes the way I need to. he's very kind and communicative. Very reliable. I always know that I can trust his advice, and even though I may not like it sometimes, he hasn't steered me wrong yet. :)	
62	their helpful nature	2/26/2025 3:05 PM
63	He is very nice	2/26/2025 1:24 PM
64	He listens to my concerns and suggest a better way, and also he made my education plan very fast.	2/26/2025 12:30 PM
65	personable, kind, helpful	2/26/2025 12:03 PM
66	Able to answer all sorts of questions I ask	2/26/2025 11:27 AM
67	The minute details they are able to share with me	2/26/2025 11:15 AM
68	My advisor is always ready to provide invaluable strategic direction and guidance for my educational journey.	2/26/2025 11:07 AM
69	They’re really helpful with accurate ideas and advice whenever I need!	2/26/2025 11:04 AM
70	Laying out a plan to finish my degree	2/26/2025 11:00 AM
71	Answer quickly and clearly	2/26/2025 10:46 AM
72	Same as Q10	2/26/2025 10:24 AM
73	Compassion and genuine interest in my education	2/26/2025 10:05 AM
74	Easy going and warm	2/26/2025 10:03 AM
75	Helpful in my path to transferring to a university	2/26/2025 10:02 AM
76	My previous advisor was really helpful. He tried to find best university for my major and even he contacted to university which I wanted to transfer and asked them which classes I should take for transfer. I really appreciate it.	2/26/2025 9:50 AM
77	Speedy	2/26/2025 9:44 AM
78	He is a good listener	2/26/2025 9:40 AM
79	My advisor help me a lot when I got trouble with class	2/26/2025 9:29 AM
80	She is very nice and friendly	2/26/2025 9:28 AM
81	She helped me set up my classes	2/26/2025 9:06 AM
82	She's extremely understanding	2/25/2025 11:14 PM
83	It was good introducing each other but I never got to interact with him after that one time.	2/25/2025 12:14 PM
84	Nothing at all. Naur	2/25/2025 4:48 AM
85	I’ve met with AN advisor , but not the one that I was told is MY advisor; the one I met with gave me great direction though, I think her name was Aileen	2/24/2025 9:40 PM
86	They understand the responsibilities I have and help work around them to help me succeed.	2/24/2025 8:00 PM
87	I was never contacted by my advisor this quarter. And previous quarters Nicole Harris was my advisor and she was very communicative in providing her availability as well as providing advisement on courses and next steps.	2/24/2025 7:36 PM
88	As soon as I find one, I will let you know.	2/24/2025 3:25 PM
89	Easy to talk to	2/24/2025 1:43 PM
90	That he listens to my confusing plan of action and then proposes a solution to take to meet my goal	2/24/2025 1:17 PM
91	willing to help me, speciallity when Iam feeling lost	2/24/2025 12:29 PM
92	Very knowledgeable on the area of question and was able to clearly define parameters to be met.	2/24/2025 11:52 AM

93	Guiding me where do I could ask for help on homework.	2/24/2025 11:00 AM
94	They were able to make my interesting history of classes and poor planning into a successful educational plan.	2/24/2025 10:56 AM
95	The communication, even if I email a simple question he responds right away	2/24/2025 10:28 AM
96	I appreciate her taking the time to go over an educational plan with me. She also keeps me updated on any news regarding my program! I really appreciate that she is always available or makes herself available to speak with students- very quick to respond!	2/24/2025 10:28 AM

Q13 Is there anything you wish your advisor would have mentioned in your appointments?

Answered: 89 Skipped: 160

#	RESPONSES	DATE
1	not really	3/12/2025 8:22 PM
2	N/A	3/12/2025 6:28 PM
3	I don’t have any	3/12/2025 6:07 PM
4	Things I would need to do or sign up for. If I am on track with the classes, I am taking.	3/12/2025 5:30 PM
5	No	3/12/2025 10:06 AM
6	N/A	3/12/2025 9:43 AM
7	I wish she would have told me what to do if I didn't get the classes that I needed.	3/12/2025 9:15 AM
8	Nope!	3/12/2025 12:39 AM
9	Transferring to a different school	3/11/2025 11:42 PM
10	That online college is best	3/11/2025 11:36 PM
11	About different colleges and Graduation	3/11/2025 9:50 PM
12	I didn’t realize had to take pols 202 for BYU because all she put it on the sheet on that I needed to take any pols class so I had to take an extra one…I was really unhappy about rhat	3/11/2025 9:29 PM
13	Maybe alternative classes but other than that not really.	3/11/2025 9:08 PM
14	no	3/11/2025 8:42 PM
15	No everything good	3/11/2025 6:32 PM
16	no	3/11/2025 6:30 PM
17	Not particularly, I felt satisfied with my appointments	3/11/2025 6:28 PM
18	No	3/11/2025 6:09 PM
19	No	3/11/2025 6:02 PM
20	I met with her when she was still pretty new so she was a little bit quiet and still figuring things out so I can’t really say!	3/11/2025 5:51 PM
21	No.	3/11/2025 5:43 PM
22	Not that I can think of.	3/11/2025 5:40 PM
23	More information on how the transfer process works from green river to some place else	3/11/2025 5:37 PM
24	No.	3/11/2025 5:19 PM
25	Important dates to graduation, important info on enrollment. Thankfully the RS email communication kept me up to date.	3/11/2025 4:47 PM
26	Nope!	3/11/2025 4:21 PM
27	n/a	3/11/2025 4:17 PM
28	No. She covered everything from my highschool grad requirements, class recommendations based on my interests, and CTE credits I have at my highschool and how to transfer them.	3/11/2025 4:17 PM
29	Not really	3/11/2025 4:08 PM

30	What other choices I have in certain situations (e.g. dropping a class and what other options I have).	3/11/2025 4:08 PM
31	How some professors aren't recommended and to recommend ones who are good.	3/11/2025 4:07 PM
32	N/A	3/11/2025 4:06 PM
33	not yet it's upcoming	3/11/2025 4:06 PM
34	No	3/11/2025 4:05 PM
35	No	3/11/2025 4:03 PM
36	Nothing at this time.	3/11/2025 1:45 PM
37	More about financial aid and which ones to apply for	3/10/2025 4:24 PM
38	Options that I have within the College.	3/5/2025 9:09 AM
39	There is a need to inform dually enrolled students like myself who are interested in transferring that we should apply as a first year in Fall and not as a transfer in Winter	3/2/2025 5:09 PM
40	No	3/1/2025 12:18 PM
41	They might have mentioned it, but CTE courses needed for running start students.	3/1/2025 10:28 AM
42	There is nothing.	2/28/2025 12:14 PM
43	No.	2/28/2025 12:28 AM
44	The requirements that I need to transfer that are specific to my major.	2/27/2025 2:42 PM
45	that some classes are only offered once a year so plan classes wisely	2/27/2025 1:29 PM
46	No	2/27/2025 11:43 AM
47	No	2/27/2025 9:54 AM
48	Nope, I always got the answers needed and more.	2/27/2025 9:29 AM
49	No	2/27/2025 8:55 AM
50	No	2/27/2025 8:44 AM
51	No	2/27/2025 8:25 AM
52	Not that i can think of	2/27/2025 8:23 AM
53	That financial aid is available for students, when she told me it isn't. Or actually sending me forms I needed to fill out and submit without me having to find out about it from the financial aid office and then force her to follow up with me about it so I could submit the form myself	2/26/2025 11:24 PM
54	I really like her.	2/26/2025 11:02 PM
55	No	2/26/2025 5:16 PM
56	Not that i can think of.	2/26/2025 4:39 PM
57	I wish he told me my shoe was untied before I tripped that one time. would've been really helpful :(	2/26/2025 4:18 PM
58	no	2/26/2025 3:05 PM
59	The courses i need foe my degree	2/26/2025 1:24 PM
60	Make sure to check my enrollment day and how to do it.	2/26/2025 12:30 PM
61	No	2/26/2025 12:03 PM
62	How many credits I need or if I were able to choose my own courses that is not in the ed plan	2/26/2025 11:27 AM
63	There is Nothing I can think of at this time	2/26/2025 11:15 AM
64	As long as my advisor answered my questions that I want to know, there is nothing else I wish for.	2/26/2025 11:07 AM

65	Nope	2/26/2025 11:04 AM
66	No	2/26/2025 11:00 AM
67	No	2/26/2025 10:46 AM
68	Same as Q10	2/26/2025 10:24 AM
69	Transferring	2/26/2025 10:05 AM
70	Nothing Specific	2/26/2025 10:03 AM
71	None, I have asked everything I need to know when I'm meeting with him	2/26/2025 10:02 AM
72	Give more information on how previous students did for a class that I am going to take.	2/26/2025 9:44 AM
73	Nothing All perfect	2/26/2025 9:40 AM
74	No, I'm not	2/26/2025 9:29 AM
75	I have no idea	2/26/2025 9:28 AM
76	Benefits of having my CMA with the program	2/26/2025 9:06 AM
77	N/A	2/25/2025 12:14 PM
78	I wish they would've emailed me before wasting my morning.	2/25/2025 4:48 AM
79	N/A	2/24/2025 9:40 PM
80	N/A	2/24/2025 8:00 PM
81	Who they would be. I reached out to get clarification of who my advisor was and received multiple conflicting information resulting me to be left in a place where I did not receive appropriate guidance.	2/24/2025 7:36 PM
82	The initial email said to schedule new student advising, this was incorrect. I was then advised to contact a transfer student advisor. This turned out to also be incorrect	2/24/2025 3:25 PM
83	Career exploration programs	2/24/2025 1:43 PM
84	Not at all	2/24/2025 1:17 PM
85	no	2/24/2025 12:29 PM
86	No	2/24/2025 11:00 AM
87	Possibly networking opportunities, or internships if applicable.	2/24/2025 10:56 AM
88	Not that I can think of	2/24/2025 10:28 AM
89	Nope! She does a good job covering all topics she goes above and beyond!	2/24/2025 10:28 AM

Q14 What constructive feedback would you give your advisor?

Answered: 85 Skipped: 164

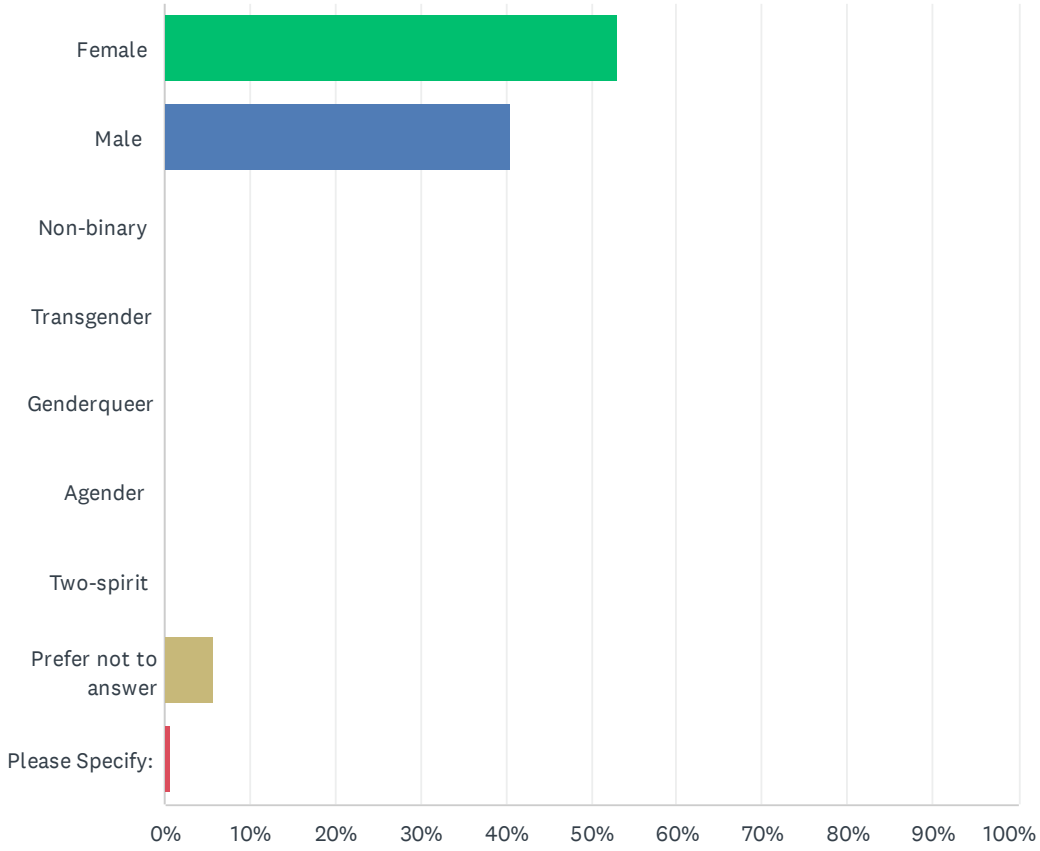
#	RESPONSES	DATE
1	Im not sure at the moment	3/12/2025 8:22 PM
2	N/A	3/12/2025 6:28 PM
3	I thank for your help.	3/12/2025 6:07 PM
4	I would like to say to seek interest in the students.	3/12/2025 5:30 PM
5	Hello	3/12/2025 10:06 AM
6	Continue doing their best	3/12/2025 9:43 AM
7	Be patient with students.	3/12/2025 9:15 AM
8	to do more research about transferring to a four year university	3/12/2025 6:30 AM
9	I would like to hear your opinion more and you don’t have to sugarcoat things	3/12/2025 12:39 AM
10	Be more cheerful and encouraging	3/11/2025 11:42 PM
11	They are such a hard working person and to keep it up because it means a lot for us students.	3/11/2025 11:36 PM
12	Keep up the good work	3/11/2025 9:50 PM
13	Become more social and clear with instructions. Help me make sure my whole plan will transfer to new college.	3/11/2025 9:29 PM
14	None - it's obvious she's doing the best she can, and given the fact she has a bunch of kids to advise, i think she's crushin it.	3/11/2025 9:08 PM
15	nothing	3/11/2025 8:42 PM
16	She’s very nice	3/11/2025 6:32 PM
17	Nothing.	3/11/2025 6:30 PM
18	Unsure	3/11/2025 6:28 PM
19	To keep working hard and being yourself	3/11/2025 6:09 PM
20	Nothing	3/11/2025 6:02 PM
21	Work faster.	3/11/2025 5:43 PM
22	Keep doing what you’re doing!	3/11/2025 5:37 PM
23	None.	3/11/2025 5:19 PM
24	I’ve had Ramsey as an advisor for 2 years and I not ever had a pleasant experience. The first time I met to create my Ed plan I left more confused than when I came. When I came to revise it she canceled on me and Devan took the meeting and was very helpful to get me on track for graduation. Every meeting I feel as if I am an inconvenience to her and I have a hard time getting straight answers to my questions. If it were not for Devan I wouldn’t be graduating on time.	3/11/2025 4:47 PM
25	None!	3/11/2025 4:21 PM
26	she does very well	3/11/2025 4:17 PM
27	[shoulder shrug] don’t have any! Loree is awesome! Please don’t ever change my advisor.	3/11/2025 4:17 PM
28	Idk	3/11/2025 4:08 PM

29	N/A	3/11/2025 4:08 PM
30	Thank you so much for being my advisor. It’s been quite a journey, and all of my anxieties about college have been through class management and career paths, so having you as an advisor was the best part about green river. Thank you again :)	3/11/2025 4:07 PM
31	N/A	3/11/2025 4:06 PM
32	Good	3/11/2025 4:06 PM
33	Nothing everything is great	3/11/2025 4:05 PM
34	Nothing	3/11/2025 4:03 PM
35	Serve coffee and donuts at our next appointment. Just kidding, but that would be awesome. HaHaHa!	3/11/2025 1:45 PM
36	Help with financial aid more and where to look.	3/10/2025 4:24 PM
37	Keep up the good works! All the best. :-)	3/5/2025 10:06 AM
38	Do more	3/5/2025 9:09 AM
39	Is it possible to have more available meeting hours? Only being able to meet a month having a need for advise is often too late for a student.	3/2/2025 5:09 PM
40	N/A	3/1/2025 12:18 PM
41	I would like to recommend my advisor to other or new students.	2/28/2025 12:14 PM
42	To never stop advising because they are good at it.	2/28/2025 12:28 AM
43	Thanks for all the help!	2/27/2025 11:43 AM
44	None at this time.	2/27/2025 9:54 AM
45	Keep it up, good work.	2/27/2025 9:29 AM
46	My team is doing great! No complaints. Sometimes replies can be a little slow, but I know that they have a full plate and I know if I really needed an immediate response/help they would be more than happy to jump in.	2/27/2025 8:55 AM
47	Nothing	2/27/2025 8:44 AM
48	Keep doing what you're doing! I've mentioned before how I hope I get as good of an advisor as I have at Green River when I transfer to a university.	2/27/2025 8:25 AM
49	she messed up my ed plan and told me i had to take classes i didn’t need to and my old credits won’t fit a requirement but it does but fixed it later but i had already picked classes so it was a little frustrating	2/27/2025 8:25 AM
50	Help students to know their resources, its not taught well to or unhelpfully general	2/27/2025 8:23 AM
51	If have ten star, I give her all><	2/26/2025 11:02 PM
52	Nothing	2/26/2025 5:16 PM
53	just be the way you are right now.	2/26/2025 4:39 PM
54	don't be afraid to help people journey outside of their comfort zone. sometimes what's easiest isn't always necessarily what's best :)	2/26/2025 4:18 PM
55	Roni's a really chill person, every time I felt I am in trouble, she always has a solution for me. She's amazing.	2/26/2025 3:05 PM
56	Talk more about the degree progress	2/26/2025 1:24 PM
57	You're good!	2/26/2025 12:30 PM
58	Don't have any	2/26/2025 12:03 PM
59	N/a	2/26/2025 11:27 AM
60	There is Nothing I can think of at this time	2/26/2025 11:15 AM

61	My advising session with my advisor is highly beneficial because he assists me in resolving my dilemma of choosing the major while fostering proactive discussion about my interests and financial considerations.	2/26/2025 11:07 AM
62	She is awesome!	2/26/2025 11:04 AM
63	Your support really necessary for me and I'm excited to keep improving with your help	2/26/2025 10:46 AM
64	Same as Q10	2/26/2025 10:24 AM
65	None, she's very good	2/26/2025 10:05 AM
66	Nothing Specific	2/26/2025 10:03 AM
67	They're doing a very good job at keeping track of this many students at once	2/26/2025 10:02 AM
68	I wish my new advisor researched universities that have my major for me because I don't know very well about universities here as an international student, but she just said she does not even know which universities have my major and she just lets me research all by myself and she doesn't even tried to do that for me. I was disappointed at that.	2/26/2025 9:50 AM
69	Logically planned ed plan. Should share more information on classes and previous student experiences.	2/26/2025 9:44 AM
70	Just keep on doing like you always do	2/26/2025 9:40 AM
71	My advisor is good now.	2/26/2025 9:29 AM
72	No	2/26/2025 9:28 AM
73	Giving more guidance when it's requested as this is my first year in school after 12 years	2/26/2025 9:06 AM
74	Possibly a schedule for your availability.	2/25/2025 12:14 PM
75	Nothing she was horrible. Work on sending out an email if you know you can't help and instead of just saying sorry I can't help be helpful and connect me with someone who can and ensure I get my help the advisors name was Amy Davidson.	2/25/2025 4:48 AM
76	Delegate tasks and outsource more. It's making it difficult because all I want is a passcode and she hasn't responded to any of my 3 emails and the semester might just start soon if I'm not mistaken.	2/24/2025 9:40 PM
77	None! They're a great advisor	2/24/2025 8:00 PM
78	Reach out to your students, update CTC profile profiles	2/24/2025 7:36 PM
79	Please reach out to students. Don't make them find you	2/24/2025 3:25 PM
80	N/A	2/24/2025 1:43 PM
81	I'm really grateful to my advisors in MESA as they gave me direction, a purpose in life of what I want to be or become. I came in day one just trying college because I didn't know what I really wanted to do but their advice and the exposure to the resources and faculty I was able to find a path to take. So on and I'm truly thankful for the time they make for me as of now I'll be looking forward to transferring. And it's all thanks to their guidance	2/24/2025 1:17 PM
82	Very effective and productive.	2/24/2025 11:00 AM
83	My advisor is great and has helped me get on track to graduate on my terms. The entire SDEV faculty has been helpful to close friends of mine who are transferring to Green River.	2/24/2025 10:56 AM
84	None	2/24/2025 10:28 AM
85	No feedback!	2/24/2025 10:28 AM

Q15 What is your gender identity?

Answered: 141 Skipped: 108

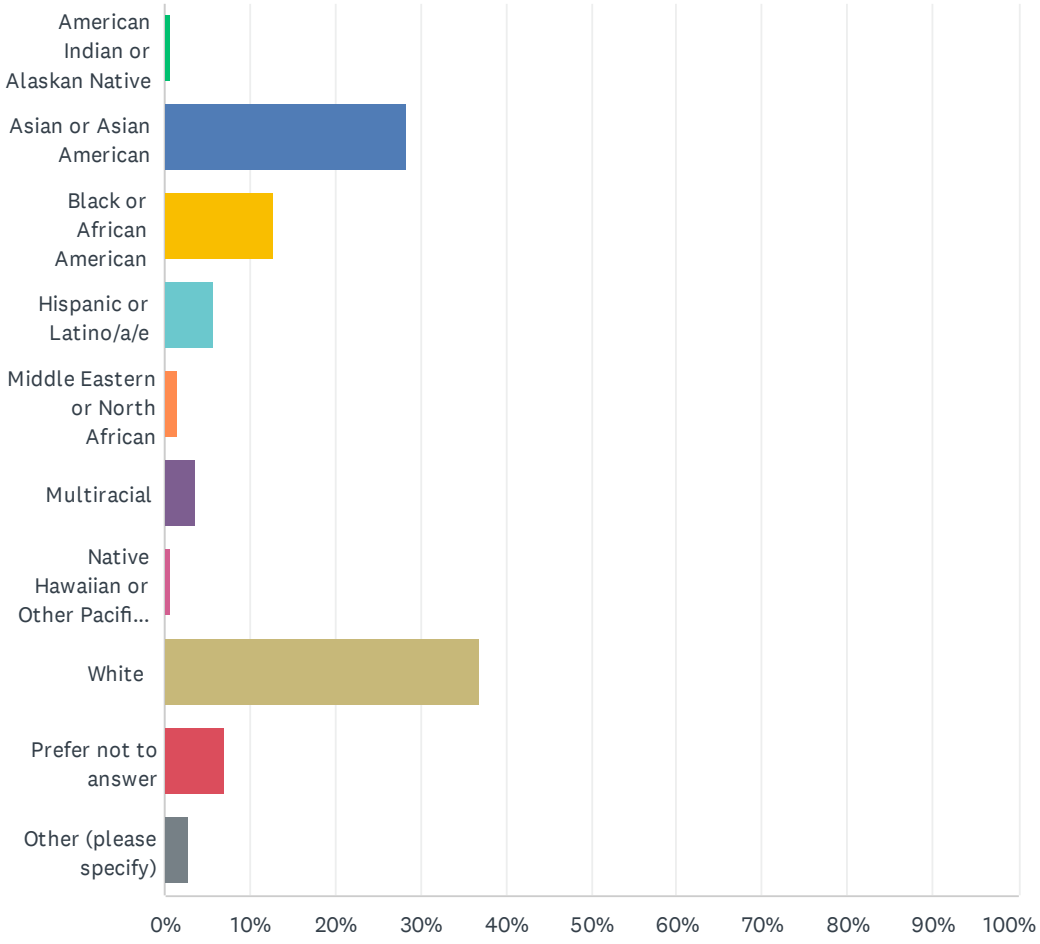


ANSWER CHOICES	RESPONSES	
Female	53.19%	75
Male	40.43%	57
Non-binary	0.00%	0
Transgender	0.00%	0
Genderqueer	0.00%	0
Agender	0.00%	0
Two-spirit	0.00%	0
Prefer not to answer	5.67%	8
Please Specify:	0.71%	1
TOTAL		141

#	PLEASE SPECIFY:	DATE
1	Very masculine male	2/25/2025 4:49 AM

Q16 What is your racial or ethnic background?

Answered: 141 Skipped: 108

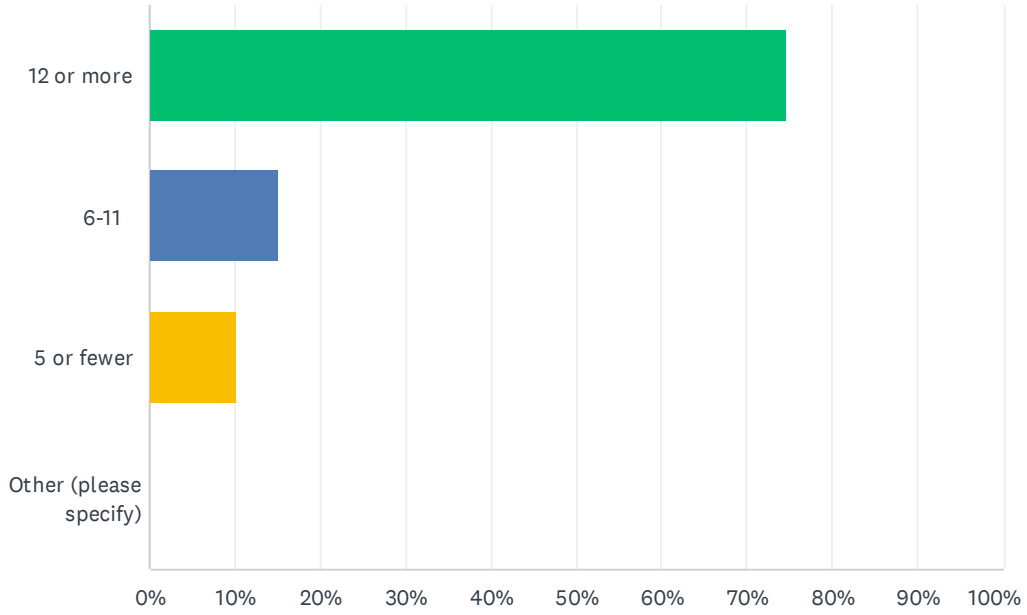


ANSWER CHOICES	RESPONSES	
American Indian or Alaskan Native	0.71%	1
Asian or Asian American	28.37%	40
Black or African American	12.77%	18
Hispanic or Latino/a/e	5.67%	8
Middle Eastern or North African	1.42%	2
Multiracial	3.55%	5
Native Hawaiian or Other Pacific Islander	0.71%	1
White	36.88%	52
Prefer not to answer	7.09%	10
Other (please specify)	2.84%	4
TOTAL		141

#	OTHER (PLEASE SPECIFY)	DATE
1	Ukrainian	3/11/2025 5:38 PM
2	Ukrainian	3/11/2025 4:04 PM
3	Asian	2/26/2025 11:07 AM
4	Ukrainian	2/24/2025 10:29 AM

Q17 How many college-level credits are you presently enrolled in at Green River and all other colleges and universities?

Answered: 138 Skipped: 111

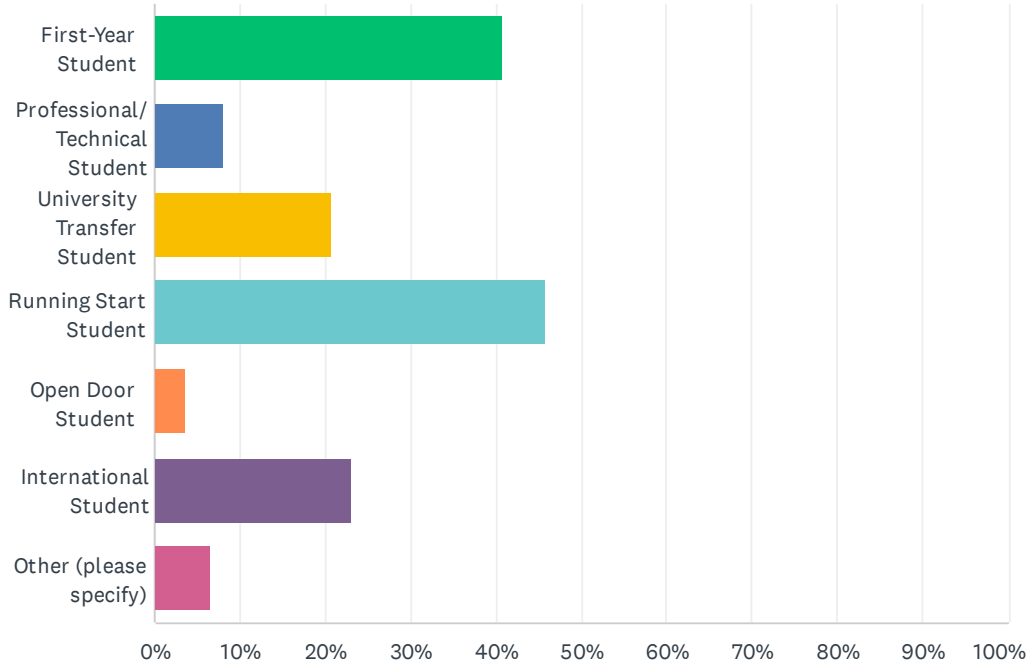


ANSWER CHOICES	RESPONSES	
12 or more	74.64%	103
6-11	15.22%	21
5 or fewer	10.14%	14
Other (please specify)	0.00%	0
TOTAL		138

#	OTHER (PLEASE SPECIFY)	DATE
	There are no responses.	

Q18 Do any of these categories apply to you? Check all that apply.

Answered: 135 Skipped: 114



ANSWER CHOICES	RESPONSES	
First-Year Student	40.74%	55
Professional/ Technical Student	8.15%	11
University Transfer Student	20.74%	28
Running Start Student	45.93%	62
Open Door Student	3.70%	5
International Student	22.96%	31
Other (please specify)	6.67%	9
Total Respondents: 135		

#	OTHER (PLEASE SPECIFY)	DATE
1	Veteran student. Also transfer	2/28/2025 1:16 PM
2	Second Bachelor's	2/27/2025 2:23 PM
3	veteran	2/27/2025 1:29 PM
4	Veteran	2/27/2025 12:38 PM
5	Dual enrollment	2/27/2025 11:03 AM
6	veteran	2/27/2025 11:03 AM
7	Gap year	2/26/2025 9:52 AM

8	Workforce Student	2/25/2025 12:15 PM
9	I am still unable to enroll, 7 weeks later...	2/24/2025 3:26 PM

2.G.6 EV.#3 / Section 3

Navigate advisor training manual

Faculty Advisor Basic Processes

Green River College

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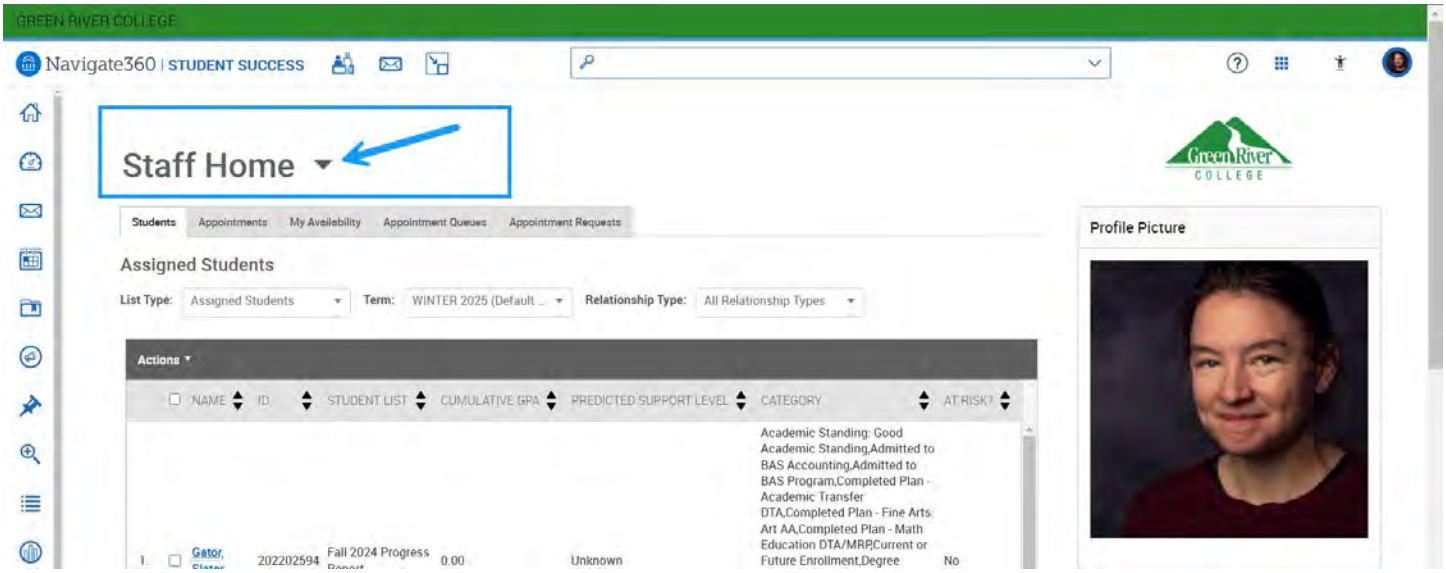
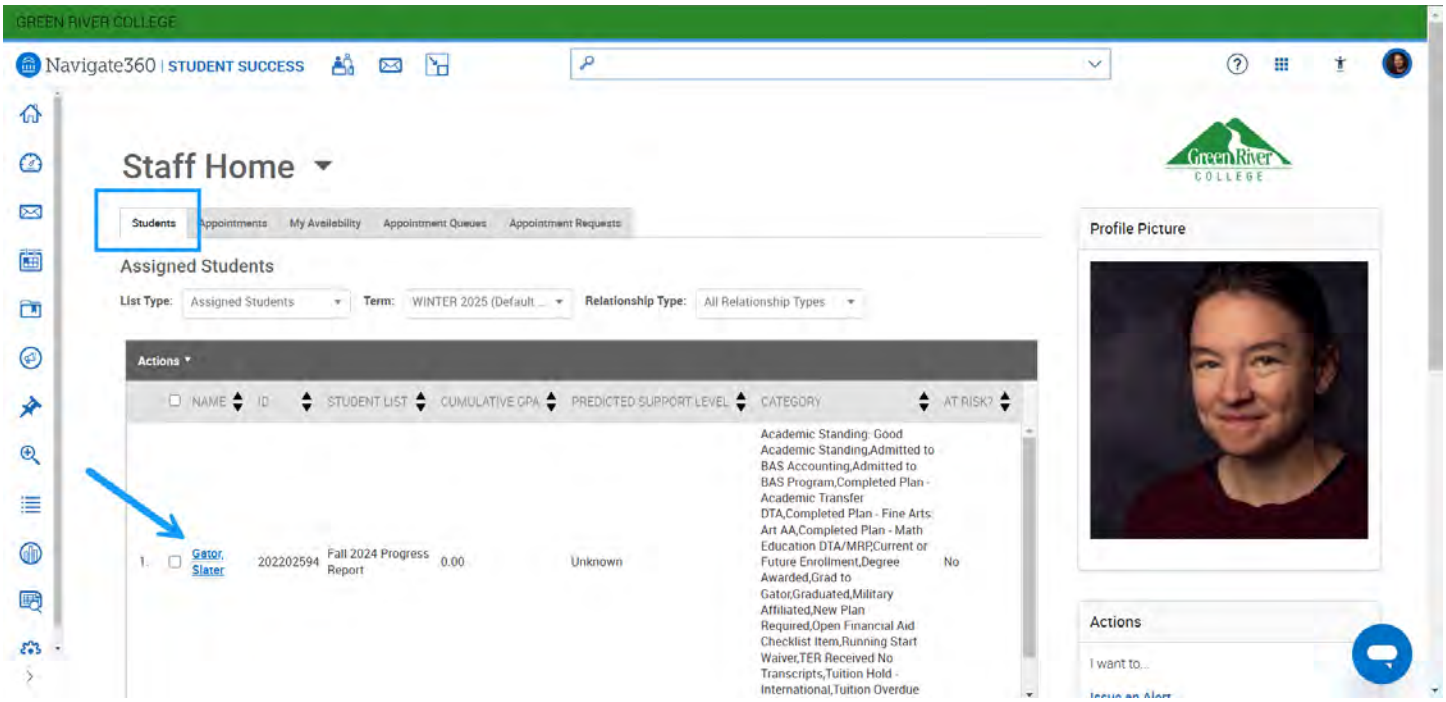
Appendix A: Faculty Advisor Appointment Checklist 25

Review Advisee List in Navigate360 and Submit any Necessary Changes

- Sign into Navigate360. The link is available from the Quick Links at greenriver.edu.
- Check that you are on the “staff home.” You may need to toggle your home page to be on the “Staff Home.”



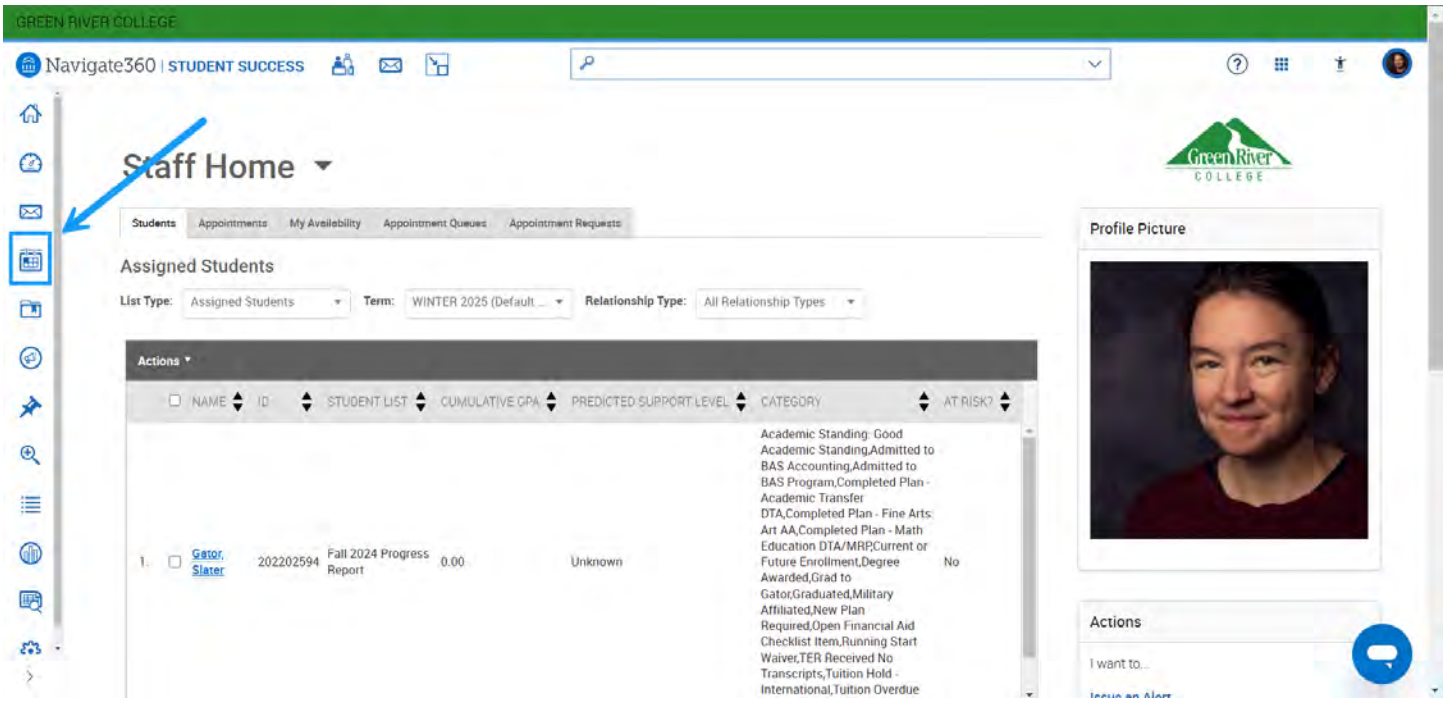
- The “Students” tab lists your assigned advisees.



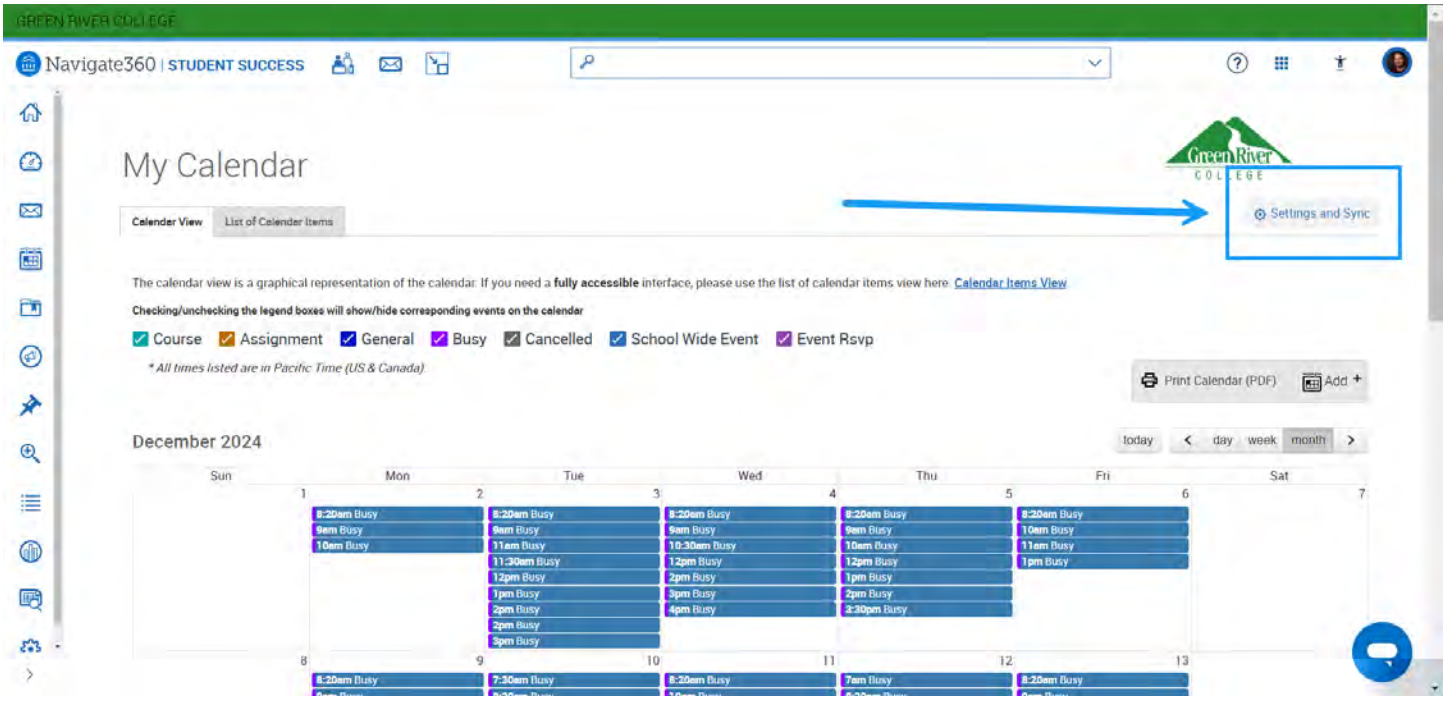
- Review your assigned advisees and submit a helpdesk ticket to request changes or ask questions about assigned advisees.

Establish Availability for Advising in Navigate360

- Click the calendar icon in the far-left menu on the Navigate360 landing page.

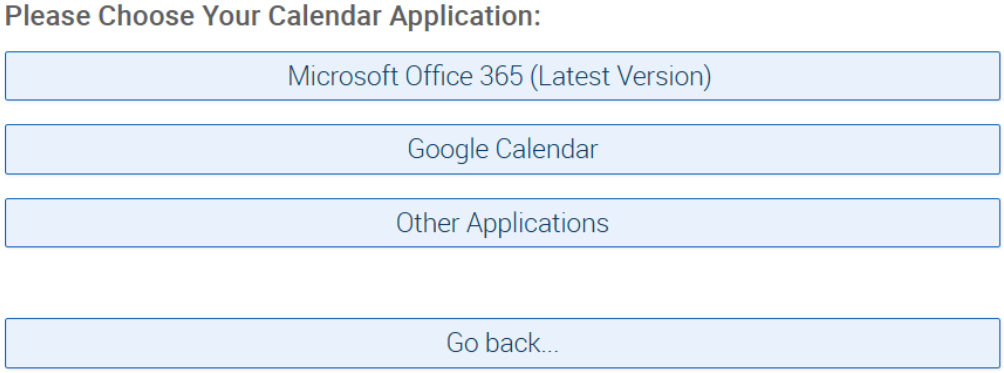


- Click “Settings and Sync”



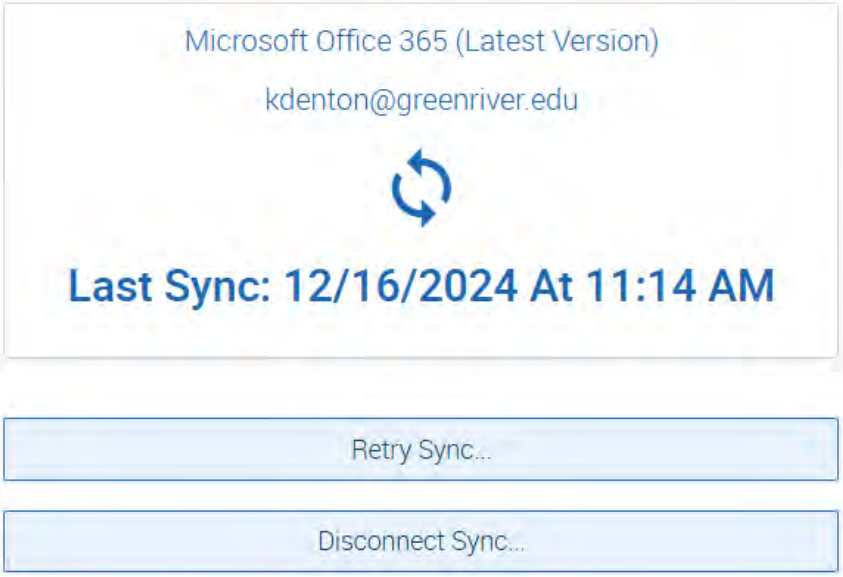
  - If you’ve never synced your calendar before you will see a prompt to sync

- Click “Setup Sync…”



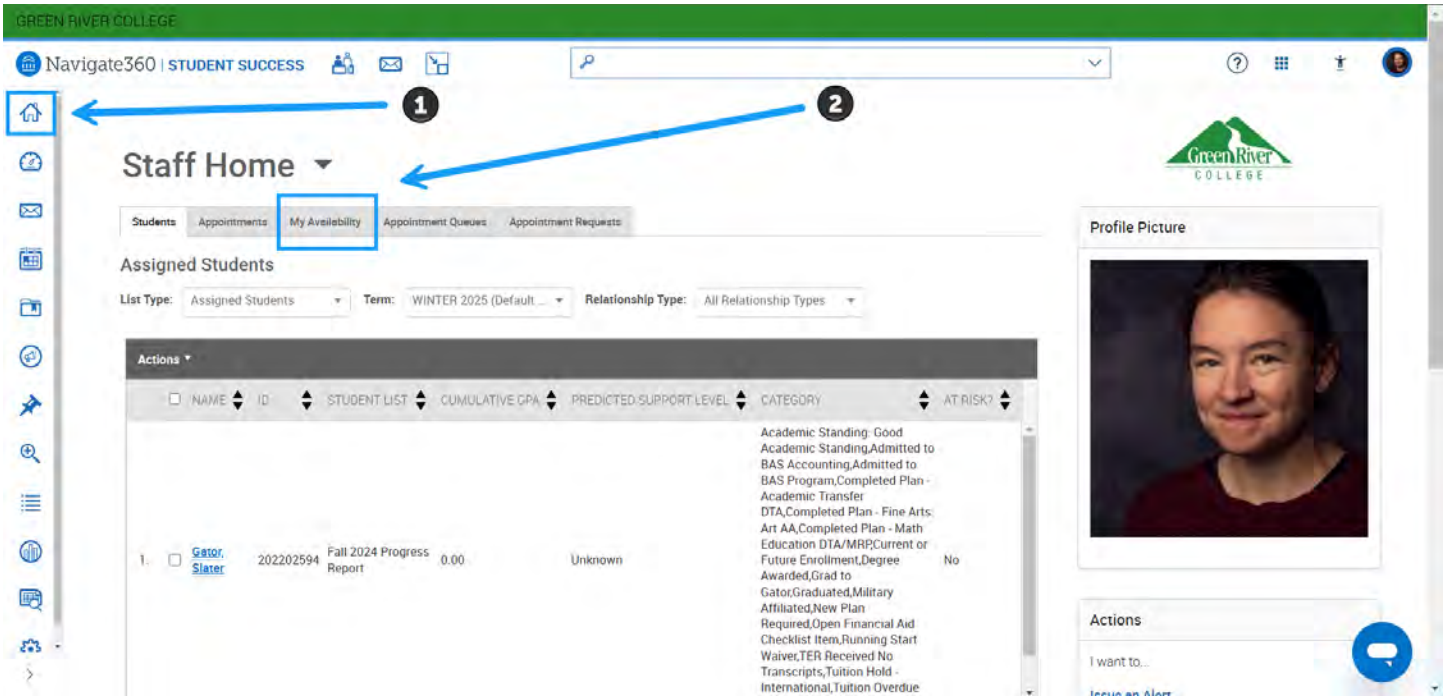
- Select Microsoft Office 365 (Latest Version) and follow the prompts to sign into your Green River Microsoft Exchange account.

o If you have synced your calendar before, ensure that is working by reviewing the “Last Sync Date.” It should be within the last hour.

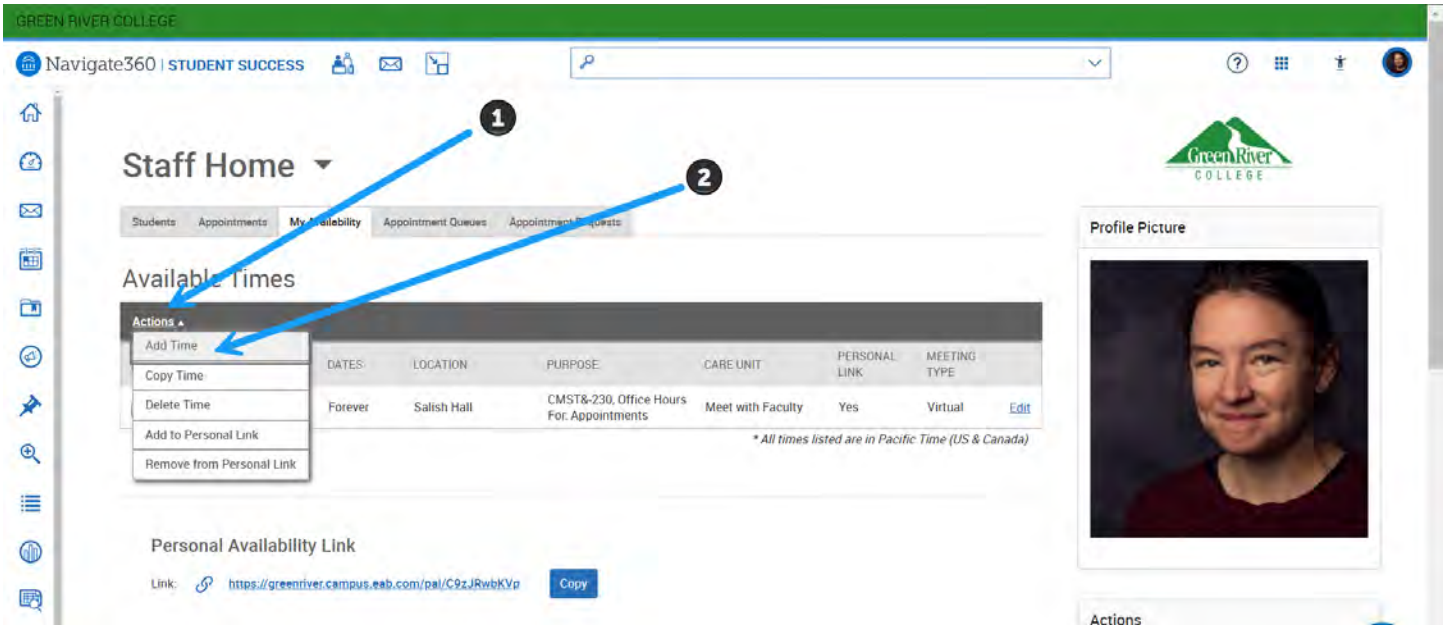


- If the sync is not within the last hour, try “Retry Sync…” if the calendar does not sync, click “Disconnect Sync…” and resync according to above instructions. If sync problems persist, please open a helpdesk ticket.

- Return to the “Staff Home” page.
- Click on the “My Availability Tab”

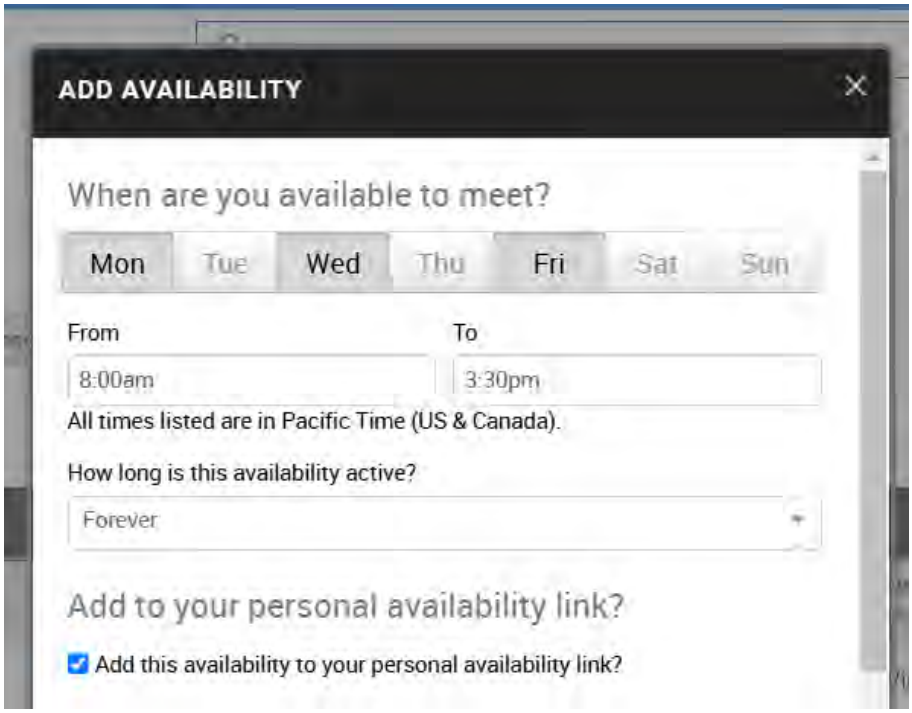


- Click the “Actions Menu” and then click “Add Time”

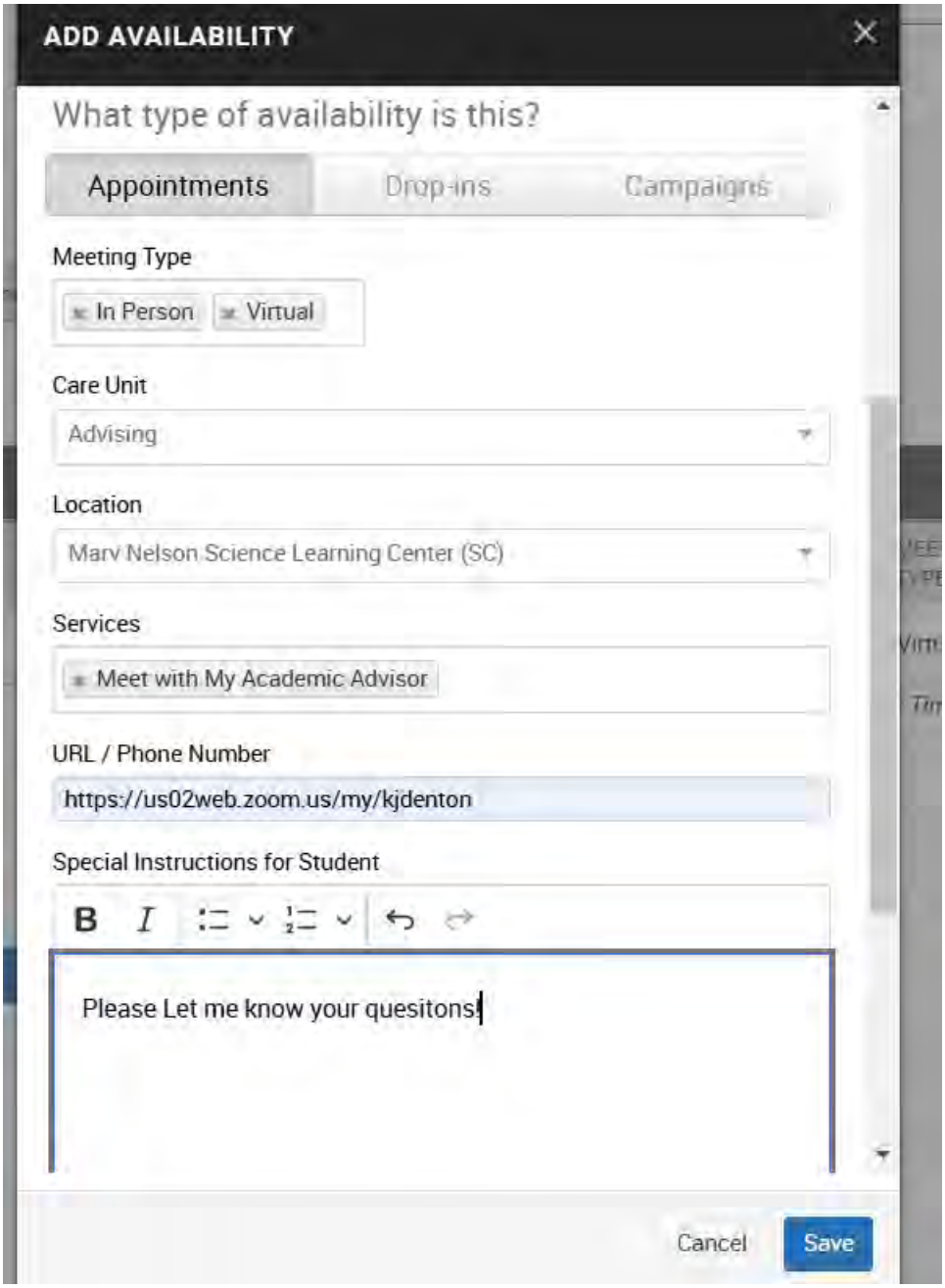


- In the ”Add Availability” pop up that opens, add when you are available to meet with Advisees. Please consider:
    - Your availability will be cross listed with the availability your outlook calendar. For example, if you have an appointment on Monday that blocks your calendar from 2-4, and you offer availability in Navigate360 on Mondays from 2-4, no availability will be seen by students due to the standing 2-4 block on your outlook calendar.

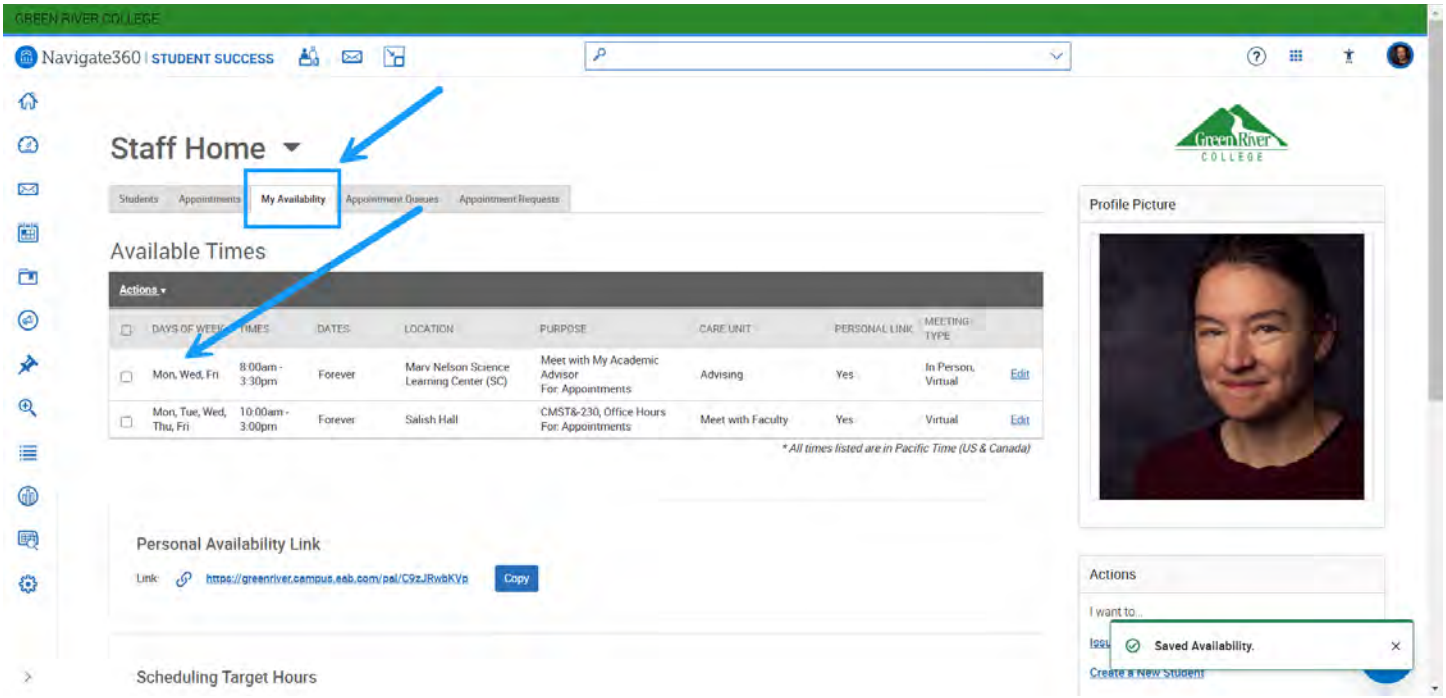
- Indicate when you are available to meet. This will include selecting days of the week that you are available, the time range you are available for on those days, and how long you want the availability to be active for.
- Be sure to click the box next to “Add this availability to your personal availability link,” so you can share that link directly with students.



- Scroll down to indicate what type of availability it is. Please consider:
  - Your availability for advising is only available to those students who are assigned to you as an advisor. So if you say to a student enrolled in your class to “make an advising appointment with you,” they won’t be able to unless they are already assigned as an advisee.
  - Select “Appointments” as type of availability, and indicate what meeting types you prefer. You may select multiple types for the same availability. Select “Advising” as the care unit and the location of your office, even if you are establishing only virtual availability. Under services select “Meet with my Academic Advisor.” If you do not see your location or the “Meet with my Academic Advisor” service, please submit a helpdesk ticket. Add a Zoom URL for virtual availability and any other content you want shared with the student when they make an appointment.
  - Click “Save”.

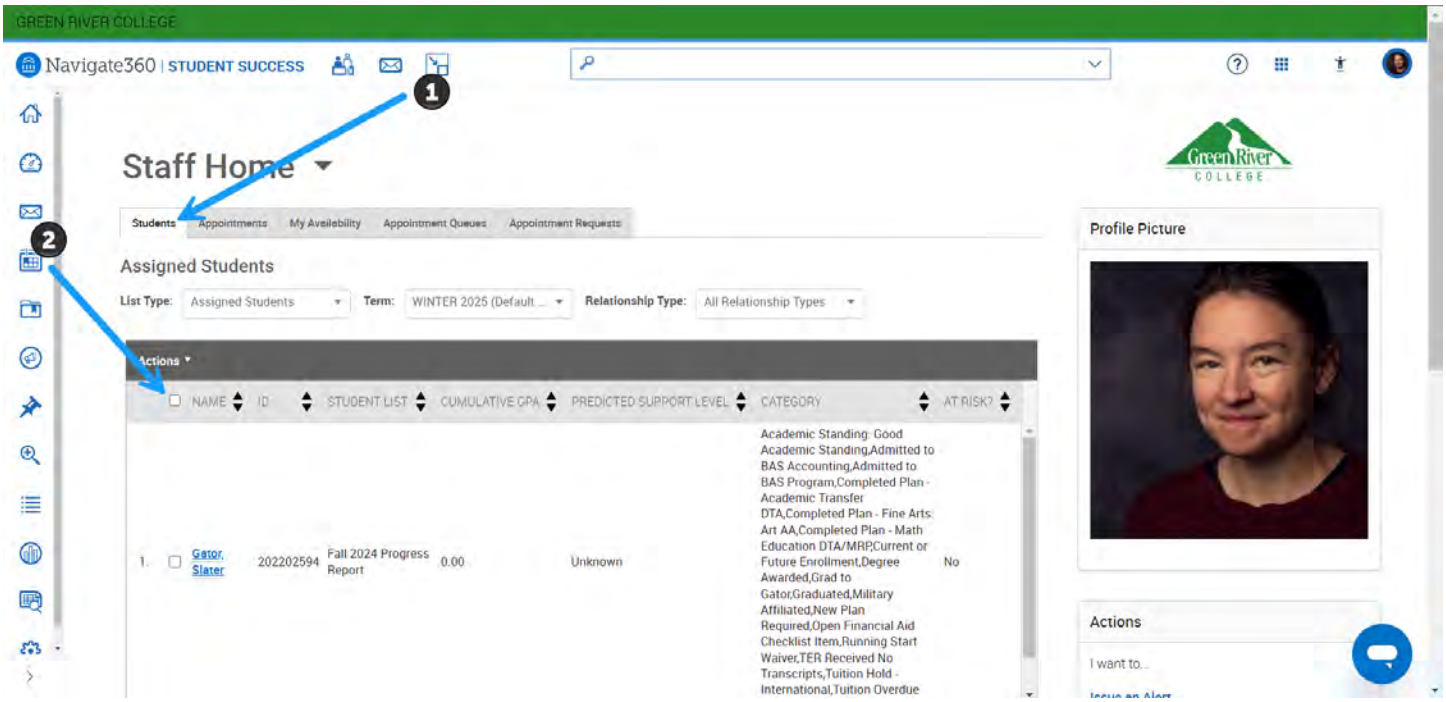


- If your availability is saved it will appear in your “My Availability” menu.

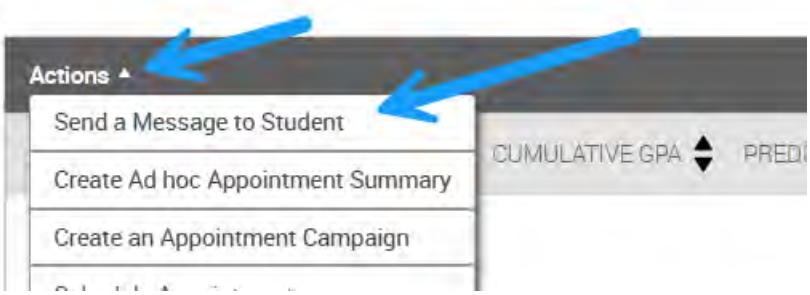

GREEN RIVER COLLEGE
Navigate360 | STUDENT SUCCESS
Staff Home
Students
Appointments
My Availability
Appointment Queues
Appointment Requests
Available Times
Actions
DAYS OF WEEK
TIMES
DATES
LOCATION
PURPOSE
CARE UNIT
PERSONAL LINK
MEETING TYPE
Mon, Wed, Fri
8:00am - 3:30pm
Forever
Marv Nelson Science Learning Center (SC)
Meet with My Academic Advisor For: Appointments
Advising
Yes
In Person, Virtual
Edit
Mon, Tue, Wed, Thu, Fri
10:00am - 3:00pm
Forever
Salish Hall
CMST&-230, Office Hours For: Appointments
Meet with Faculty
Yes
Virtual
Edit
* All times listed are in Pacific Time (US & Canada)
Personal Availability Link
Link:
https://greenriver.campus.eab.com/pal/C9zJRwbKVp
Copy
Scheduling Target Hours
Green River COLLEGE
Profile Picture
Actions
I want to...
Saved Availability.
Create a New Student

Communicate with Advisees about Advising Day

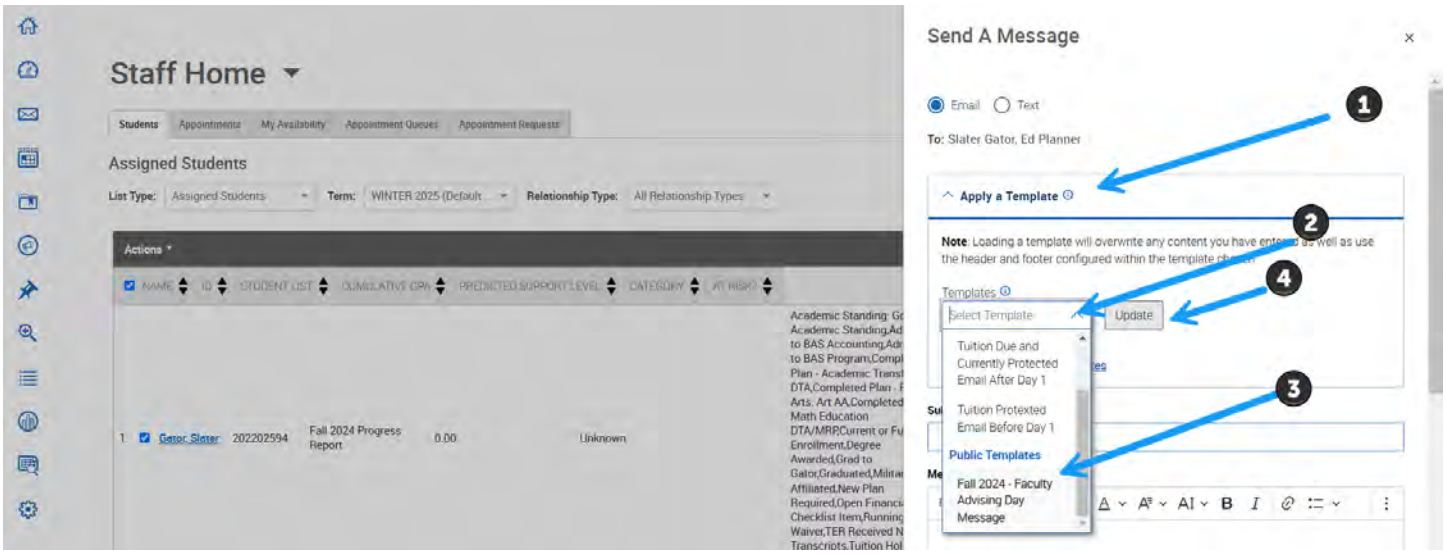
1. From the Staff Home page, select all assigned Advisees by clicking the check box next to “Name” under “Actions”



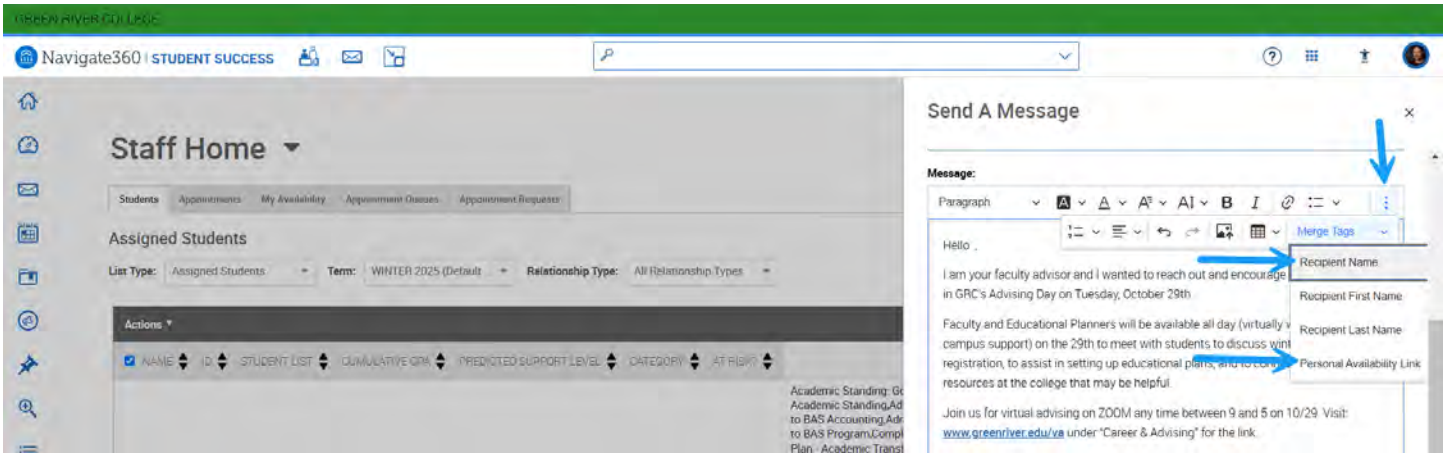
2. After selection all advisees (the check boxes next to their names will be blue), click the actions menu and select “send a message”



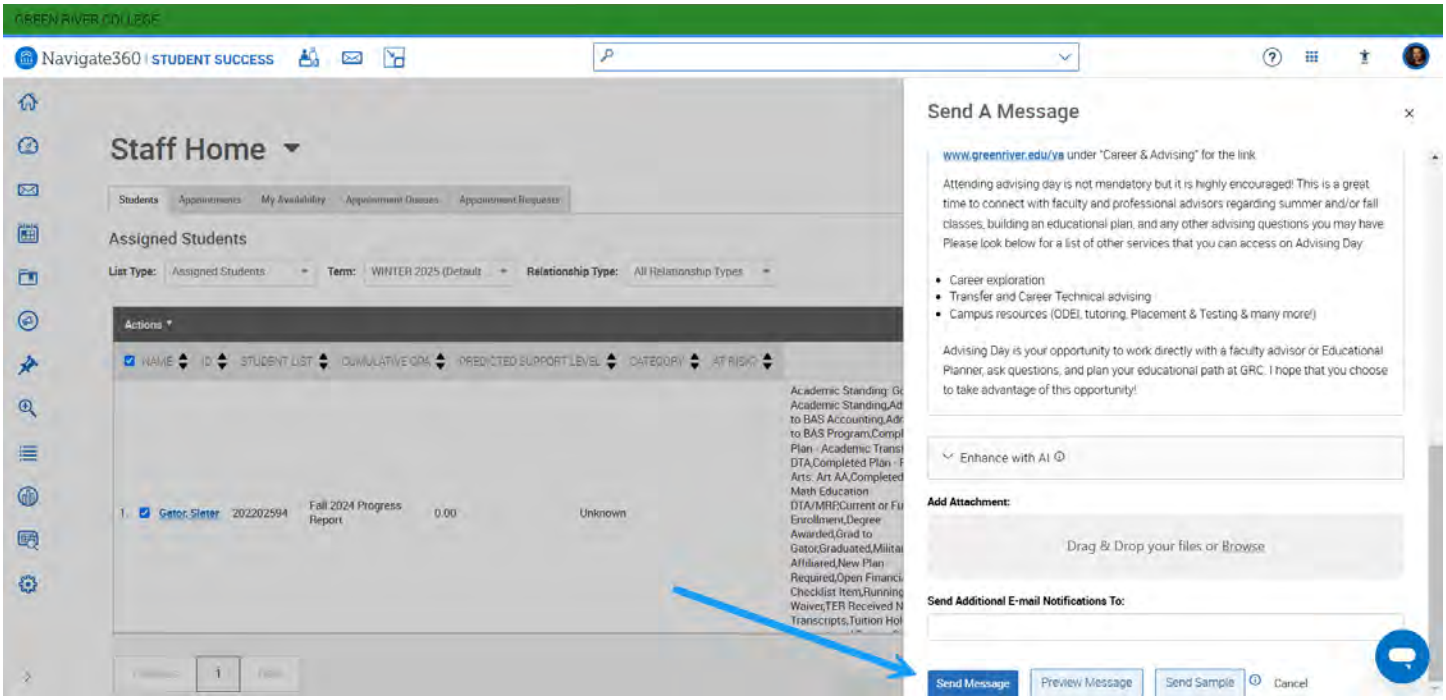
3. A Message box will open to the right. In that box click “Apply a Template,” then “Select A template” and then “Fall TERM – Faculty Advising Day Message,” and then “update.” The TERM will change with the quarter.



4. Review the templatized message and make changes to fit your approach and messaging with students. Include merge tags to personalize messages to students and to include your personal availability link.

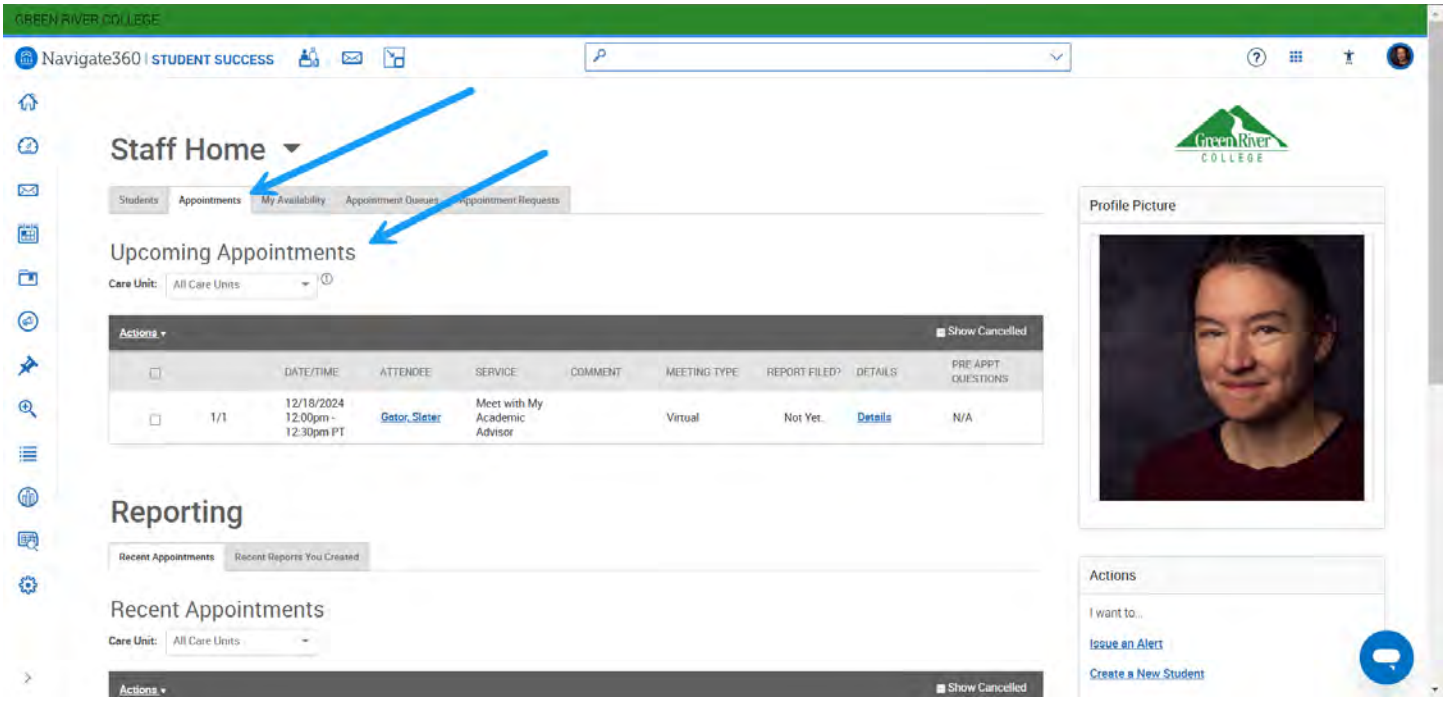


5. Scroll to the bottom and preview message. May further changes. When you are satisfied with the message, click "send message."



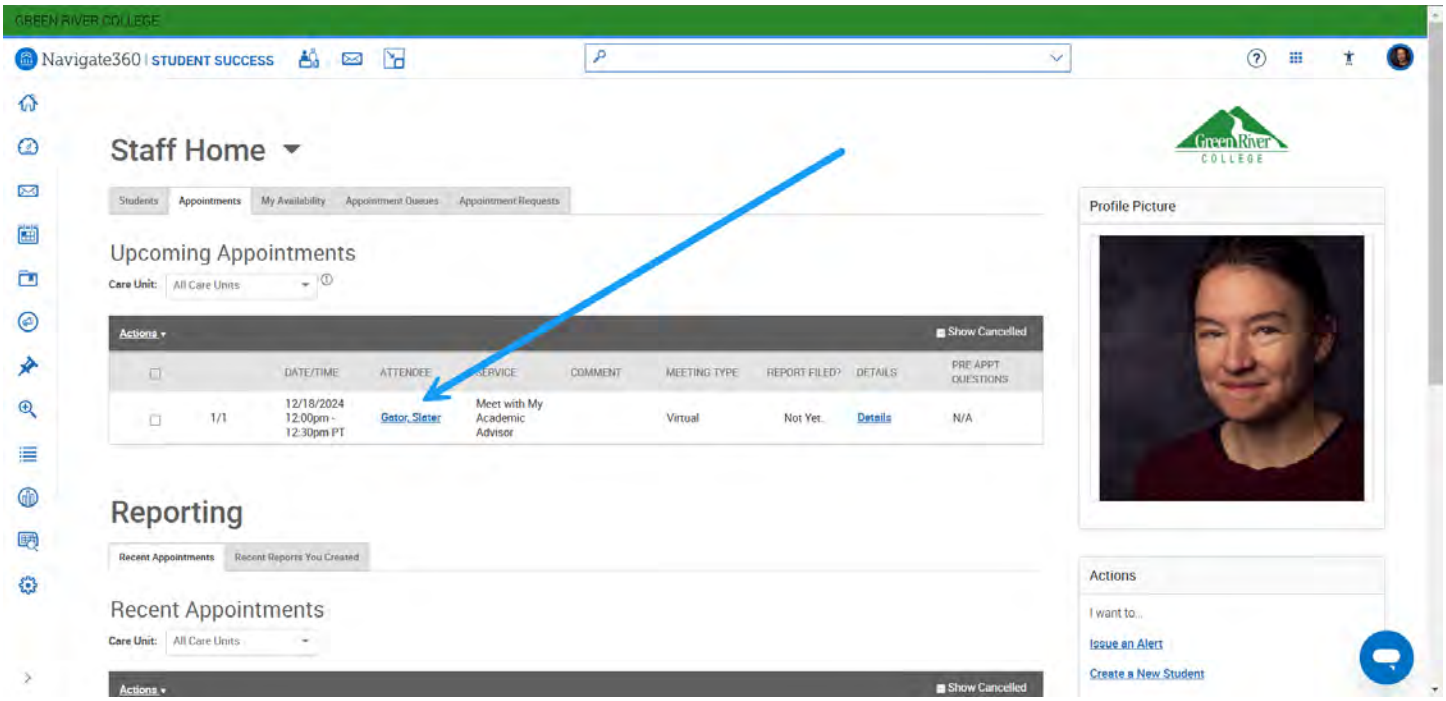
When Meeting with Advisees

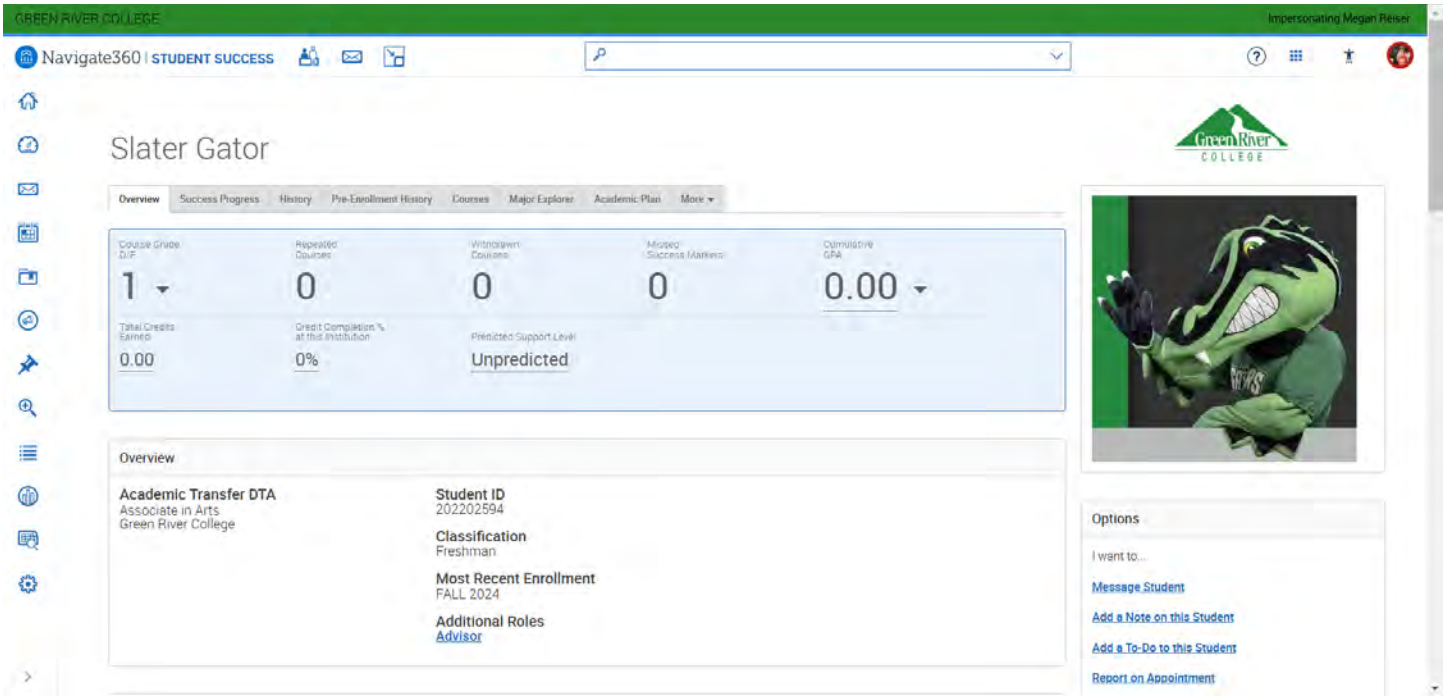
Student appointments will be listed on your outlook Calendar and in the “Upcoming Appointments” que on your “Appointments” tab on the “Staff Home” page:



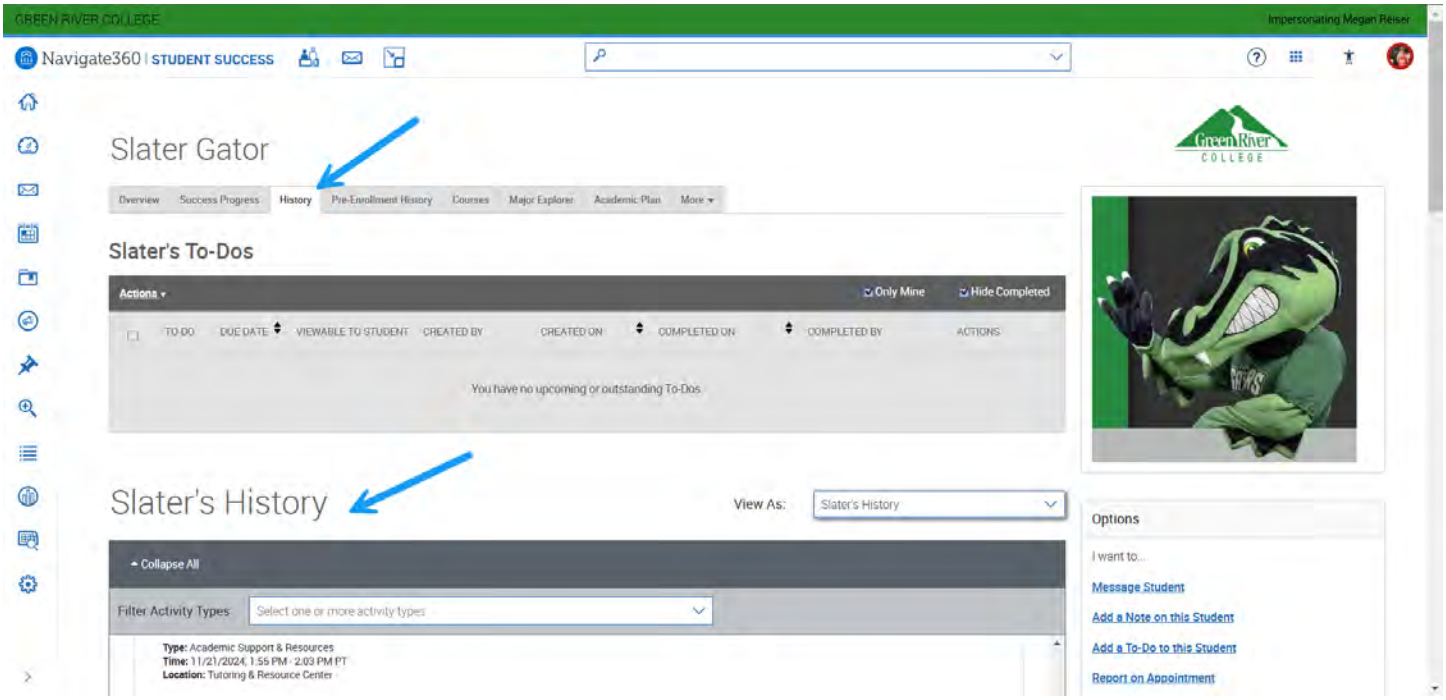
Review student's history before meeting.

Before you meet with a student, please review their profile and history to get a sense of who they are their journey at Green River. You can follow the student’s name from the above que to review their profile:




GREEN RIVER COLLEGE
Impersonating Megan Reiser
Navigate360 | STUDENT SUCCESS
Slater Gator
Green River COLLEGE
Overview
Success Progress
History
Pre-Enrollment History
Courses
Major Explorer
Academic Plan
More
Course Grade D/F
1
Repeated Courses
0
Withdrawn Courses
0
Missed Success Markers
0
Cumulative GPA
0.00
Total Credits Earned
0.00
Credit Completion % at this Institution
0%
Predicted Support Level
Unpredicted
Overview
Academic Transfer DTA
Associate in Arts
Green River College
Student ID
202202594
Classification
Freshman
Most Recent Enrollment
FALL 2024
Additional Roles
Advisor
Options
I want to...
Message Student
Add a Note on this Student
Add a To-Do to this Student
Report on Appointment

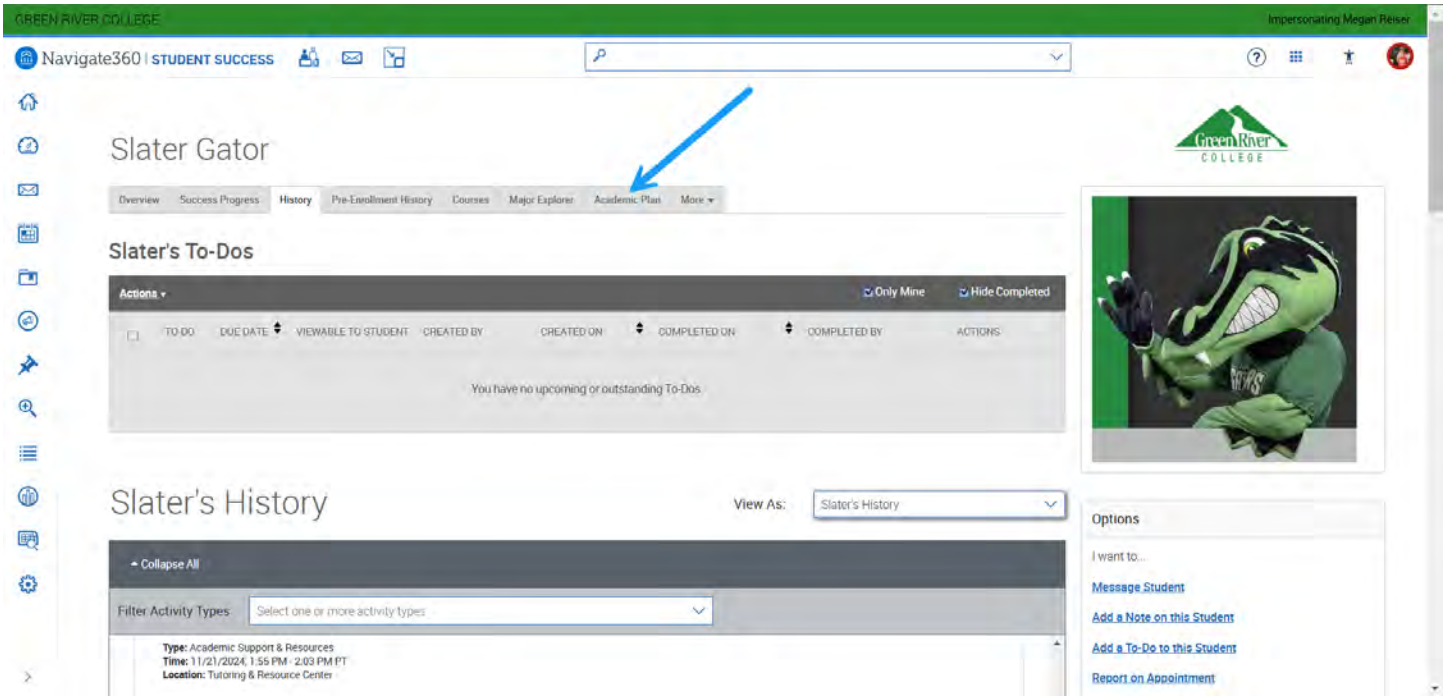
The scroll through student's history tab will show past appointments, alerts, cases, and check-ins for the student. This will give you a sense of where and who has provided advising in the past, as well as any course concerns that may exist currently in past for the student.

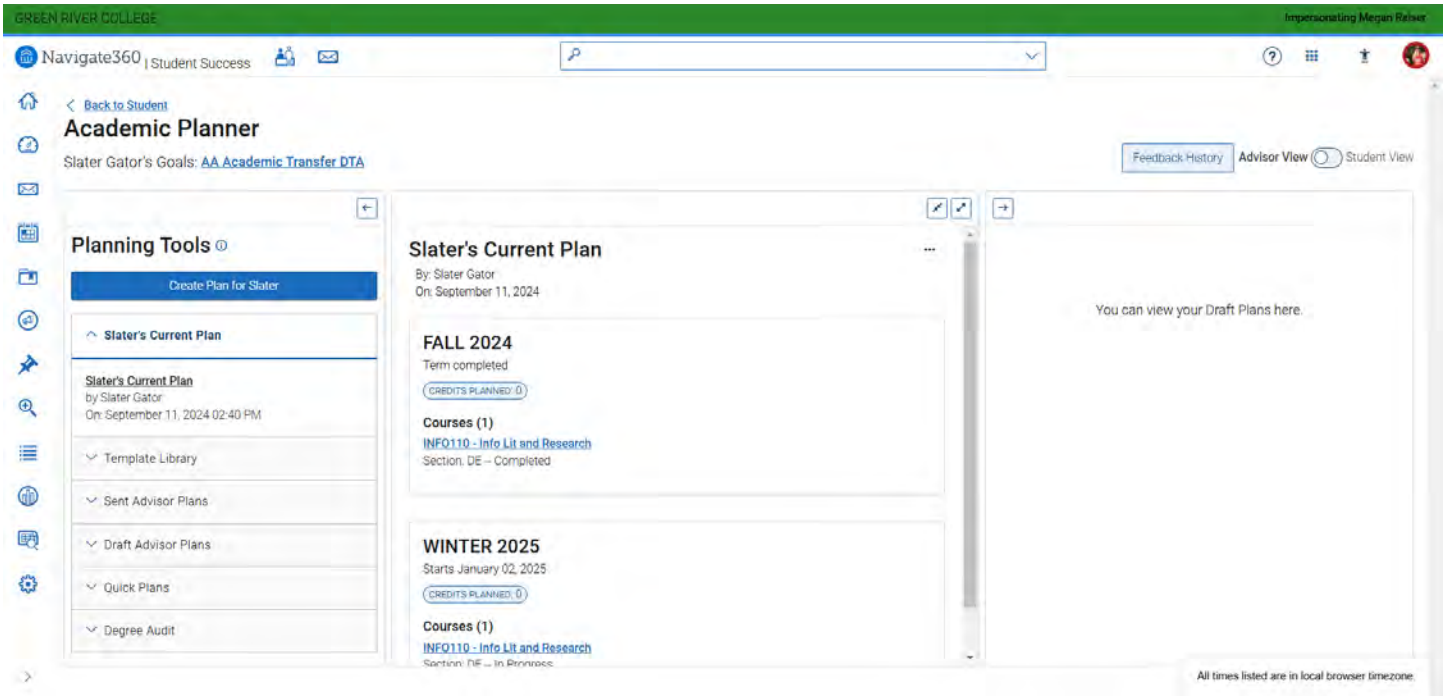


Assess academic planning with student.

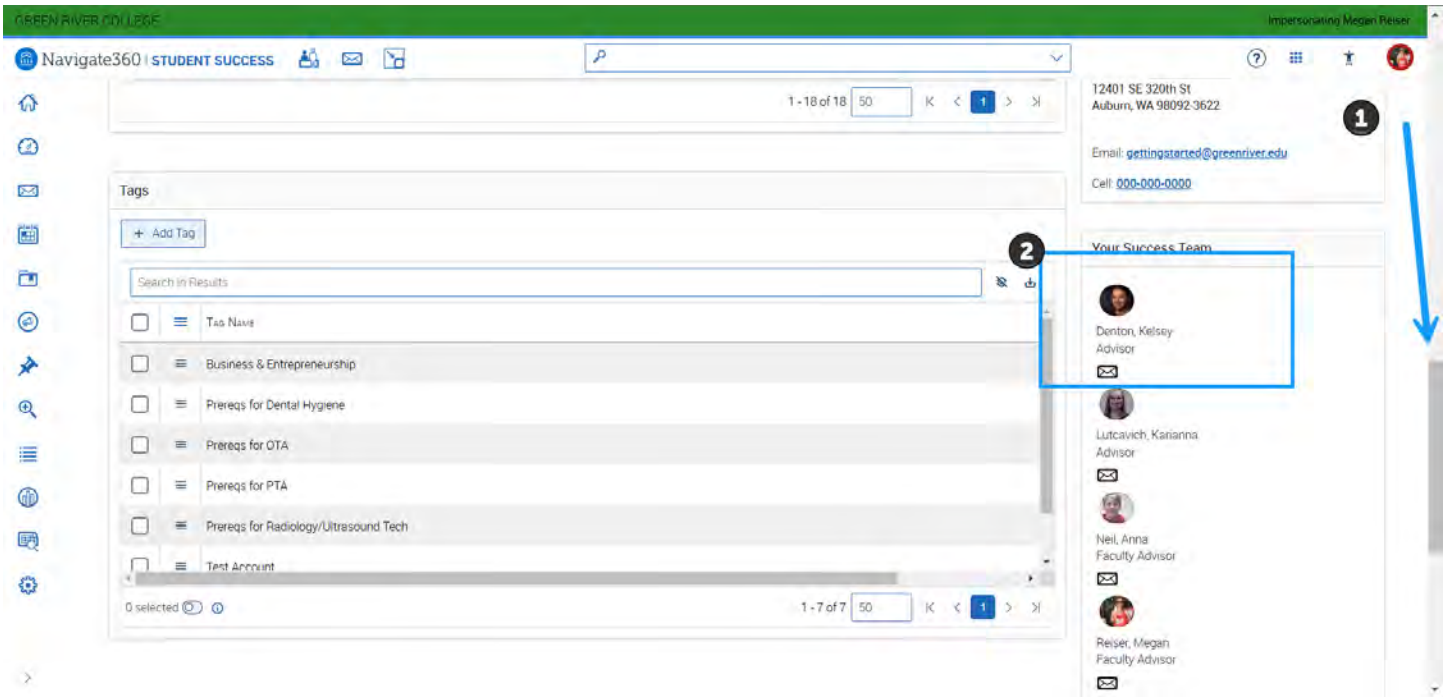
Review Academic Plan in Navigate

When you meet with the student, review their academic plan in Navigate360 (if they have one).



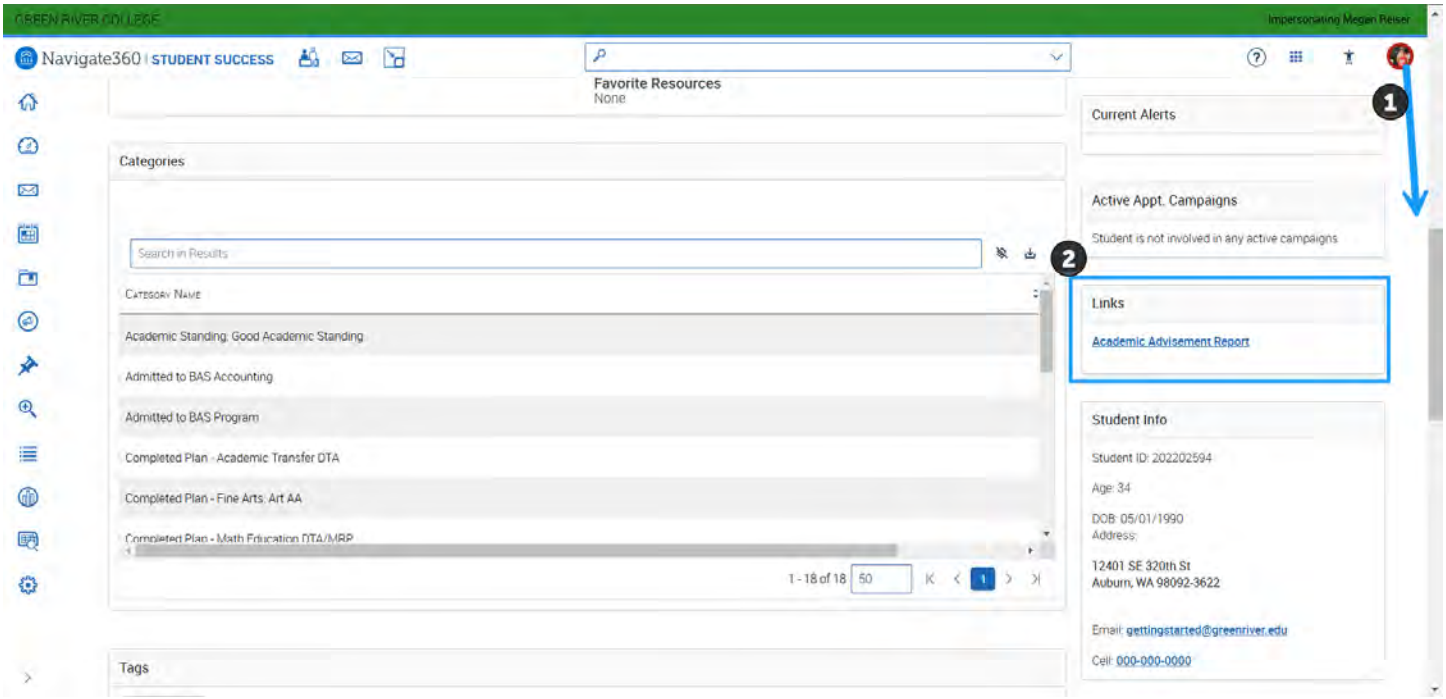


Use this plan to help the student select courses for the upcoming term. If they do not have an academic plan, recommend they meet with a professional advisor in the appropriate advising office. You should see a Professional Advisor listed on the student's profile. Scroll towards the bottom of the profile to view the student's "Success Team" which includes assigned Advisors.



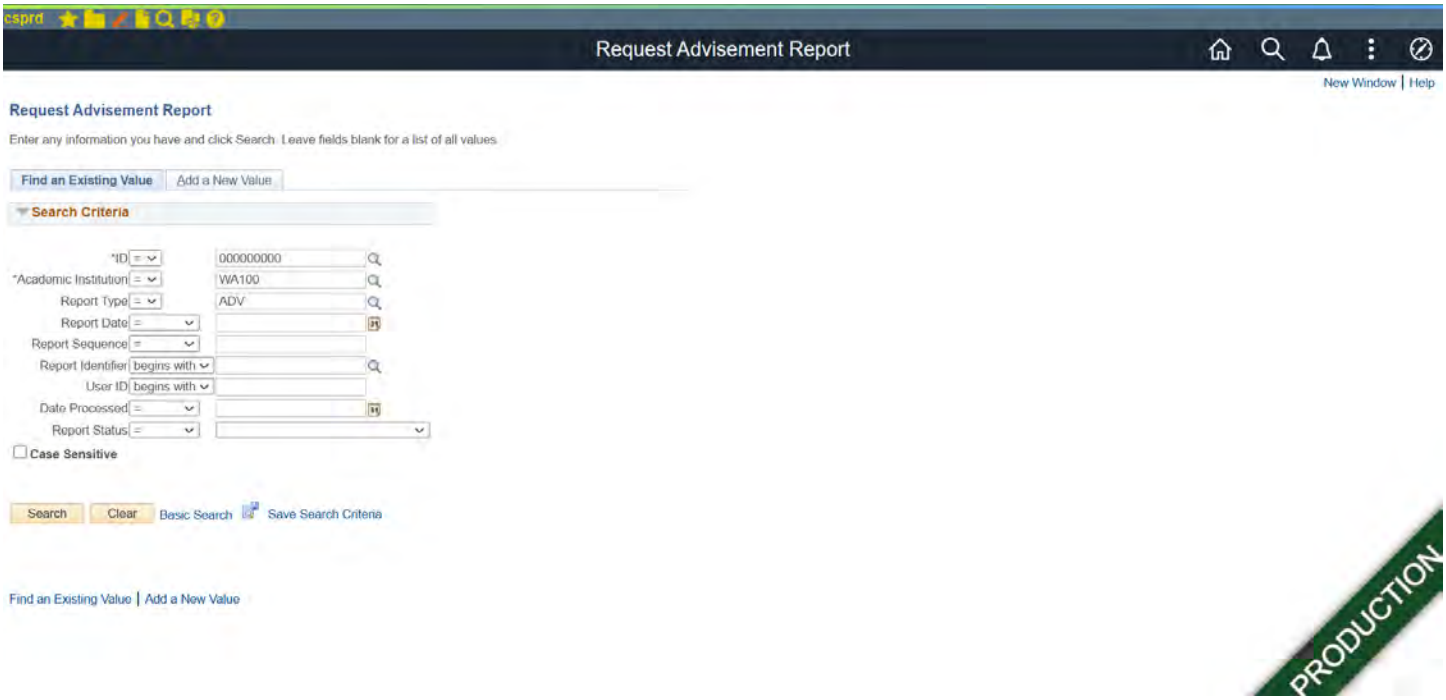
Run AAR to review.

Check the student's progress on their Academic Advisement Report in ctcLink. You can review this report by following the 'Academic Advisement Report' link that is half way down the student profile in Navigate360.

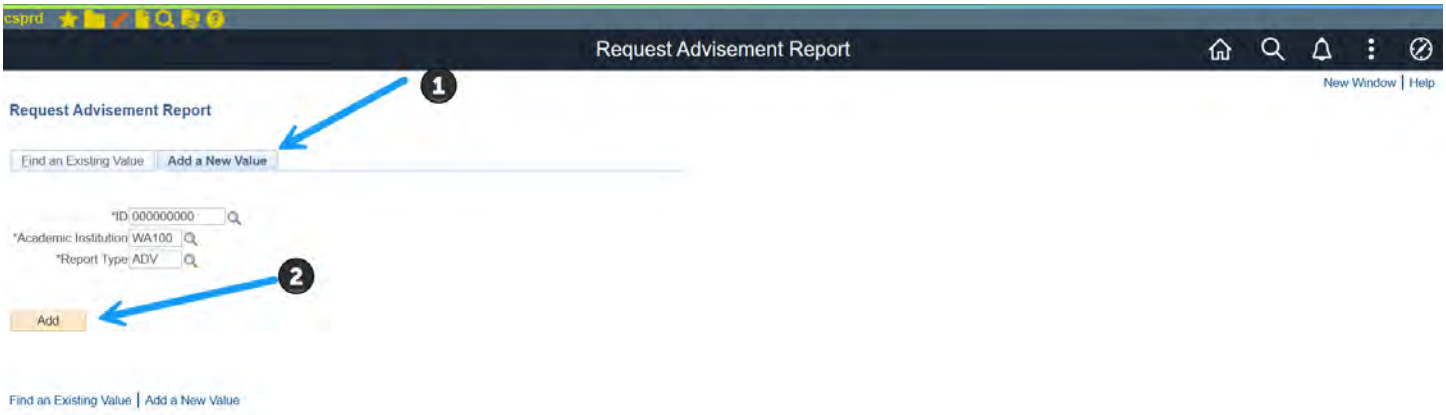


You must be signed into ctcLink for this link to work. If the link prompts you to sign in to ctcLink, sign in, and then go back to Navigate360 and follow the link again. If the link is still not working, try right clicking on the link, select "Copy Link" and then paste it into a new window.

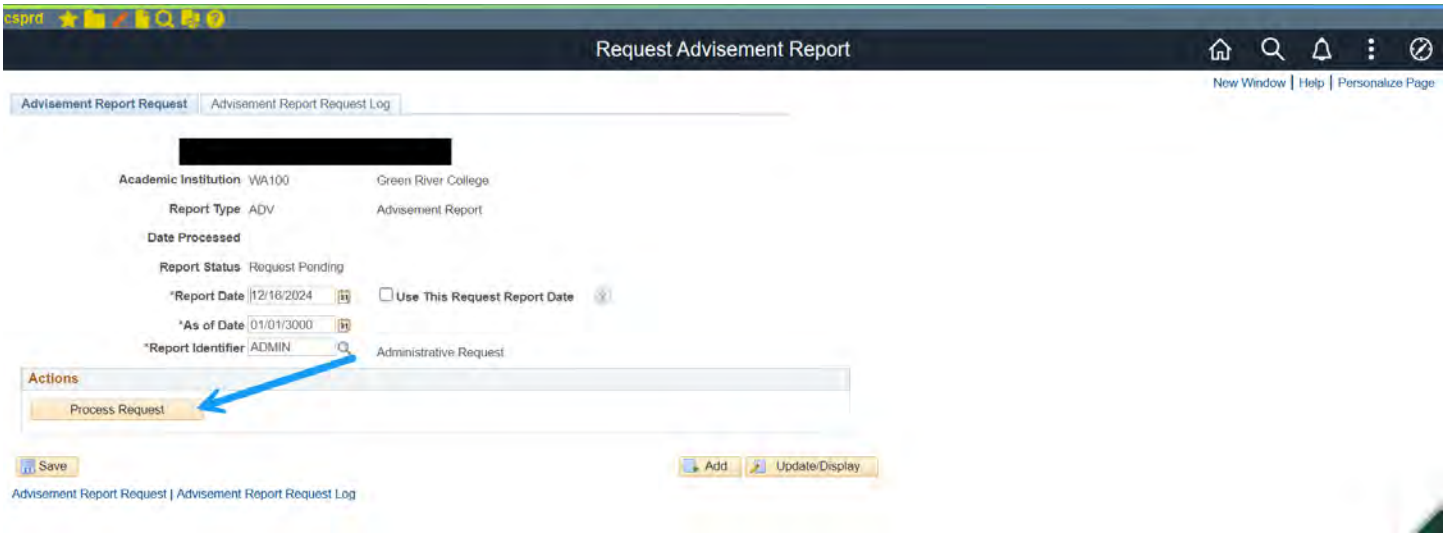
When the link opens to ctcLink you should see the “Request Advisement Report” page with the student’s ID populated:



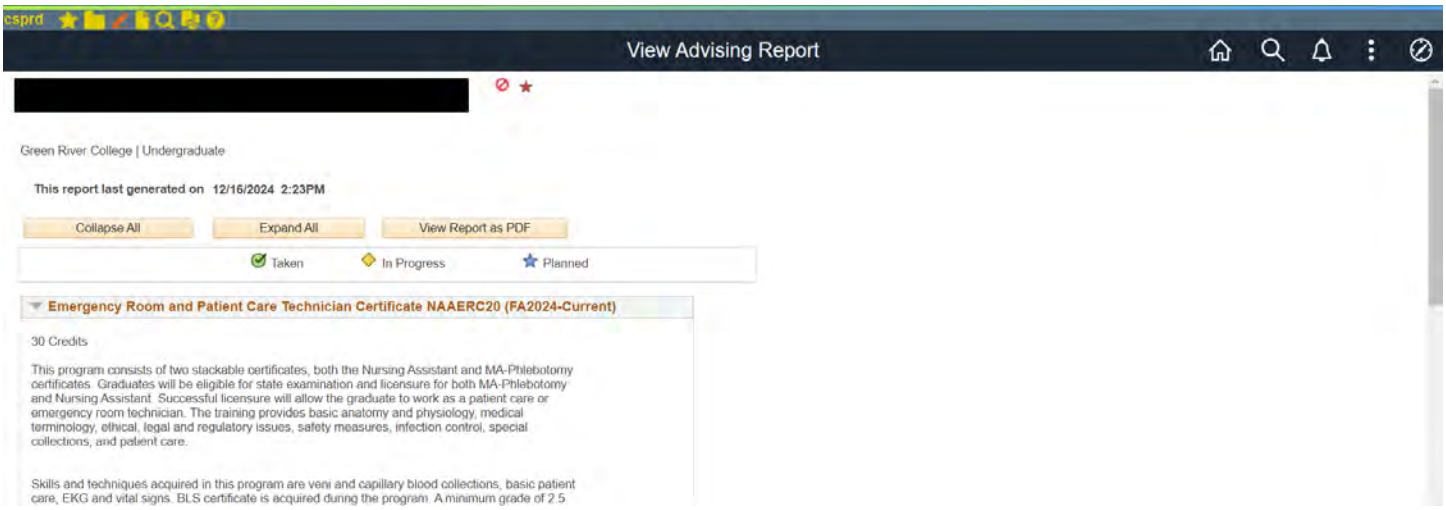
Hit Search. If the student has an existing Academic Advisement Report, it will be listed or come up as a result of the search. If they do not, select “add a new value” tab and then click the “add” button to generate one.



Select Process Request.

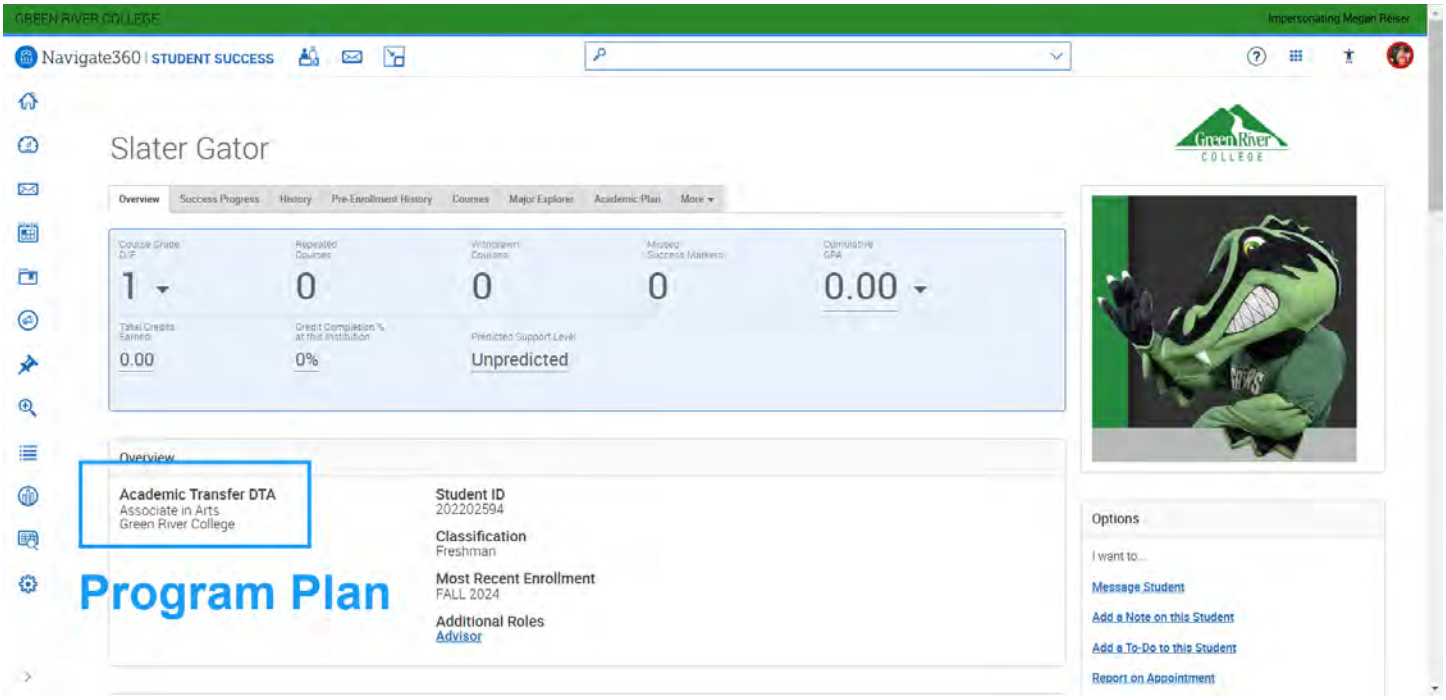


The Academic Advisement Report will generate.



Direct student to change program plan if needed.

Both the Academic Advisement Plan and the Student Profile in Navigate360 will show the student's current program plan. If the program plan is wrong or needs to be changed, please direct the student to submit a Program Change Request with the Office of the Registrar.

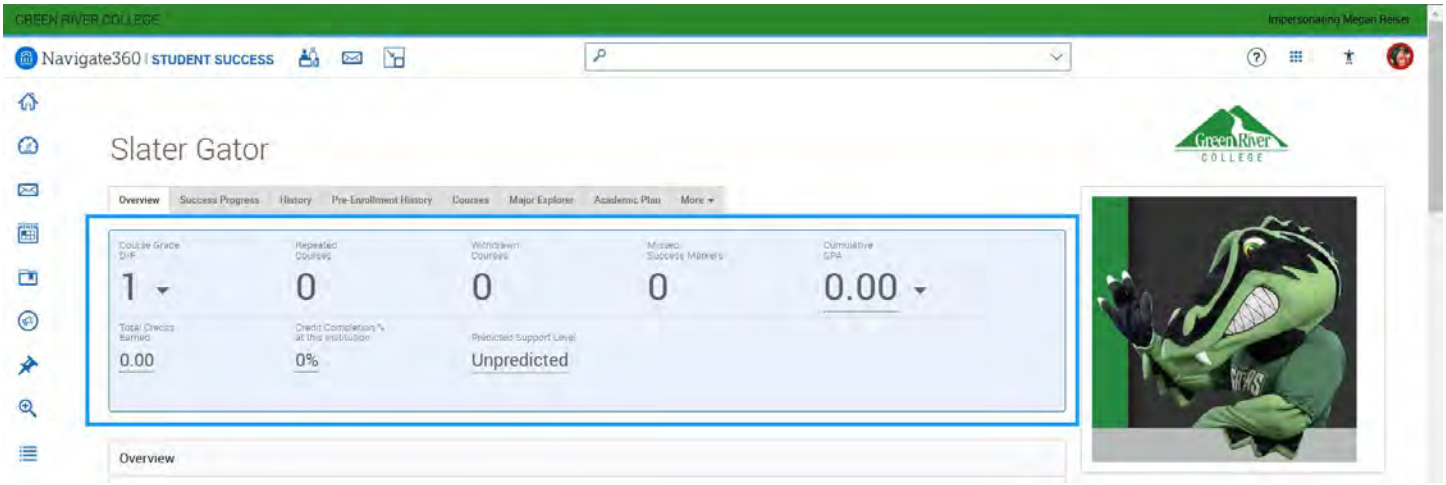


Direct student to fill out the Intent to Graduate Form if they are within their final 2 quarters.

When reviewing the student's Academic Advisement Plan, if they are within two quarters of completing their plan, please direct the student to submit their Intent to Graduate form with the Office of the Registrar.

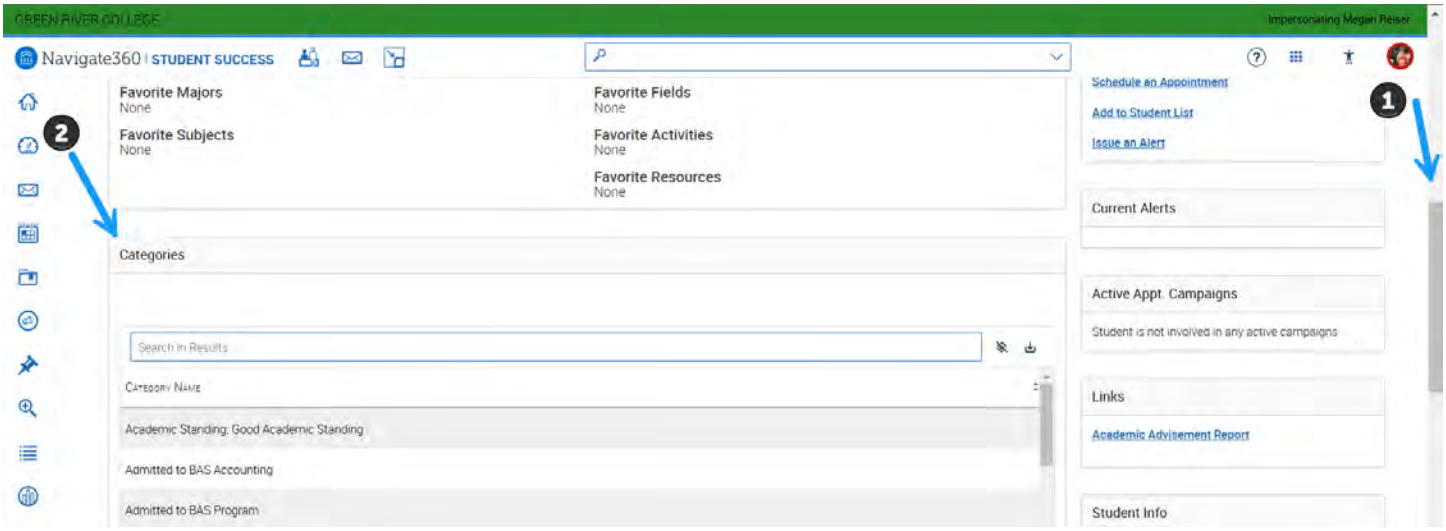
Talk to the student about their funding source.

If struggling to pass courses, refer student to their funding source to ensure they take steps to maintain funding. You can review students progress markers in the blue box at the top of their profile.



If the student appears to be struggling, scroll down the profile to review their categories and identify any categories that show a funding source. These include:

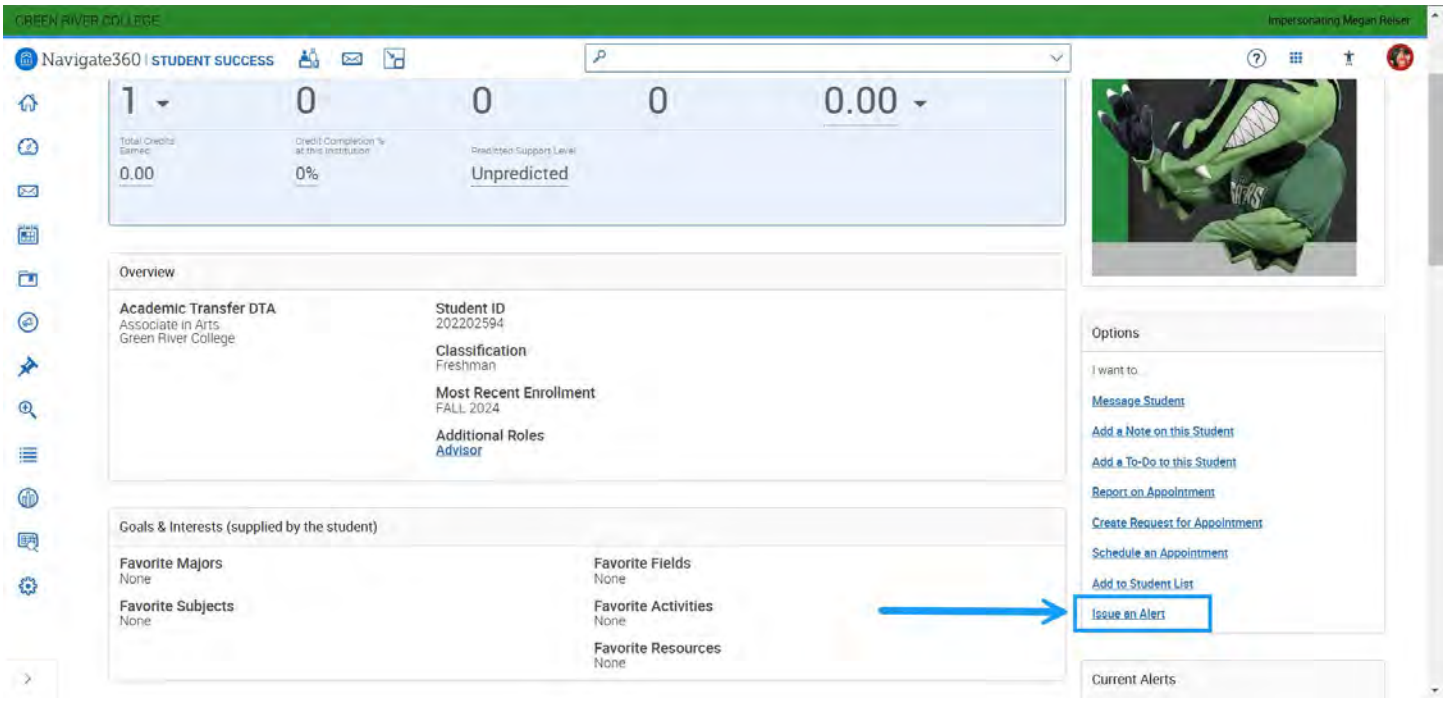
- Financial Aid Categories
- Running Start Categories
- Military Affiliated Categories
- Work Force Categories



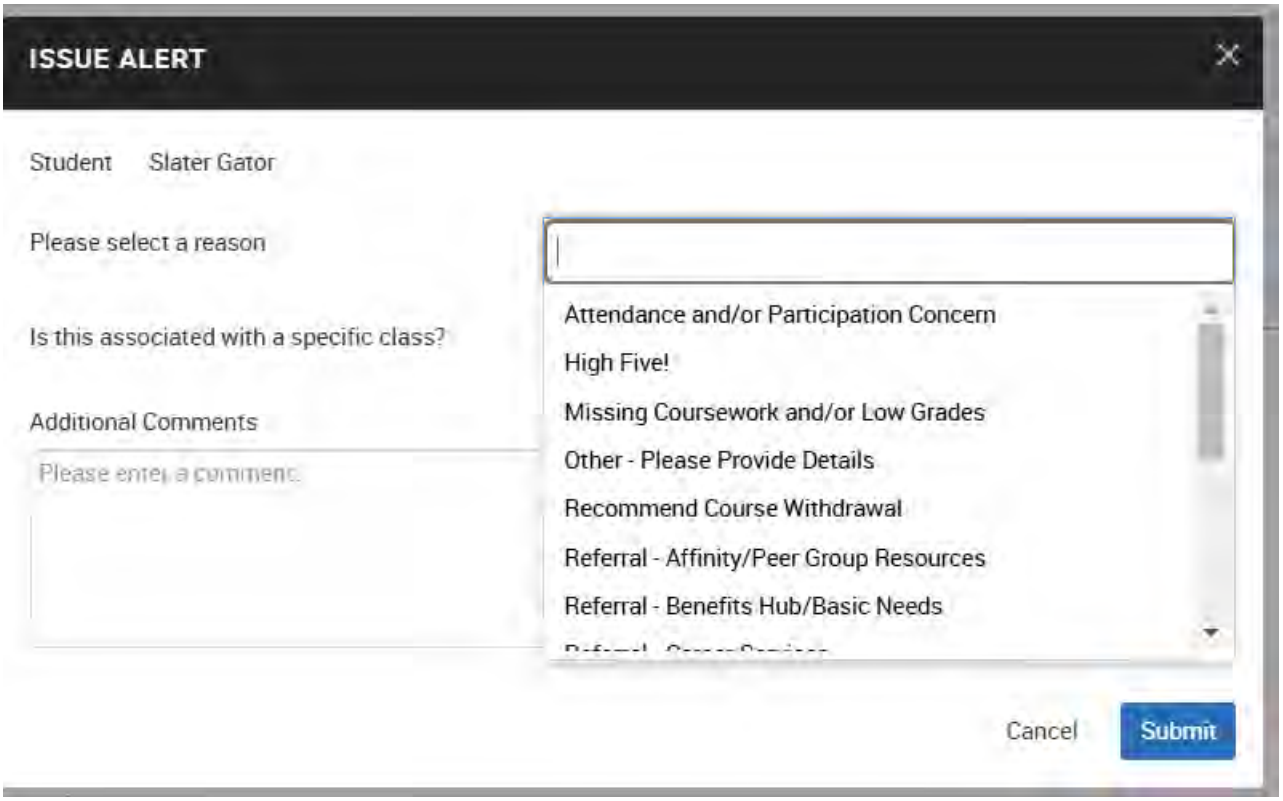
Encourage the student to connect with their funding source to ensure that they will continue to receive funding.

Use Ad-Hoc Alerts to refer students to resources.

From the student profile, you can submit Ad-Hoc Alerts by clicking “Issue An Alert.”

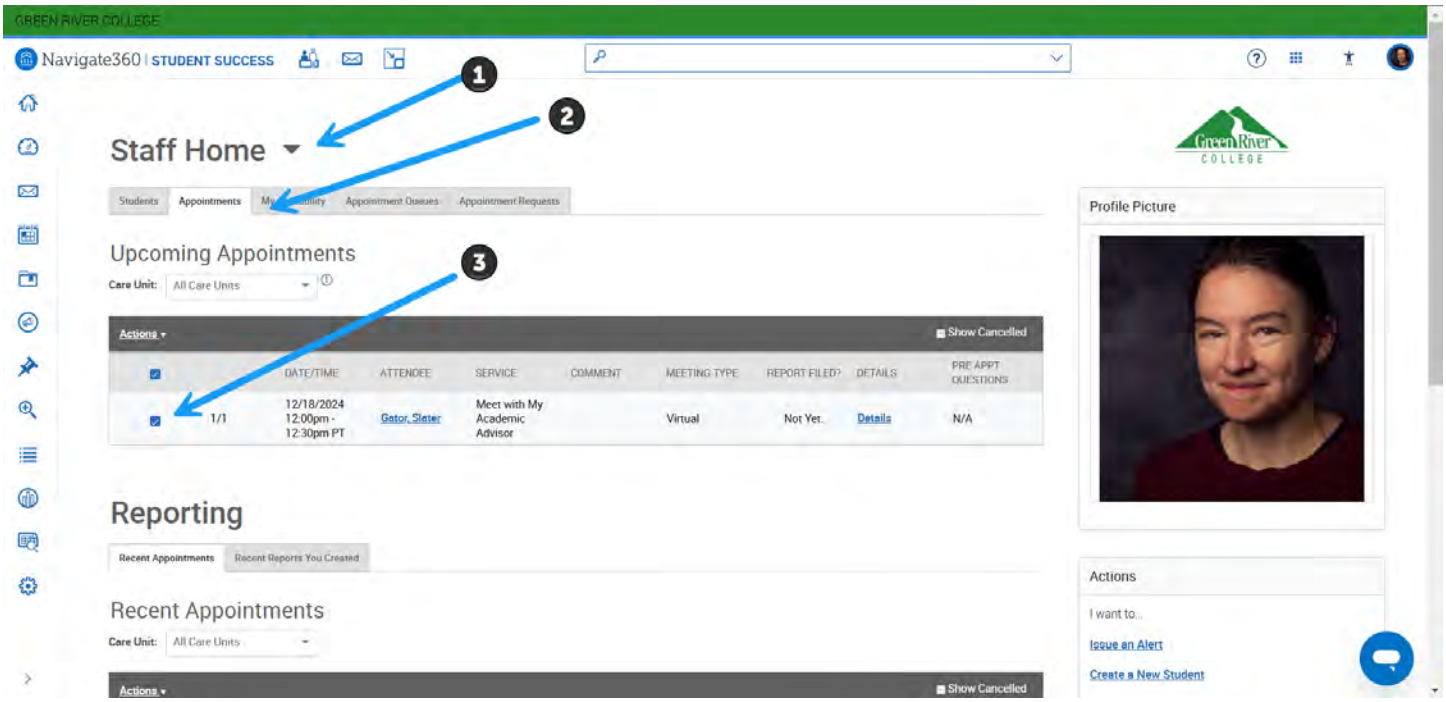


Use this feature to submit a referral to a campus resource, or campus funding source, or an academic alert for the student. Comments will not be visible to students but will be visible to other Navigate360 users. Be sure to click submit after completing the alert.

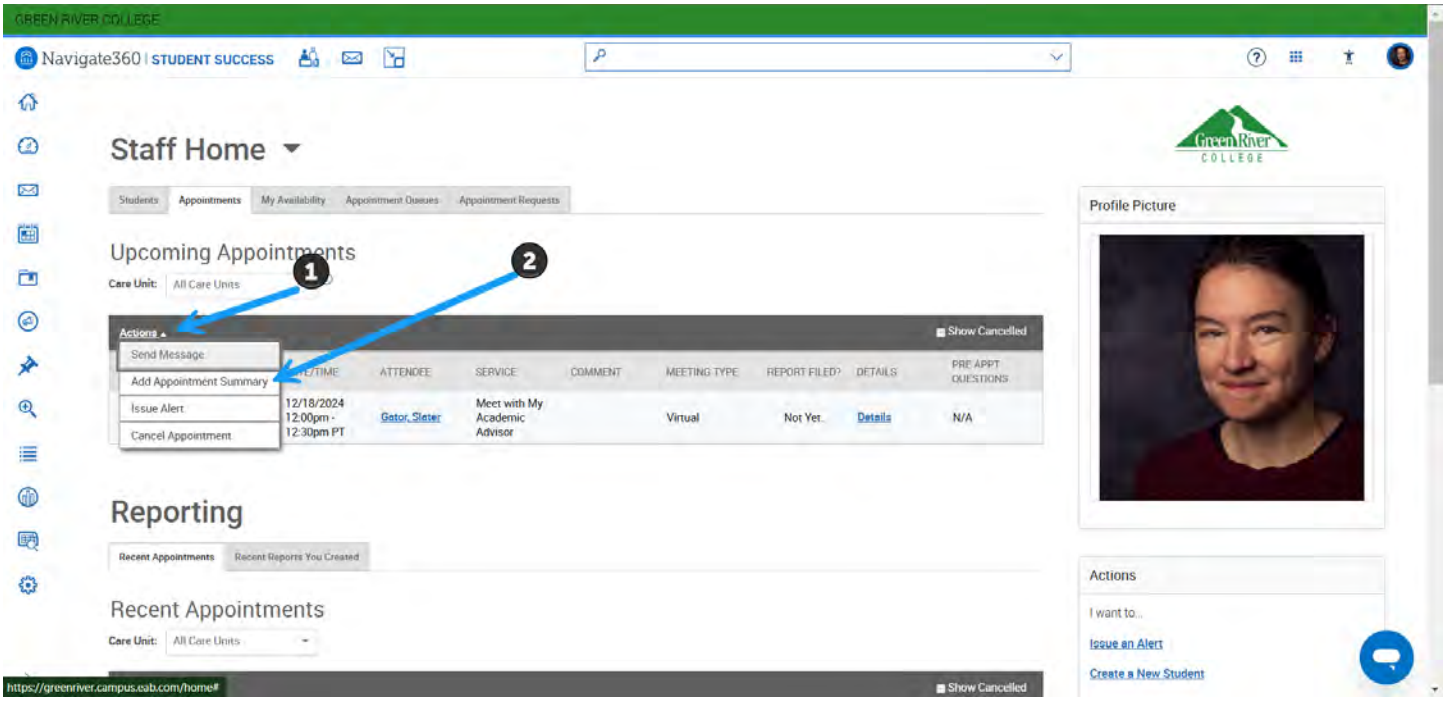


Take an Appointment Summary to record your meeting.

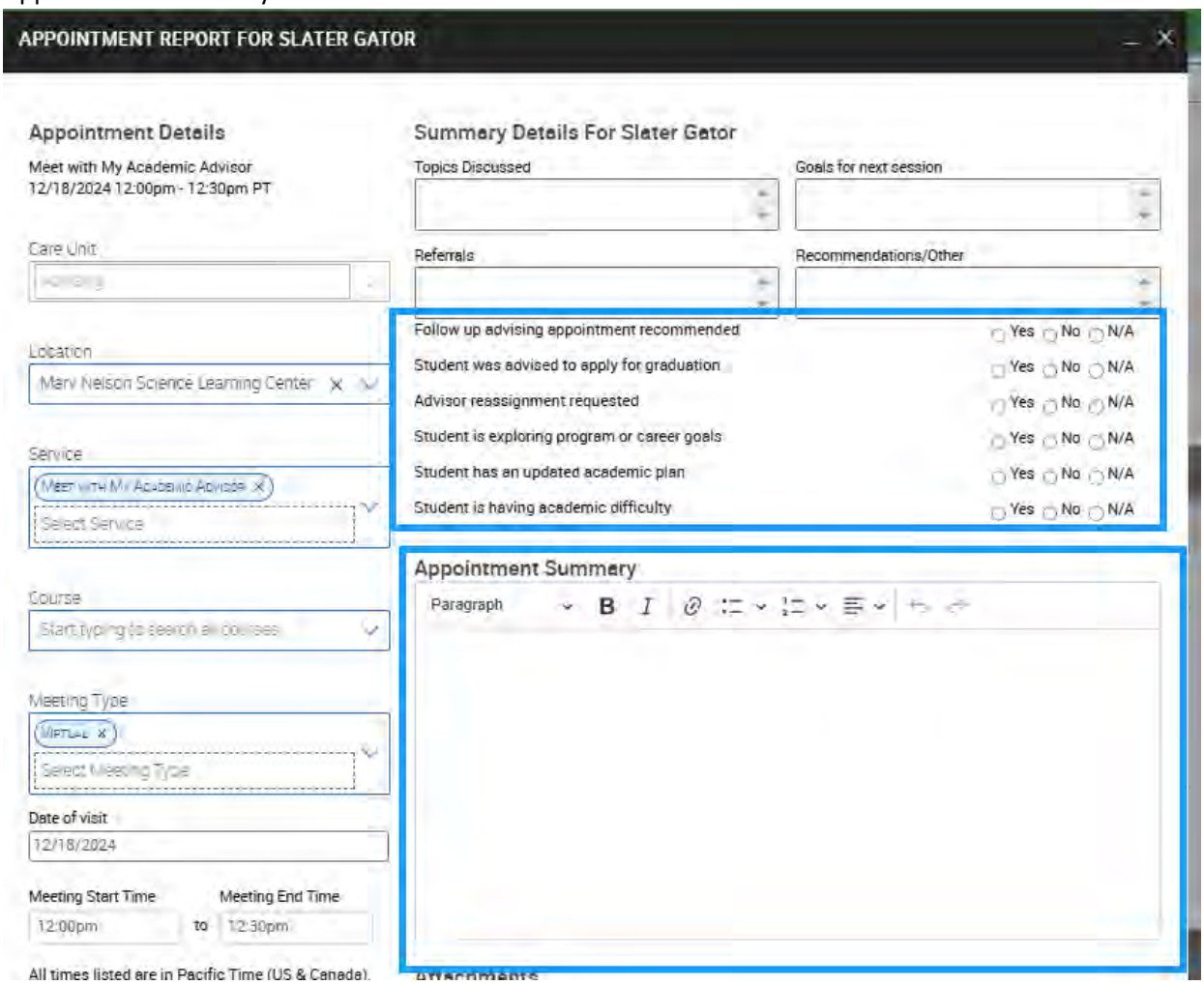
From your “Staff Home” select “Appointments.” Tick the box next to the appointment you are ready to summarize.



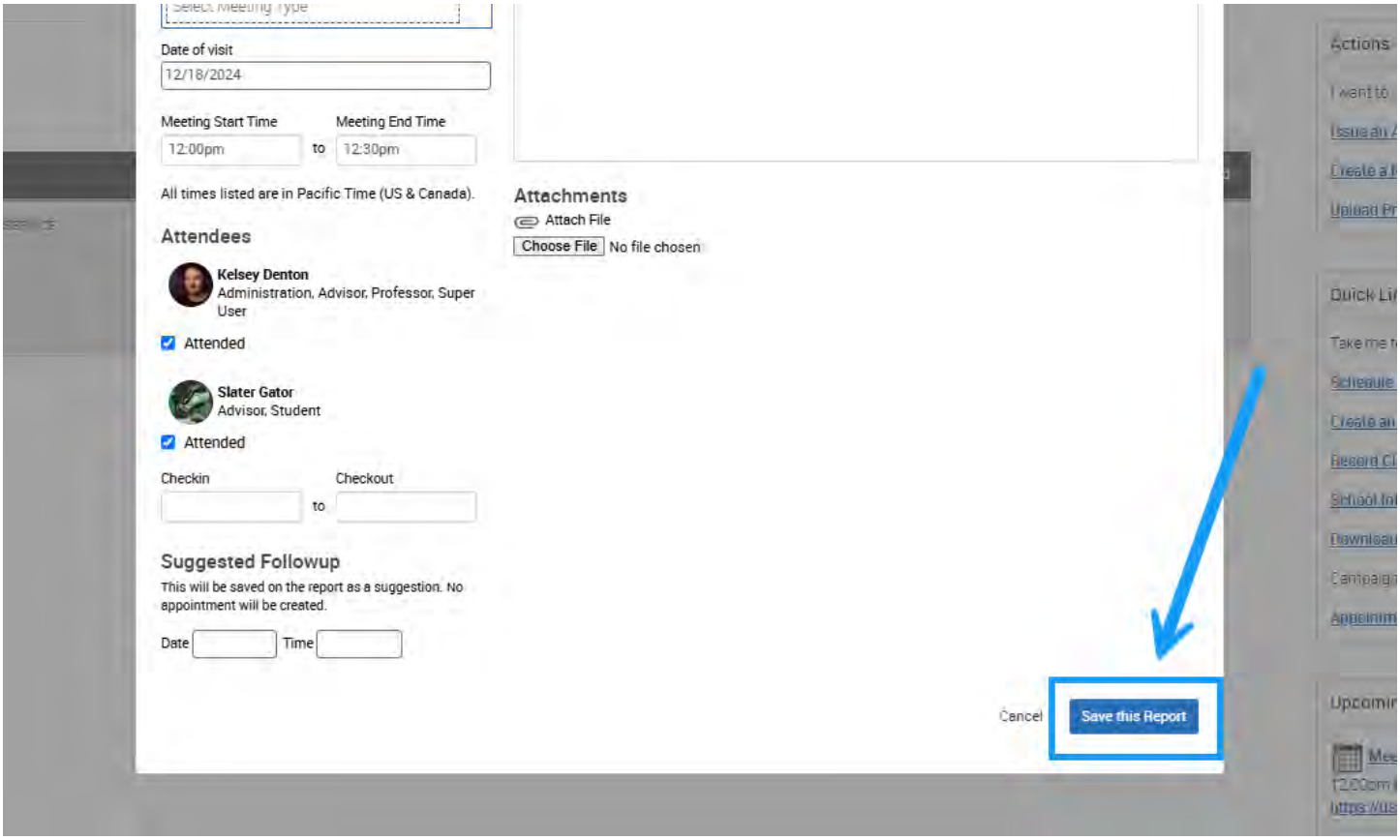
From the “Actions” menu, select “ Add Appointment Summary.”



The appointment report will open. Please complete the radio buttons, and add comments as you see fit in the Appointment Summary box. Comments will be visible to the student.



Be sure to scroll down and save the appointment summary:



Appendix A: Faculty Advisor Appointment Checklist

Before Meeting with Advisees

- ☐ Review Advisee List and submit any changes.
- ☐ Sync Calendar in Navigate360 if you've not already done so.
- ☐ Establish Availability for Appointments.
- ☐ Send a message to advisees inviting them to meet with you.
- ☐ Once appointments are made, Review student's history before meeting.

When Meeting

- ☐ Assess academic planning with student.
- ☐ Review Academic Plan in Navigate
- ☐ Run AAR to review.
- ☐ Direct student to change program plan if needed.
- ☐ Direct student to fill out the Intent to Graduate Form if they are within their final 2 quarters.
- ☐ Talk to the student about their funding source. If struggling to pass courses, refer student to their funding source to ensure they take steps to maintain funding.
- ☐ Use Ad-Hoc Alerts to refer students to resources.

After the Meeting

- ☐ Take an Appointment Summary to record your meeting.

2.G.6 EV.#4 / Section 4

Advising Model Current

Current Advising Model 2025

Getting Started outcomes:

- Clarify degree goals
- Connect with funding and resources
- Confirm placement
- Assist with next steps

Prospect & New: Getting Started Advisement

Onboarding & Orientation outcomes:

- Online Orientation: welcome and provide overview of Green River College
- New Student Advisement and Enrollment (NSAE): clarify degree and program goals, overview of enrollment / class schedule creation, training on student technology resources, assignment to advisor. Register for first term

New & Onboarding: Online Orientation & NSAEs

Assignment to advisor(s) based on Area of Interest and/or program

CurrentTransfer Student

Current Career & Technical Student

First Quarter Advising outcomes (with professional advisor or faculty advisor if CTE):

- Clarify degree goals & pathways
- Co-create academic plan
- Connect to campus resources
- Assignment to faculty advisors in area of interest/program pathway

First Quarter Advising

Faculty Advisors & Professional Advisors & Navigators

Advisement through completion outcomes

- Connect with advising team at quarterly Advising Day event for academic plan revisions, academic navigational support, university admissions help and completion planning

Faculty Advisors & Professional Advisors and Navigators

Faculty Advisors & Professional Advisors & Navigators

2.G.6 EV.#5 / Section 5

Sample advisement appointment Log

The following pages show only the top rows and first 10 columns of the Advisement Appointment Log. To view the full file, please refer to separated Appendix

Student	Categories	Tags	Majors	Classification	Assigned Staff	Cumulative GPA	Initiated ctcLink Checklists	Math Placement Complete	Admit Term
	New Studen	Busin	Comput	Other (WINTER	Boyd, Lady Ivor	2.77		Eligible for MATH 97	
	New Studen	Busin	Comput	Other (WINTER	Boyd, Lady Ivor	2.77		Eligible for MATH 97	
	Tuition Hold - Pos		Academ	Other (WINTER	Arsenio, Aileen	0	EGR068	Eligible: Math& 141/147 and	2257
	First Genera	Skille	Data An	Other (WINTER	Davidson, Amy	2	EGR070		2241
	New Studen	STEM	Bio/Env	Other (WINTER	Boyd, Lady Ivor	3.29	EGR032	Eligible for MATH& 151 or MA	2253
	SFA Required,Gen		Fine Art	Other (SPRING 2025)		1.69	AGRUPC	Eligible: Math& 141/147 and 107/146 See	
	First Genera	STEM	Enginee	Other (WINTER	Boyd, Lady Ivor	0		Eligible: Math& 107/146/131	2247
	First Genera	Unsu	Aviation	Other (SPRING	Davidson, Amy	2.39	EGR068	Eligible: Math& 107/146 and	2253
	Academic S	STEM	Academ	Other (WINTER	Chang, Michael	2.59		Eligible for MATH& 151 or MA	2237
	General Populatio		Academ	Other (WINTER	Cunnion, Katie	2.07	EGR028; EGR033; EGR068	Eligible: Math& 107/146 and	2251
	Grad to Gat	Healt	Pre-Nur	Other (WINTER	Giakoumatos, S	3.85	EGR042	Eligible for MATH 97	2257
	Academic S	STEM	Comput	Other (WINTER	Boyd, Lady Ivor	2.43	EGR042		2253
	General Populatio		Enginee	Other (WINTER	Boyd, Lady Ivor	0	EGR072	Eligible for MATH& 142	2261
	General Populatio		Enginee	Other (WINTER	Boyd, Lady Ivor	0	EGR072	Eligible for MATH& 142	2261
	General Pop	Skille	Accounting	AAA				Eligible for MATH 97	2261
	Tuition Hold	Unsu	Pre-Nur	Other (WINTER	Chicana Romer	2.78	EGR072	Eligible for MATH& 141+31	2247
	General Pop	Healt	Pre-Nur	Other (FALL 20	Giakoumatos, S	2.7	EWH031	Eligible for MATH 70	2247
	Open Finan	STEM	Enginee	Other (WINTER	Boyd, Lady Ivor	1.98	EGR064	Eligible for MATH& 151 or MA	2261
	Academic S	STEM	Academ	Other (WINTER	Chang, Michael	2.77	EGR072	Eligible for MATH& 141	2247
	General Populatio		Academ	Other (WINTER	Boyd, Lady Ivor	4		Eligible: Math& 107/146/131	2257
	First Genera	STEM	Comput	Other (WINTER	Boyd, Lady Ivor	0		Eligible for MATH& 141+31	2261
	First Generation,T		Academ	Other (FALL 20	Giakoumatos, S	2.19	EGR032	Eligible for MATH& 141	2257
	SFA Required,Firs		Academic Transfer	DTA	Arsenio, Aileen	0			2257
	General Pop	Healt	Academ	Other (WINTER	Poleski, Connie	3	EGR042	Eligible for MATH& 141	2241
	First Generation,N		Comput	Other (FALL 2025)		0.6		Eligible for MATH& 141+31	2257

Advisement Appointment Report Template

Schedule Appointment

Filters

Care Unit
Select a Care unit

Location
Please Select care unit to select location

Service
Select a location to select service

Course

Meeting Type
Select meeting type

Comments

Select a Date

December 2025

Su	Mo	Tu	We	Th	Fr	Sa
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

You must first choose a Care Unit before adding any additional data in this form.

Appointment Details

Care Unit
Select Care Unit

Location
Select Location

Service
Select Service

Course
Start typing to search all courses

Meeting Type
Select Meeting Type

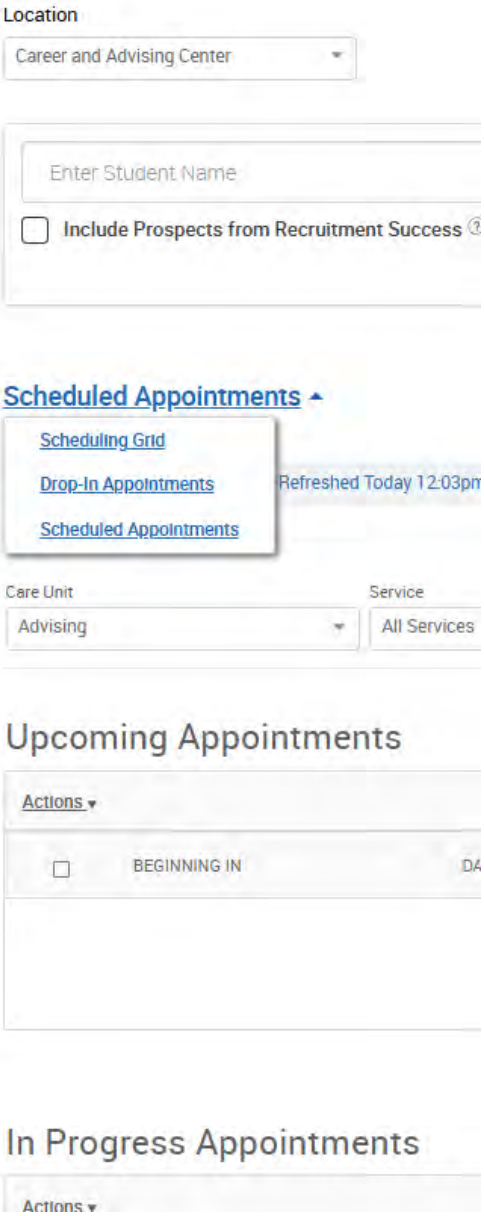
Date of visit

Appointment Summary

Paragraph

An appointment will be created after you submit this report. If a Meeting End Time is not entered, this will default to the time you Save this Report.

Advising Appointment Check In Template


Location
Career and Advising Center
Enter Student Name
Include Prospects from Recruitment Success
Scheduled Appointments
Scheduling Grid
Drop-In Appointments
Scheduled Appointments
Refreshed Today 12:03pm
Care Unit
Advising
Service
All Services
Upcoming Appointments
Actions
BEGINNING IN
In Progress Appointments
Actions

Advising Appointment Scheduler (ex)

Schedule Appointment

Filters

Care Unit

Select a Care unit

Location

Please Select care unit to select location

Service

Select a location to select service

Course

Meeting Type

Select meeting type

Comments

Select a Date

December 2025

Su	Mo	Tu	We	Th	Fr	Sa
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

Faculty Advisor Navigatee360 Parameters

Area of Interest	Plan	Which Students?	Advisor	Responsible for Assignment?		Case Load-Fall 2025
	Realtime Transcription, AAA					
	Court Reporting & Captioning-Scopist/Text Editor Certificate					
Business & Entrepreneurship	Realtime Reporting: Court Reporting & Captioning, BAS		TBD	Automated		
Business & Entrepreneurship	Legal Administrative Assistant, AAA		Lea Ann Simpson	Automated		
	Medical Office Administration, AAA					
	Medical Coding and Reimbursement Specialist Certificate					
	Medical Front Office Certificate					
Business & Entrepreneurship	Medical Office Manager Certificate		Shannon Sharpe	Automated		
	Accounting, AAA					
	Accounting Certificate					
Business & Entrepreneurship	Accounting Clerk Certificate	A-J	Pat Carter	Amy Davidson		58
	Accounting, AAA					
	Accounting Certificate					
Business & Entrepreneurship	Accounting Clerk Certificate	K-Z	Jeanette Fohn	Amy Davidson		42
	Business Management, AAA					
	Business Management-Business Analytics Certificate					
	Business Management-Business Foundations Certificate					
	Business Management-Management and Supervision Certificate					
	Business Management-Marketing and Sales Certificate					
Business & Entrepreneurship	Business Management-Retail Management Certificate	A-G	Daniel deWolff	Amy Davidson		69
	Business Management, AAA					
	Business Management-Business Analytics Certificate					
	Business Management-Business Foundations Certificate					
	Business Management-Management and Supervision Certificate					
	Business Management-Marketing and Sales Certificate					
Business & Entrepreneurship	Business Management-Retail Management Certificate	H-M	Sean McKeague	Amy Davidson		73
	Business Management, AAA					
	Business Management-Business Analytics Certificate					
	Business Management-Business Foundations Certificate					
	Business Management-Management and Supervision Certificate					
	Business Management-Marketing and Sales Certificate					
Business & Entrepreneurship	Business Management-Retail Management Certificate	N-Z	Jean-Paul Yafali	Amy Davidson		43
	Business Management, AAA					
	Business Management-Business Analytics Certificate					
	Business Management-Business Foundations Certificate					
	Business Management-Management and Supervision Certificate					
	Business Management-Marketing and Sales Certificate					
Business & Entrepreneurship	Business Management-Retail Management Certificate		Taliesha Garrett	Amy Davidson		31
	Administrative Assistant, AAA					
	Business Applications Specialist, AAA					
	Administrative Assistant Certificate					
	Administrative Assistant-Data Entry Certificate					
	Administrative Assistant-File Clerk Certificate					
	Administrative Assistant-Office Support 1 Certificate					
	Administrative Assistant-Office Support 2 Certificate					
	Administrative Assistant-Records Information Clerk Certificate					
	Business Applications for Small Business Certificate					
Business & Entrepreneurship	Business Applications Specialist Certificate	A-M	Lori Fishburn	Amy Davidson		25
	Administrative Assistant, AAA					
	Business Applications Specialist, AAA					
	Administrative Assistant Certificate					
	Administrative Assistant-Data Entry Certificate					
	Administrative Assistant-File Clerk Certificate					
	Administrative Assistant-Office Support 1 Certificate					
	Administrative Assistant-Office Support 2 Certificate					
	Administrative Assistant-Records Information Clerk Certificate					
	Business Applications for Small Business Certificate					
Business & Entrepreneurship	Business Applications Specialist Certificate	N-Z	Lea Ann Simpson	Amy Davidson		8

	Early Childhood Education, AAS Early Childhood Education and Diversity Studies, AAS-T Early Childhood Education Paraeducator, AAS-T Early Childhood Education (Statewide) Certificate Early Childhood Education (Statewide) Initial Certificate Early Childhood Education Certificate Early Childhood Education Certificate of Specialization Administration (Statewide) Certificate Early Childhood Education Certificate of Specialization-Family Child Care (Statewide) Certificate Early Childhood Education Certificate of Specialization-General (Statewide) Certificate Early Childhood Education Certificate of Specialization-Home Visiting and Family Engagement (Statewide) Certificate Early Childhood Education Certificate of Specialization-Infants and Toddlers (Statewide) Certificate Early Childhood Education Certificate of Specialization-Outdoor Learning for Young Children (Statewide) Certificate Early Childhood Education Certificate of Specialization-School Age Care (Statewide) Certificate Early Childhood Education Paraeducator - Initial Certificate Early Childhood Education Paraeducator State Certificate		Andee Church Leslie Kessler			
Education	Early Childhood Education-Montessori Education Certificate	TBD	Roberta Kim	Amy Davidson		
Science, Technology, Engineering & Math	PROGRAM MANAGER: Niki Nelson Cybersecurity and Networking, AAS-T Information Technology-Cloud Fundamentals Certificate Information Technology-Foundations Certificate Information Technology-Fundamentals Certificate Information Technology-Scripting Fundamentals Certificate Information Technology-Security Fundamentals Certificate	A-C	Alan Carter	Amy Davidson		86
Science, Technology, Engineering & Math	PROGRAM MANAGER: Niki Nelson Cybersecurity and Networking, AAS-T Information Technology-Cloud Fundamentals Certificate Information Technology-Foundations Certificate Information Technology-Fundamentals Certificate Information Technology-Scripting Fundamentals Certificate Information Technology-Security Fundamentals Certificate	D-G	Ed Goad	Amy Davidson		59
Science, Technology, Engineering & Math	PROGRAM MANAGER: Niki Nelson Cybersecurity and Networking, AAS-T Information Technology-Cloud Fundamentals Certificate Information Technology-Foundations Certificate Information Technology-Fundamentals Certificate Information Technology-Scripting Fundamentals Certificate Information Technology-Security Fundamentals Certificate	H-K	Krish Mahadevan	Amy Davidson		81
Science, Technology, Engineering & Math	PROGRAM MANAGER: Niki Nelson Cybersecurity and Networking, AAS-T Information Technology-Cloud Fundamentals Certificate Information Technology-Foundations Certificate Information Technology-Fundamentals Certificate Information Technology-Scripting Fundamentals Certificate Information Technology-Security Fundamentals Certificate	L-M	Kindra Schuller	Amy Davidson		57
Science, Technology, Engineering & Math	PROGRAM MANAGER: Niki Nelson Cybersecurity and Networking, AAS-T Information Technology-Cloud Fundamentals Certificate Information Technology-Foundations Certificate Information Technology-Fundamentals Certificate Information Technology-Scripting Fundamentals Certificate Information Technology-Security Fundamentals Certificate	N-R	Vance Graham	Amy Davidson		65

Science, Technology, Engineering & Math	PROGRAM MANAGER: Niki Nelson Cybersecurity and Networking, AAS-T Information Technology-Cloud Fundamentals Certificate Information Technology-Foundations Certificate Information Technology-Fundamentals Certificate Information Technology-Scripting Fundamentals Certificate Information Technology-Security Fundamentals Certificate	S-T	Peter Turylo	Amy Davidson		77
Science, Technology, Engineering & Math	PROGRAM MANAGER: Niki Nelson Cybersecurity and Networking, AAS-T Information Technology-Cloud Fundamentals Certificate Information Technology-Foundations Certificate Information Technology-Fundamentals Certificate Information Technology-Scripting Fundamentals Certificate Information Technology-Security Fundamentals Certificate	U-Z	Clint Sizemore	Amy Davidson		44
Science, Technology, Engineering & Math	Data Analytics and Software Development AAS-T	A-G	Josh Archer	Amy Davidson		52
Science, Technology, Engineering & Math	Data Analytics and Software Development AAS-T	H-M	Tyler Shrock	Amy Davidson		57
Science, Technology, Engineering & Math	Data Analytics and Software Development AAS-T	N-S	Tina Ostrander	Amy Davidson		38
Science, Technology, Engineering & Math	Data Analytics and Software Development AAS-T	T-Z	Suan Uland	Amy Davidson		19
Skilled Trades, Industrial Technology, Aviation, & Natural Resources	Carpentry Technology Certificate Carpentry Technology Pre-Apprenticeship Certificate Carpentry Technology-Concrete Forming and Placement Certificate Carpentry Technology-Framing Level 1 Certificate Carpentry Technology-Framing Level 2 Certificate Carpentry Technology-Residential Interior and Exterior Finish Certificate		Robert Bean	Automated		
Skilled Trades, Industrial Technology, Aviation, & Natural Resources	Aerospace and Advanced Manufacturing: Principles of Precision Machining 1 Certificate Aerospace and Advanced Manufacturing: Principles of Precision Machining 2 Certificate Machining and Manufacturing – Additive Manufacturing Technology Certificate Machining and Manufacturing Technology Certificate	PM Class	Brad Chin	Amy Davidson		
Skilled Trades, Industrial Technology, Aviation, & Natural Resources	Aerospace and Advanced Manufacturing: Principles of Precision Machining 1 Certificate Aerospace and Advanced Manufacturing: Principles of Precision Machining 2 Certificate Machining and Manufacturing – Additive Manufacturing Technology Certificate Machining and Manufacturing Technology Certificate	AM Class	Joel Perdue	Amy Davidson		
Skilled Trades, Industrial Technology, Aviation, & Natural Resources	Mechatronics Technician, AAS Mechatronics Theory and Application, AAS-T Maintenance Mechatronics 1 Certificate Maintenance Mechatronics 2 Certificate		William Sciacca	Automated		
Skilled Trades, Industrial Technology, Aviation, & Natural Resources	Wastewater Technology, AAS Water Supply Technology, AAS Wastewater Technology-Municipal Wastewater Treatment Technology Certificate Water Distribution Technology Certificate		Eric Shea	Automated		
Skilled Trades, Industrial Technology, Aviation, & Natural Resources	Automotive Brakes, Steering and Suspension Certificate Automotive Electrical Systems Certificate Automotive Engine Performance Certificate Automotive Heating and Air Conditioning Certificate Automotive Transmission and Transaxle Certificate	A-M	David Lewis	Amy Davidson		
Skilled Trades, Industrial Technology, Aviation, & Natural Resources	Automotive Brakes, Steering and Suspension Certificate Automotive Electrical Systems Certificate Automotive Engine Performance Certificate Automotive Heating and Air Conditioning Certificate Automotive Transmission and Transaxle Certificate	N-Z	Dan Sorenson	Amy Davidson		

Skilled Trades, Industrial Technology, Aviation, & Natural Resources	PROGRAM MANAGER: Affi Eyo Aviation Technology AAS - Commercial Pilot Aviation Technology AAS - Aviation Management Certificate: Aviation Operations Management Certificate Unmanned Aerial Vehicles Cyber Security Certificate: Unmanned Aerial Vehicles Digital Photography	Pilot A-L ; Airport Mangement	Francis Cantwell	Amy Davidson	
Skilled Trades, Industrial Technology, Aviation, & Natural Resources	PROGRAM MANAGER: Affi Eyo Aviation Technology AAS - Air Traffic Control Certificate: Air Traffic Control	Air Traffic Control	George Comollo	Amy Davidson	
Skilled Trades, Industrial Technology, Aviation, & Natural Resources	PROGRAM MANAGER: Affi Eyo Aviation Technology AAS - Commercial Pilot Aviation Technology AAS - Aviation Management Certificate: Airline Dispatcher Completion	M-Z; Airline Dispatch	Tad Henry	Amy Davidson	
Skilled Trades, Industrial Technology, Aviation, & Natural Resources	Natural Resources-Forestry, AAS Natural Resources-Geographic Information Systems, AAS Natural Resources-Park Management, AAS Natural Resources-Water Quality, AAS Natural Resources-Wildland Fire, AAS Natural Resources, AAS-T		Valishnavi Thakar	Amy Davidson	
Skilled Trades, Industrial Technology, Aviation, & Natural Resources	Natural Resources-Forestry, AAS Natural Resources-Geographic Information Systems, AAS Natural Resources-Park Management, AAS Natural Resources-Water Quality, AAS Natural Resources-Wildland Fire, AAS Natural Resources, AAS-T		Monica Paulson Priebe	Amy Davidson	
Skilled Trades, Industrial Technology, Aviation, & Natural Resources	Natural Resources-Forestry, AAS Natural Resources-Geographic Information Systems, AAS Natural Resources-Park Management, AAS Natural Resources-Water Quality, AAS Natural Resources-Wildland Fire, AAS Natural Resources, AAS-T		Josh Misenar	Amy Davidson	
Skilled Trades, Industrial Technology, Aviation, & Natural Resources	Welding Technology, AAS Welding Technology – Advanced Arc Welding Certificate Welding Technology – Basic Arc and Flame Certificate Welding Technology – Intermediate Arc and Flame Certificate	Morning (Sec A LEC Weld 141, 142, 143, 194, 195, 196)	Benjamin Orr	Amy Davidson	
Skilled Trades, Industrial Technology, Aviation, & Natural Resources	Welding Technology, AAS Welding Technology – Advanced Arc Welding Certificate Welding Technology – Basic Arc and Flame Certificate Welding Technology – Intermediate Arc and Flame Certificate	Evening(Sec B LEC Weld 141, 142, 143, 194, 195, 196)	Scott Schreiber	Amy Davidson	
Skilled Trades, Industrial Technology, Aviation, & Natural Resources	Welding Technology, AAS Welding Technology – Advanced Arc Welding Certificate Welding Technology – Basic Arc and Flame Certificate Welding Technology – Intermediate Arc and Flame Certificate	Weekend (Sec C LEC Weld 141, 142, 143, 194, 195, 196)	Jacob Williams	Amy Davidson	
Skilled Trades, Industrial Technology, Aviation, & Natural Resources	Welding Tech	Afternoon (Sec B LEC Weld 141, 142, 143, 194, 195, 196)	Justin Pitt	Amy Davidson	
Social Science & Law	AAS-T Criminal Justice, Corrections - Cert.Law Enforcement - Cert.		Jashon Banks Sr	Automated	
Social Science & Law	AAS-T Forensic Technoloyg, Forensic & Fingerprint Tech C45, Forensic & Fingerpring Technology - Cert.		Michelle Williams	Automated	
Healthcare & Wellness	BSN	A-H	Rebecca Allen	Nursing Program Manager	
Healthcare & Wellness	BSN	I-R	Anna Drury	Nursing Program Manager	
Healthcare & Wellness	BSN	S-Z	Garth Blackburn	Nursing Program Manager	
Healthcare & Wellness	LPN	A-E	Candice Mihaila	Nursing Program Manager	
Healthcare & Wellness	LPN	F-J	Jeanine Hatfield	Nursing Program Manager	
Healthcare & Wellness	LPN	K-O	Tina Horner	Nursing Program Manager	
Healthcare & Wellness	LPN	P-U	Megan Stevens	Nursing Program Manager	
Healthcare & Wellness	LPN	V-Z	Kathryn Moninger	Nursing Program Manager	

Need to add

Luu Phan	Nursing Instructor
Joel Perdue	Manufacturing Instructor
Kindra Schuller	Cybersecurity Instructor

Candice Mihaila	Nursing Instructor
Roberta Kim	Early Childhood Education Instructor
Vaishnavi Thakar	Natural Resources Instructor
Taliesha Garrett	Business, Marketing and Entrepreneurship Instructor

BAS Managers (self-managed coding)	Accounting - Nicole Wetters Cybersecurity - Katie Markham Data Analytics & SDEV - Andy Orr Aviation - Affie Eyo Natural Resources - Jessyka Williams Entrepreneurship & Marketing - Daniel DeWolff Applied Management - Sean McKeague

AOI	Program	Population	Faculty	Advisee Count Fall 2025
Fine Arts	Associate in Arts - DTA / Theater Arts	Concentration	Robin Bowles	10
Fine Arts	Associate in Arts - DTA / Exploratory	G-L	Kelly Eisenhour	9
Fine Arts	Associate in Arts - DTA / Music	Concentration	Sam Krahn	7
Fine Arts	Associate in Arts - DTA / Exploratory	U-Z	Ruth Mueller	2
Fine Arts	AFA- Creative Expression	Concentration	Sarah Dillon-Gilmartin	21
Fine Arts	AFA	E-H	Paul Metivier	21
Fine Arts	AFA	I-M	Tara Champion	7
Fine Arts	AFA- Art History	Concentration	Monica Bowen	19
Fine Arts	AFA	S-V	Gary Oliveira	7
Fine Arts	AFA	W-Z	Jessie Brugger	20
Humanities	Associate in Arts - DTA / Exploratory	A	Julian Baldemira Celorrio	6
Humanities	Associate in Arts - DTA / Exploratory	B	Jennifer Rohan	23
Humanities	Associate in Arts - DTA / Exploratory	C	Joanna Segal	14
Humanities	Associate in Arts - DTA / Exploratory	D	Amanda Chin	14
Humanities	Associate in Arts - DTA / Exploratory	E-F	Richard Barnes	2
Humanities	Associate in Arts - DTA / Global Studies & Philosophy	Concentration	Rebeka Ferreira	22
Humanities	Associate in Arts - DTA / Exploratory	H-I	Rachel Stuart	21
Humanities	Associate in Arts - DTA / Communication Studies	Concentration	Carel Neffenger	42
Humanities	Associate in Arts - DTA / Exploratory	K	Megan Reiser	9
Humanities	Associate in Arts - DTA / Film Studies	Concentration	William Scott	19
Humanities	Associate in Arts - DTA / Exploratory	M	Marjorie Mackenzie	7
Humanities	Associate in Arts - DTA / Exploratory	N	Devon Klein	8
Humanities	Associate in Arts - DTA / Exploratory	O	Siobhan Cheatham	1
Humanities	Associate in Arts - DTA /Hispanic Studies	Concentration	Erin Fernandez Mommer	13
Humanities	Associate in Arts - DTA / Exploratory	Q-R	Matthew Cullen	61
Humanities	Associate in Arts - DTA / Exploratory	S	Michael Macon	2
Humanities	Associate in Arts - DTA / Exploratory	T-U	Elnaz Parviz	8
Humanities	Associate in Arts - DTA / Asian Studies	Concentration	Joshua Kessler	16
Humanities	Associate in Arts - DTA / Exploratory	X-Z	Lisa Luengo	5
Science, Technology, Engineering & Math	Math Education - DTA		Samantha Smith	0
Science, Technology, Engineering & Math	Associate in Arts - DTA / Exploratory	A-B	Jason Counihan	0
Science, Technology, Engineering & Math	Associate in Arts - DTA / Exploratory	C-D	Rochelle Mitchell	13
Science, Technology, Engineering & Math	Associate in Arts - DTA / Exploratory	E-F	David Nelson	9
Science, Technology, Engineering & Math	Associate in Arts - DTA / Exploratory	G-H	Allison Beckwith	0
Science, Technology, Engineering & Math	Associate in Arts - DTA / Exploratory	I-J	Michele Wallace	1
Science, Technology, Engineering & Math	Associate in Arts - DTA / Exploratory	K-L	Michael Macon	2
Science, Technology, Engineering & Math	Associate in Arts - DTA / Exploratory	M	Lara Michaels	2
Science, Technology, Engineering & Math	Associate in Arts - DTA / Exploratory	N	Julissa Valenciano	0
Science, Technology, Engineering & Math	Associate in Arts - DTA / Exploratory	O-P	Zachary Kourtakis	0
Science, Technology, Engineering & Math	Associate in Arts - DTA / Exploratory	S-T	Sarah Edwards	0
Science, Technology, Engineering & Math	Associate in Arts - DTA / Exploratory	U-V	Steven Black	0
Science, Technology, Engineering & Math	Associate in Arts - DTA / Exploratory	W-X	Shelley Pahlow	0
Science, Technology, Engineering & Math	Associate in Arts - DTA / Exploratory	Y-Z	Samantha Smith	0
Science, Technology, Engineering & Math	Associate in Computer Science, ACS DTA		Phillip Andrist	36
Science, Technology, Engineering & Math	Associate in Computer Science, ACS DTA		Raminderpal Gill	33
Science, Technology, Engineering & Math	Associate in Computer Science, ACS DTA		Seunghye Jang	31
Science, Technology, Engineering & Math	Associate in Computer Science, ACS DTA		Xiaoqian Ma	31
Science, Technology, Engineering & Math	Associate in Computer Science, ACS DTA		Anthony Smith	14
Science, Technology, Engineering & Math	Associate in Science - Track 1 / Biology DTA	A-J	Daniel Najera	27
Science, Technology, Engineering & Math	Associate in Science - Track 1/ Biol DTA	K-L	Nicole Feider	18
Science, Technology, Engineering & Math	Associate in Science - Track 1/Biol DTA	M-N	Neil Duldulao	32
Science, Technology, Engineering & Math	Associate in Science - Track 1	Q-R	Erica Ihrig	25
Science, Technology, Engineering & Math	Associate in Science - Track 1	S-T	Kathryn Hoppe	7
Science, Technology, Engineering & Math	Associate in Science - Track 1	U-V	Harmen Zijlstra	18
Science, Technology, Engineering & Math	Associate in Science - Track 1	Y-Z	Nicole Feider	18
Science, Technology, Engineering & Math	Associate in Science - Track 2	A-B	Phillip Andrist	36
Science, Technology, Engineering & Math	Associate in Science - Track 2	C-D	Raminderpal Gill	33
Science, Technology, Engineering & Math	Associate in Science - Track 2	E-F	Seunghye Jang	31
Science, Technology, Engineering & Math	Associate in Science - Track 2	G-H	Xiaoqian Ma	31
Science, Technology, Engineering & Math	Associate in Science - Track 2	I-K	Anthony Smith	14
Science, Technology, Engineering & Math	Associate in Science - Track 2	L-M	Michael Wood	33
Science, Technology, Engineering & Math	Associate in Science - Track 2	N-O	Jitendra Gangaram	4
Science, Technology, Engineering & Math	Associate in Science - Track 2	Q-R	Nelson Phouphakone	2
Science, Technology, Engineering & Math	Associate in Science - Track 2	S-T	Adrienne Battle	1
Science, Technology, Engineering & Math	Associate in Science - Track 2	U-V	Ajay Narayanan	18
Science, Technology, Engineering & Math	Associate in Science - Track 2	W-X	Brian Stubbs	17
Science, Technology, Engineering & Math	Associate in Science - Track 2	Y-Z	Chitra Solomonson	19
Social Science & Law	Associate in Arts - DTA / Exploratory	A-B	Third Andersen	19
Social Science & Law	Associate in Arts - DTA / Exploratory	C-D	Timothy Schark	3
Social Science & Law	Associate in Arts - DTA / Exploratory	E-F	Yoav Duman	5
Social Science & Law	Associate in Arts - DTA / Psychology Concentration	G-H	Joy Crawford	26
Social Science & Law	Associate in Arts - DTA / Psychology Concentration	I-J	Jerald Marshall	21
Social Science & Law	Associate in Arts - DTA / Exploratory	K-L	Katherine Rogers	3
Social Science & Law	Associate in Arts - DTA / Exploratory	M-N	Sara Keene	8
Social Science & Law	Associate in Arts - DTA / Exploratory	O-P	Lindsey Smith	6
Social Science & Law	Associate in Arts - DTA / Exploratory	Q-R	David Norberg	6
Social Science & Law	Associate in Arts - DTA / Black Studies	S-T	Brazell Carter	5
Social Science & Law	Associate in Arts - DTA / Exploratory	U-V	Madeleine Aguilar Tessandori	10
Social Science & Law	Associate in Arts - DTA / Exploratory	W-X	Katherine Lawson Rogers	3
Social Science & Law	Associate in Arts - DTA / Exploratory	Y-Z	Michelle Danberg-Marshman	11
Unsure? Explore Academic & Career Options	Associate in Arts - DTA / Exploratory	A	Vivek Bahl	12
Unsure? Explore Academic & Career Options	Associate in Arts - DTA / Exploratory	B	Georgie Fehringer-Hicks	15
Unsure? Explore Academic & Career Options	Associate in Arts - DTA / Exploratory	C	Madeleine Aguilar Tessandori	10
Unsure? Explore Academic & Career Options	Associate in Arts - DTA / Exploratory	D	Jennifer Hoene	10
Unsure? Explore Academic & Career Options	Associate in Arts - DTA / Exploratory	E	Walter Lowe	22
Unsure? Explore Academic & Career Options	Associate in Arts - DTA / Exploratory	F	Michael Moreno	12
Unsure? Explore Academic & Career Options	Associate in Arts - DTA / Exploratory	G	Georgie Fehringer-Hicks	15
Unsure? Explore Academic & Career Options	Associate in Arts - DTA / Exploratory	H-I	Julie Moore	2
Unsure? Explore Academic & Career Options	Associate in Arts - DTA /Gender Studies	Concentration	Carolina Pittser	4
Unsure? Explore Academic & Career Options	Associate in Arts - DTA / Exploratory	J	Richard Potsubay	1
Unsure? Explore Academic & Career Options	Associate in Arts - DTA / Exploratory	K	Amanda Schaefer	0
Unsure? Explore Academic & Career Options	Associate in Arts - DTA / Exploratory	L	Ian Sherman	0
Unsure? Explore Academic & Career Options	Associate in Arts - DTA / Exploratory	M	Marcie Sims	8

Unsure? Explore Academic & Career Options	Associate in Arts - DTA / Exploratory	N-O	Anthony Warnke	2
Unsure? Explore Academic & Career Options	Associate in Arts - DTA / Exploratory	W	Emily Beals	6
Unsure? Explore Academic & Career Options	Associate in Arts - DTA / Exploratory	X-Y	Patrick Milian	14
Unsure? Explore Academic & Career Options	Associate in Arts - DTA / Exploratory	P-Q	Ariadne Rooney	18
Unsure? Explore Academic & Career Options	Associate in Arts - DTA / Exploratory	R	Ariel Wetzel	2
Unsure? Explore Academic & Career Options	Associate in Arts - DTA / Exploratory	S	Anthony Warnke	2
Unsure? Explore Academic & Career Options	Associate in Arts - DTA / Exploratory	T-U	Jen Yong Ho	6
Unsure? Explore Academic & Career Options	Associate in Arts - DTA / Exploratory	V	Rochelle Mitchell	13
Unsure? Explore Academic & Career Options	Associate in Arts - DTA / Exploratory	Z	Marc Barrington	12
Business	Associate in Business-DTA	A-L	Mark Blaisdell	71
Business	Associate in Business-DTA	L-P	Samuel Le	60
Business	Associate in Business-DTA	Q-Z	Mary Jane Swenson	58
Accounting Transfer	Associate in Business-DTA		Jeanette Fohn	40
Healthcare & Wellness	Associate in PreNursing- DTA		Roland Vieira	11
Healthcare & Wellness	Associate in PreNursing- DTA		Jamie Harmon	42
Healthcare & Wellness	Associate in PreNursing- DTA		Phillip Kezele	39
Healthcare & Wellness	Associate in PreNursing- DTA		Leo Studach	59
Healthcare & Wellness	Associate in PreNursing- DTA		Johnathan Nuttall	46
Healthcare & Wellness	Associate in PreNursing- DTA		Laurie Centauri	46
Healthcare & Wellness	Associate in PreNursing- DTA		Jamie Vandette	27
Healthcare & Wellness	Associate in PreNursing- DTA		Betsabel Chicana	27

Faculty Advisor	Fall 2025 Caseload
Andresen, Third (Faculty Advisor)	5
Andrist, Phillip (Faculty Advisor)	17
Archer, Josh (Faculty Advisor)	32
Bahl, Vivek (Faculty Advisor)	2
Banks Sr, Jashon (Faculty Advisor)	38
Barnes, Ty (Faculty Advisor)	2
Barrington, Marc (Faculty Advisor)	3
Battle, Adrienne (Faculty Advisor)	4
Beals, Emily (Faculty Advisor)	5
Bean, Robert (Faculty Advisor)	29
Blackburn, Garth (Faculty Advisor)	1
Blaisdell, Mark (Faculty Advisor)	41
Boroughs, Kyle (Faculty Advisor)	1
Bowen, Monica (Faculty Advisor)	13
Bowles, Robin (Faculty Advisor)	5
Brugger, Jessie (Faculty Advisor)	23
Cantwell, Francis (Faculty Advisor)	71
Carter, Alan (Faculty Advisor)	52
Carter, Brazell (Faculty Advisor)	4
Carter, Patricia (Faculty Advisor)	19
Centauri, Laurie (Faculty Advisor)	25
Chin, Amanda (Faculty Advisor)	16
Chinn, Bradley (Faculty Advisor)	13
Church, Andee (Faculty Advisor)	94
Comollo, George (Faculty Advisor)	21
Crawford, Joy (Faculty Advisor)	8
Cruson, Adriana (Faculty Advisor)	3
Cullen, Matthew (Faculty Advisor)	20
Cullen, Matthew (Success Coach)	1
Cunnion, Katie (Faculty Advisor)	7
Danberg-Marshman, Michelle (Faculty Advi	1
Davidson, Amy (Faculty Advisor)	1
Denman, Philip (Faculty Advisor)	1
deWolff, Daniel (Faculty Advisor)	45
Dillon Gilmartin, Sarah (Faculty Advisor)	12
Drury, Anna (Faculty Advisor)	4
Duldulao, Neil (Faculty Advisor)	14
Duman, Yoav (Faculty Advisor)	5
Eisenhour, Kelly (Faculty Advisor)	4
Eyo, Affiong (Faculty Advisor)	3
Feider, Nicole (Faculty Advisor)	12
Fernandez Mommer, Erin (Faculty Advisor)	7
Ferreira, Rebeka (Faculty Advisor)	21
Fishburn, Lori (Faculty Advisor)	8
Fohn, Jeanette (Faculty Advisor)	21
Frye, Jacob (Faculty Advisor)	19

Gangaram, Jitendra (Faculty Advisor)	8
Gill, Raminderpal (Faculty Advisor)	17
Goad, Edrick (Faculty Advisor)	40
Graham, Vance (Faculty Advisor)	33
Harmon, Jamie (Faculty Advisor)	16
Hatfield, Jeanine (Faculty Advisor)	5
Henry, Tad (Faculty Advisor)	68
Higgins, Kirsten (Faculty Advisor)	7
Ho, Jen Yong (Faculty Advisor)	6
Hoene, Jennifer (Faculty Advisor)	16
Hoppe, Kathryn (Faculty Advisor)	6
Horner, Tina (Faculty Advisor)	10
Ihrig, Erica (Faculty Advisor)	11
Jang, Seunghye (Faculty Advisor)	18
Keene, Sara (Faculty Advisor)	5
Kessler, Joshua (Faculty Advisor)	12
Kessler, Leslie (Faculty Advisor)	58
Kezele, Phillip (Faculty Advisor)	18
Kikillus, Pamela (Faculty Advisor)	42
Kiuchi, Amy (Workforce Funding)	1
Klein, Devon (Faculty Advisor)	4
Krahn, Sam (Faculty Advisor)	3
Lawson Rogers, Katherine (Faculty Advisor)	3
Le, Samuel (Faculty Advisor)	32
Lewis, David (Faculty Advisor)	16
Lowe, Walter (Faculty Advisor)	3
Luengo, Lisa (Faculty Advisor)	8
Ma, Xiaoqian (Faculty Advisor)	13
Mackenzie, Marji (Faculty Advisor)	7
Mahadevan, Krishnan (Faculty Advisor)	30
Manzer, Mike (Faculty Advisor)	3
Marshall, Jerald (Faculty Advisor)	10
McKeague, Sean (Faculty Advisor)	35
Metivier, Paul (Faculty Advisor)	13
Michaels, Lara (Faculty Advisor)	3
Mihaila, Candice (Faculty Advisor)	4
Milian, Patrick (Faculty Advisor)	2
Misenar, Joshua (Faculty Advisor)	16
Mitchell, Rochelle (Faculty Advisor)	8
Moninger, Kathryn (Faculty Advisor)	2
Moore, Julie (Faculty Advisor)	9
Moreno, Michael (Faculty Advisor)	2
Mueller, Ruth (Faculty Advisor)	1
Najera, Daniel (Faculty Advisor)	7
Narayanan, Ajay (Faculty Advisor)	6
Navin, Patrick (Faculty Advisor)	7
Neffenger, Carel (Faculty Advisor)	22

Neil, Anna (Faculty Advisor)	1
Nelson, Niki (Faculty Advisor)	1
Norberg, David (Faculty Advisor)	5
Nuttall, Johnathan (Faculty Advisor)	25
Oliveira, Gary (Faculty Advisor)	3
Orr, Andrew (Faculty Advisor)	2
Orr, Benjamin (Faculty Advisor)	7
Ostrander, Tina (Faculty Advisor)	23
Parviz, Elnaz (Faculty Advisor)	4
Paulson Priebe, Monica (Faculty Advisor)	39
Phan, Luu (Faculty Advisor)	2
Phouphakone, Nelson (Faculty Advisor)	2
Pitt, Justin (Faculty Advisor)	14
Pittser, Carolina (Faculty Advisor)	11
Porras-Monroe, Melissa (Faculty Advisor)	14
Potsubay, Richard (Faculty Advisor)	2
Reiser, Megan (Faculty Advisor)	5
Rohan, Jennifer (Faculty Advisor)	10
Scharks, Tim (Faculty Advisor)	4
Schreiber, Scott (Faculty Advisor)	7
Schrock, Tyler (Faculty Advisor)	29
Schuller, Kindra (Faculty Advisor)	32
Sciacca, William (Faculty Advisor)	38
Scott, William (Faculty Advisor)	7
Segal, Jody (Faculty Advisor)	10
Sharpe, Shannon (Faculty Advisor)	33
Shea, Eric (Faculty Advisor)	6
Simpson, Lea Ann (Faculty Advisor)	7
Sims, Marcie (Faculty Advisor)	12
Sizemore, Clinton (Faculty Advisor)	22
Smith, Anthony (Faculty Advisor)	9
Smith, Lindsey (Faculty Advisor)	3
Solomonson, Chitra (Faculty Advisor)	9
Sorensen, Danyl (Faculty Advisor)	18
Stevens, Megan (Faculty Advisor)	6
Stubbs, Brian (Faculty Advisor)	6
Studach, Leo (Faculty Advisor)	30
Sturt, Andrew (Faculty Advisor)	2
Swenson, Maryjane (Faculty Advisor)	24
Thomason, Mark (Faculty Advisor)	5
Turylo, Peter (Faculty Advisor)	47
Uland, Susan (Faculty Advisor)	11
Vandette, Jamie (Faculty Advisor)	9
Vickery, Kristin (Faculty Advisor)	26
Vieira, Roland (Faculty Advisor)	23
Waagan, Terry (Faculty Advisor)	1
Warnke, Anthony (Faculty Advisor)	2

Wetter, Nicole (Faculty Advisor)	12
Wetzel, Ariel (Faculty Advisor)	3
Wilber, Ariadne (Faculty Advisor)	4
Williams, Jacob (Faculty Advisor)	5
Williams, Michelle (Faculty Advisor)	14
Wood, Michael (Faculty Advisor)	19
Yafali, JeanPaul (Faculty Advisor)	32
Allen, Rebeca (Faculty Advisor)	1
Andresen, Third (Faculty Advisor)	7
Andrist, Phillip (Faculty Advisor)	21
Archer, Josh (Faculty Advisor)	21
Bahl, Vivek (Faculty Advisor)	2
Banks Sr, Jashon (Faculty Advisor)	32
Barnes, Ty (Faculty Advisor)	2
Barrington, Marc (Faculty Advisor)	1
Battle, Adrienne (Faculty Advisor)	6
Beals, Emily (Faculty Advisor)	1
Bean, Robert (Faculty Advisor)	10
Blackburn, Garth (Faculty Advisor)	15
Blaisdell, Mark (Faculty Advisor)	25
Bowen, Monica (Faculty Advisor)	4
Bowles, Robin (Faculty Advisor)	5
Brugger, Jessie (Faculty Advisor)	10
Cantwell, Francis (Faculty Advisor)	37
Carter, Alan (Faculty Advisor)	36
Carter, Brazell (Faculty Advisor)	6
Carter, Patricia (Faculty Advisor)	14
Centauri, Laurie (Faculty Advisor)	14
Chapman, Stefanie (Faculty Advisor)	1
Cheatham, Siobhan (Faculty Advisor)	1
Chin, Amanda (Faculty Advisor)	6
Chinn, Bradley (Faculty Advisor)	4
Church, Andee (Faculty Advisor)	3
Comollo, George (Faculty Advisor)	7
Crawford, Joy (Faculty Advisor)	10
Cruson, Adriana (Faculty Advisor)	7
Cullen, Matthew (Faculty Advisor)	1
Cunnion, Katie (Faculty Advisor)	7
deWolff, Daniel (Faculty Advisor)	49
Dillon Gilmartin, Sarah (Faculty Advisor)	5
Drury, Anna (Faculty Advisor)	12
Duldulao, Neil (Faculty Advisor)	8
Duman, Yoav (Faculty Advisor)	5
Eisenhour, Kelly (Faculty Advisor)	4
Feider, Nicole (Faculty Advisor)	5
Fernandez Mommer, Erin (Faculty Advisor)	8
Ferreira, Rebeka (Faculty Advisor)	6

Fishburn, Lori (Faculty Advisor)	4
Fohn, Jeanette (Faculty Advisor)	17
Frye, Jacob (Faculty Advisor)	11
Gangaram, Jitendra (Faculty Advisor)	3
Gill, Raminderpal (Faculty Advisor)	10
Goad, Edrick (Faculty Advisor)	20
Graham, Vance (Faculty Advisor)	22
Harmon, Jamie (Faculty Advisor)	9
Hatfield, Jeanine (Faculty Advisor)	10
Henry, Tad (Faculty Advisor)	43
Higgins, Kirsten (Faculty Advisor)	3

AOI	Area of Study
Humanities/Fine Arts	General Studies
STEM	STEM Majors
Business	General Business Transfer, student athletes
Education, Exploratory	General Studies, Undecided
Social Science & Law, Exploratory	General Studies, Undecided, CRJ and Forensics
Health	OTA, PTA prep and pre health
Health	
Trades, Technology, CTE	All CTE programs other than BAS and Forensics/CRJ

Plan	Which Students?	Advisors
AA-DTA (Last Name A - C), Humanities an Fine Arts Concentrations		Aileen Aresenio
AST - 1, AST - 2, ACS-DTA, MRPs		Lady Ivory Boyd
AB-DTA; ATHL		Teresa Regalado-Brannon
AA-DTA (Last Name D - N); Academic Undecided/Exploration	Alpha Split Ok	Michaela Vue
AA-DTA (Last Name O - Z); Academic Undecided/Exploration, AAS In Forensics and CRJ, Social Science Concentrations	Alpha Split Ok	Julie (Yulia) Davis
Academic Standard Students Suspension		Matthew Cullen
PRQ OTA/PTA, Tags Prereqs for Dental Hygiene and Ultrasound		Connie Poleski
PRQLPN, Pre-Nursing Transfer, CNA, Phlebotomy		Sophia Giakoumatos
All & Undecided Prof Tech		Amy Davidson
Non Degree Seeking or N/A		Advisor Center

Staff Relationship

Advisor
Advisor
Advisor

Advisor

Advisor On leave - Mic
Faculty Advisor

Advisor
Advisor

Advisor
Advisor

Faculty	Department	Area	Start	Advising Start	Training?	Hours
Hwan Bae	Astronomy	Science	Fall 2025	Spring 2026	29-Oct	3
Savannah Bennett	Biology	Science	Fall 2025	Spring 2026	29-Oct	3
Ian Carlson	Natrs	Technology	Fall 2025	One Year Temp		
William Clark	Anatomy-Physiology	Science	Fall 2025	One Year Temp	29-Oct	3
Sharon LaRue	Aviation	Technology	Fall 2025	Spring 2026	29-Oct	3

Faculty	Department		Area	Start	Advising Start	Training?
	Business, Marketing and Entrepreneurship					
Jean Paul Yafali	Instructor	Tenure	Business	Fall 2023	Spring 2024	
Rachel Stuart	Communications	Tenure	Humanities	Fall 2023	Spring 2024	
Johnathan Nuttal	Anatomy-Physiology	Tenure	Science	Fall 2023	Spring 2024	
Genevieve Corrin	iBest/Carpentry	Tenure	Basic Education	Fall 2023	Spring 2024	
Joshua Misena	Natural Resources	Tenure	Technology	Fall 2023	Spring 2024	
Tracey Maurus	ELL	Tenure	Transitional Studies	Fall 2023	Spring 2024	
Monica Bowen	Art History	Tenure	Fine Arts	Fall 2023	Spring 2024	
CarrieAnne Allegri	OTA	Tenure	Health	Falll 2023	Spring 2024	
Andee Church	ECE	Tenure	Education	Fall 2023	Spring 2024	

Faulty	Department		Area	Start	Advising Start	Training?	
Julian Baldemira Celorrio	Spanish and Latin Ameri	Tenure	Humanities	Fall 2024	Spring 2025	29-Oct	added
Luu Phan	Nursing Instructor	Tenure	Nursing	Fall 2024	Spring 2025	29-Oct	
Joel Perdue	Manufacturing Instructor	Tenure	Trades	Fall 2024	Spring 2025	29-Oct	
Betsabel Chicana		Tenure	Science	Fall 2024	Spring 2025	29-Oct	
Kindra Schuller	Cybersecurity Instructor	Tenure	Technology	Fall 2024	Spring 2025	29-Oct	
Candice Mihaila	Nursing Instructor	Tenure	Nursing	Fall 2024	Spring 2025		
Harmen Zijlstra	Chemistry Instructor	Tenure	Science	Fall 2024	Spring 2025	29-Oct	added
Georgie Fehringer-Hicks	English Composition Inst	Tenure	English	Fall 2024	Spring 2025		added
Roberta Kim	Early Childhood Educatic	Tenure	Early Childhood Educatio	Fall 2024	Spring 2025	29-Oct	
Vaishnavi Thakar	Natural Resources Instru	Tenure	Technology	Fall 2024	Spring 2025		
Taliesha Garrett	Business, Marketing and	Tenure	Business	Fall 2024	Spring 2025	29-Oct	
Madeleine Aguilar Tessandori	Anthropology	Tenure	Social Science	Fall 2024	Spring 2025		added

Faculty	Year of Departure
Falconer,John O	Spring 2024
Finnsson,Lisa Jane	Spring 2024
Fleites-Lear,Marisela	Spring 2024
Knowlton,John David	Spring 2024
Nelson,Eric K P	Spring 2024
Oien,Eric R	Spring 2024
Pelletier,Diane B	Spring 2024
Pyle,James Russell	Spring 2024
Rikansrud,Joan T	Spring 2024
Rizvi,Usman	Spring 2024
Tagliente,Thomas F	Spring 2024
Thompson,Samantha Ann	Spring 2024
Wild,Kyleb Dylan	Spring 2024
Wilturner,Carhious	Spring 2024

Opt Out 26/26
2025/2026
Liz McKinney
Stephanie Hoffman
Callae Frazier
Andrew Sturt

Sabbatical 25/26
Marcie Sims (Winter and Spring)
Anthony Warnke (Fall and Winter)

Interim Deans - no advising duties
Katie Cunnion
Ian Sherman
Lea Ann Simpson

Katherine Cunnion	A	
Jennifer Rohan	A	
Joanna Segal	B	
Amanda Chin	B	
Richard Barnes	C	
Rebeka Ferreira	C	
Marisela Fleites-Lear	D	
Carel Neffenger	D	
Megan Reiser	E	
William Scott	E	
Marjorie Mackenzie	F	
Devon Klein	F	
Siobhan Cheatham	G	
Erin Fernandez Mommer	G	
Matthew Cullen		
Elizabeth Mckinney	H	
Elnaz Parviz		G
Joshua Kessler	I	H
Lisa Luengo	J	H
Samantha Smith	J	
Third Andersen	K	
Timothy Schark	K	
Yoav Duman	L	
Joy Crawford	L	
Jerald Marshall	M	
Katherine Rogers	M	
Sara Keene	N	
Lindsey Smith	N	
David Norberg	O	
Brazell Carter	O	
Mark Thomason	P	
Michelle Danberg-Marshman	Q	
Vivek Bahl	Q	
Jacob Frye	R	
Kirsten Higgins	R	
Jennifer Hoene	S	
Walter Lowe	S	
Michael Moreno	T	
Eric Nelson	T	
Julie Moore	U	
Carolina Pittser	U	
Richard Potsubay	V	
Amanda Schaefer	V	
Ian Sherman	W	
Marcie Sims	W	ABC
Anthony Warnke	X	DEF
Emily Beals	X	GHI

Patrick Milian	Y	JKL
Ariadne Rooney	Y	MNO
Ariel Wetzel	Z	PQR
Eric Nelson	Z	
Jen Yong Ho	S	STU
James Pyle	S	VW
Marc Barrington	M	XYZ

Transfer Processing Sequence

Concentrations		x
AB-DTA		x
Pre Nursing DTA		x
Biology DTA		x
AS option 1		
Computer Science DTA		
MRP 1		
MRP 2		
MRP 3		
AS option 2		
AA-DTA	By TAG	
AA-DTA	Everyone else	

Spring Enrollment Appointments Notification Email

Outlook

Fw: Spring Enrollment Appointments

From Miriam Chitiga <miriam.chitiga@greenriver.edu>
Date Thu 2026-01-29 10:55
To Accreditation <accreditation@greenriver.edu>

Advising additional evidence category

Miriam Chitiga, PhD
Executive Director of Institutional Effectiveness
Accreditation Liaison Officer (ALO)
Green River College | 12401 SE 320th St. Auburn, WA 98092-3622
Teams: 253-288-3317: Mobile: 253-778-9873
Email: miriam.chitiga@greenriver.edu
< accreditation@greenriver.edu>

From: Octavio Garcia-Ruiz <OGarcia-Ruiz@greenriver.edu>
Sent: Thursday, January 29, 2026 10:40 AM
To: **All College Community Mail <allmail@greenriver.edu>
Subject: Spring Enrollment Appointments

Hello Faculty and Staff,

Enrollment and shopping cart appointment times for **Spring Quarter 2026** have now been assigned. Please review the timeline and information below so you can best support students as they prepare to register.

Spring 2026 Enrollment Timeline

All enrollment appointments begin at **8:00 a.m.** on the assigned date.

- **Tuesday, February 3** – Advising Day (no day or evening classes)
- **Thursday, February 5** – Priority Enrollment
- **Friday, February 6** – Students with **90+ completed credits**
- **Monday, February 9** – Students with **60–89 completed credits**
- **Tuesday, February 10** – Students with **30–59 completed credits**
- **Wednesday, February 11** – Students with **0–29 completed credits**
- **Monday, February 23** – New students

Important Notes

- Enrollment appointments are assigned based on **completed credits in ctcLink**.
- **Student Financial Responsibility Agreement:**
  All students age 18 or older must complete this agreement in ctcLink before enrolling; this is only for the new Winter quarter students. If the agreement is not signed, a block will prevent registration. The block is removed automatically once completed.

Reporting Enrollment Appointment Issues

If you notice a student with an incorrect enrollment appointment, please submit the concern in the **Enrollment Troubleshooting Team** → Enrollment Appts and Term Activation channel.
This ensures the issue is routed correctly and reviewed promptly.

Permission Codes & Placement Information

- **Faculty Permission Codes:**
  Faculty have access to course-section-specific permission codes (e.g., a code for section A cannot be used for section B). Documentation is available on GatorNet under **ctcLink Faculty Resources.**
- **Placement & Testing:**
  Staff in this area have access to milestones that determine course eligibility; milestones are **not** section-specific.

Enrollment Requests

- **For Students:**
  Direct students to the **Student Enrollment Request (MS Form)**, available on the **OTR Forms**
- page on the GRC website. Students must sign in using their GRC email credentials.
- **For Faculty:**
  The **Faculty/Instructor Enrollment Request** and the **Faculty Enrollment Guide** are available on the **Registrar GatorNet** page.

Thank you all for the great work you do for all of our students!

Best,

Octavio

Octavio Garcia-Ruiz
Pronouns: He/Him
Assistant Director, Office of the Registrar |Green River College
12401 SE 320th | Auburn, WA 98092 | 253-288-3383

Winter Enrollment & SFRA Notification Email

Winter Quarter Enrollment is Just Around the Corner!

Hello Gators,

As we approach winter quarter enrollment, there is a new annual Student Financial Responsibility Agreement (SFRA) that all students over the age of 18 must agree to in ctcLink.

Important: There will be a block on your ability to enroll until that agreement is signed. Once signed, the block will be removed. It is advised you complete this step before your enrollment date comes so it does not stall your ability to get enrolled in winter classes.

Additional information about the SFRA is available at www.greenriver.edu/tuition-fees. If you run into trouble with completing your SFRA, please reach out to the Student IT Helpdesk.

Enrollment Appt Dates:

Your enrollment appointment has been assigned, and you can view it in your **ctcLink** account, under the Manage Classes tile. Enrollment appointment dates are assigned by the number of *completed credits* listed in ctcLink. Students can enroll any time after 8am on their assigned date.

Important Dates:
October 29 – Advising Day
October 30 – Priority enrollment begins
October 31 – Students with 90+ completed credits begin enrolling
November 1 – ctcLink will be down most of the day for updates
November 3 – Students with 60 – 89 completed credits begin enrolling
November 3 – Students will be able to start signing up for the payment plan
November 4 – Student with 30 – 59 completed credits begin enrolling
November 5 – Students with 0 – 29 completed credits begin enrolling
November 17 – Brand new students begin enrolling
December 9 – Tuition Due Date or 1st payment plan deadline

For assistance with selecting classes, please reach out to your Advisor.
Please review the online orientation for a refresher on how to enroll in classes.

Green River College PRFR Report Appendix 2.G.7

2.G.7 The institution maintains an effective identity verification process for students, including those enrolled in distance education courses and programs, to establish that the student enrolled in such a course or program is the same person whose achievements are evaluated and credentialed. The institution ensures that the identity verification process for distance education students protects student privacy and that students are informed, in writing at the time of enrollment, of current and projected charges associated with the identity verification process.

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2.G.7 EV.#2 / Section 2 ..... **72**

2.G.7 EV.#3 / Section 3 ..... **104**

2.G.7 EV.#4 / Section 4 ..... **109**

Section 1: Policies and procedures for ensuring the student who registers in a distance education course/program is the same student who participates in the course and receives credit

- SBCTC's Online Admissions Application Portal (OAAP)
- Proctored Testing
- Other Testing Services
- ctcLink Resources for Students
- Student Email
- Multi-Factor Authentication (MFA) Setup Guide for Student
- Canvas Login
- Email Address & Password
- MFA (multi-factor authentication)
- Canvas

Section 2: Policies and procedures make it clear that these identity verification processes (e.g., admissions processes, proctoring, etc.) protect student privacy

- Family Educational Rights and Privacy Act (FERPA)
- Privacy
- IT-3 Accessible Technology
- Set up your password reset verification and MFA methods

Section 3: Notification to students at the time of registration of any additional charges associated with verification procedures

- Fees - Any fees to be charged to students are provided ahead of time as part of the enrollment process, including any verification fees. General fees (as distinct from course specific ones) are listed on the admissions site.

Section 4: Academic policies and procedures for instructors to implement requirements for regular and substantive interaction in distance education courses/programs

- RSI Checklist

2.G.7 EV.#1 / Section 1

SBCTC's Online Admissions Application Portal (OAAP)

READY FOR WHAT'S NEXT?

Career training and university transfer at a fraction of the cost

COMMUNITY AND TECHNICAL COLLEGES
Washington State Board

Welcome!

Online Admissions Application Portal (OAAP) for Washington State Community and Technical Colleges

To apply to a college, please create an admissions application account.

Create a New Account

or Existing Users Login

Powered by

Tech Products
Innovate | Automate | Transform
a Kastech company

V. 202502.01

Proctored Testing

Select Language

PROCTORED TESTING

AT GREEN RIVER COLLEGE

Proctoring Exams for non-GRC Students, Schools, and Agencies

The Placement & Testing Center at Green River College offers proctoring services for individuals taking distance education or online courses through other institutions, as well as certifications and other employment tests for agencies.

Administration Fee: $25.00 per test. Fee can be paid at Student Financials Office, room 266 in the Student Affairs and Success building, or by calling (253) 288-3399

- If you schedule a proctored test for Friday afternoon, please pre-pay with Cashiering and bring a copy of your receipt when you come in to test!

Time: dependent on institution/agency requirements

Mode: dependent on institution/agency requirements

Process: Please schedule your proctored exam at least 24 hours in advance. To schedule, please call (253) 288-3449

Advanced Preparation: Test materials must be submitted by the institution/agency. Inquiries about setting up testing with Green River College can be directed to testingcenter@greenriver.edu or (253) 288-3449

- ## Cashier's Office

  General Hours

  Location: Student Affairs and Success Center (SA), room 266

  In-Person Hours:
  Monday - Thursday: 8 a.m. - 5 p.m.
  Friday: 9:30 a.m. - 12 p.m.
  Saturday/Sunday: Closed

  Phone Hours:
  Monday - Thursday: 9:30 a.m. - 4 p.m.
  Friday: 9:30 a.m. - 12 p.m.

  By Phone: Call Cashier's Office to make a payment. Request an emailed receipt, then forward to testingcenter@greenriver.edu

- **Phone:** (253) 288-3399
- **Email:** cashiers@greenriver.edu

Other Testing Services

Select Language

OTHER TESTING SERVICES

UNION, APPRENTICESHIP, ETC.

Non-Student Green River College Assessments

To take an assessment for purposes other than Green River College placement (such as for union, apprenticeships, or other colleges), there is a $10 fee per assessment.

Note: If you are planning to become a student or are currently enrolled at Green River College, you do not need to pay this fee.

Payment Options:

Please Note: If you schedule a proctored test for Friday afternoon, please pre-pay with Cashiering and bring a copy of your receipt when you come in to test!

- **In-Person:** Pay at the **Student Financials (Cashier's) Office**
- Cashier's Office

  General Hours

  Location: Student Affairs and Success Center (SA), 266

  In-Person Hours:
  Monday - Thursday: 8 a.m. - 5 p.m.
  Friday: 9:30 a.m. - 12 p.m.
  Saturday/Sunday: Closed

  Phone Hours:
  Monday - Thursday: 9:30 a.m. - 4 p.m.
  Friday: 9:30 a.m. - 12 p.m.

  By Phone: Call Cashier's Office to make a payment. Request an emailed receipt, then forward to testingcenter@greenriver.edu
- Cashier's Office

  Phone: (253) 288-3399

  Email: cashiers@greenriver.edu

Testing Options

- **In-Person:** Available at the **Placement & Testing Center** in Room 148 at the Student Affairs and Success building.
  - No appointment needed.
  - Bring a photo ID and payment receipt
- **Remote/ at home**: Submit online request for remote testing instructions Request
  - In the **SID field**, ***enter the first nine digits of phone number***
  - After we receive confirmation of payment, testing instructions will be sent to the email address provided

English and Math assessments

- Request **College Success (English) and/or WAMAP (math)**

- For union or apprenticeship programs, typically **MATH 97** (Intermediate Algebra) is the appropriate level.
- ## How to Prepare for WAMAP (Accessing the Review Site)

  1. Go to **www.wamap.org**
  2. Click on "Register as a new student"
  3. Enter your information
  4. The Course ID is 12499
  5. There is no Enrollment Key
  6. You may see a "Browser Check" page. If so, click the "Continue with Image-based display" button.
  7. Go back to the login screen; sign-in with username and password you created
  8. Click on "GRC Math Review"
  9. Click on the math level you want to test for
  10. Take a Pre-Test, utilize Practice and Review Videos, and take the Post-Test as many times as necessary to prepare for the actual exam.
  11. When you are ready to take the test that will count for placement, come to the Testing Center or request remote instructions here: greenriver.edu/request

If you have any questions about the testing process, feel free to call the Testing Center: (253) 288- 3449.

In-Person Test

Hours of Operation
Monday - Thursday
8 a.m. - 5 p.m.*
Friday
9:30 a.m. - 4:30 p.m.*

Saturday and Sunday
Closed
***No placement assessments will be started within 90 minutes of closing. No classroom exams will be started within 30 minutes of closing.**

Closures & Special Hours
Monday, February 16th- Presidents' Day
Friday, March 6th - Professional Development
Thursday, March 26th - In-Service Day

View Closures & Special Hours

Location

Student Affairs and Success Center
SA 148

Contact Us

Email: testingcenter@greenriver.edu

Phone: (253) 288-3449

Requesting Placement Scores

Students needing their placement scores for other institutions can request them via email or in-person at the Auburn Main Campus. Please note: math placement scores are valid for 2 years.

To Request: submit the Placement Score Request form

Prohibited Items

For academic integrity purposes, some items are not allowed in the testing room. These items can be stored in lockers at the Testing Center.

ctcLink Resources for Students

Select Language

CTCLINK RESOURCES FOR STUDENTS

AT GREEN RIVER COLLEGE

Information for Students

ctcLink is a new class registration system at Green River College.

Green River College's new online registration system helps you manage your entire college student experience. Here you can learn how to activate your account, register, and navigate the system's new features.

Note to new students starting Fall or Winter Quarter: please refer to the web page titled **ctcLink for Prospective and New Students**.

Need Help?

Our IT Student Help Desk can take any questions or concerns you have!

For assistance with technology issues including student email, Canvas, ctcLink, Office 365 and more please:

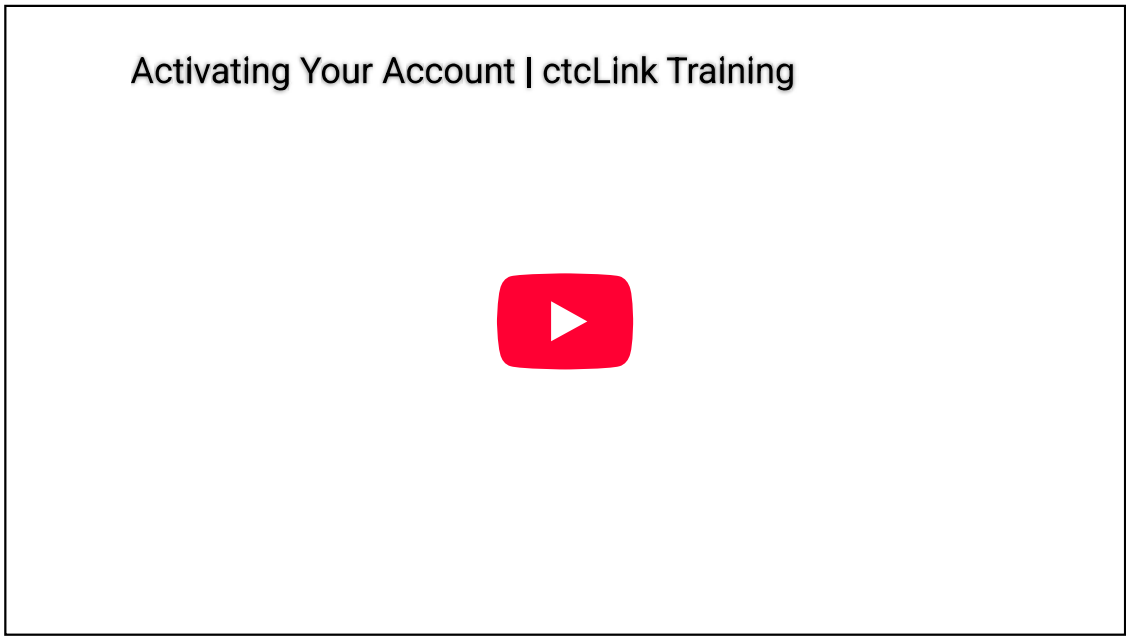
Contact the IT Student Help Desk

Do This First: Activate Your ctcLink Account

Activate your ctcLink account to register and pay for classes, apply for financial aid, check your “time to degree” completion estimate, view the course catalog, access your student record and grades, apply for graduation and more.

Sign in to ctcLink / Activate Account

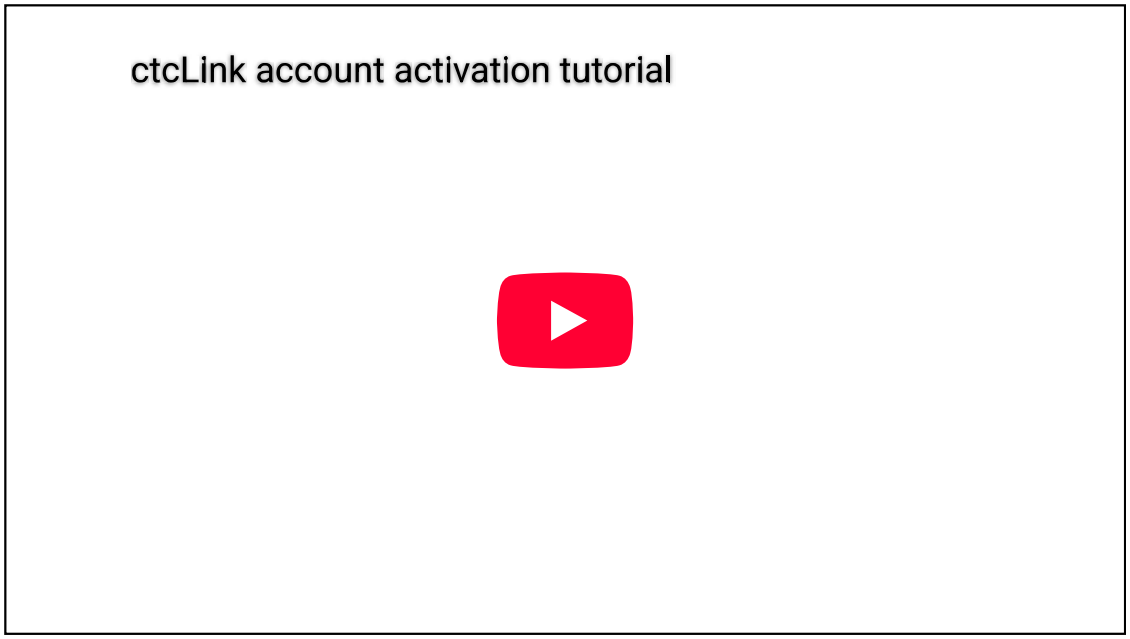
View ctcLink account activation video



Walk-Through Tutorial

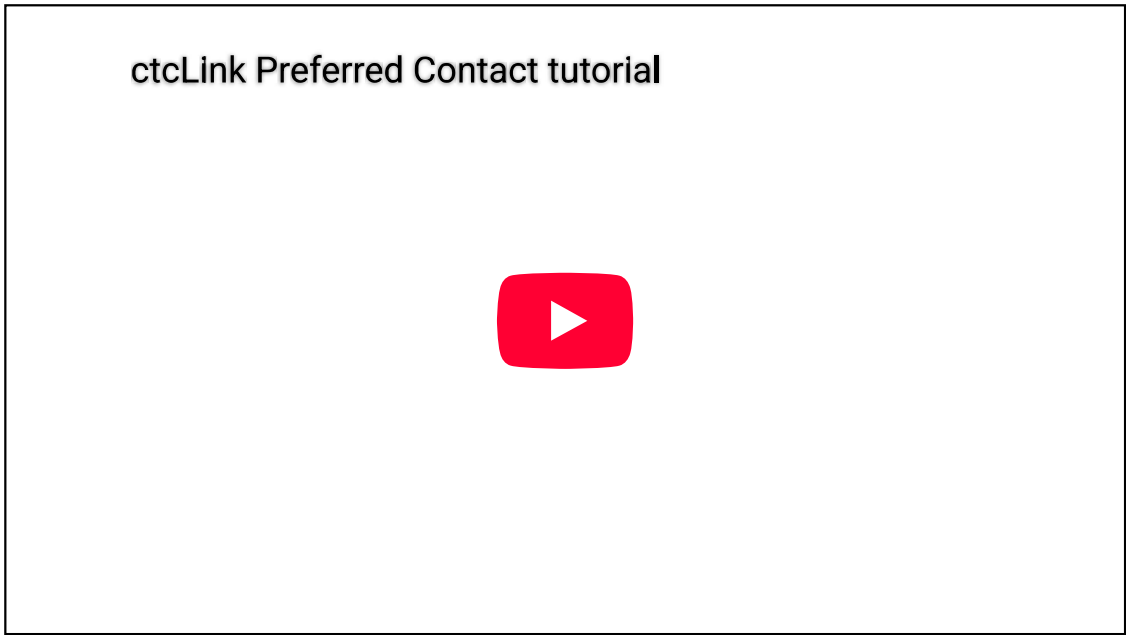
All current GRC students need to activate their new ctcLink account. When you activate your account, you will be assigned a ctcLink ID and create a password.
Please write it down and keep it safe. You will need your ctcLink ID and password to register for classes.

If you activated your account and you did not write down your new ctcLink ID, see the recovery instructions in this section of tutorials.



ACCOUNT SETUP

Update Your Preferred Contact



Verify Personal Information

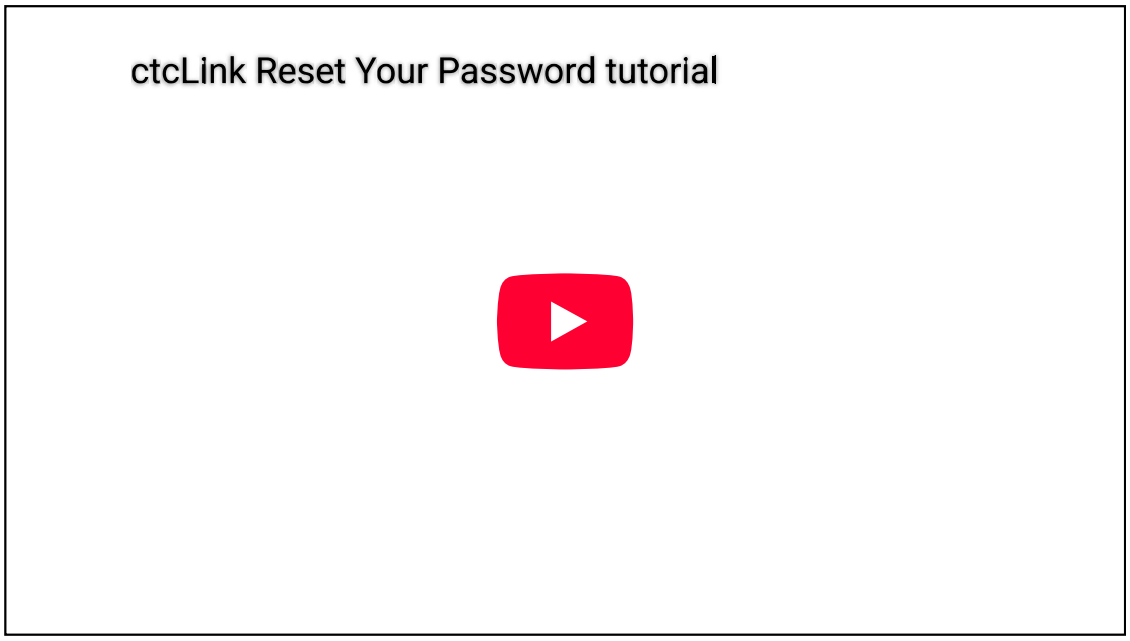
Use the Personal Details tile to view and update personal information such as addresses, phone numbers, emergency contacts, gender identity, sexual orientation and more.

- Update Personal Details/Names (Fluid)
  1. Go to the ctcLink login page
  2. Enter your ctcLink ID and password, and click Sign In
  3. Click Student Homepage, then Profile
  4. Your Personal Details will be displayed, and you can review your personal details such as, name, date of birth and social security number.
  5. Listed below is your Primary Name. When you select Primary Name, you can view the legal name that is on file. You cannot update this online.
     - Note: If the information is incorrect or needs to be updated, you must contact Office of the Registrar.
  6. You may add another name by clicking on the plus (+) button. Be sure to indicate which name is Primary and Preferred
  7. Make the desired changes, and when finished, click on Save

---

MANAGE YOUR CTCLINK ACCOUNT

Reset Your ctcLink Password (After account activation)



Recover Your ctcLink ID (After account activation)

If you forget your ctcLink ID or didn't write it down, please reach out to the Student Tech Support Desk either on the 2nd floor of the Technology Center Building or Holman Library or through their Zoom LobbyVirtual Assistance - scroll down to Student Tech Desk .

CTCLINK MOBILE APP

Get the Mobile App

One exciting feature of ctcLink is an app you can use on your mobile devices. **Search the app store (iPhone) or play store (Android) on your mobile device for "ctcLink" to download and install this free app today.** After you activate your ctcLink account, you'll be able to access ctcLink directly through your mobile device using this app.

Note: You must activate your ctcLink account before using the mobile app or its web-based version.

***Step*-by-step Guide**

- Mobile ctcLink Reference Center for Students

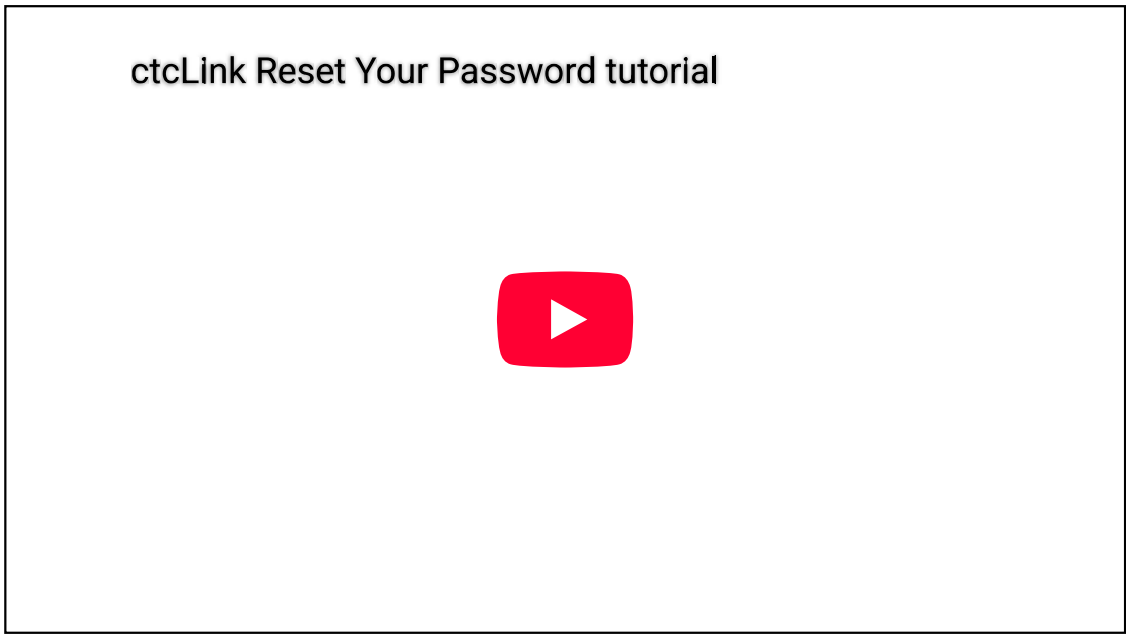
1. On your mobile device, proceed to the App Store (iOS)/Play Store (Android)
2. Search for, ‘ctcLink’
3. Locate the ctcLink app from the search results. Note: The app publisher is WA SBCTC or WA State Board for Community and Technical Colleges
4. Install the app
5. Once installed, open the app and choose whether or not you want to allow notifications
6. Review the Terms and Conditions. Scroll to the bottom and select Agree
7. The list of Institutions will appear. Locate and select Green River College (you may use the search bar to lookup Green River College)
8. Once Green River College is selected, you will be brought to the Green River College ctcLink Homepage. Here, you can access the following:
9. Student Portal
10. Canvas
11. Class Registration
12. Tuition Payment
13. And more!

Using the ctcLink Mobile-Friendly Website

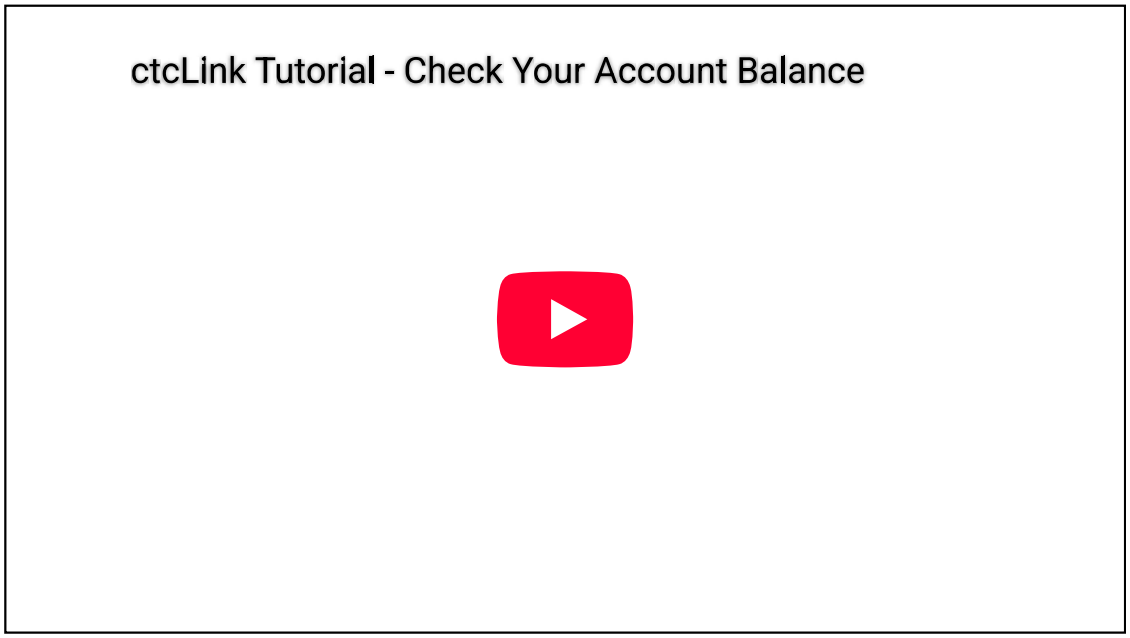
The ctcLink mobile app is a good option for people who use screen readers to interact with digital content. If you would rather not download the app, you can use the mobile-friendly website.

FINANCIAL ACCOUNTS

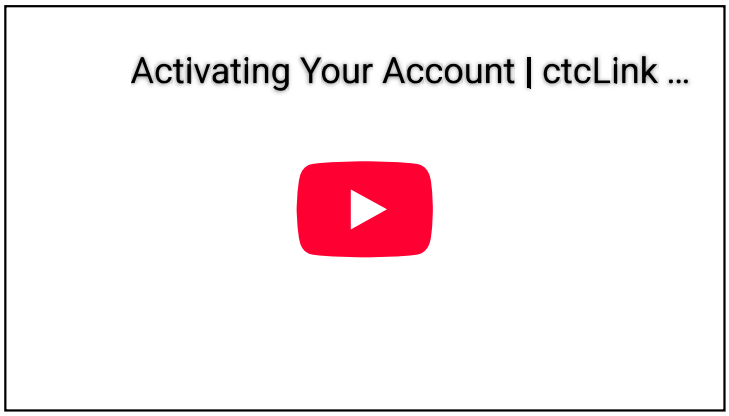
View Your Aid



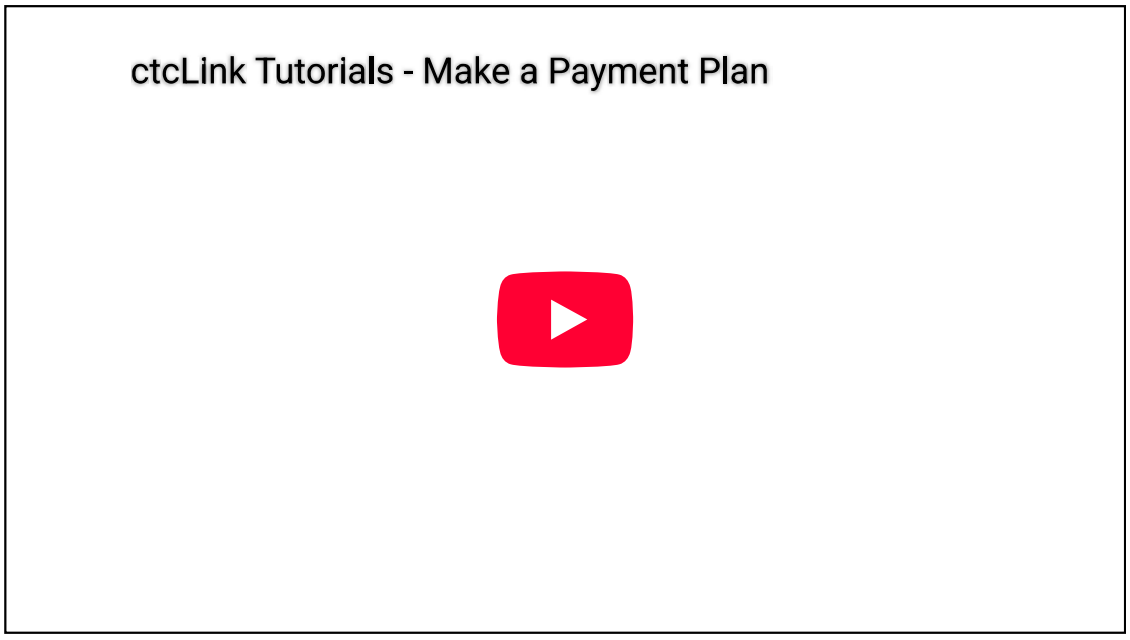
Check Your Account Balance



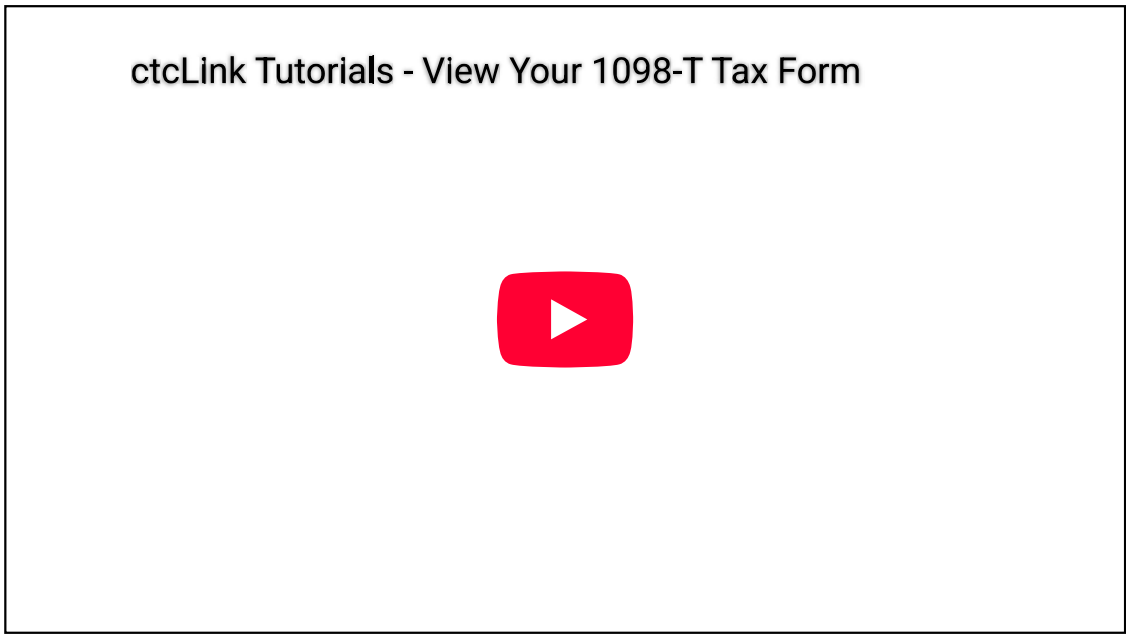
Make a Payment



Enroll in a Payment Plan

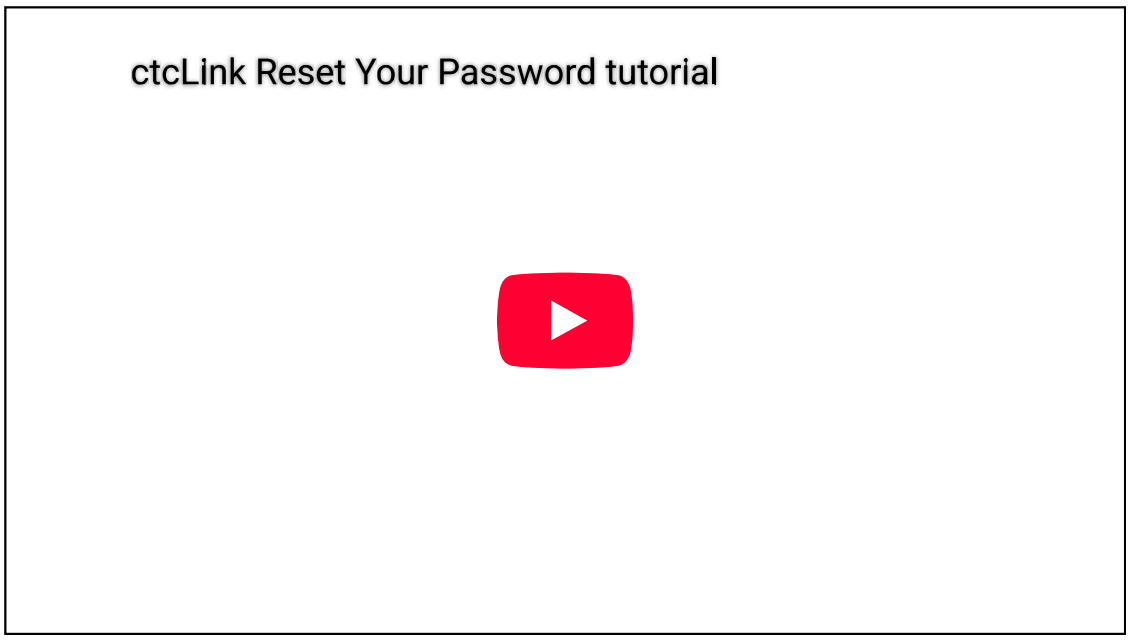


View Your 1098-T Tax Form

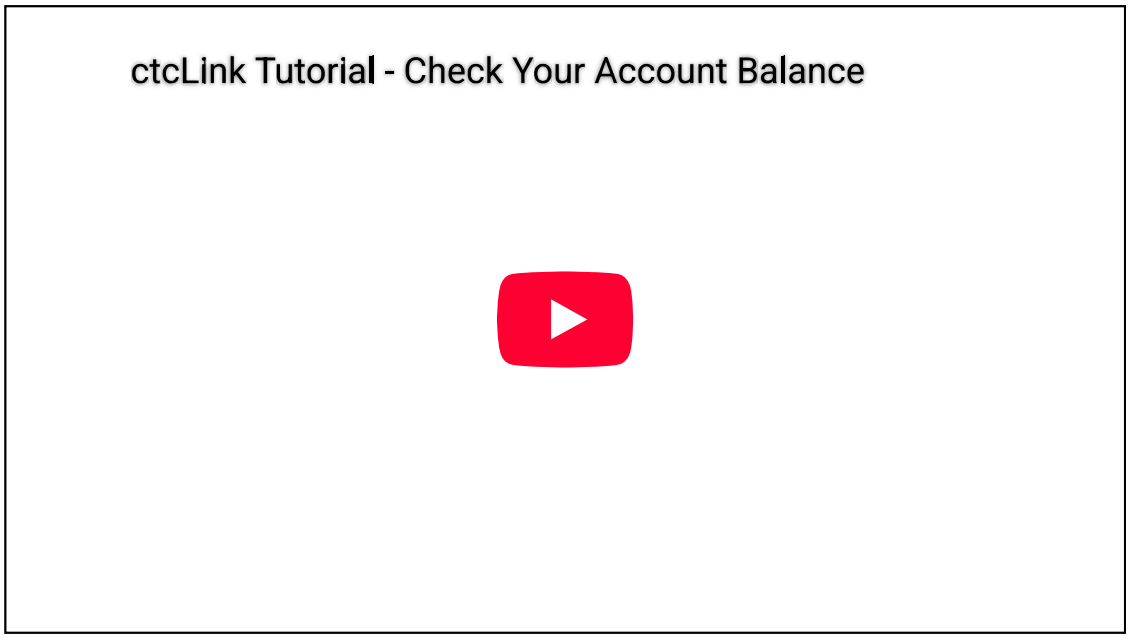


REGISTRATION & CLASS INFORMATION

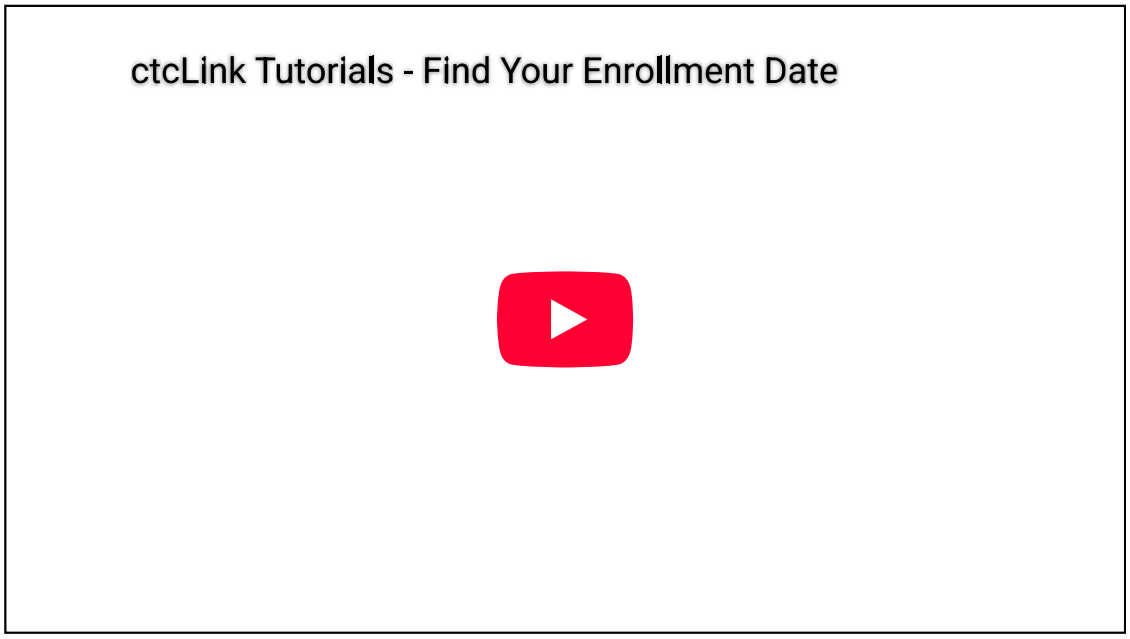
View Your Aid



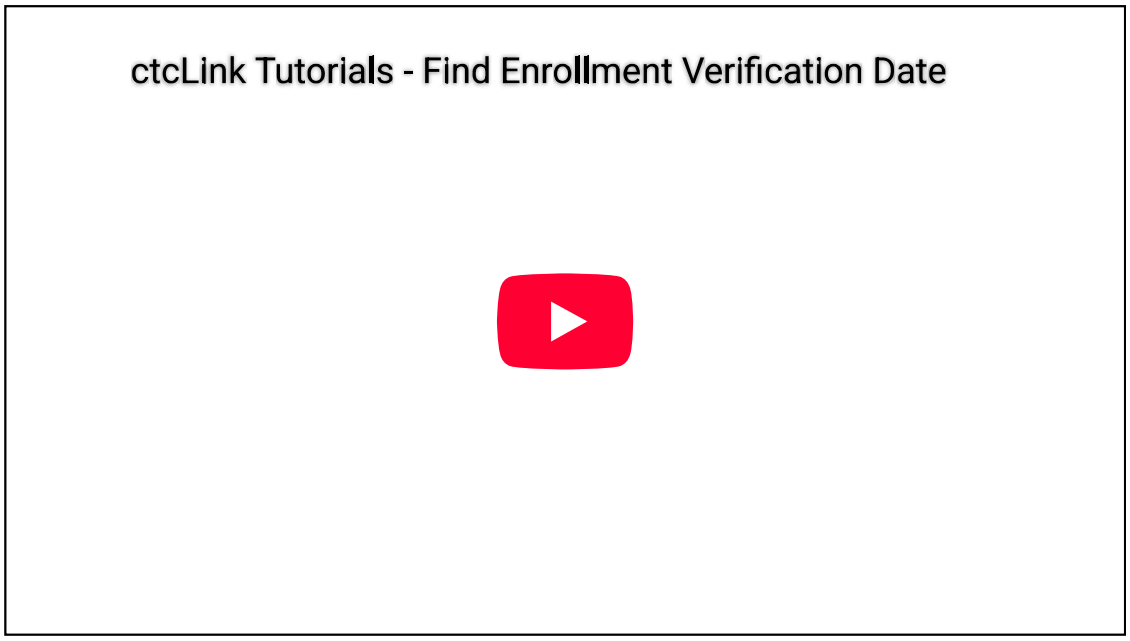
Check Your Account Balance



Find Your Enrollment Date



Find Your Enrollment Verification Date



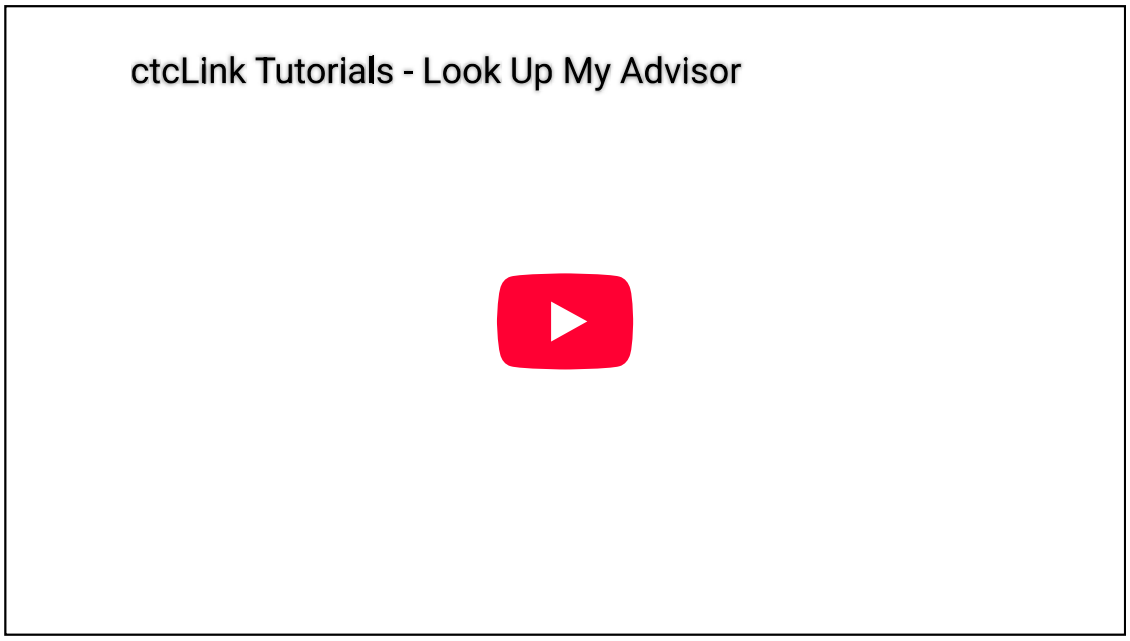
Search and Enroll in Classes (In ctcLink)

Search and Enroll in Classes (In My Green River)

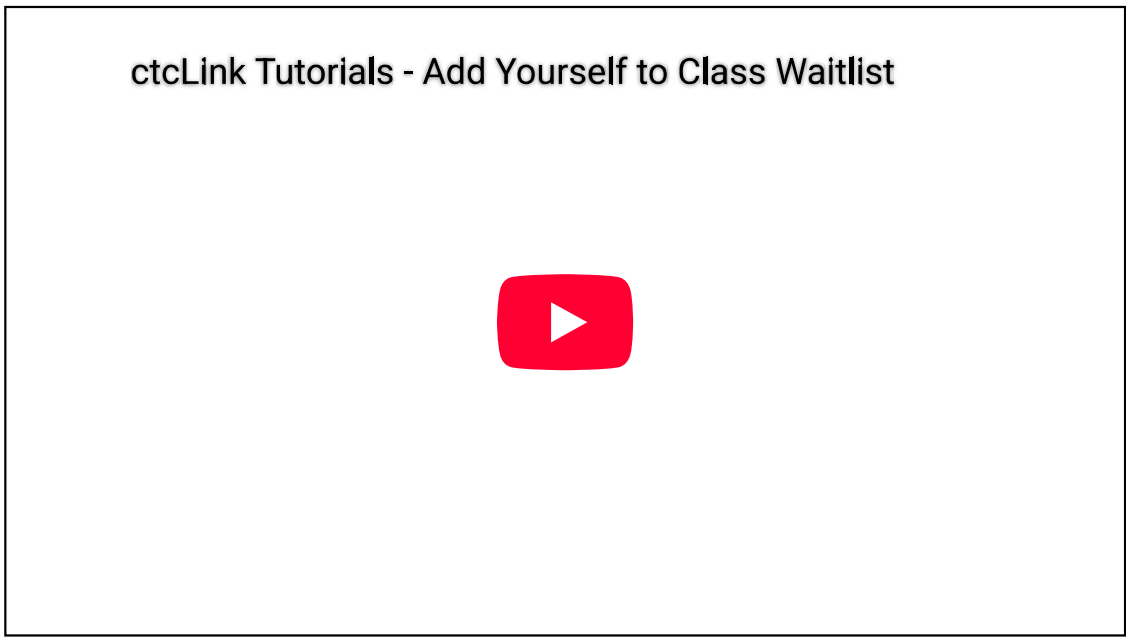
Search and Enroll for Classes Through My Green River

ctcLink Tutorials - Search and Enroll in Classes

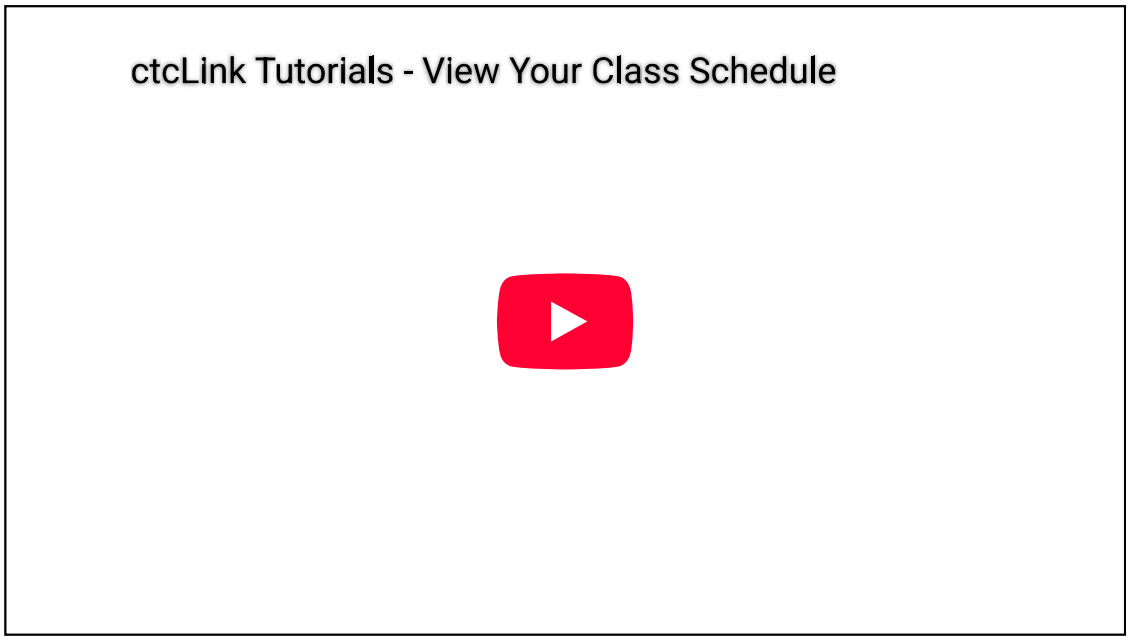
Look Up My Advisor



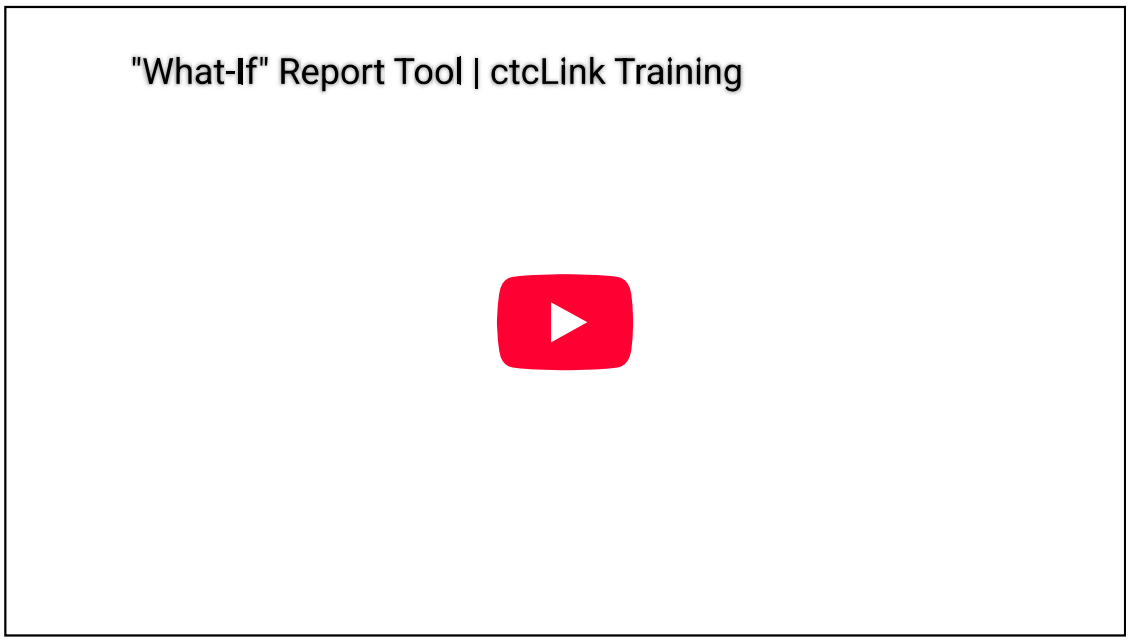
Add Yourself to a Class Waitlist



View Your Class Schedule



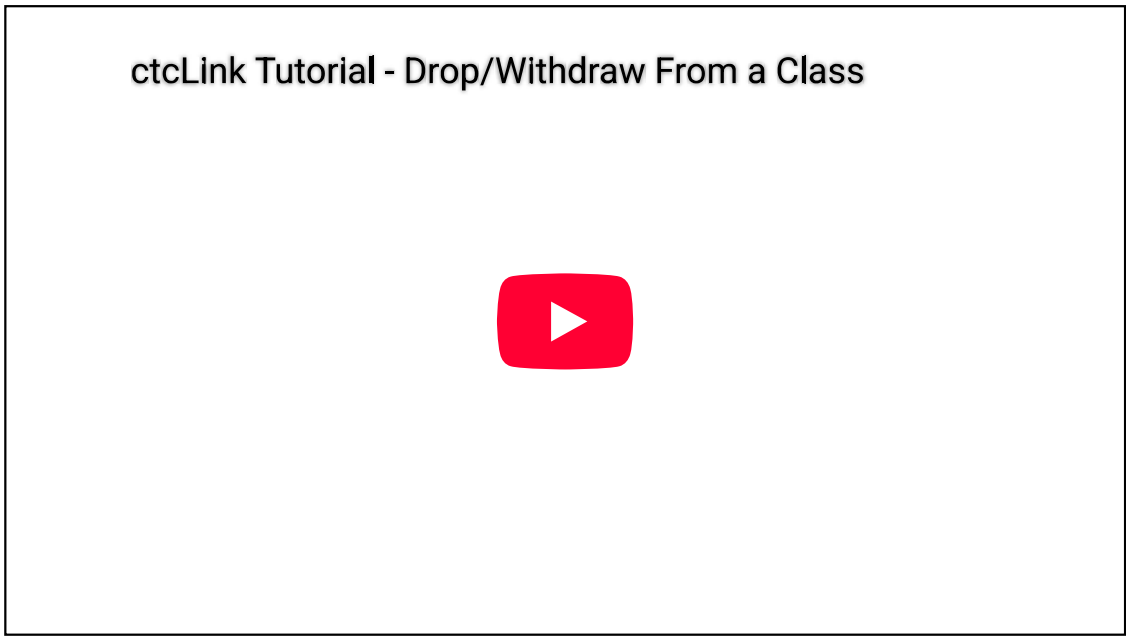
View Academic Progress / "What-if?" Reports



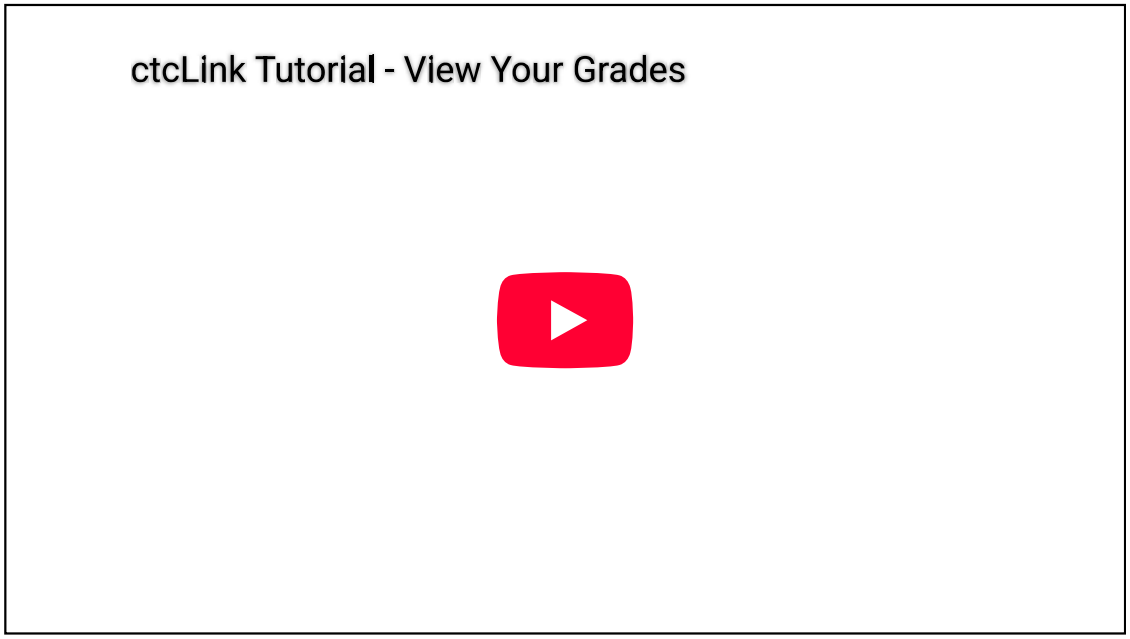
Step-by-step Guide

- View Academic Progress Display
- View What-If Report - Student (Fluid)

Drop / Withdraw From a Class



View Your Grades



View / Print Your Unofficial Transcript

ctcLink Tutorial - View/Print Your Unofficial Transcript

Resources

Contact Us

STUDENT SUPPORT

ctcLink
Student Email
My Green River
Navigate 360
Financial Aid
Holman Library
Center for Transformational Wellness
Student Remote Access
Career & Advising Center

EMPLOYEE RESOURCES

Human Resources
Institutional Effectiveness
ctcLink Sign In
GatorNet
Curriculog (formerly CAR/PAR)
Faculty eLearning
Canvas
Gator News
Employee Password Reset

CAMPUS SAFETY

Emergency & Safety Alerts
Just Report It

CONNECT WITH GREEN RIVER

Facebook
Twitter
Youtube
LinkedIn
Instagram

Student Email

Select Language

Current Students Faculty & Staff Give to GRC Quick Links

STUDENT EMAIL

Section Menu

Home / Students / Online Services / Student Email

Email Login

Login to your student email using the button below. If you are logging into your email for the first time, your temporary password is your ctcLink number followed by your 6-digit birthdate.

Login to My Email

Email Lookup

Find your student email address using your last name, birthdate, and ctcLink ID.

Lookup Email

Password Reset

Click on the button below to reset your @student.greenriver.edu account's password.

Reset @student Password

Your @student.greenriver.edu Emails:

- Any student enrolling in courses is provided a student email address ending in @student.greenriver.edu. You'll want to:
  - Look up your email
  - Reset your password
  - Check your new email ending in "@student.greenriver.edu" regularly; it will be how your instructors and advisors contact you.
- ctcLink allows students to use a preferred name. Student email addresses will use your preferred name (if you have entered a preferred name in ctcLink) instead of your primary name. Please use the Email Lookup to find your new email address and continue to use the same password. (You will continue to receive mail sent to your former @student email address).

Login Troubleshooting and Tips:

- Student email accounts and any associated content are now deleted one year after the last quarter you attend Green River College. Deleted means the account and content of the account are removed and not recoverable. That said, if you re-enroll in a course after your account has been deleted, the same email alias/address will be

assigned to you, though you'll not have any of your old emails or contents of your old OneDrive available.

- If you experience trouble accessing your account, first try clearing you browser's cache. If using Internet Explorer, Edge, Google Chrome, or Mozilla Firefox you can quickly clear cache with a keyboard shortcut. While in your browser, press **Ctrl** + **Shift** + **Delete** simultaneously on the keyboard to open the appropriate window. Be sure and close/quit the browser and restart it after clearing the cache and cookies. For more information about clearing your cache, visit: How do I clear my browser cache on a PC? or How do I clear my browser cache on a Mac?
- How-to Guide: Download and Save Files from Your OneDrive Accounts

New Email Generation Process

Timeline, as of May 20, 2024:

- Old process, prior to May 20, 2024: Student email address were generated after a student had enrolled in class.
- New process: Student email addresses are generated upon successful admission (application is processed).

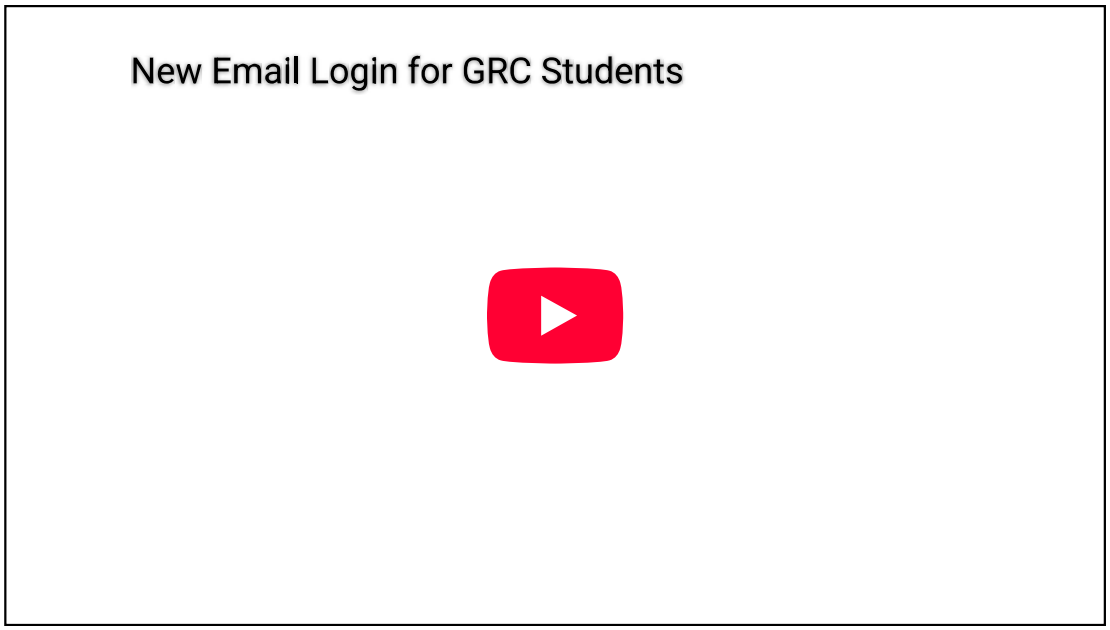
ACTION	NOTIFICATION	TIMING
Online Admission Application Portal account creation	Verification email sent to email address used to set up account	immediate
Submit Application	Confirmation of submitted application sent to email on application/account	immediate
ctcLink ID number creation	No notification is sent, student will show up in ctcLink	Upon application submission, immediate
Application Processed	Formal Admission Acceptance Letter sent to preferred email, includes ctcLink ID number	8:30 p.m., same day application was processed
8:30pm, same day application	Student email account creation	Morning after application was

ACTION	NOTIFICATION	TIMING
was processed		processed
Student loaded into EAB Navigate & Canvas	No notification is sent	Overnight after application was processed, Approx. 5 a.m.
Getting Started Steps email	Sent to student email address, from Navigate	2 p.m. the day after application is processed

The new email generation process occurred for all students who had their admission processed April 1, 2024, and after. If a student applied prior to April 1, 2024, and has not yet enrolled, they would not have a student email address. Once they enroll, they will get one. No need to reapply for this purpose.

From here out, the email address is generated upon successful admission (application is processed).

New Student Email



Need More Assistance?

IT Student Technology Support Desk

For help looking up your student email address, resetting your password, troubleshooting locked accounts and more, contact the IT Student Help Desk. The following are our Zoom Lobby hours, and if you use the link below to our SHD web page, you'll see additional places to receive help.

Connect Through Zoom

Monday through Thursday: 8AM- 6PM

Friday: 8AM- 2PM

Saturday & Sunday: 2-6PM (voicemail & email only)

Closed all holidays

Zoom Link: https://zoom.us/j/93843583105?pwd=cGpsN1pUM1J5VzFzZXpnVnE0WXhjUT09

If needing an account look up, a password or MFA reset, please join us via Zoom and **have your photo ID ready** to show via the camera in order to keep accounts secure.

SHD Translation Schedule

Please have a photo ID ready for any account look up or reset requests.

While most tech help is best done via Zoom,
some information can be given over the phone: 253-931-6465

Email: itstudenthelpdesk@student.greenriver.edu

Phone and email reply hours are the same as the Zoom Lobby, with additional responses to voicemails and emails on the weekends from 2-6PM.

Need more info? Visit the Student Technology Support Desk Web Page.

Student Tech Support Desk Page

Holman Library Staff

The Holman Library Staff is available to guide you through looking up your student email address and resetting your password. Call, email, or visit us in the library for assistance.

Multi-Factor Authentication (MFA) Setup Guide for Student

Multi-Factor Authentication (MFA) Setup Guide for Students

Enabling Multi-Factor Authentication (MFA) will prevent scammers from getting access to the student's account by requiring authentication via another device. If the student's account gets marked as a spammer 3 times by Microsoft, Microsoft will permanently block the account. Please enable MFA to prevent this, and in cases where the account has been compromised and locked, so that IT can safely re-enable the account.

Note: It is highly recommended to set up two forms of authentication so that if access to one method of authentication is lost, access to security methods and access to the app for that account can still be granted.

- If access is lost, after confirming the identity of the student, please contact the IT helpdesk with the student's name, GRC email, and alternate email so that they can generate a case to configure the student's account to ask for new MFA contact options on their next logon attempt.

Setup MFA Using the Microsoft Authenticator App

1. Configure your GRC student email account to use the MS Authenticator app for MFA
    a. Ideally using a computer instead of your smartphone (though you can use your phone), sign into Outlook.com using your @student.greenriver.edu email
        i. If the user already has a Microsoft account logged in on their device, you may need to use an inprivate/incognito browser.
    b. Click on their User icon (picture or initials) > My account > Security Info > Add method > Select "Authenticator App" (use https://mysignins.microsoft.com/security-info as a shortcut for the previous two bullet points)
    c. Press "Add Method" – Figure App.1.c
    d. Select Authenticator App and press "Next" – Figure App.1.d
    e. Press "Next" – Figure App.1.e
    f. Press "Next" again and a QR code will come up – (Figures App.1.f.1 and App.1.f.2)
2. Install and configure the Microsoft Authenticator App on your smartphone
    a. Install the Microsoft Authenticator app from your phone's app store
    b. Open the app on the phone and press "I agree" on the Microsoft Privacy screen – Figure App.2.b
    c. Press "Scan a QR Code" – Figure App.2.c
        i. If the user presses "Add work or school account" or "Microsoft account" instead of "Scan a QR code", it will take them to an external site, do not continue. Direct them out of the external site and back to the app on their phone.
            1. If using an Android phone press "Finish."
            2. On iOS and Android press "Add Account" > press "Work or School" > press "Scan QR Code")
    d. Allow the Authenticator app to take pictures and record videos when it asks on the phone. On Android – Figure App.2.d.1 or on iOS – Figure App.2.d.2.
    e. Scan the QR code on your computer – Figure App.2.e

i. If on iOS enable notifications here when prompted and skip the next two steps (steps 2.e.f and 2.e.g) – Figure App.2.e.i
ii. If you cannot scan the QR code,
    1. On the website press "Can't scan image?" – Figure App.2e.ii.1
    2. On the app press "OR ENTER CODE MANUALLY" – Figure App.2.e.ii.2
    3. Enter Code located on the app into the box on the website

f. Press "OK" on the Authenticator app and enable "App Lock" – Figure App.2.f
g. Press "Got It" on the Authenticator app – Figure App.2.g
h. On the app under Authenticator your Student Email will show up – Figure App.2.h
i. On the computer, press "Next", you will be prompted to approve a notification sent to your Authenticator app. – Figure App.2.i
j. On the Authenticator app press "Approve" – Figures App2.j.1 and App2.j.2
k. On the computer press "Next" – Figure App.2.k
l. On the website you will now see the new method set up – Figure App.2.l

3. Your Microsoft Authenticator App is now setup to receive MFA prompts.
    a. **Optional:** Please configure a second MFA contact option to a different device in case this one is lost or damaged.

For Android Devices

1. Make sure notifications are enabled for the Authenticator app on the Android device
    a. On the Authenticator app, press on the ellipsis in the upper right corner of the screen.
    b. Press on "Settings" – Figure Android.1.b
    c. Make sure "sound" or "vibrate" notifications are enabled – Figure Android.1.c

For iOS Devices

1. Make sure App Lock is enabled on the iOS device
    a. On the Authenticator app, press the hamburger button in the upper left corner of the screen. – Figure iOS.1.a
    b. Press "Settings", scroll to "Security", and find "App Lock", then toggle it on – Figures iOS.1.b.1 and iOS.1.b.2

Setup MFA Using a Phone Number

1. Configure your GRC student email account to use your phone for MFA
    a. Ideally using a computer instead of your phone (though you can use your phone), sign into Outlook.com using your @student.greenriver.edu email
        i. If the user already has a Microsoft account logged in on their device, you may need to use an inprivate/incognito browser.
    b. Click on their User icon (picture or initials) > My account > Security Info > Add method > Select "Authenticator App" (use https://mysignins.microsoft.com/security-info as a shortcut for the previous two bullet points)
    c. Press "Add Method" – Figure Phone.1.c
    d. Select "Phone" from the dropdown menu - Figure Phone.1.d
    e. Enter your phone number – Figure Phone.1.e

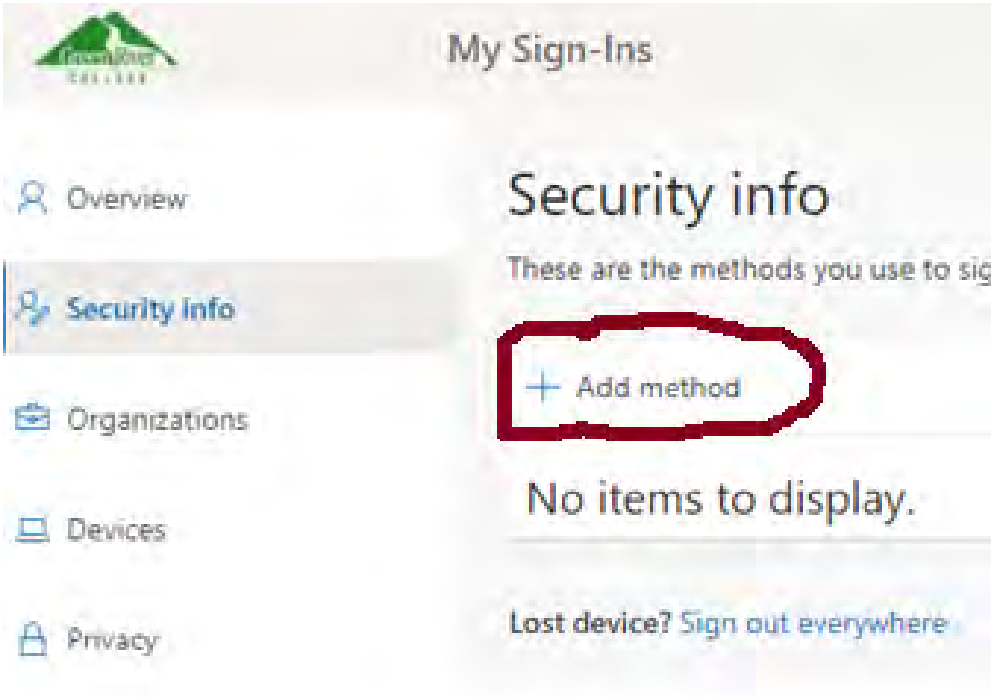
f. Select “Text me a code” or “Call me” – Figure Phone.1.f
g. Press “Next”
h. Enter the code that was sent to the phone on the computer – Figure Phone.1.h
i. Press “Next”
j. On the computer press “Done” – Figure Phone.1.j

2. Your phone is now setup to receive MFA codes.
    a. **Optional:** Please configure a second MFA contact option to a different device in case this one is lost or damaged.

Screenshots

Screenshots for MFA via Microsoft Authenticator App

App.1.c

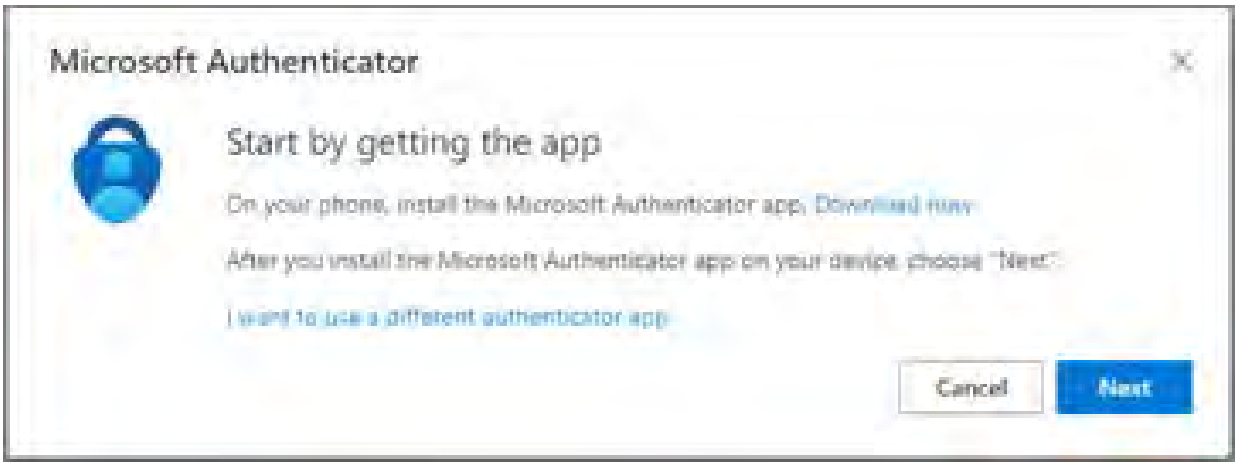


Return to instructions

App.1.d

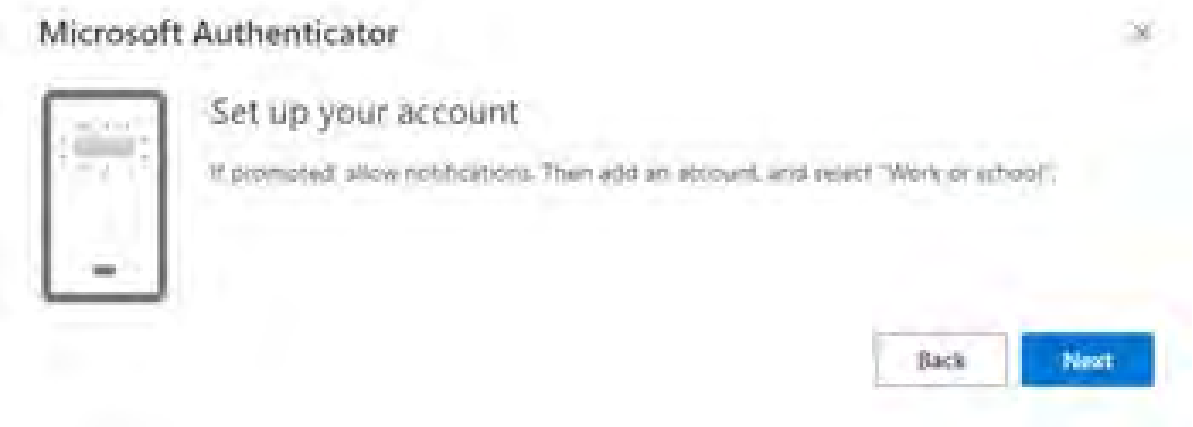
Return to instructions

App.1.e



Return to instructions

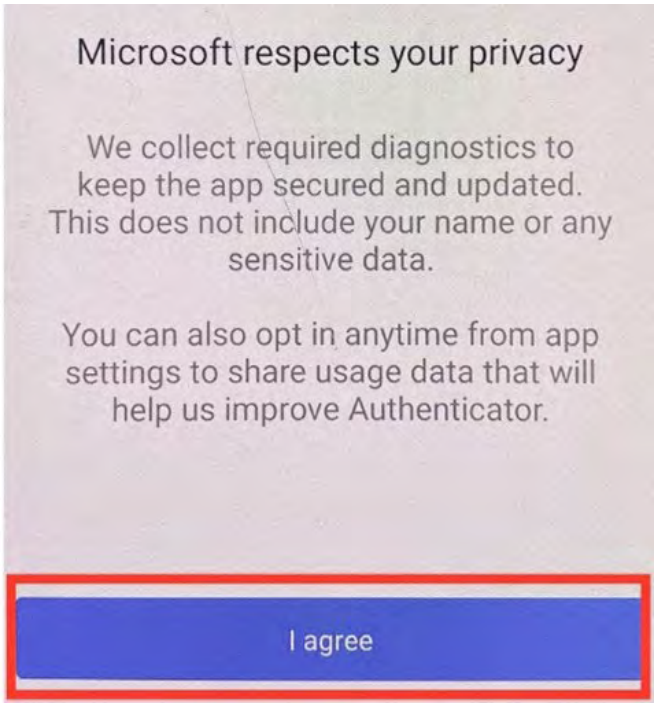
App.1.f.1 and App.1.f.2



(Sample QR code below, do not scan)

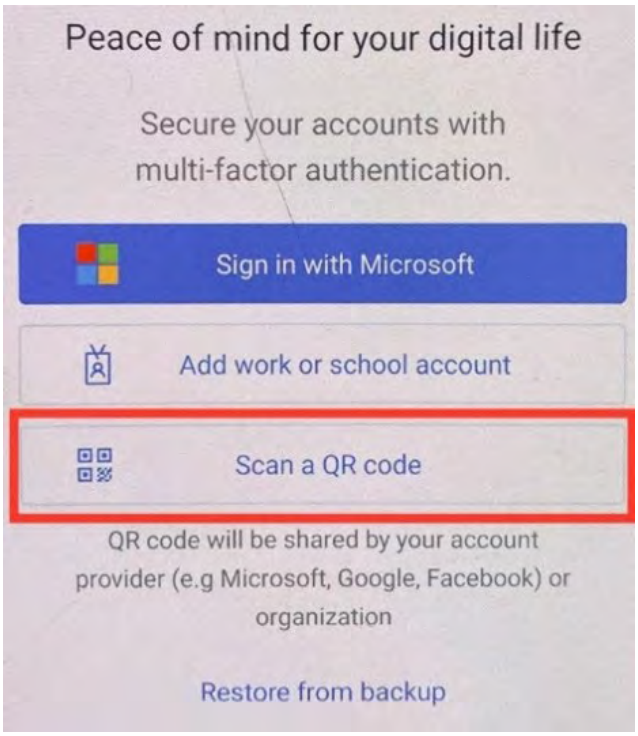
Return to instructions

App.2.b



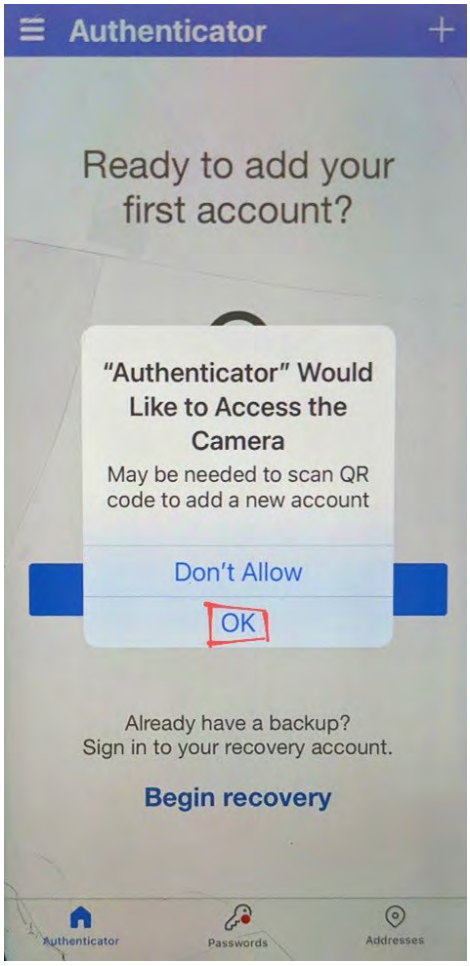
Return to instructions

App.2.c



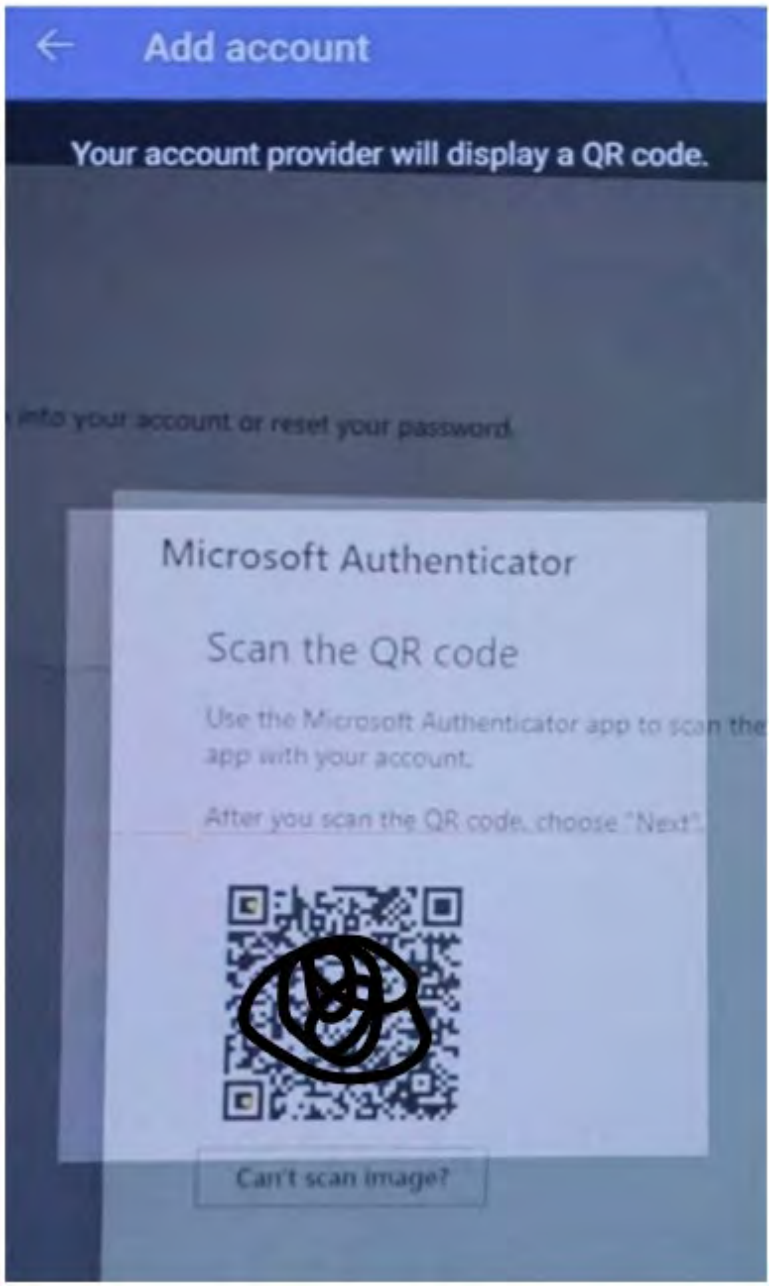
Return to instructions

App.2.d.1 and App.2.d.2



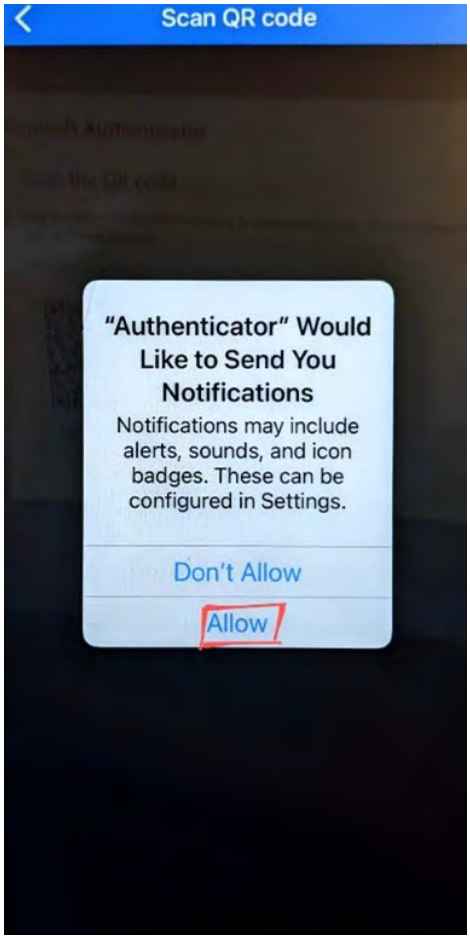
Return to instructions

App.2.e



Return to instructions

App.2.e.i



Return to instructions

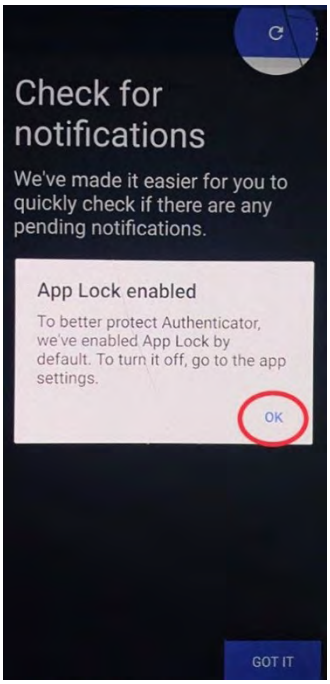
App.2.e.ii.1

Return to instructions

App.2.e.ii.2

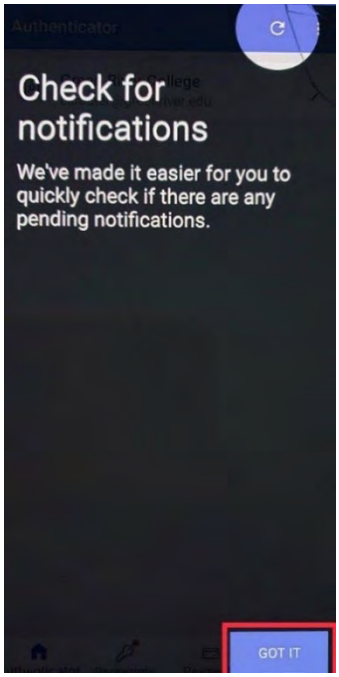
Return to instructions

App.2.f



Return to instructions

App.2.g

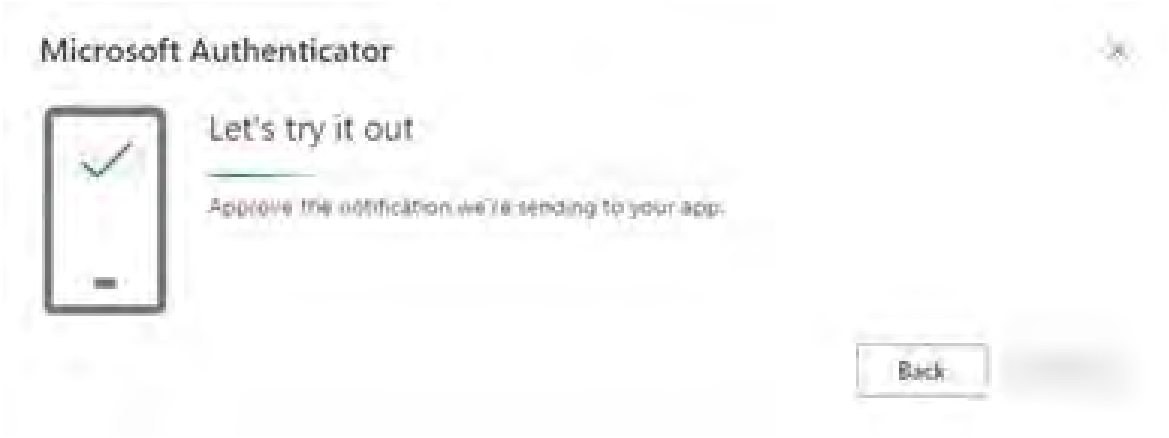


Return to instructions

App.2.h

Return to instructions

App.2.i



Return to instructions

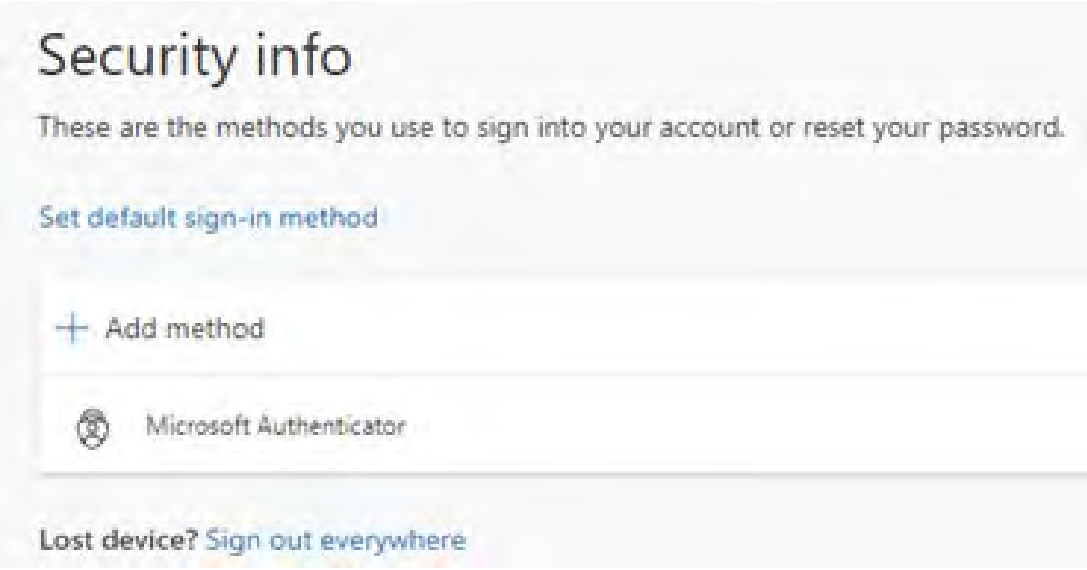
App.2.j.1 and App.2.j.2

Return to instructions

App.2.k

Return to instructions

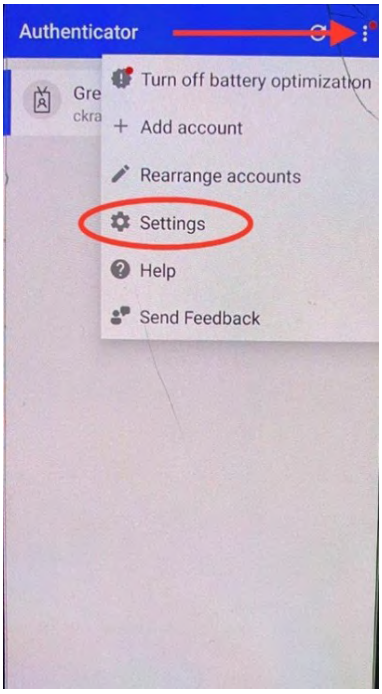
App.2.l



Return to instructions

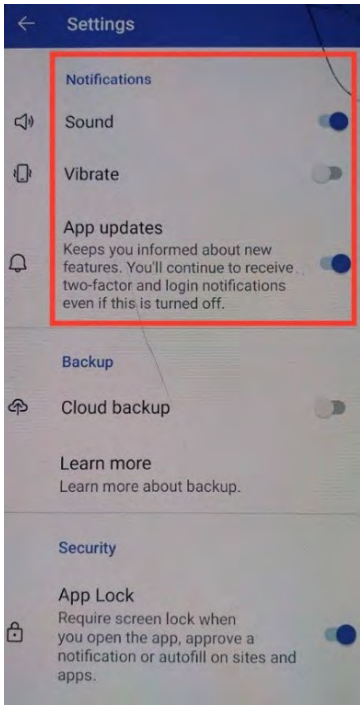
Screenshots for Android Devices

Android.1.b



Return to instructions

Android.1.c



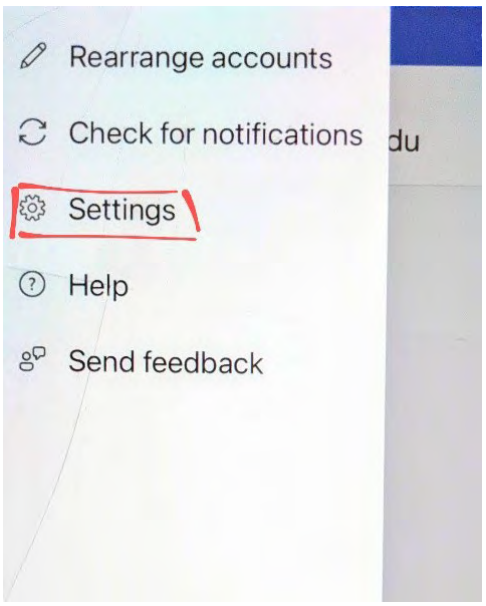
Return to instructions

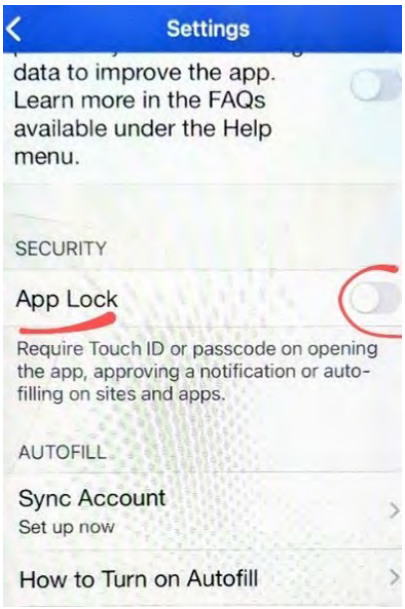
Screenshots for iOS Devices

iOS.1.a

Return to instructions

iOS.1.b.1 and iOS.1.b.2

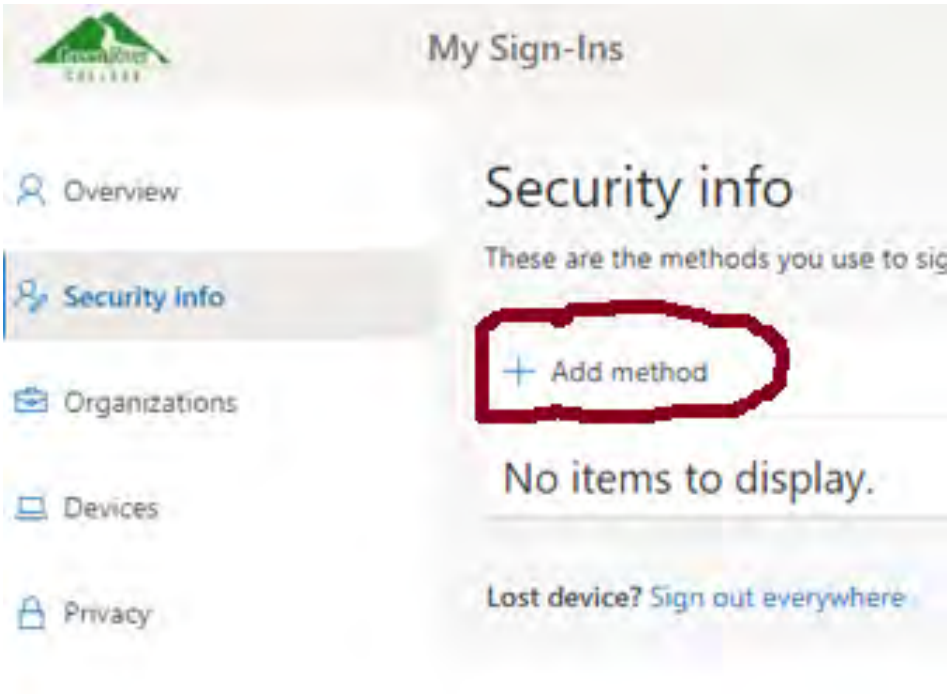




Return to instructions

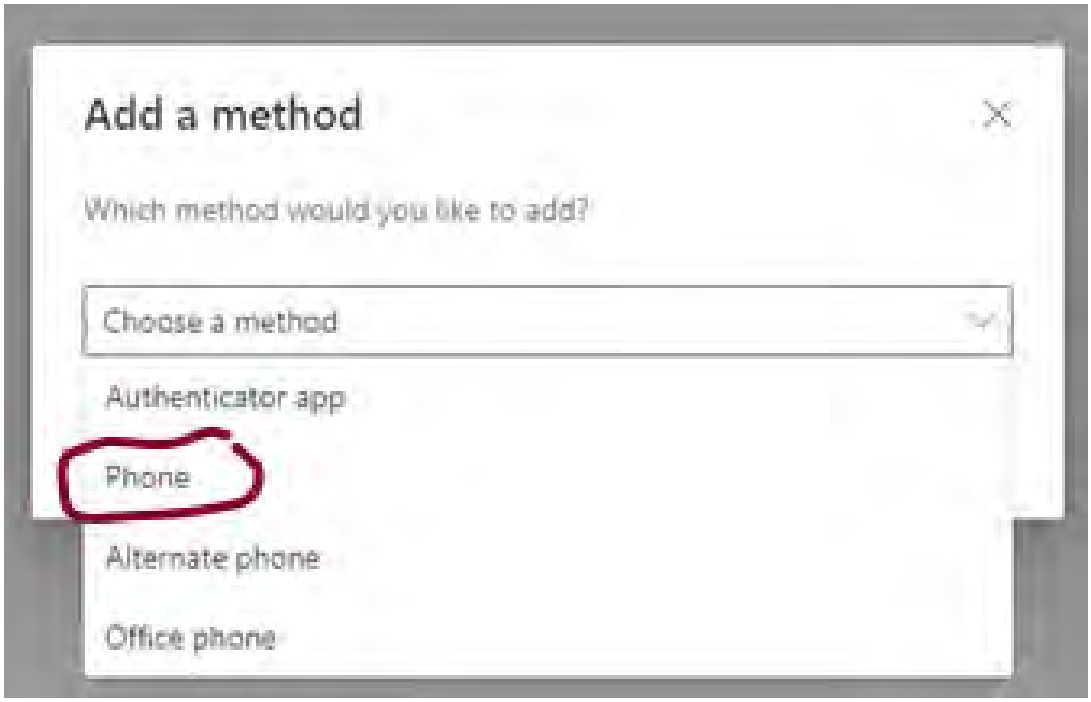
Screenshots for MFA via a Phone Number

Phone.1.c



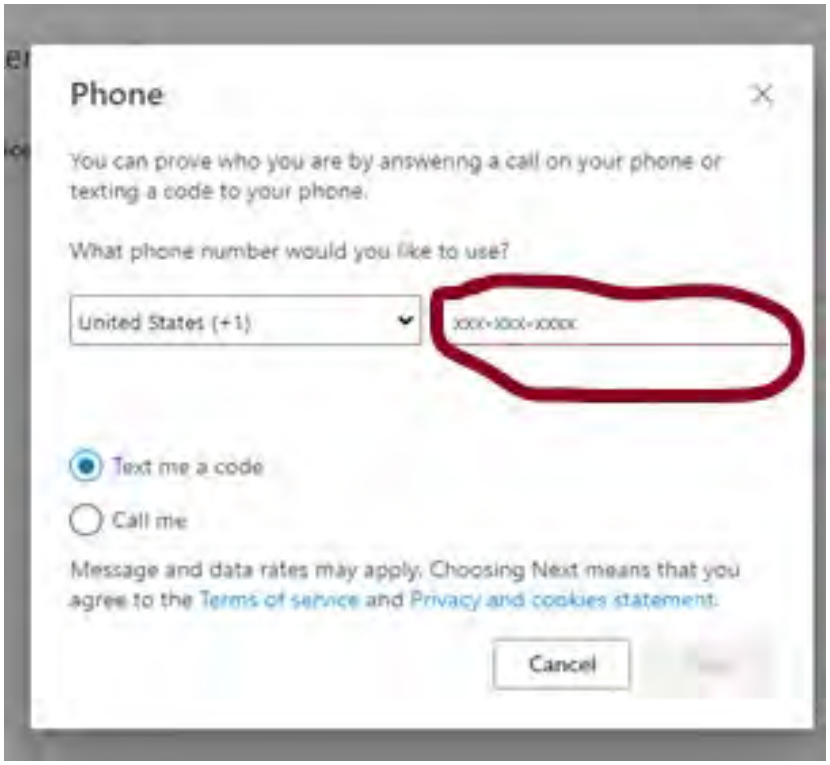
Return to instructions

Phone.1.d



Return to instructions

Phone.1.e

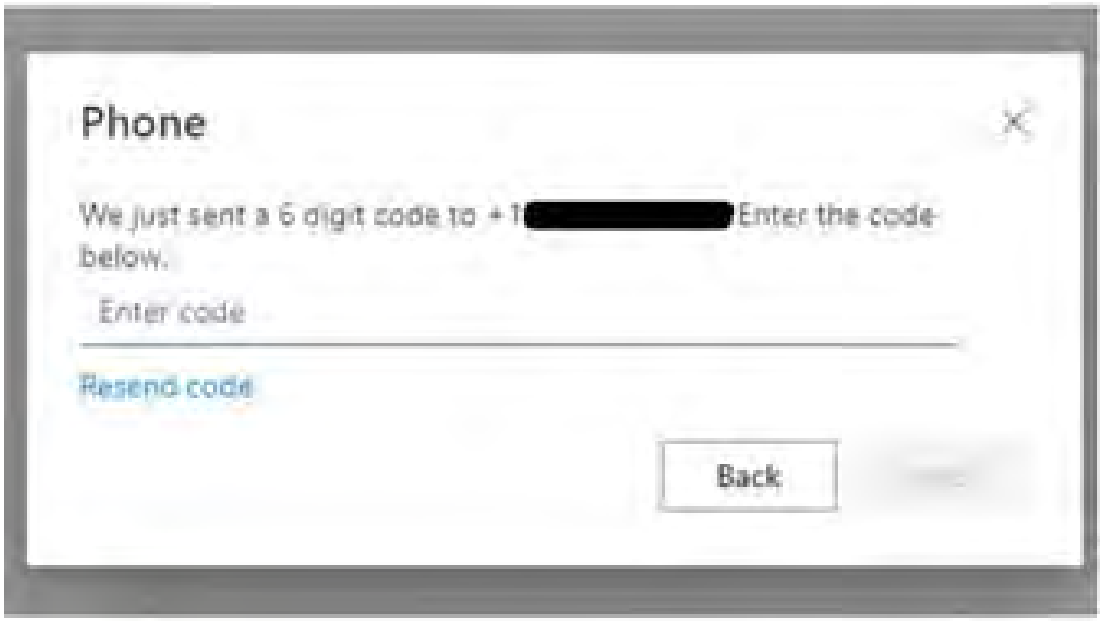


Return to instructions

Phone.1.f

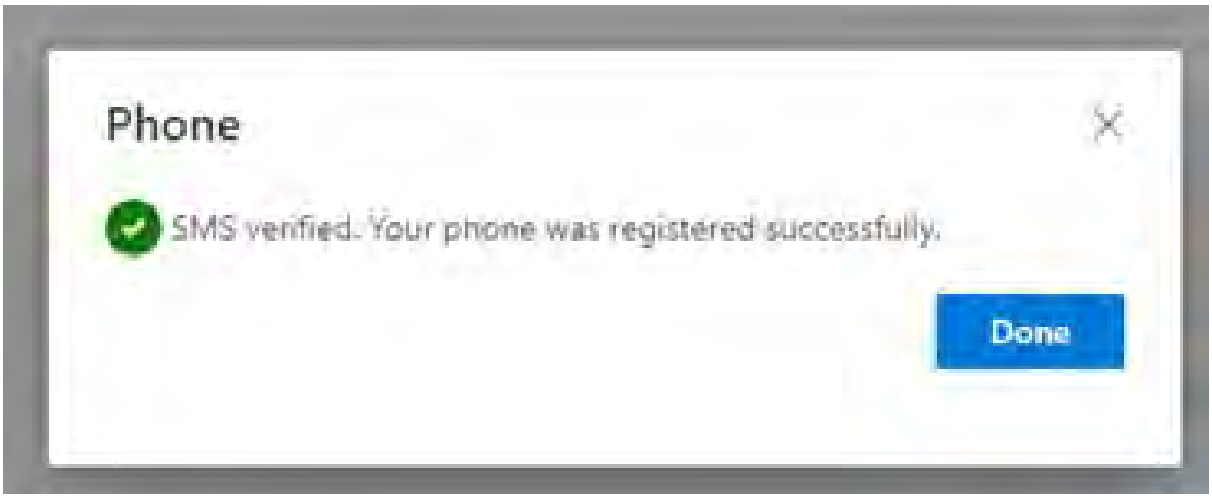
Return to instructions

Phone.1.h



Return to instructions

Phone.1.j



Return to instructions

Canvas Login

Select Language

Canvas Access Options

Current Student and Employee Login

- Students: Use your official Green River College email and that email's password to login.
- Employees: Use your official Green River College email and that email's password to login.
  - If the screen just refreshes and doesn't let you in, email elearning@greenriver.edu.

Current Student and Employee Login

Continuing Ed and Contractors Login

- Continuing Education (CE) Students:
  - If you have not been given a Green River email, you should use the personal email address you signed up with to login with the password provided to you by eLearning.

- If you've been given a Green River email, use the "Current Student & Employee Login" link.

- Contractors:
  - Use this login if you are a contractor with the college and do not have Green River login credentials. Use your official work email address with the password provided to you by eLearning.

CE Students & Contractors Login

Need Help?

Email

- Don't know your new email? Look-up your email and set or reset your password.
- Need more help with email? Go to our GRC Student Email Webpage.

Technical Support

- Get Canvas 24/7 Help: Call (425) 429-2005 or Chat
- GRC Student Help Desk: Call (253) 931-6465 or Zoom (ID: 938 4358 3105 Passcode: 98092)
- GRC eLearning: Email elearning@greenriver.edu or Call (253) 288-3354
- Go to our Student eLearning Website for more information on educational technology.

Email Address & Password

Holman Library

ASK A QUESTION

Student Technology and Logins

Search this Group Search

GRC Logins, Technology Support Desks, On-Campus Technology (computer labs, printing...etc.), Remote Technology (OneDrive, Zoom..etc.), Software Programs, Library Account

- Student Technology and Logins
- GRC LOGINS
  - Email Address & Password
  - MFA (multi-factor authentication)
  - ctcLink (class registration)
  - Canvas
- TECHNOLOGY SUPPORT
- ON-CAMPUS TECHNOLOGY
- REMOTE TECHNOLOGY
- SOFTWARE PROGRAMS
- LIBRARY ACCOUNT & DATABASES

Email Address & Password

Go to...

- LIBRARY HOME PAGE (https://www.greenriver.edu/campus/campus-resources/holman-library/index.html)
- Search Collections & Databases (https://libguides.greenriver.edu/c.php?g=1401588)
- Borrowing & Circulation (https://libguides.greenriver.edu/c.php?g=1402373)
- Research & Academic Support (https://libguides.greenriver.edu/c.php?g=1403434)
- Faculty Support (https://libguides.greenriver.edu/c.php?g=1403456)
- About the Library (https://libguides.greenriver.edu/c.php?g=1403447&p=10385860)

Log In to Student Email & MFA (#s-lib-ctab-32636369-0)

Look Up Your Email or Reset Your Password (#s-lib-ctab-32636369-1)

Turn On/Off Email Auto Forwarding (#s-lib-ctab-32636369-2)

Keep Your Email Account Safe (#s-lib-ctab-32636369-3)

Community Computer Access Card (#s-lib-ctab-32636369-4)

Email FAQs & Troubleshooting Help (#s-lib-ctab-32636369-5)

Log in to Student Email

All Students

- Your GRC student email address (that ends in @student.greenriver.edu) is used to log in to many computer systems on campus. In addition, you are expected to check student email for important campus communications.
- You are required to set up MFA (multi-factor authentication) to log on. (see link at bottom of page)

New Students

- Students are issued a student email address (ends in @student.greenriver.edu) 4-6 business days after they apply to Green River College via ctcLink. They will receive notification of that email address via the personal email address they used when they applied in ctcLink.
- If you are logging in for the first time, your temporary password will be **your ctcLink number followed by your 6-digit birthdate**. You will then be prompted to create a new password that is 15 characters in length and to and enable MFA (multi-factor authentication)

Either click the link below

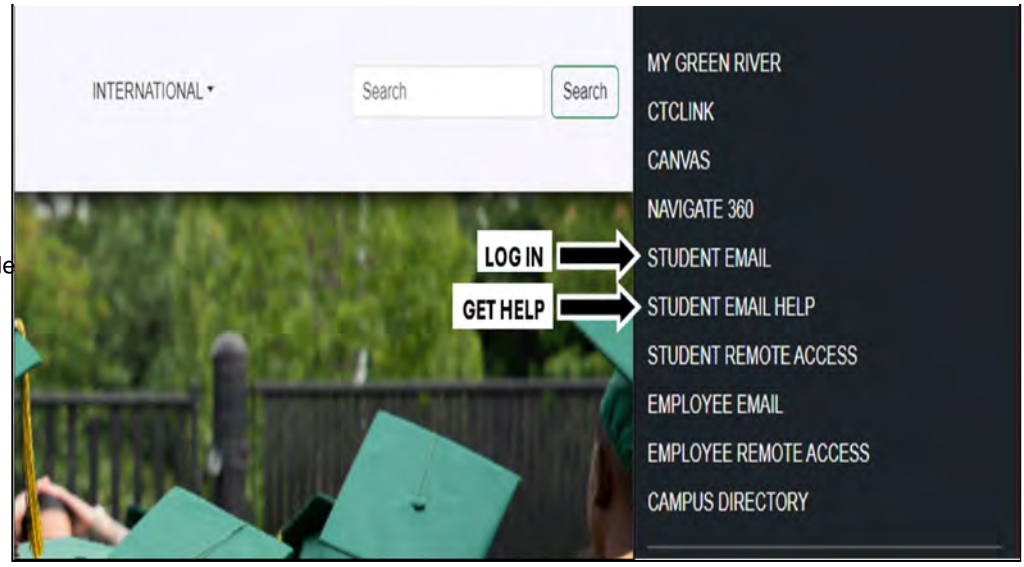
- Student Email Help (https://www.greenriver.edu/students/online-services/student-email.html)
  Log in, look up your GRC student email address or reset your password

OR

1. Go to the GRC homepage (www.greenriver.edu)
2. Click on "Quick Links" in the upper right-hand corner
3. Click "Student Email" or "Student Email Help"

Get help in-person or online with any technical question or problem:

- Student Technology Support Desk (https://www.greenriver.edu/stude support-and-services/student-technology-support.html) For assistance with technology issues including student email, Canvas, ctcLink, Password help, MFA (multi-factor authentication), Office 365 and more.
- Ask a Question (https://libguides.greenriver.edu/c.php?g=1403447&p=10933148) Get help in-person, by email, phone, or 24/7 chat from a librarian! *more... (javascript:void(0);)*



(https://d2jv02qf7xgjwx.cloudfront.net/accounts/22052/images/EMAIL_2024_2.png)

Login via Quick Links on the GRC homepage (click image to enlarge) (image attribution: Holman Library)

Enable MFA

- MFA (multi-factor authentication) (https://www.greenriver.edu/students/media/documents/student-help-desk/mfa-setup-guide.pdf)

Related Pages

- MFA (multi-factor authentication) (https://www.greenriver.edu/students/media/documents/student-help-desk/mfa-setup-guide.pdf)

MFA (multi-factor authentication)

Holman Library

ASK A QUESTION

Student Technology and Logins

Search this Group Search

GRC Logins, Technology Support Desks, On-Campus Technology (computer labs, printing...etc.), Remote Technology (OneDrive, Zoom..etc.), Software Programs, Library Account

- Student Technology and Logins
- GRC LOGINS
  - Email Address & Password
  - MFA (multi-factor authentication)
  - ctcLink (class registration)
  - Canvas
- TECHNOLOGY SUPPORT
- ON-CAMPUS TECHNOLOGY
- REMOTE TECHNOLOGY
- SOFTWARE PROGRAMS
- LIBRARY ACCOUNT & DATABASES

MFA (multi-factor authentication)

MFA Setup (#s-lib-ctab-35319930-0)

MFA Setup

MFA (multi-factor authentication) is required for all students logging in to Microsoft products at Green River College, including email and OneDrive.

MFA is a security measure needed to help prevent unauthorized access to student accounts and to keep them safe.

MFA requires students to log on using a password and another factor (authenticator app, phone number or hand-held security key) to verify student identity.

Choose an MFA option that works best for you:

- MFA Setup - Microsoft App (https://libguides.greenriver.edu/ld.php?content_id=83168628)
  It is highly recommended that you complete the following steps on a Computer/Laptop/Tablet with your cell phone on hand.
- MFA Setup - Phone Number (https://libguides.greenriver.edu/ld.php?content_id=83168609)
  It may be easier to complete the following steps on a Computer/Laptop/Tablet with the cell phone you wish to use as an authentication device on hand.
- MFA Setup - Security Key (https://libguides.greenriver.edu/ld.php?content_id=83169969)
  You will need to have another method (phone or authenticator) already on your MFA before you can add a Security Key.
  If you do not have a mobile device, do not want to add your personal device, or do not have a Security Key, contact
  the Student Technology Support Desk for assistance.

Canvas

Holman Library

ASK A QUESTION

Student Technology and Logins

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  - Canvas
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- ON-CAMPUS TECHNOLOGY
- REMOTE TECHNOLOGY
- SOFTWARE PROGRAMS
- LIBRARY ACCOUNT & DATABASES

Canvas

Go to...

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- Borrowing & Circulation (https://libguides.greenriver.edu/c.php?g=1402373)
- Research & Academic Support (https://libguides.greenriver.edu/c.php?g=1403434)
- Faculty Support (https://libguides.greenriver.edu/c.php?g=1403456)
- About the Library (https://libguides.greenriver.edu/c.php?g=1403447&p=10385860)

How to log in to Canvas (#s-lib-ctab-34459869-0)

How to log in to Canvas

Use your student email account ending in @student.greenriver.edu and password to log in to Canvas.

For help finding or setting up your student email address and password:

- Email Address & Password (https://libguides.greenriver.edu/c.php?g=1398644&p=10346782)

Option A:

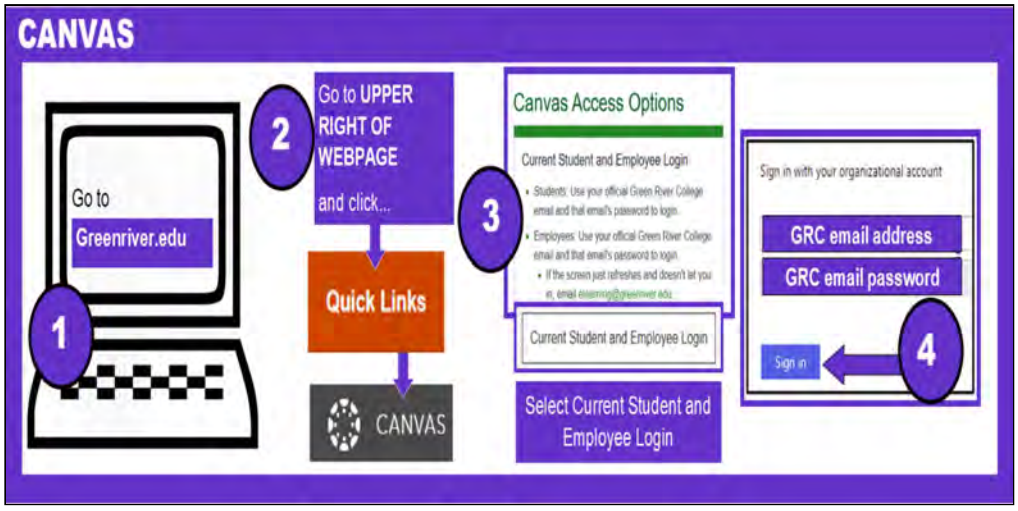
1. Click:

- Canvas Login (https://egator.greenriver.edu)
  The login to Canvas at Green River College.

2. Enter your Green River student email address and password

Option B:

1. Go to greenriver.edu (https://greenriver.edu/), the Green River College homepage.
2. Click on **QUICK LINKS** in the upper right corner of the homepage, and select Canvas.
3. Click on Current Student and Employee Login.
4. Type in your Green River email address and password.



(https://d2jv02qf7xgjwx.cloudfront.net/accounts/22052/images/Canvas_2025.png)

Canvas login steps on Green River College website (click image to enlarge)

Get help in-person or online with any technical question or problem:

- Student Technology Support Desk (https://www.greenriver.edu/students/student-support-and-services/student-technology-support.html) For assistance with technology issues including student email, Canvas, ctcLink, Password help, MFA (multi-factor authentication), Office 365 and more.
- Ask a Question (https://libguides.greenriver.edu/c.php?g=1403447&p=10933148) Get help in-person, by email, phone, or 24/7 chat from a librarian! *more... (javascript:void(0);)*

Related Pages

- Email Address & Password (https://libguides.greenriver.edu/c.php?g=1398644&p=10346782)
- Canvas Support (https://libguides.greenriver.edu/studenthome)
- classes

2.G.7 EV.#2 / Section 2

Family Educational Rights and Privacy Act (FERPA)

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Close

Select Language

Powered by Google Translate

Current Students Faculty & Staff Give to GRC Quick Links

STUDENT'S RIGHTS

Section Menu

Home / Students / Academics / Office of the Registrar / ferpa / Student's Rights

Student's Rights

The Family Educational Rights and privacy Act (FERPA) affords *eligible students** certain rights with respect to their education records.

1. The right to review and inspect the student's education records. Photocopies are not covered by FERPA.
2. The right to request the amendment of the student's education records that the student believes are inaccurate, misleading or otherwise in violation of the student's privacy rights under FERPA.
3. The right to insert into their education records a written explanation about the content of such records.
4. The right to challenge in a hearing the content of their education records, to ensure that they are not inaccurate, misleading, or in violation of their privacy rights.
5. The right to nondisclosure without prior consent of their education records, or of any information in those records that could reasonably reveal the eligible student's identity. FERPA allows nonconsensual disclosures of education records under certain limited circumstances.
6. The right to receive notice before their directory information is made public if the educational institution they attend plans to release that information from their education records.
7. The right to request nondisclosure of directory information without prior consent.
8. The right to be notified when an educational institution receives a subpoena or court order requiring disclosure of their education records before the institution complies with the request, except when such disclosure is prohibited by law or the authority issuing the order.
9. The right to be notified by the educational institution of their rights under FERPA.
10. The right to file a complaint with the U.S. Department of Education concerning alleged failures by Green River College to comply with the requirements of FERPA. The name and address of the office that administers FERPA is:

    Family Policy Compliance Office
    U.S. Department of Education

Privacy

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Close

PRIVACY

AT GREEN RIVER COLLEGE

Privacy Notice

Section A. Introduction

Thank you for visiting the Green River College Web site and reviewing our Privacy Notice. This statement addresses collection, use and security of and access to information that may be obtained through use of Green River College. This notice covers the following topics:

- Information Collected and How it is Used
- Personal Information and Choice
- Public Access to Information
- Nondisclosure of Certain Personal Information
- Review and Correction of Personally Identifiable Information
- Cookies and applets
- Security
- Disclaimer
- Contact Information

Section B. Information Collected and How it is Used

If you do nothing during your visit to our website but browse, read pages, or download information, we will gather and store certain information about your visit. This information does not identify you personally. We automatically collect and store the following information about your visit:

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4. The Web pages or services you accessed at this site; and
5. The website you visited prior to coming to this website.

The information we automatically collect or store is logged and used by Green River College only to improve the content of our Web services and to help us understand how people are using our services. Green River College analyzes the Web site logs to determine how our Web site is being used, so that we may continually improve the site's usefulness to the public.

What we collect if you volunteer information

If during your visit to our website you participate in a survey, send an email, or perform some other transaction on-line, the following additional information will be collected:

1. The email address, and contents of email, for those who communicate with us via email.
2. Information volunteered in response to a survey.
3. Information volunteered through an on-line form for any other purpose.

The information collected is not limited to text characters and may include audio, video, and graphic information formats you send us.

We use your email to respond appropriately. This may be to respond to you, to address issues you may identify, to further improve our Web site, or to forward the email to another agency for appropriate action. Survey information is used to gather data on specific topics relevant to the college. Information from other on-line forms is used only for the purpose stated on the form.

Section C. Personal Information and Choice

You may choose whether to provide personal information on-line.

“Personal information” is information about a natural person that is readily identifiable to that specific individual. Personal information includes such things as an individual's name, address, and phone number. A domain name or Internet Protocol address is not considered personal information.

We collect no personal information about you unless you voluntarily provide it to us by sending us email, participating in a survey, or completing an online form. You may choose not to contact us by email, participate in a survey or to provide any personal information using an online form. Your choice to not participate in these activities will not impair your ability to browse the Green River College Web site and read or download any information provided on the site.

If personal information is requested on the Web site or volunteered by the user, state law and the federal Privacy Act of 1974 may protect it. However, this information is a public record once you provide it, and may be subject to public inspection and copying if not protected by federal or state law.

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information requested from or volunteered by children online or by email will be treated the same as information given by an adult, and may be subject to public access.

Section D. Public Access to Information

In the State Of Washington, laws exist to ensure that government is open and that the public has a right to access appropriate records and information possessed by state government. At the same time, there are exceptions to the public's right to access public records that serve various needs including the privacy of individuals. Exceptions are provided by both state and federal laws.

All of the information collected at this site becomes public records that may be subject to inspection and copying by members of the public, unless an exemption in law exists. RCW 42.56.070 states that:

Each agency, in accordance with published rules, shall make available for public inspection and copying all public records, unless the record falls within the specific exemptions of the Public Records Act or other statute which exempts or prohibits disclosure of specific information or records.

To the extent required to prevent an unreasonable invasion of personal privacy interests protected by RCW 42.56.210 and 42.56.320, an agency shall delete identifying details in a manner consistent with RCW 42.56.210 and RCW 42.56.320 when it makes available or publishes any public record; however, in each case, the justification for the deletion shall be explained fully in writing.

In the event of a conflict between this Privacy Notice and the Public Records Act or other law governing the agency's disclosure of records, the Public Records Act or other applicable law will control.

Section E. Nondisclosure of Certain Personal Information

Green River College may require you to provide certain personal information in order to pay tuition and fees online. The information is required in order to verify your identity and to verify your credit card number and its expiration date. You may choose not to provide this information, but if you choose not to provide it we will be unable to apply tuition and fee payment online, and you will have to pay your tuition and fees in person.

The following laws and regulations may prevent Green River College from disclosing the personal information about you except for directory information. Only directory information can be released without student's authorization. Students must sign a release in order to have any other information disclosed or to withhold all information. Education information may be released to other institutions that have requested the records and in which the student seeks or intends to enroll. Information may be

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degrees and awards received, the most recent previous educational agency or institution attended by the student, and other similar information.<.p>

- Family Educational Rights and Privacy Act of 1974 (FERPA) Section 438, Public Law 90-247 Title IV, as amended, 88 Stat 571-574 (20 USC 1232g) otherwise known as the Buckley Amendment Family Educational Rights and Privacy Act
- RCW 42.17.310 (a) and (ss) exempts the following from public inspection and copying: (a) Personal information in any files maintained for students in public schools, patients or clients of public institutions or public health agencies, or welfare recipients; (ss) Credit card numbers, debit card numbers, electronic check numbers, card expiration dates, or bank or other financial account numbers supplied to an agency for the purpose of electronic transfer of funds, except when disclosure is expressly required by law

Degree Audit

Green River College may require you to provide certain personal information in order to perform a degree audit of your records over the Web. The information is required in order to verify your identity. You may choose not to provide this information, but if you choose not to provide it we will be unable to display a degree audit of your records over the Web, and you will have to request a degree audit in person or by mail.

The following laws and regulations may prevent Green River College from disclosing the personal information about you except for directory information. Only directory information can be released without student's authorization. Students must sign a release in order to have any other information disclosed or to withhold all information. Education information may be released to other institutions that have requested the records and in which the student seeks or intends to enroll. Information may be released to a third party without student's consent if an emergency situation exists or if information is requested officially by means of a subpoena, court order or legal report. Additionally, Congress requires student information to be released to military recruiters if officially requested. Directory information may include student's name, address, telephone number, date and place of birth, major fields of study, participation in officially recognized activities and sports, weight and height of members of athletic teams, dates of attendance, degrees and awards received, the most recent previous educational agency or institution attended by the student, and other similar information.

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Green River College may require you to provide certain personal information in order to obtain your financial aid status over the Web. The information is required in order to verify your identity. You may choose not to provide this information, but if you choose not to provide it we will be unable to give you your financial aid status over the Web, and you will have to obtain this information in person or by mail.

The following laws and regulations may prevent Green River College from disclosing the personal information about you except for directory information. Only directory information can be released without student's authorization. Students must sign a release in order to have any other information disclosed or to withhold all information. Education information may be released to other institutions that have requested the records and in which the student seeks or intends to enroll. Information may be released to a third party without student's consent if an emergency situation exists or if information is requested officially by means of a subpoena, court order or legal report. Additionally, Congress requires student information to be released to military recruiters if officially requested. Directory information may include student's name, address, telephone number, date and place of birth, major fields of study, participation in officially recognized activities and sports, weight and height of members of athletic teams, dates of attendance, degrees and awards received, the most recent previous educational agency or institution attended by the student, and other similar information.

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Hope and Lifetime Learning Tax Credit

Green River College may require you to provide certain personal information in order to allow you to view and copy course enrollment and payment information. The information is required in order to provide you with the tax information needed for compliance with the Internal Revenue Service reporting requirements for the Hope and Lifetime Leaning tax credits. You may choose not to provide this information, but if you choose not to provide it, we will be unable to display your enrollment and payment information and you will have to obtain a copy of

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to other institutions that have requested the records and in which the student seeks or intends to enroll. Information may be released to a third party without student's consent if an emergency situation exists or if information is requested officially by means of a subpoena, court order or legal report. Additionally, Congress requires student information to be released to military recruiters if officially requested. Directory information may include student's name, address, telephone number, date and place of birth, major fields of study, participation in officially recognized activities and sports, weight and height of members of athletic teams, dates of attendance, degrees and awards received, the most recent previous educational agency or institution attended by the student, and other similar information.

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Registration

Green River College may require you to provide certain personal information in order to register for classes over the Web. The information is required in order to verify your identity. You may choose not to provide this information, but if you choose not to provide it you will be unable to register for classes over the Web, and you will have to register for classes in person

The following laws and regulations may prevent Green River College from disclosing the personal information about you except for directory information. Only directory information can be released without student's authorization. Students must sign a release in order to have any other information disclosed or to withhold all information. Education information may be released to other institutions that have requested the records and in which the student seeks or intends to enroll. Information may be released to a third party without student's consent if an emergency situation exists or if information is requested officially by means of a subpoena, court order or legal report. Additionally, Congress requires student information to be released to military recruiters if officially requested. Directory information may include student's name, address, telephone number, date and place of birth, major fields of study, participation in officially recognized activities and sports, weight and height of members of athletic teams, dates of attendance, degrees and awards received, the most recent previous

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Registration Appointments

Green River College may require you to provide certain personal information in order to obtain your registration appointment information over the Web. The information is required in order to verify your identity. You may choose not to provide this information, but if you choose not to provide it we will be unable to display your registration appointment information over the Web, and you will have to obtain your registration appointment information address in person or by mail.

The following laws and regulations may prevent Green River College from disclosing the personal information about you except for directory information. Only directory information can be released without student's authorization. Students must sign a release in order to have any other information disclosed or to withhold all information. Education information may be released to other institutions that have requested the records and in which the student seeks or intends to enroll. Information may be released to a third party without student's consent if an emergency situation exists or if information is requested officially by means of a subpoena, court order or legal report. Additionally, Congress requires student information to be released to military recruiters if officially requested. Directory information may include student's name, address, telephone number, date and place of birth, major fields of study, participation in officially recognized activities and sports, weight and height of members of athletic teams, dates of attendance, degrees and awards received, the most recent previous educational agency or institution attended by the student, and other similar information.

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Student Address Change

Green River College may require you to provide certain personal information in order to change your address over the Web. The information is required in order to verify your identity. You may choose not to provide this information, but if you choose not to provide it we will be unable to change your address over the Web, and you will have to change your address in person or by mail.

The following laws and regulations may prevent Green River College from disclosing the personal information about you except for directory information. Only directory information can be released without student's authorization. Students must sign a release in order to have any other information disclosed or to withhold all information. Education information may be released to other institutions that have requested the records and in which the student seeks or intends to enroll. Information may be released to a third party without student's consent if an

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educational agency or institution attended by the student, and other similar information.

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Student PIN Change

Green River College may require you to provide certain personal information in order to change your personal identification number over the Web. The information is required in order to verify your identity. You may choose not to provide this information, but if you choose not to provide it we will be unable to change your PIN over the Web, and you will have to change your PIN in person or by mail.

The following laws and regulations may prevent Green River College from disclosing the personal information about you except for directory information. Only directory information can be released without student's authorization. Students must sign a release in order to have any other information disclosed or to withhold all information. Education information may be released to other institutions that have requested the records and in which the student seeks or intends to enroll. Information may be released to a third party without student's consent if an emergency situation exists or if information is requested officially by means of a subpoena, court order or legal report. Additionally, Congress requires student information to be released to military recruiters if officially requested. Directory information may include student's name, address, telephone number, date and place of birth, major fields of study, participation in officially recognized activities and sports, weight and height of members of athletic teams, dates of attendance, degrees and awards received, the most recent previous educational agency or institution attended by the student, and other similar information.

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Green River College may require you to provide certain personal information in order to view your quarterly schedule. The information is required in order to verify you identity. You may choose not to provide this information, but if you choose not to provide it we will be unable to display your quarterly schedule over the Web, and you will have to obtain a copy of your quarterly schedule in person or by mail.

The following laws and regulations may prevent Green River College from disclosing the personal information about you except for directory information. Only directory information can be released without student's authorization. Students must sign a release in order to have any other information disclosed or to withhold all information. Education information may be released to other institutions that have requested the records and in which the student seeks or intends to enroll. Information may be released to a third party without student's consent if an emergency situation exists or if information is requested officially by means of a subpoena, court order or legal report. Additionally, Congress requires student information to be released to military recruiters if officially requested. Directory information may include student's name, address, telephone number, date and place of birth, major fields of study, participation in officially recognized activities and sports, weight and height of members of athletic teams, dates of attendance, degrees and awards received, the most recent previous educational agency or institution attended by the student, and other similar information.

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Unofficial Transcript

Green River College may require you to provide certain personal information in order to view your unofficial transcript over the Web. The information is required in order to verify your identity. You may choose not to provide this information, but if you choose not to provide it we will be unable to display your unofficial transcript over the Web, and you will have to view your unofficial transcript in person or by mail.

The following laws and regulations may prevent Green River College from disclosing the personal information about you except for directory information. Only directory information can be released without student's authorization. Students must sign

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Section F. Review and Correction of Personally Identifiable Information

You can review any personally identifiable information we collect about you by using the information in the Contact Information section at the end of this Notice. You may recommend changes to your personally identifiable information you believe to be inaccurate by submitting an email or written request that credibly shows the inaccuracy. We will take reasonable steps to verify your identity before granting access or making corrections. (RCW 43.105.310)

Section G. Cookies [and applets]

To better serve our users we are now using "cookies" to customize your browsing experience with the Green River College Web site. Cookies are simple text files stored on your computer by your Web browser.

Cookies created on your computer by using this Web site do not contain personally identifying information and do not compromise your privacy or security. We use the cookie feature to store to store the following information on your computer:

1. Session login information
2. Limited personal information, such as name

Section H. Security

Green River College, as developer and manager of the Green River College Web site, has taken several steps to safeguard the integrity of its data and prevent unauthorized access to information maintained by Green River College. [For site security purposes and to ensure that this Web site remains available to all users, Green River College employs software to

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security of information provided via Green River College Web sites.

Section I. Disclaimer

The Green River College Web site has many links to other Web sites. These include links to Web sites operated by other government agencies, nonprofit organizations and private businesses. When you link to another site, you are no longer on the Green River College Web site and this Privacy Notice will not apply. When you link to another Web site, you are subject to the privacy policy of that new site.

Reference in this Web site to any specific commercial products, processes, or services, or the use of any trade, firm, or corporation name is for the information and convenience of the public, and does not constitute endorsement, recommendation, or favoring by the State of Washington, Green River College, or its officers, employees or agents.

Neither the State of Washington, nor any agency, officer, or employee of the State of Washington warrants the accuracy, reliability or timeliness of any information published by this system, nor endorses any content, viewpoints, products, or services linked from this system, and shall not be held liable for any losses caused by reliance on the accuracy, reliability or timeliness of such information. Portions of such information may be incorrect or not current. Any person or entity that relies on any information obtained from this system does so at its own risk.

Green River College reserves the right to revise and update this Privacy Notice at any time without notice by posting such revised Privacy Notice at the Green River College home page.

Section J. Green River College Contact Information

You may contact Green River College as follows:

To review your personal information, or request correction of your personal information:

Public Information Office
Green River College
12401 SE 320th Street
Auburn, WA 98092
Fax: 253-288-3444
Phone: 253-288-3361

IT-3 Accessible Technology

Select Language

Current Students Faculty & Staff Give to GRC Quick Links

IT-3 ACCESSIBLE TECHNOLOGY

IT-3 Accessible Technology

Purpose

Green River College provides equal opportunity to its educational and administrative services, programs, and activities in accordance with federal and state law. Ensuring equal and effective electronic and information technology access is the responsibility of all college administrators, faculty, and staff. This is in accordance with federal and state laws including: the Americans with Disabilities Act of 1990 (ADA); the Amendments Act of 2008; Section 504 of the Rehabilitation Act of 1973; Section 508 of the 1973 Rehabilitation Act as amended; Washington State Core Services RCW 28B.10.910-916; SBCTC Accessible Technology Policy 3.20.30B; and Washington State OCIO Policy 188 - Accessibility.

Scope

This policy applies to the procurement, development, implementation, and ongoing maintenance of instructional, administrative, or communications technologies materials, and content. The policy includes, but is not limited to: websites, online communication, instructional tools, learning management systems and content, electronic and multi-media materials, in use or being evaluated for purchase or adoption by Green River College.

Definitions

Accessible: Individuals with disabilities are able to independently acquire the same information, engage in the same interactions, and enjoy the same services within the same timeframe as individuals without disabilities, with substantially equivalent ease of use.

Disability: A physical or mental impairment that substantially limits one or more major life activities.

Electronic and information technology (EIT): Includes information technology and any equipment or interconnected system or subsystem of equipment that is used in the creation, conversion, or duplication of data or information. The term electronic and information technology includes, but is not limited to, the internet and intranet websites, content delivered in digital form, electronic books and electronic book reading systems, search engines and databases, learning management systems, classroom technology and multimedia, personal response systems ("clickers"), and office equipment such as classroom podiums, copiers, and fax machines.

It also includes any equipment or interconnected system or subsystem of equipment that is used in the automatic acquisition, creation, storage, manipulation, management, movement, control, display, switching, interchange, transmission, or reception of data or information. This term includes telecommunication products (such as telephones), information kiosks, Automated Teller Machines (ATMs) transaction machines, computers, ancillary equipment, software, firmware and similar procedures, services (including support services), and related resources.

Equally effective: An alternative format or medium communicates the same information in as timely a fashion as does the original format or medium.

Policy

Green River College is committed to providing comparable functionality, experience, and effective access to all information technology (IT), electronic content and information access for all users. In keeping with its values of inclusivity, access and success, this policy is designed to promote equitable participation and substantially similar functionality for all members of the campus and community at large.

Procedure

The purpose of these procedures is to ensure college administrators, faculty, and staff will develop, purchase, and maintain, hardware and software products, and electronic and information technology (EIT) that are accessible to people with disabilities. This applies to the following areas:

- Web Accessibility
- Instructional Materials Accessibility
- Document Accessibility
- Electronic Media Accessibility
- Software, Hardware, and Systems Accessibility
- Procurement

Information Technology, Student Affairs, Disabilities Support Services, Marketing, Communications and College Relations, and the Business Office, serve as resources to college units in meeting these requirements.

To ensure accessibility of software products, the Business Office requires vendors verify their solution meets or exceeds current accessibility standards by filling out an accessibility checklist (VPAT) and providing a demonstration that includes the accessibility features of their solution. Accessibility compliance will be reviewed by IT or designee(s) of the GRC Accessibility Committee as early in the acquisition process as possible, but no later than implementation. Due to the potential use of these applications by someone with a disability, this requirement will apply to all (new and existing) applications supported by Green River.

For currently enrolled Green River students who have been approved for accommodation, faculty and staff will contact the DSS Program Coordinator for assistance converting materials. The DSS program

coordinator works with the instructors and the state approved vendors to facilitate the conversion of existing materials. This includes:

- Captioning
- Written transcripts
- Brailing
- Audio/alternate format
- Internal enlargements
- Reformatting inaccessible documents

Specific Authority

Law Implemented

Americans with Disabilities Act (ADA)

RCW 28B.10.912, Core Services legislation

Sections 504 and 508 of the Rehabilitation Act

OCIO Policy 188—Accessibility

3.20.30b SBCTC Policy on Access for Students with Disabilities

Washington State Law Against Discrimination, RCW 49.60

History of Policy or Procedure

Draft: April 14, 2017

Adopted: June 1, 2017

Revised: June 1, 2023

Reviewed by: President's Staff

Contact: Camella Morgan, CIO/Executive Director of Information Technology, ext. 3391

President's Staff Sponsors:

Camella Morgan, Executive Director of Information Technology, ext. 3391

Dr. Deb Casey, Vice President of Student Affairs, ext. 3328

Information Technology Policies

IT-1 Information Technology Security
IT-2 Employee Acceptable Use of Technology and Data Policy
IT-3 Accessible Technology Policy

College Policies

Board of Trustees

Business Administration

General Administrative

Information Technology

Human Resources

Instruction

Student Affairs

Center for Transformational Wellness
Student Remote Access
Career & Advising Center
Office of the Registrar
Disability Support Services
Counseling Services
e-Learning
Placement & Testing Center
Register to Vote
MMIWP / WSP

Curriculog (formerly CAR/PAR)
Faculty eLearning
Canvas
Gator News
Employee Password Reset

Facebook
Twitter
Youtube
LinkedIn
Instagram

© 2026 GREEN RIVER COLLEGE, ALL RIGHTS RESERVED | Privacy | Non-Discrimination Statement & Accessibility | Consumer Information | WAC Rules Process | Careers | Main Campus Map | Site Feedback | Campus Hours

Set up your password reset verification and MFA methods

Set up your password reset verification and MFA methods

Summary

Set up Phone, Email, Security Questions, or Authentication App to use for Self Service Password Reset

Body

What is it?

Registering Self Service Password Reset Methods will allow you to reset your own password using these methods.

When to use?

You should register self-service password reset methods when you login, or when the methods change (New Phone, for example). Then, utilize these methods later to reset your password.

What to do?

If you forgot your work or school password, never got a password from your organization, or have been locked out of your account, you can use your security info and your mobile device to reset your work or school password.

If you have registered MFA methods previously, those will automatically be registered as Password Reset Methods.

Note: Users will be prompted to set this up on first login following October 25th if no methods are already configured.

Set up your password reset verification method manually

1. Open the web browser on your device and go to the Security info page.
2. The Following options are available to register. Select "Add Sign-In Method" and choose one of these options to register.
    - Authentication app: Choose to use the Microsoft Authenticator app or other authenticator app as your security verification method. For more information about setting up the app, see Set up an authenticator app as your verification method.
    - Text messaging: Choose to send yourself text messages to your mobile device. For more information about setting up text messaging, see Set up text messaging as your verification method.
    - Phone calls: Choose to get a phone call to your registered phone number. For more information about setting up phone calls, see Set up a phone number as your verification method.
    - Security key*: Choose to use a Microsoft-compatible security key. For more information, see Set up a security key as your verification method. Security Key is only available for MFA, and cannot be used for Self-Service Password Reset.
    - Email address: Choose to use an alternate email address that can be used without requiring your forgotten or missing password. This only works for password reset, not as a security verification method. For more information about setting up an email address, see Set up an email address as your verification method.
    - Security questions: Choose to set up and answer pre-defined security questions set up by your administrator. This only works for password reset, not as a security verification method. For more information about security questions, see Set up security questions as your verification method.
3. After you select and set up your methods, choose **Finish** to complete the process.

Reference and more information: https://support.microsoft.com/en-us/account-billing/register-the-password-reset-verification-method-for-a-work-or-school-account-47a55d4a-05b0-4f67-9a63-f39a43dbe20a

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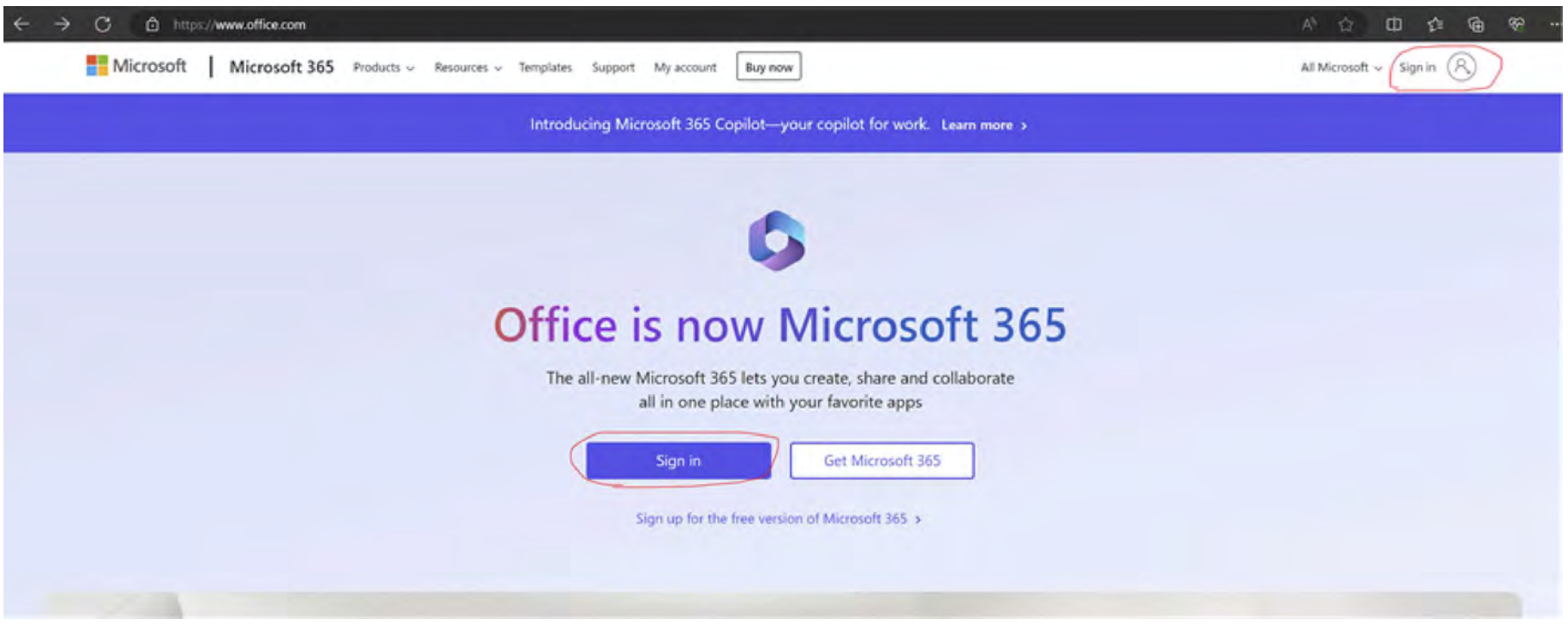
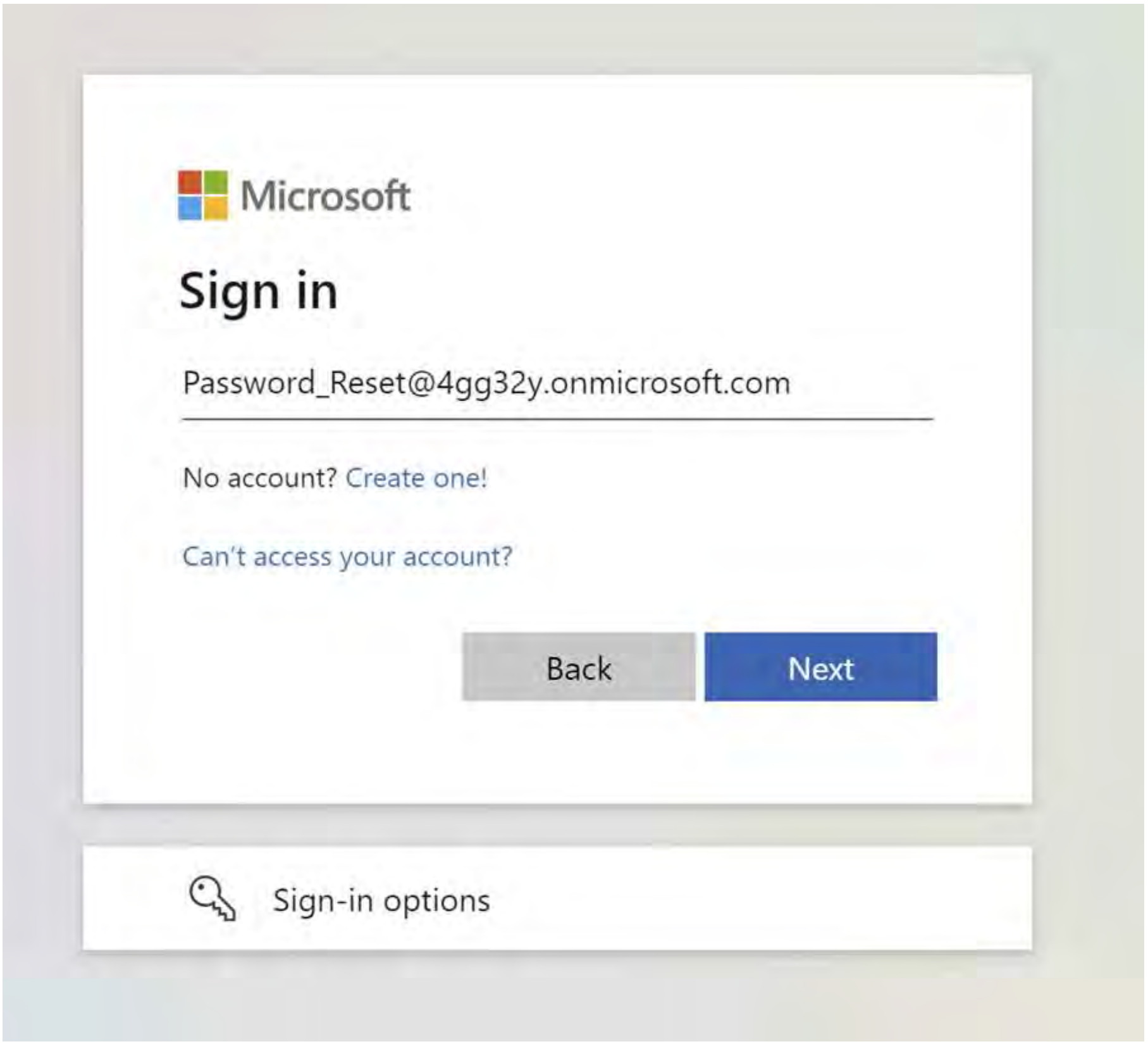
Registration during login process

If you are required to have Multi-Factor Authentication (MFA) enabled, you will be prompted on login to set up those methods.

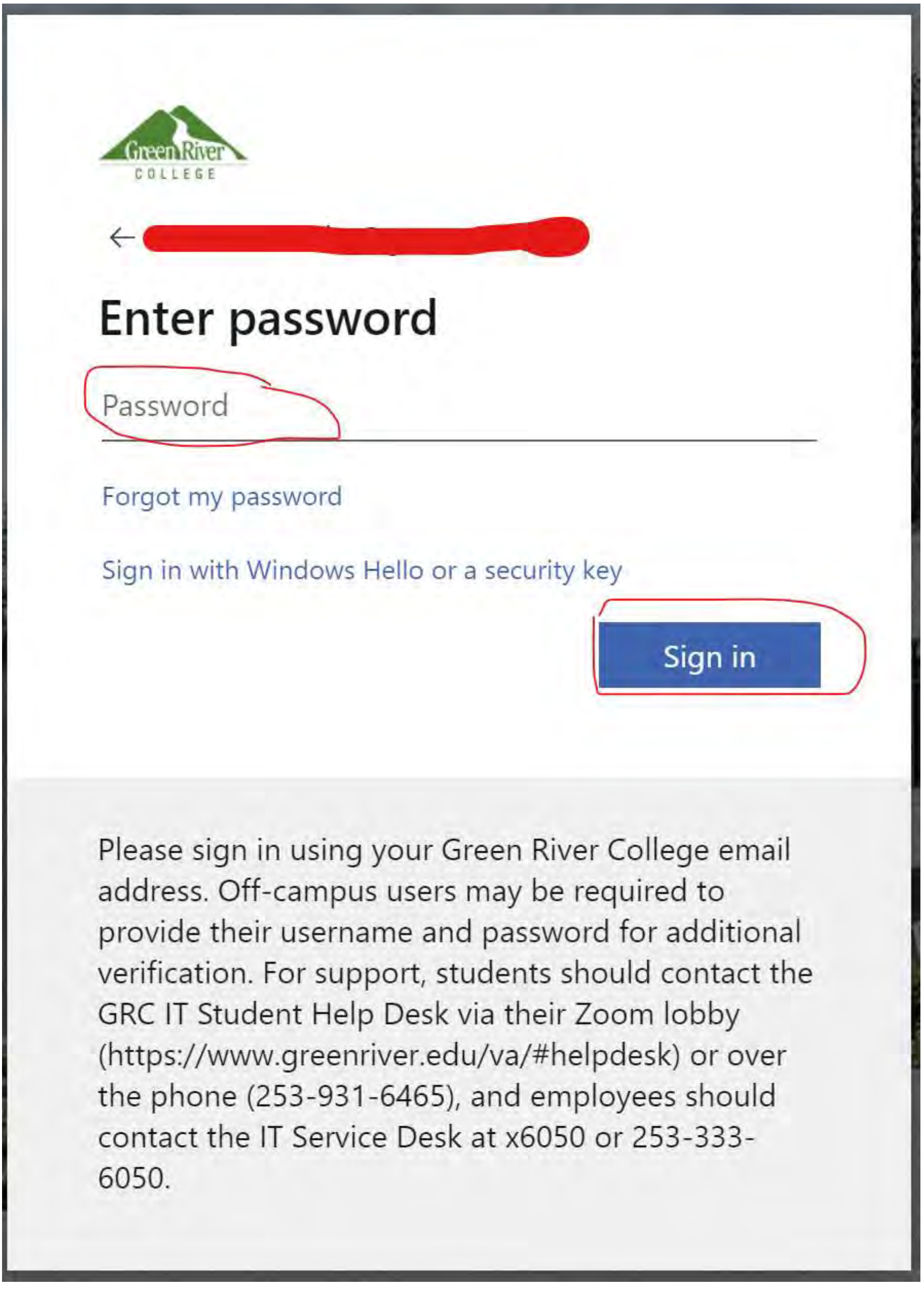
1. Navigate to Office.com or any other Microsoft login screen. Hit Sign in.



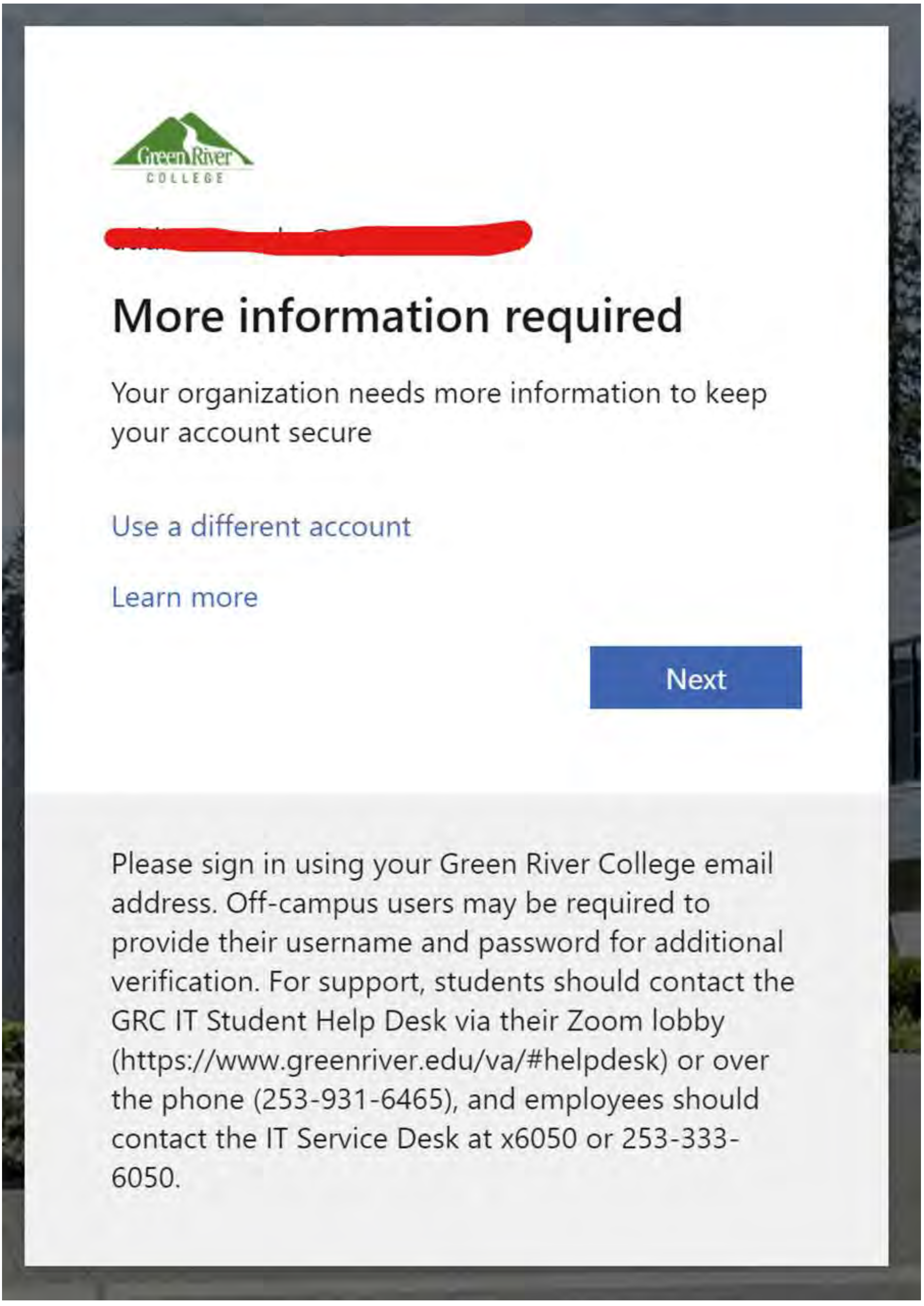
2. Enter your E-Mail address in the E-Mail address field.



3. Enter your Password

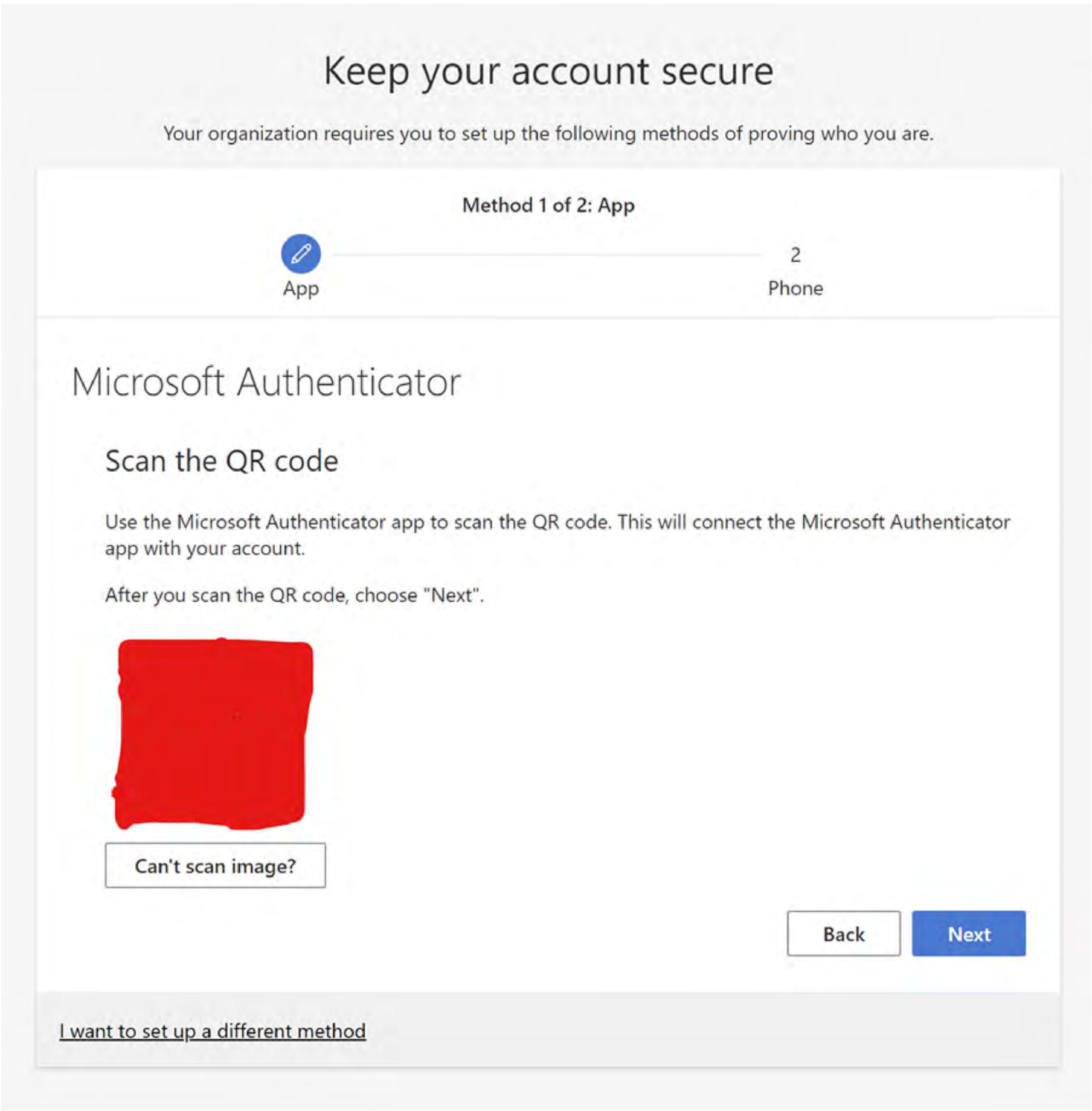


4. You will be prompted for "More Information Required". This means that you are required to configure MFA. Hit Next



3. You will be prompted to set up the Microsoft Authenticator app. If you'd prefer to set up a different method, click "I want to set up a different method" on the bottom. Otherwise, hit next.

4. Hit Next until you are prompted with a QR Code. Scan this with your authenticator app. Note: You will need the Microsoft Authenticator app for this method. It is available from the IOS or Google Store.

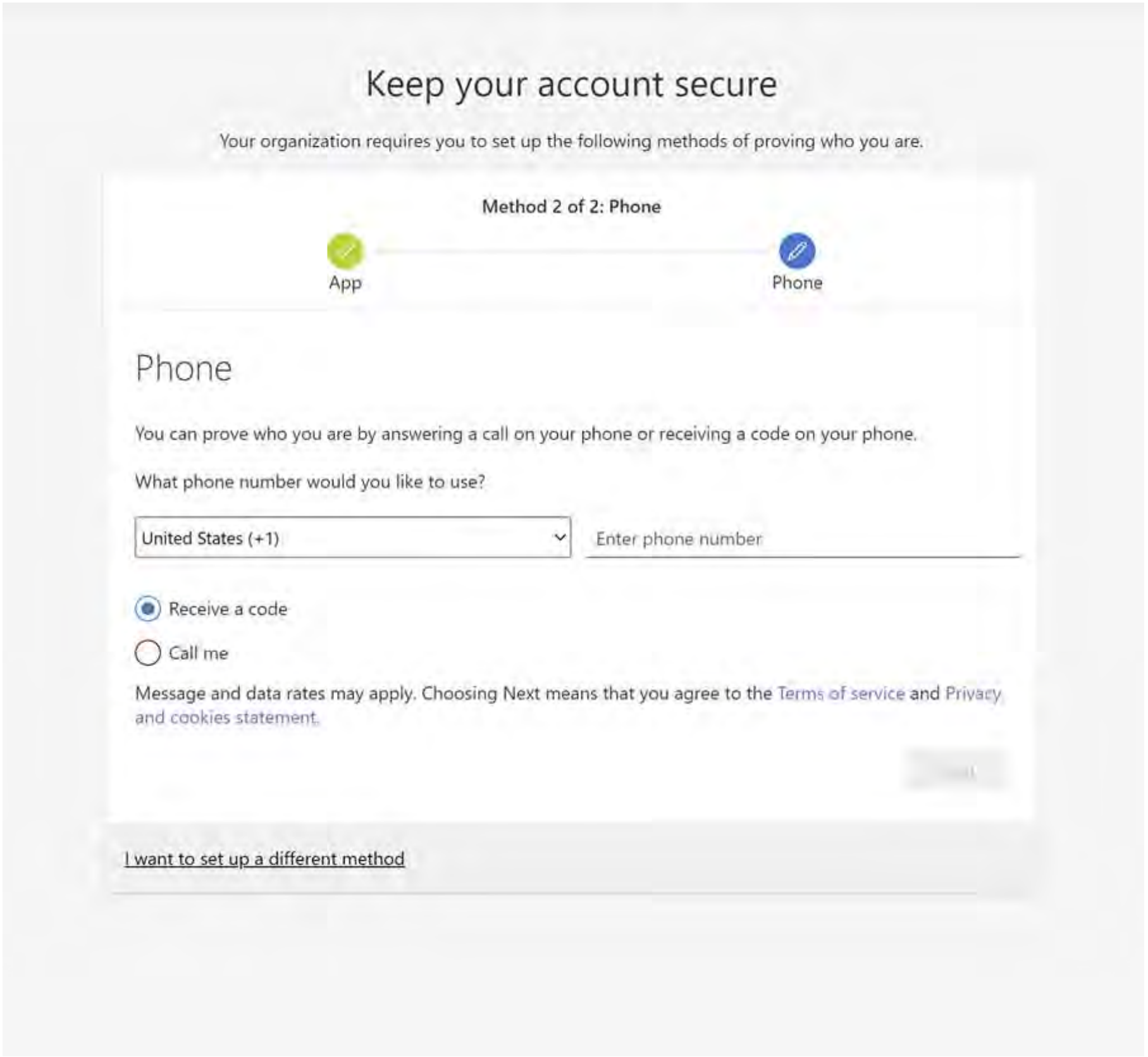


5. Enter the number code to match the code shown on the screen. Then, that method is registered.

If you are using a Phone number instead

1. Select the "I want to use a different method" on the bottom of the Authenticator setup screen.

2. Enter your Phone number in the phone number box.



3. Select "Receive a Code" for a text message or "Call me" for a phone call. Then Hit Next.

4. Enter the Code recieved via text. Or hit # after answering the Microsoft phone call. Then, that method is registered.

Related Articles

Related Articles (1)

How to login for the first time - Student

New Students will use their temporary initial password {CTCLinkID}{6-Digit birthday} to login for the first time, then they will set a new password and register for Password Reset.

2.G.7 EV.#3 / Section 3

Fees - Any fees to be charged to students are provided ahead of time as part of the enrollment process, including any verification fees. General fees (as distinct from course specific ones) are listed on the admissions site.

Select Language

Current Students Faculty & Staff Give to GRC Quick Links

STUDENT FEES

AT GREEN RIVER COLLEGE

Section Menu

Student Fees

Tuition and fees are set by the Washington State Legislature and are subject to change. Green River College reserves the right to change any of its fees or charges without notice.

Quarterly Registration Fees

Facilities Fee - $4.05 per credit, minimum $20.25 for 1-5 credits.

Special Services/Matriculation Fee - $1.25 per credit, applied to all credits ($0.50/$0.75).

Student Center Fee - a flat $45.00. This fee was established by a student vote to cover the cost of a new student center.

Technology Fee - $6.00 per credit to a maximum of 12 credits. Not to exceed $72. This fee was established by a student vote to cover the cost of equipment, printing and tech support for the Technology Center.

Miscellaneous Fees

- Extended Learning Fee - $17.50 per class fee for each online or hybrid class.

Special Fees

Graduation Fees

- Cap and Gown, Tassel **-** $38.00 (for 2025)

General Education Development (GED®) Vouchers

- Initial Testing Fee - $30/subject
- Repeat Testing Fee - $10/subject

Locker Fee - $7.50

Official Transcript - $12.00

On-Demand Transcript - $25.00

Accident Only Insurance

Accident Only Insurance $39.00/quarter.

Student must be registered in 6 or more credits to qualify.

To sign up go to: https://4studenthealth.relationinsurance.com

If you have questions, please contact the Student Financials Office at 253-288-3399

Updated 06/27/2025

Costs of Attending Green River College

For more information about the costs of attending Green River College, visit our Cost of Attending page.

QUARTERLY TUITION DUE DATES

If enrollment occurs before the tuition due date, students have until the posted date to make payment, get funding in place or enroll in the Payment Plan.

After the tuition due date, tuition is due within 3 business days of enrollment.

Once the quarter begins, tuition is due within 24 hours of enrollment.

Quarterly Tuition Due Dates:

- Spring Quarter - February 26, 2025
- Summer Quarter - June 9, 2025
- Fall Quarter - September 9, 2025
- Winter Quarter - December 9, 2025
- Spring Quarter - March 9, 2026

PAYMENT OPTIONS

Online: ctcLink account, Financial Account tile

In Person: Cashier's Office, Student Affairs & Success Center - Cashier's Office hours

Kent Campus - Kent Campus hours

Auburn Center - Auburn Center hours

Enumclaw Campus - Enumclaw Campus hours

2.G.7 EV.#4 / Section 4

RSI Checklist

REGULAR & SUBSTANTIVE INTERACTION (RSI) CHECKLIST

Use this checklist to self-evaluate whether your online course meets federal requirements

OVERVIEW: WHY RSI?

- Instructor presence is the instructor's interaction and communication style and the frequency of the instructor's input into the class discussions and communications
- A study by the Community College Research Center found that **a course's level of interpersonal interaction was most important in predicting student grades**, more so than effective technology integration or clarity of learning objectives
- A rule from the Department of Education that went into effect in July 2021 requires that all online courses for which students use federal financial aid include regular substantive interaction between students and instructors with "regular" meaning it takes place on a predictable and scheduled basis and "substantive" meaning that students are engaged through teaching, learning, and assessment. Interaction should be instructor-initiated and includes regular, frequent, meaningful interaction. Without RSI, online courses become classified as correspondence education, which is not eligible for federal financial aid (SUNY, 2021)

CHARACTERISTICS OF RSI

*from Columbia Basin College

Initiated by the Instructor

To count as 'regular and substantive,' interactions need to be started by you. This doesn't mean students should be discouraged from contacting you or asking questions – far from it! But you should expect to take an active part in initiating and guiding a range of interactions with your students throughout the quarter. This ensures that interactions are not optional and left up to each student's individual discretion; rather, they are an integral part of your instructional plan for the course.

Frequent and Consistent

Interactions with students should be reasonably frequent and consistently repeated throughout the quarter. This means that once a course begins, long intervals of time shouldn't pass between the interactions you initiate with students. The mode of interaction may vary throughout the course, depending on your aims and the needs of your students, but the regular cadence of interactions you establish should remain as consistent as possible. Daily communication isn't required, but at a minimum you should seek to interact with every student at least once each week and you should log in to the course every 1-2 days.

Focused on the Course Subject

Interactions should be connected to the subject of the course and contribute to the students' progress toward course, program, and college learning objectives. Routine procedural interactions, such as reminders of upcoming deadlines, aren't 'substantive' on their own; neither are activities like assigning grades, unless they are accompanied by personalized feedback or suggestions for improvement. This doesn't mean that interactions designed to welcome students or build classroom community aren't important, merely that they aren't sufficient by themselves.

CATEGORIES OF RSI

Direct Instruction

Providing direct instruction (i.e., live synchronous online interactions where instructor and learners are present online at the same time)

Examples

- ✔ Direct, synchronous instruction
- ✔ You hold a required one-hour online review session every other week during the quarter
- ✔ You encourage students to participate in *optional*, one-time online review sessions before exams
- ✔ Hosts weekly office hours virtually or in-person (CBA requirement for full-time faculty); or makes accessible to students, in-person or remotely, at a mutually agreeable time (CBA requirement for adjunct faculty – students **must** receive an invitation to participate during the week
- ✘ Prerecorded video lectures

Custom Feedback

Assessing or providing feedback on a student's coursework

Examples

- ✔ You provide personalized comments (in any medium) for an individual student's assignment, discussing their work, what they did well, and/or how they can improve in the future
  - Feedback should be sent in the timeline defined in the syllabus
- ✔ LMS inbox messages to groups of students offering guidance for further study
- ✘ You add numeric grades to the course gradebook
- ✘ A student submits a quiz in Canvas that is automatically graded
- ✘ You grade using a rubric but otherwise provide no written feedback
- ✘ "Nice job!"; "Not quite! Try again!"

Content Announcements

Providing information or responding to questions about the content of a course or competency.

Examples

- ✔ You send a message previewing concepts introduced in the next unit and listing questions for students to have in mind when reading the textbook chapters
- ✔ You send an announcement or create a video addressing a commonly missed question on the recent homework assignment
- ✘ You post an announcement about an upcoming assignment deadline
- ✘ You remind students of the course attendance policy

Content Discussion

Facilitating a content-focused group discussion

Examples

- ✔ You actively facilitate a required online discussion for a unit
- ✔ You post an example from last night's Mariner's game in the course's "Real-World Physics" discussion to illustrate the concept of coefficient of restitution
- ✔ Provides an open discussion forum where students can ask questions, and receive instructor feedback, about course content and activities
- ✔ Instructor interactions that clarify, summarize, redirect, or extend the conversation in a class discussion, shared document, or other means of all-class interaction.
- ✘ You post to the course's "General Topics" discussion thread lamenting the outcome of last night's Mariner's game
- ✘ Students engage with each other in an online discussion assignment; instructor does not contribute.

DRAFT

CHECK-IT: DOES YOUR COURSE MEET FEDERAL RSI REQUIREMENTS?

To comply with accreditation standards, we need to demonstrate that our online and hybrid courses *meet federal RSI requirements*. Green River Process described here + idea of what that will entail, including the following:
How courses are selected for self-audit? How frequently are they "audited"? What happens if a course doesn't not "pass"?
Who will review the self-audit? What existing processes might this be embedded into (tenure, infile, post-tenure, PA&I)?
* The answers to these questions will be negotiated between administration and the UF

Course Information

Course Name:
Quarter and Year:
Instructor Name:
Course Format:

Syllabus Statement

- ☐ Syllabus includes a statement about how quickly students will receive feedback on assignments
- ☐ Syllabus includes information on how to contact the instructor
- ☐ Syllabus includes a policy for weekend communication

Insert a copy of your syllabus statement here

Assignment By Day Three

- ☐ The class includes an assignment within the first three days of the quarter. The assignment need not be substantive (related to course content) or merit feedback, but is required for assessment of student financial aid status.

Describe your "assignment by day three" here

Monitoring Student Progress

- ☐ Monitors the student's academic engagement and success and promptly and proactively engages in interaction with the student when needed, on the basis of this monitoring or by student request

Describe your monitoring process here

DRAFT

Regular and Substantive

The DOE requires substantive interaction in a course as engaging students in at least two of the following weekly(regularly). Review examples of these categories above and decide which apply.

*Note: **you do not have to use the same forms of RSI for every week of the quarter**. You can mix it up as long as you hit two of the four each week. In other words, you might use direct instruction and content announcements one week and custom feedback and content discussions the next, and so on.

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
Direct Instruction	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
Custom Feedback	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
Content Announcements	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
Content Discussions	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐

Evidence

You can submit documentation for the RSI in a variety of ways. Pick the approach that works best for your workflow and for the RSI methods you've used in your class.

Examples include:

- Screenshots of the practice (announcements, rubrics with comments, discussion thread showing your interaction with different students, emails with students – names redacted, Zoom meeting in progress with students present, conference sign-up sheet with students scheduled)
- Video tour of the specific aspect from your course with some minimal narration (provide Panopto link)
- A link directly to your canvas course (or the relevant section)

Provide two different representative examples of RSI here

FINAL COMMENTS (OPTIONAL)

Do you have anything else you want to add? (Examples: highlight something great, questions about RSI or the process, how you might want to change your RSI going forward)

RESOURCES TO IMPROVE YOUR INSTRUCTOR PRESENCE

- This list of practices that support RSI standards contains a series of hyperlinks, each providing examples of what engaging in that practice can look like in your course
- Check out eLearning's instructional design LibGuide for suggestions and ideas!
- This article reviews the guidance put out by the Department of Education, clarifying terms and expectations
- This resource has a nice visual of components that enhance the RSI of a course as well as definitions of terms
- From Blue Mountain Community College, view a list of examples of practices that support RSI
- The 4 Connections is a mechanism by which you can build relationships with your students both in an on-line and an in-person environment
- Here are some examples of Canvas Communication Tools that can support RSI

LOOKING FOR SUPPORT?

- Contact eLearning@greenriver.edu to connect with an Instructional Designer or Faculty in Residence if you'd like support completing this self-audit or additional support in improving your RSI

Green River College PRFR Report Appendix 2.H.1

2.H.1 Consistent with its mission, the institution employs qualified personnel and provides access to library and information resources with a level of currency, depth, and breadth sufficient to support and sustain the institution's mission, programs, and services.

Table of Contents

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Section 1: Procedures for assessing adequacy of library collections

- Library Collection
- Purchase Requests & Collection Guidelines
- Holman Library Collection Development Guidelines
- Quick Guide to Holman Library Instruction & Services
- Titles Purchased by Division/Subject 23-24
- May 28, 2025 Database Discussion & Statistics

Section 2: Library planning committee and procedures for planning and collection development

- Library Liaisons Literacy Instruction
- Library Assessment Processes
- Holman Library Collection Development Guidelines
- Purchase Requests & Collection Guidelines

Section 3: Library instruction plan; policies and procedures related to the use of library and information resources

- Holman Library Information Literacy Instruction Program Plan
- HL Instruction Plan & Mission
- Green River College Library Instruction Assessment Dashboard
- SA-24 Student Acceptable Computer Use – 2/16/2023
- IT-2 Employee Acceptable Use of Technology and Data Policy – 4/24/2013
- Holman Library Research & Resource Guides
- Holman Library Quarterly Workshops
- Borrowing & Circulation Home

Section 4: Library staffing information; policies and procedures that explains faculty/library partnership for assuring library and information resources are integrated into the learning process

- Holman Library Staff Directory
- Library Organization Chart
- Library Information Literacy Instruction - Faculty Support

2.H.1 EV.#1 / Section 1

Library Collection

	Total	Instructional Staff	Research	Public Service
Less-than annual contract	0	0	0	0
Without faculty status	0	0	0	0

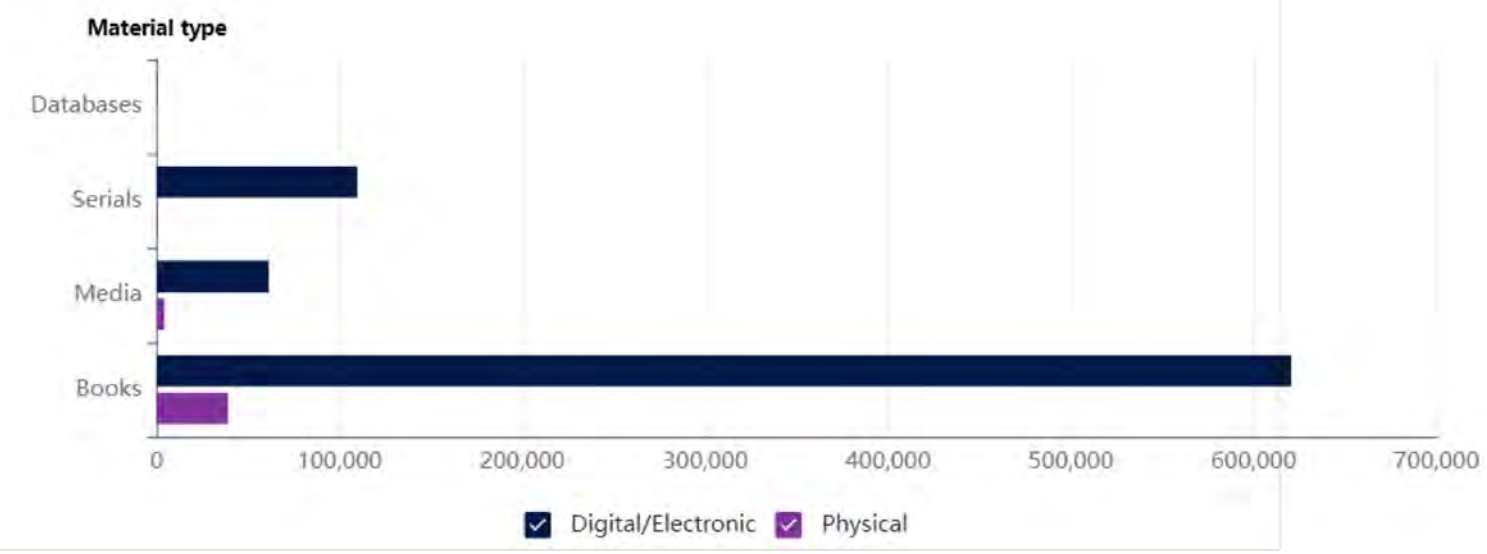
Average salaries of full-time instructional nonmedical staff equated to 9-months worked, by academic rank and gender: Academic year 2023-24

Chart | Table | Switch rows and columns | Download chart | Download data

Academic Libraries

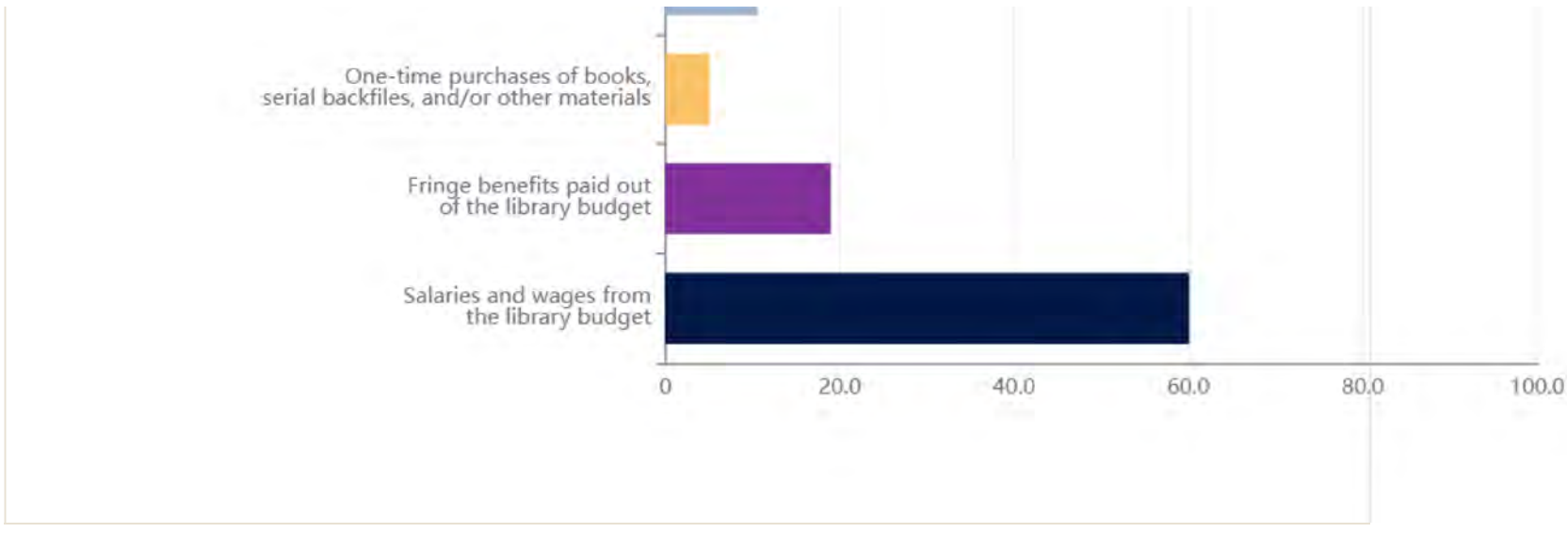
Library collection by material type: Fiscal year 2023

Chart | Table | Switch rows and columns | Download chart | Download data



Percent distribution of library expenses, by function: Fiscal year 2023

Chart | Table | Switch rows and columns | Download chart | Download data



Institute of Education Sciences

IES organizational chart

Scientific integrity statement

Accessibility statement

Our website

Staff directory

Privacy and security policy

Newsflash

Related sites (external)

U.S. Department of Education

USAJOBS

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Purchase Requests & Collection Guidelines

Holman Library

ASK A QUESTION

Search Collections & Databases

Search this Group | Search

- Search Collections & Databases Home
- Holman Library One Search
- Databases by Subject
- Databases By Name
- Research Guides
- Books and eBooks
- Film & Video
- Journal Lists & Specialized Collections
- GRC One Book
- Purchase Requests & Collection Guidelines
- Other Libraries
- Interlibrary Loan

Go to...

- LIBRARY HOME PAGE (https://www.greenriver.edu/campus/campus-resources/holman-library/index.html)
- Borrowing & Circulation (https://libguides.greenriver.edu/c.php?g=1402373)
- Research & Academic Support (https://libguides.greenriver.edu/c.php?g=1403434)
- Student Technology & Logins (https://libguides.greenriver.edu/c.php?g=1398644)
- Faculty Support (https://libguides.greenriver.edu/c.php?g=1403456)
- About the Library (https://libguides.greenriver.edu/c.php?g=1403447&p=10385860)

- Ask a Question (https://libguides.greenriver.edu/c.php?g=1403447&p=10933148)
  Get help in-person, by email, phone, or 24/7 chat from a librarian!
  more... (javascript:void(0);)

Purchase Requests & Collection Guidelines

Purchase Requests (#s-lib-ctab-32798237-0)

Collection Development & Gift Guidelines (#s-lib-ctab-32798237-1)

Collection Development Guidelines

The library collection is your collection. We value your input and will make every effort to purchase requests that contribute to our curriculum-driven collection.

Please review our collection development policies below, which guide the library's acquisition of new materials.

- Collection Development Guidelines (https://libguides.greenriver.edu/ld.php?content_id=66319937)
  Includes
  I. Purpose and Description
  II. Collection Development Responsibilities
  III. Selection Guidelines
  IV. Collection Description
  V. Weeding
  VI. Request for Review of Library Materials Procedure

Gifts

Holman Library does not accept gifts of books, periodicals, CDs, DVDs or other materials at this time. Monetary gifts to the library may be made through the Green River College Foundation. Monetary gifts may include restrictions, providing they are pre-approved by the Dean of Library and Media Services. Please indicate your gift is for Holman Library.

- Green River College Foundation (https://www.greenrivercollegefoundation.org/)

Related Pages

- Library Policies & Guidelines (https://libguides.greenriver.edu/c.php?g=1403447&p=10409587)

Holman Library Collection Development Guidelines

Collection Development Guidelines

Holman Library, Green River College
Auburn, WA

I. Purpose and Description
II. Collection Development Responsibilities
III. Selection Guidelines
IV. Collection Description
V. Weeding
VI. Request for Review of Library Materials Procedure

I. Purpose and Description

This document outlines procedures and guidelines for developing and managing the Holman Library collection at Green River College. Collection management includes the selection, acquisition and deaccession of library materials in all formats. The Holman Library collection reflects the curricular and information needs of Green River students, faculty, staff, and community in accordance with both the library and college mission statements.

Green River College offers courses and programs leading to associate degrees, applied baccalaureate degrees, certificates, and diplomas in academic transfer, high school completion, and professional and technical fields. Green River provides developmental and basic skills programs, and non-credit courses for professional growth and personal enrichment.

Students and faculty of Green River College in their learning and teaching roles are the primary users of the library collection. The secondary audience consists of staff and administrative employees.

Holman Library practices equity, diversity, and inclusion in our library services and spaces. Librarians have a professional and ethical responsibility to be proactively inclusive in collection development by seeking content created by, and representative of, marginalized and underrepresented groups.

Holman Library adheres to the principles of intellectual freedom established in the American Library Association's Library Bill of Rights, and interpreted in its Intellectual Freedom Principles for Academic Libraries and the International Federation of Library Associations and Institutions' Statement on Libraries and Intellectual Freedom.

II. Collection Development Responsibilities

Collection development is the responsibility of the professional library faculty with input from teaching faculty, students, staff, and administration. Final responsibility for

implementation of this policy rests with the Associate Dean of the Library, Media Services, and Tutoring & Resource Center. The Collection Development Lead is a faculty librarian who has overall responsibility for the selection, development and maintenance of the collection and collaborates with faculty, staff, and students. Faculty librarians act as liaisons to faculty divisions, soliciting the subject expertise of individual faculty to tailor the library collection, subject guides, and instruction to the curriculum.

III. Selection Guidelines

Holman Library collects and maintains materials that support the educational needs of Green River College students, faculty and staff.

Holman Library acquires representative materials in all areas of knowledge focusing on subject areas relating to Green River's academic, vocational, and basic skills curricula, appropriate to the level of instruction with emphasis on books targeted at lower-division courses and Bachelor of Applied Science programs. Subscriptions to university-level ebook collections provide access to upper-level undergraduate and specialized research materials are collected on a selective basis. Interlibrary loan serves individual research needs outside the scope of the Holman Library collection.

Criteria for selection of library materials includes relevance to the information needs of Holman Library's primary users, primarily in support of curriculum needs; the accuracy and validity of the information; the anticipated demand for the material; the appropriateness of the level of material; the strength of present holdings in the subject area; the lasting value of the content; content that recognizes and embraces diverse perspectives; language and reading level; cost of the material on a one-time or continuing basis; evaluations of the material in standard reviewing sources; and the professional judgment of the library and non-library faculty. The Library acquires material in a variety of formats. For detailed selection criteria, see Appendix 1.

IV. Collection Description

Electronic Resources:
Holman Library collects online reference materials, monographs, periodicals, and streaming video to provide constant, consistent access to information in any location and at any time of day. Green River students, faculty, and staff can access all of the library's electronic resources through its website.

Reference Collection:
The focus of the reference collection is to provide materials needed to conduct research. It contains standard reference works useful in the fields covered by the undergraduate curricula of the college. Since 2010, Holman Library has focused on acquiring online reference works in Gale Virtual Reference Library, now known as Gale eBooks, and in other online-accessible formats as more courses and sections move to online and hybrid modalities, Items in the Reference Collection do not circulate nor are they loaned to

other libraries. Materials in the Reference collection are reviewed annually for currency and relevancy to the collection.

Main Collection:
The Main Collection contains circulating books, government documents, and non-fiction DVDs. Holman Library is a partial depository for Washington State documents. The library follows the regulations of the Washington State Depository Program on the maintenance and retention of Washington State documents. Holman Library is not a depository for federal, foreign, or international government publications.

Oversize Collection:
Books that are too tall for Main Collection shelves are housed separately in the Oversize Collection. Oversize items circulate just like items in the Main Collection.

Basic Skills Collection:
The Basic Skills Collection provides textbooks, readers, workbooks, and audiovisual kits for English Language Learners (ELL) and Basic Education for Adults (BEdA) students and faculty. Additions to this collection are largely based on ELL and BEdA instructor recommendations. The Basic Skills Collection includes test preparation practice manuals for TOEFL and IELTS.

Essential College Skills Collection:
The Essential College Skills Collection houses books, study guides, and workbooks for students wishing to improve their reading, writing, mathematics, and study skills. Materials in this collection support students in High School Completion (HSC), BEdA, I-BEST, and the pre-college curriculum. The Essential College Skills Collection includes test preparation practice manuals for GED, SAT, and ACT.

Picture Book Collection:
The Picture Book Collection supports children's literature and Early Childhood Education classes by actively collecting the annual winners and honor books selected by Newbery, Caldecott, Coretta Scott King, and other national awards, and the Pacific Northwest Library Association's Young Reader's Choice Award.

DVD and Streaming Video Collection:
Online course delivery has increased the need for streaming media formats. Holman Library maintains a subscription to streamed educational films and purchases individual documentaries and educational titles requested by instructors. The DVD collection supports curriculum needs. Motion pictures, television programs, plays, dramatizations of novels, and musicals are housed in the DVD collection while documentaries are shelved in the Main Collection.

CD Collection:
The CD collection supports the needs of the music and drama departments teaching classical music, American popular music, and world music courses.

Periodicals Collection:
The Periodicals Collection contains current subscriptions to general-interest and discipline-specific magazines and journals. In addition to print subscriptions, Holman Library provides extensive access to thousands of periodicals through its subscriptions to many databases. Holman Library maintains current subscriptions to local and regional newspapers.

V. Request for Review of Library Materials Policy

Should a library user consider any item in Holman Library collection to be objectionable, the user may submit a completed Request for Review of Library Materials form to the Dean of Library and Media Services (Appendix 3). The item will remain in its current location while the review is underway.

VI. Weeding of the Physical Collection

Weeding refers to the ongoing assessment process during which items are identified for removal from the collection and disposed of in accordance with Washington State law.

A. The Collection Development Lead is responsible for coordinating weeding activities and must approve all weeding decisions. Librarians and faculty in their areas of expertise may be asked to participate in weeding activities.

B. Criteria for Weeding include:

1. worn or damaged materials, including those with broken spines, defaced or faded pages or covers, missing, torn or brittle pages, etc.
2. materials having little or no circulation according to information derived from the Library's online catalog. Exceptions are classics in their disciplines or standard titles in their areas which give an overview of the subject area.;
3. duplicate copies of low-circulating materials;
4. materials containing outdated or inaccurate information;
5. unusable media items due to obsolete, irreparable or unobtainable equipment;

6. materials that no longer meet a curriculum need;
7. superseded editions of materials neither considered classics nor needed for historical purposes; and
8. periodicals over ten years old, unless the material is specifically chosen for extended holdings.

Last updated July 2025

Appendix 1: Selection Criteria

A. Selection criteria include:

1. relevance to the research needs of Holman Library's primary users;
2. strengths and weaknesses of the existing library collection in the subject area;
3. reputation of author, publisher or producer;
4. recognizing and embracing diverse perspectives;
5. language and reading level of the material;
6. accessibility of information;
7. cost;
8. evaluations of the material in standard reviewing sources;
9. for periodicals, indexing in readily-accessible databases;
10. for databases, percentage of full-text available; and
11. the extent to which a title or subject has been requested by Holman Library users through interlibrary loan.

B. Additional selection criteria for books include:

1. the choice between hardcover, paperback or electronic format based on expected usage;
2. the decision to replace lost, missing, or damaged materials according to the criteria established for initial selection;
3. in general, not purchasing multiple copies (with the exception of class sets for BEdA, ELL, and One Book);
4. in general, not purchasing textbooks that students purchase as part of their course requirements; and
5. evaluating gift items with the same criteria used to evaluate purchased items.

C. Additional selection criteria for electronic databases include:

1. high percentage of full-text content;
2. ability to access content through the library's third-party aggregator tool;
3. public service support requirements, such as the need for staff and user training; and
4. accessibility and technical support by the producer of the database.

D. Additional selection criteria for media include:

1. format based on anticipated use, availability, and cost;
2. for DVDs, availability for purchase in DVD Region 1 (or All Region) format;
3. for streaming video, availability on academic library platforms;
4. language, with preference given to versions that offer subtitles in other languages and/or contain closed captioning that meets Americans with Disabilities Act requirements;
5. priority given to faculty requests; and
6. availability of public viewing rights.

Appendix 2: Collection Areas

The library collects materials to support the following divisions and programs:

Business & Law
Accounting, Business Administration, Business Management. Business Technologies and Administrative Careers, Criminal Justice, and Court Reporting and Captioning

English
English Composition & Literature, Reading, and Study Skills

Fine Arts
Ceramics, Dance, Design, Drama, Drawing, Music, Painting, and Photography

Health Sciences, Education, and Wellness
Early Childhood Education, Health Education, Occupational Therapy, Physical Education, and Physical Therapy

Humanities
Arabic, Communication Studies, Counseling, Film Studies, French, German, Japanese, Journalism, Library Science and Information Literacy, Philosophy, and Spanish

International Programs
Intensive English as a Second Language

Mathematics

Nursing and Healthcare Studies
EKG Technician, ER Technician / Phlebotomy, Nursing, and Nursing Assistant

Science
Anatomy and Physiology, Astronomy, Biology, Chemistry, Environmental Science, Geology, Oceanography, and Physics

Social Science
American Minority and Ethic Studies, Anthropology, Economics, Geography, History, Political Science, Psychology, and Sociology

Technology
Aviation Technology, Computer Information Technology, Computer Science, Cybersecurity & Networking, Data Analytics and Software Development, Design Drafting Technology, Electronics Technology, Engineering, Natural Resources, Industrial Engineering, Manufacturing Technology, Mechanical Design Technology, and Software Development, and Water Supply/Wastewater Technology

Trades
Automotive Technology, Carpentry Technology, Machining & Manufacturing Technology, Maintenance Mechatronics, and Welding Technology

College and Career Pathways
(formerly Transitional Studies and Wellness)
English for Language Learners (ELL), Adult Basic Education, High School Equivalency (ABE/HSE), and High School Completion (HSC)

Information verified using
https://www.greenriver.edu/students/academics/divisions.html
July 2025

Appendix 3: Review of Library Materials Procedure

Should a library user wish any item in Holman Library collection to be reviewed, the user may submit a completed Request for Review of Library Materials form to the Associate Dean of Library, Media Services, Tutoring & Resource Center. The item will remain in its current location while the review is underway.

The Associate Dean of the Library, Media Services, and Tutoring & Resource Center will review the submitted Request for Review of Library Materials with the professional librarians and reply with a written response to the library user. The response will state whether a decision was made to withdraw, retain, or relocate the material and may include an explanation as to how the material relates to and supports the college curriculum, its level of usage, etc.

Within three weeks of the written response from the Associate Dean of the Library, Media Services, and Tutoring & Resource Center, the complainant may forward a written appeal to the Associate Dean of the Library, Media Services, and Tutoring & Resource Center. If an appeal is received, an ad hoc Review Committee will be formed within two weeks to review the questioned material. The Review Committee will consist of the Associate Dean of the Library, Media Services, and Tutoring & Resource Center, the Collection Development Librarian Lead, a division chair, and one faculty member from outside the library. The Review Committee will review the written request and the response and will examine the material in question in its entirety. The Collection Development Librarian Lead will provide information to the committee which may include how the material supports the curriculum, statements from instructors whose students have used or may use the material, reviews from professional recognized sources, etc.

Within 45 days of receipt of the written appeal, the Review Committee will forward its decision (3 or more concurring votes required) to the Associate Dean of the Library, Media Services, and Tutoring & Resource Center who will notify the complainant in writing. Material that has undergone a review will not be reviewed again for one calendar year from the date on which the Review Committee's decision is forwarded to the Associate Dean of the Library, Media Services, and Tutoring & Resource Center.

Request for Review of Library Materials

Holman Library, Green River College

Date:
Name:
City and State:

Phone:
Email:

Do you represent yourself or an organization/group (please identify)?

Item to be reviewed (title/author, or title/year for media):

Have you personally reviewed part, all, or none of the item?

What are the areas of concern?

Optional: What sources do you suggest to provide additional information on this topic?

Signed:

Please return to the Associate Dean of the Library, Media Services, and Tutoring & Resource Center.
(email: librarian@greenriver.edu)
Holman Library
Green River College
12401 SE 320th St
Auburn, WA 98092

Quick Guide to Holman Library Instruction & Services

Quick Guide to Holman Library Instruction & Services

(https://www.greenriver.edu/campus/campus-resources/holman-library/)

Here are some ways librarians support instruction and student success at GRC.

Information Literacy Instruction:

- Librarians can work with your class on a research or information project of any kind. We teach students how to:
  - Choose and narrow a topic
  - Find and select a range of appropriate resources
  - Explore the scholarly and professional literature within a discipline
  - Evaluate information to assess for credibility, authority, bias and more
  - Integrate sources into their own discussion and cite sources ethically
- Librarians can create a research guide specifically for your class or subject area. Examples:
  - Aviation - http://libguides.greenriver.edu/avia
  - English 126: Research Writing in the Humanities - http://libguides.greenriver.edu/engl126
  - CJ101 Criminal Justice - http://libguides.greenriver.edu/cj101_swenson
- Librarians can help you develop a research or information project or adapt an existing one.

To schedule instruction you may:

- Email Jody Segal at jsegal@greenriver.edu or directly email your library instruction liaison (see below)
- Use the instruction request form: http://grcc.greenriver.edu/library/forms/faculty-instruction-request.htm

Library instruction is most effective when we have:

- At least one week to develop a lesson plan and materials specific to your class. If you are working with an adjunct librarian, they may require a little more lead time.
- A copy of your assignment at least one week in advance, along with information about your goals for library instruction, where your students will be in the process, possible topics, and any other information that will help us design relevant, effective instruction.

Librarian Instructional Liaison areas:

- Amanda Chin: IESL, TSW, Fine Arts, Aviation
- Jennifer Rohan: ELL, Social Science. Health Sciences and Education,
- Jody Segal: Business & Law, English, Science
- Katie Cunnion: Humanities, Technology, Trades, Continuing Education
- Marji MacKenzie: Collection Development all Divisions

Faculty Support – Librarians can help:

- Assess the resources we have to support a class, program, or project, and order additional resources
- Introduce or update you on our collections of databases and print materials
- Embed a research guide and other information resources in your Canvas classroom

Check out the **For Faculty** tab on the library website for helpful links, including InterLibrary Loan, scheduling library instruction, course reserves, academic honesty, copyright, Canvas help, OER, One Book, and library contacts.

Library Quick Facts:

- We have two classrooms for library instruction that seat 28 or 36 students
- We have nearly 60,000 print books, videos, magazines, journals, and other physical materials in Holman Library
- We have e-book and streaming video collections, and 100+ databases: http://libguides.greenriver.edu/az.php
- We have 180 desktop computers, 5 laptops students can check out for in-library use, media equipment for student and faculty use, and a limited number of laptops for quarterly checkout to students in need
- We are open from 7–10 Mon-Thurs (til midnight at end-of-qtr), 7-6 on Fri, and 2-6 on the weekend

What is Information Literacy?

Information literacy refers to the ability to **think critically about information**, **find information effectively**, and **use and produce information ethically.** The Association of College and Research Libraries defines information literacy as: **"the set of integrated abilities encompassing the reflective discovery of information, the understanding of how information is produced and valued, and the use of information in creating new knowledge and participating ethically in communities of learning."** [1]

Information literacy is essential in our contemporary environment of rapid technological change and proliferating information resources. Because of the escalating complexity of this environment, individuals are faced with diverse, abundant information choices--in their academic studies, in the workplace, and in their personal lives. Information is available through libraries, community resources, special interest groups, media and the Internet--and increasingly, information comes to individuals in unfiltered, and varied, formats, raising questions about its authenticity, validity and reliability. The uncertain quality and expanding quantity of information pose tremendous challenges for society. The sheer abundance of information will not in itself create a more informed citizenry without complementary abilities that enable us to think critically about the production and purpose of that information and use that information effectively.

Information literacy forms the basis for lifelong learning. It is common to all disciplines, to all learning environments, and to all levels of education. At Green River, we teach information literacy to pre-college students, academic transfer students, and professional & technical education students, and to both domestic and international students. Information literacy enables learners to master content and extend their investigations, become more self-directed, and assume greater control over their own learning and information creation.[2]

GRC librarians teach information literacy through the ACRL's Framework for Information Literacy Instruction, which identifies six core threshold concepts that are relevant across academic disciplines and professional programs:

- **Authority is constructed and contextual** recognizes that all information reflects its creators' expertise, credibility and point of view and the authority of any information source is constructed, rather than absolute.
- **Information creation is a process** refers to the understanding that how information is gathered, the format in which it is delivered, and the purpose for which it was created are intrinsic to its message.
- **Information has value** recognizes that information is a commodity that reflects legal, social, political and economic interests and it is a means to an education, to influence over others, and to understanding the world.
- **Research is inquiry** suggests that research is an iterative process in which the questions that are asked and the answers found produce new and increasingly complex questions, disagreements, and lines of inquiry to follow.
- **Scholarship is conversation** recognizes that communities of scholars, researchers and professionals engage in ongoing analysis, discussion, critique and knowledge-building upon and against one another's ideas.
- **Search is strategic exploration** refers to the idea that searching for information is recursive and nonlinear, requires evaluation of sources, and benefits from intellectual flexibility and an open mind.

While information looks different in different academic disciplines, an information literate individual is able to:

- Determine the extent of information needed
- Access the needed information effectively and efficiently
- Evaluate information and its sources critically
- Incorporate selected information into a knowledge base
- Use and create information effectively to accomplish a specific purpose
- Understand the economic, legal, and social issues surrounding the use of information

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[1] http://www.ala.org/acrl/standards/ilframework

[2] This description of information literacy is a minor revision of the ACRL's: Information Literacy Defined. http://www.ala.org/acrl/standards/informationliteracycompetency

Titles Purchased by Division/Subject 23-24

Titles Purchased FY23-24

Electronic and physical, by academic division

	Books	DVDs	
Division			
Business	79		**79**
CCP	20		**20**
English	340		**340**
Fine Arts	39		**39**
Health Sciences	132		**132**
Humanities	35		**35**
IESL	4		**4**
Mathematics	10		**10**
Science	128		**128**
Social Science	342	3	**345**
Technology	124		**124**
Trades	5		**5**
Untagged	134	12	**146**
Grand Total	**1,392**	**15**	**1,407**

May 28, 2025 Database Discussion & Statistics

2.H.1 - Appendix E - May 28, 2025 database discussion & statistics: We identified elements of the Gale database package that were unique to the statewide database license that was going away in June 2025 and determined by examining usage that continuing these unique segements was not justified as a separate subscription. Librarians discussed usage (sheet: 2023-24) in our weekly meeting with the guidance of the colection development librarian.

Usage by Database

User: Holman Library Green River CC
Date Selection: Between 07/01/2023 and 06/30/2024(Date Range)
Libraries: Green River College (Library ID: greenrcc)

Product Description	Sessions	Full Text Retrievals	Retrievals	Searches	Turn-Aways	Held in 2018-19
Gale Academic OneFile	7,883	10,803	10,937	8,422	0	
Gale Business: Entrepreneurship	2	1	1	4	0	
Gale Business: Insights	303	694	713	585	0	
Gale Directory Library	11	8	8	45	0	
Gale General OneFile	2,163	742	764	4,432	0	
Gale Health and Wellness	201	303	303	289	0	
Gale In Context: Biography	2,495	975	991	5,383	0	
Gale In Context: College	2,028	139	140	4,388	0	
Gale In Context: Environmental Studies	2,242	676	679	5,001	0	
Gale In Context: Global Issues	6,125	2,308	2,310	6,926	0	
Gale In Context: High School	1,932	470	472	4,472	0	
Gale In Context: Opposing Viewpoints	6,125	6,859	6,870	15,283	0	
Gale In Context: Science	2,291	1,027	1,030	5,335	0	
Gale In Context: U.S. History	2,171	405	405	4,797	0	
Gale In Context: World History	2,171	201	201	4,475	0	
Gale Lit.: Dict. of Literary Biog.*	1,039	1	1	3,155	0	
Gale Literary Index	4	0	2	6	0	
Gale Literature Cross-Search Portals	1,120	0	0	26	0	
Gale Literature Resource Center	1,291	1,556	1,557	3,504	0	
Gale Literature: Book Review Index	1,948	248	253	4,542	0	

*This was added to Green River's holdings as a trial by Gale.

Usage Summary

User: Holman Library Green River CC
Date Selection: Between 07/01/2023 and 06/30/2024(Date Range)
Libraries: Green River College (Library ID: greenrcc)

	Inside Usage	Remote Usage	Total Usage
Total Sessions	138,958	0	138,958
Total Connect Time (min)	2,359,051	0	2,359,051
Average Connect Time (min)	17		17
Total Fulltext	61,111	0	61,111
Total Retrievals	61,455	0	61,455
Total Searches	304,101	0	304,101
Total Turnaways	0	0	0

2.H.1 EV.#2 / Section 2

Library Liaisons Literacy Instruction

Holman Library

ASK A QUESTION

Faculty Support

Search this Group Search

Faculty Support Home

Library Information Literacy Instruction

Information Literacy Resources

Library Resources for Classes & Canvas

Course Reserves

Film & Video for Classes

GRC Class Sets

OER, Free & Low-Cost Materials for Classes

Copyright

Interlibrary Loan

Purchase Requests & Collection Guidelines

Professional Development

Technology, Media Services & eLearning

Library Information Literacy Instruction

Go to...

- LIBRARY HOME PAGE (https://www.greenriver.edu/campus/campus-resources/holman-library/index.html)
- Search Collections & Databases (https://libguides.greenriver.edu/c.php?g=1401588)
- Borrowing & Circulation (https://libguides.greenriver.edu/c.php?g=1402373)
- Research & Academic Support (https://libguides.greenriver.edu/c.php?g=1403434)
- Student Technology & Logins (https://libguides.greenriver.edu/c.php?g=1398644)
- About the Library (https://libguides.greenriver.edu/c.php?g=1403447&p=10385860)
- Ask a Question (https://libguides.greenriver.edu/c.php?g=1403447&p=10933148)
  Get help in-person, by email, phone, or 24/7 chat from a librarian!
  more... (javascript:void(0);)

Schedule Instruction (#s-lib-ctab-32804359-0) | Library Liaisons By Division/Department (#s-lib-ctab-32804359-1) | Information Literacy at GRC (#s-lib-ctab-32804359-2)

Library Liaisons By Division/Department

Library Liaisons are full-time faculty who assist other faculty with library instruction, library collection needs (making sure the library has materials to support your curriculum), as well as serving as a personalized point of contact for all questions and requests related to library services.

Instruction Liaisons

- Full-Time Faculty Librarians (https://libguides.greenriver.edu/c.php?g=1403447&p=10385863#s-lib-ctab-32792812-3)

Instruction Liaison Librarians by Division

DIVISION	DEPARTMENT	LIAISON LIBRARIAN
Business and Law	All	Jody Segal (mailto:jsegal@greenriver.edu), ext. 6488
College and Career Pathways	Transitional Studies (TS)	Amanda Chin (mailto:achin@greenriver.edu), ext. 6481
	English Language Learning (ELL)	Jennifer Rohan (mailto:jrohan@greenriver.edu), ext. 6487
Continuing & Community Ed.	All	Jody Segal (mailto:jsegal@greenriver.edu), ext. 6488
English	All	Jody Segal (mailto:jsegal@greenriver.edu), ext. 6488
Fine Arts	All	Amanda Chin (mailto:achin@greenriver.edu), ext. 6481
Health Sciences, Wellness, & Education	All	Jennifer Rohan (mailto:jrohan@greenriver.edu), ext. 6487
Humanities	All	Jennifer Rohan (mailto:jrohan@greenriver.edu), ext. 6487
Intensive English Program (IEP)	All	Amanda Chin (mailto:achin@greenriver.edu), ext. 6481
Mathematics	All	Amanda Chin (mailto:achin@greenriver.edu), ext. 6481
Nursing	All	Jennifer Rohan (mailto:jrohan@greenriver.edu), ext. 6487
Science	All	Jody Segal (mailto:jsegal@greenriver.edu), ext. 6488
Social Science	All	Jennifer Rohan (mailto:jrohan@greenriver.edu), ext. 6487
Technology	All	Amanda Chin (mailto:achin@greenriver.edu), ext. 6481
Trades	All	Jody Segal (mailto:jsegal@greenriver.edu), ext. 6488

Collection Liaison Librarian (all divisions and departments)

- **Collection Coordinator**: Marji MacKenzie (mailto:mmackenzie@greenriver.edu) 253-931-6483

Related Pages

- Books (https://libguides.greenriver.edu/books)
- Scholarly Journals (http://libguides.greenriver.edu/scholarlyjournals)
- Articles - scholarly journals, magazines, newspapers (https://libguides.greenriver.edu/articles)
- Audio and Video - DVDs, streaming videos, podcasts, CDs (https://libguides.greenriver.edu/audiovideo)
- Images - images online and in library database tools (https://libguides.greenriver.edu/images)
- Primary Sources (http://libguides.greenriver.edu/primarysources)
- Literary Criticism (https://libguides.greenriver.edu/literarycriticism)
- Statistics (https://libguides.greenriver.edu/statistics/finding-statistics)
- Websites - smart search strategies (https://libguides.greenriver.edu/websites)

Library Assessment Processes

Library Assessment Processes

Course-Level Learning Outcomes

Each Quarter

- Each librarian enters all classes taught into the Library Instruction Data Collection Form. The database provides different reports that can show instruction in different core themes, divisions, and departments, as well as the information literacy concepts we highlight in instruction. The current version is available in the HL Staff SharePoint 'Instruction Assessment' folder: HL_Assess_Dashboard_CURRENT
- All librarians submit at least one course-level assessment. These are used for individual self-assessment and reflection as well as being a pool of examples for other librarians. G:\Library\Instruction Assessments\Instruction-Assessment-Narratives
    - The goal is to learn from assessment and document that process.

Each Winter

Library Learning Outcomes database statistics are compiled, reviewed, and submitted to IPEDS (Integrated Postsecondary Education Data System).

Program-Level Learning Outcomes

- **General Program Assessment folder** - HL Info Literacy Program Assessments and Program-outcomes-LOC
    - ***Reports in this folder:***
        - 2017-2018 Program Assessment Report - Final - Information Literacy Holman Library.docx
        - 2018-2019 Program Assessment Report - Information Literacy _ Holman Library.docx
        - 2019-2020 HL Info Literacy Program Assessment.docx
    - After 2020, the librarians paused program assessment reports during the pandemic while new modes of instruction (remote-first) were being put into place. In 2022, the library created a new instruction assessment data collection form that included session format, and in Spring 2023, the library created a data dashboard to visualize assessment, including program and campus-wide outcomes.

    - ***Most recent revised program outcomes & shared assessment rubrics:***
        - Information Literacy program outcomes (revised Fall 2019): *Holman-Library-Information-Literacy-Program-Level-Outcomes2019.docx*
        - Information Literacy (HL) Program Assessment Rubrics: ILAssessmentRubrics
        - Humanities Division (shared) assessment rubric (vers. Sp2020): Mar2020v2_HUM_ProgramOutcomes_(Library).docx
            - The Humanities Division rubric includes one assessment row from each of the Humanities' instructional areas, so has less detail than the library's full program assessment rubrics-- the Humanities rubric is being used for our division pilot of a shared assessment tool and assessment process using Canvas.

Faculty Survey

Two Year Cycle. First year administer survey in Winter or Spring. Second year review results and implement changes (student survey administered that year).

Faculty Survey File in Sharepoint: https://greenriveredu.sharepoint.com/:f:/s/HLStaff/EuRlQhO3IRxOg1Hu7xHyYUABkSoRK0aL6JuooCjBGzI5Fg?e=9qz14W

- **Winter 2025 -** librarians discussed survey timing in our Jan. 31 librarian meeting and decided to postpone running the faculty (instruction) survey until at least Fall 2025 due to workload (down 1 FT librarian) and many recent campus surveys; we will discuss in a Fall meeting and assess if we want to administer the survey then or wait.
- Results 2022-2023 Faculty Survey - Full response spreadsheet | summary
    - Link to discussion: May 16, 2023
- Results 2020-2021 Faculty Survey - Full Response Spreadsheet
    - Link to Discussion: March 16 2021
    - Link to Documentation on Implementation of changes/ responses to Survey - Closing the Loop on Survey
- Results 2018- 2019 Faculty Survey: 19Spring-fac-survey-info-instruction-responses.pptx. Find full response spreadsheet: G:\library\instruction assessments\faculty-surveys
- Reviewed and plan to implement changes Fall 19:
    - http://holmanlibrary.pbworks.com/w/page/136509024/2019%20Oct%2031%20Agenda%20and%20Minutes#view=edit

- http://holmanlibrary.pbworks.com/w/page/136509042/2019%20Nov%2021%20Agenda%20and%20Minutes
- Spring 2014 Faculty Survey: found at G:\library\Instruction Assessments\faculty-surveys
-

Student Survey

Two Year Cycle. First year administer survey in Winter or Spring. Second year review results and implement changes (faculty survey administered that year)

- 2024 HL student survey (Sp2024) - results; results summary; librarian discussion in meeting (Oct. 23, 2024)
- 2022 HL student library survey (Sp22) - results; results summary; librarian discussion & action notes (Oct. 25, 2022)
- 2020 student library survey - results (Survey Monkey & G:\LIBRARY\Statistics\Student IC & Ref Surveys\2020 Student IC (web) Survey)
  - *note* - Survey was shortened, focused on online resource access due to switch to remote learning with COVID19 closures in early Mar 2020. Results reviewed & discussed Feb. 2, 2021.
- 2018-19 Work plan from survey results in 2018 IC Survey recap notes
- Spring 2018 Survey Results in G:\LIBRARY\Statistics\Student IC & Ref Surveys\2018-IC Survey
- 2017 Reference survey in G:\LIBRARY\Statistics\Student IC & Ref Surveys\2017 - Ref Surveys
- Winter 2016 Survey results in G:\LIBRARY\Statistics\Student IC & Ref Surveys\2016 - IC Surveys
- 2015 Reference survey in G:\LIBRARY\Statistics\Student IC & Ref Surveys\2015 -Reference Surveys

Other Surveys

- 2015 Reference survey in G:\LIBRARY\Statistics\Student IC & Ref Surveys\2015 -Reference Surveys
- 2017 Reference survey in G:\LIBRARY\Statistics\Student IC & Ref Surveys\2017 - Ref Surveys
- 2017 Digital Media Lab Survey of Faculty Need Digital Media Lab Survey - Google Forms.pdf

Database Review

Database Review in conjunction with budget work each Spring. Documents considered:

- usage statistics for specific databases
- feedback from subject area liaisons
- costs and overall budget.
  - Document: Databases over time (costs and year) G:\LIBRARY\Jennifer\Reports\Database prices.xlsx

Collection Review

Collection development happens year-round. Major weeding in Summer each year.

- Snapshot of weeding report at end of Summer 2019: Weeding Progress September 2019.pdf. Ask Marji for current report.
- Example of shelf report used for collection review: Shelf_report 659-700.pdf. Ask Marji or Hannah for current shelf reports of specific ranges.

Holman Library Collection Development Guidelines

See Above 2.H.1 EV.#1 / Section 1

Purchase Requests & Collection Guidelines

See Above 2.H.1 EV.#1 / Section 1

2.H.1 EV.#3 / Section 3

Holman Library Information Literacy Instruction Program Plan

Holman Library Information Literacy Instruction Program Plan
Green River College

Purpose

This document provides a tool with which library faculty and administration can plan, deliver, assess, and improve the Holman Library instruction program. It also provides an overview of library instruction to share with Green River College stakeholders.

Instruction Program Mission

The Instruction Program at Holman Library supports the mission, vision, and core values of Green River College by enhancing students' information literacy skills for academic success and for lifelong learning in their personal and professional lives in a diverse, global and technological society.

Faculty Librarians at Holman Library work to integrate information literacy across the college curriculum. They design, teach, and assess customized information literacy instruction:

- in all modalities (face-to-face, hybrid, and fully online),
- synchronously and asynchronously,
- at the reference desk,
- in single shot and series information literacy classes in support of subject classes,
- in drop-in library workshops, and
- in credit-bearing information classes.

Librarians employ the *Association of College and Research Libraries Framework for Information Literacy* (2016) and the *Standards for Information Literacy* (2000) to develop students' understanding of how and why information is produced and distributed, and skills at effectively and ethically finding, assessing, and using information.

The ACRL *Framework for Information Literacy* defines information literacy as "the set of integrated abilities encompassing the reflective discovery of information, the understanding of how information is produced and valued, and the use of information in creating new knowledge and participating ethically in communities of learning."

Instruction Program Goals and Objectives

Holman Library's Instruction Program supports GRC Campus-Wide Learning Outcomes on Critical Thinking, Written Communication, Quantitative and Symbolic Reasoning, and Responsibility.

Holman Library's Instruction Program supports two program-level student learning-outcomes.

- Students will be able to identify the scope of their information need and access information effectively in order to find results that make progress towards their intended purpose.

- Students will be able to evaluate, select, synthesize, and cite information in order to ethically incorporate sources into their own work.

Community college students bring with them a wide range of abilities, preparedness, experiences, expectations, and personal, academic and professional needs. Librarians support student success by recognizing students' strengths while building their skills, and by striving to close equity gaps in student achievement and retention. The Holman Library instruction program identifies and teaches appropriate information literacy skills, and identifies and implements appropriate outcomes and assessments across the four core instructional areas of Green River College: College Transfer Education, College Readiness Education, Career and Technical Education, and Continuing and Community Education. The library instruction program specifically targets for instruction high-impact courses across the college, including:

- developmental classes in International Programs, Transitional Studies, and Academic Transfer divisions,
- foundational courses in Academic Transfer that serve as prerequisites across campus,
- upper-level courses in Academic Transfer and Prof-Tech Programs for discipline-specific information literacy instruction, and
- BAS Programs for professional-level information knowledge, skills and dispositions.

Faculty Librarians

Oversight, class scheduling, and assessment of the program is managed by a tenure-track faculty librarian Instruction Lead. Administrative oversight includes the Associate Dean of Library, eLearning, and Media Services and the Vice President of Instruction.

1. Full-time faculty librarians serve as liaisons to divisions, departments and programs in the four core instructional areas of GRC.
2. Liaisons are responsible for developing relationships with faculty within their liaison areas by:
    - meeting with all new faculty through new faculty orientations and/or other outreach,
    - attending liaison division meetings periodically, and
    - communicating with faculty in divisions regularly.

Faculty librarians are responsible for:

- collaborating with subject faculty within their liaison areas to design customized, discipline-specific, and developmentally appropriate information literacy projects, research and instruction,
- providing consultation with discipline faculty to help integrate information literacy concepts into their classes. This includes consultation on assignments, instruction, and assessment,
- providing tools that discipline faculty can use to integrate information literacy into their classes. This includes assignment best practices, online instruction modules, asynchronous learning tutorials, and assessment rubrics,

- identifying and assessing appropriate student learning outcomes, and
- performing outreach to faculty in their subject liaison areas to ensure that the library meets curriculum needs.

3. Information literacy classroom instruction is taught primarily by librarians within their liaison areas.
4. Librarians are responsible for annually reviewing the information literacy instruction program and making needed revisions.

Library Instruction

GRC students enhance their information literacy skills through information literacy instruction embedded throughout the curriculum.

Faculty librarians will:

1. Work to embed information literacy across the curriculum that is
   - outcome-based,
   - developmentally appropriate,
   - disciplinarily relevant,
   - assessable,
   - format neutral (online or face-to-face),
   - accessible, and
   - culturally responsive and inclusive.
2. Curate and deliver a collection of asynchronous learning modules and video tutorials for student use and for faculty to integrate into courses, particularly in online and hybrid classes.
3. Provide information literacy instruction in core instructional areas.
   - College Transfer Education
     - Target key prerequisite and transfer courses, in particular:
       - English 101: Composition 1
       - English 126, 127, and 128: Research Writing in the Disciplines
       - Communication Studies 220: Public Speaking
   - Career and Technical Education
     - Target each cohort in entry-level Prof/Tech programs, in particular:
       - Health Sciences – Nursing, PTA and OTA cohorts
       - Criminal Justice
     - Target BAS cohorts for advanced information competencies:
       - Natural Resources
       - IT – software development and network security
       - Aviation – capstone project
       - Business – support branch campus BAS programs
       - Early Childhood Ed
       - Court Reporting and Captioning – require INFO credit course
   - College Readiness Education

        - Target courses in Transitional Studies for introduction to academic libraries and college information literacy, in particular:
            - ELL Level 4, 5 and 6
            - Transitional Studies Reading/ Writing/ Social Science/Science
            - High School Completion
    - Continuing and Community Education
        - Target International Programs for introduction to academic libraries and college information literacy, in particular:
            - IP College Bridge
            - IEP

4. Offer credit-bearing information literacy classes.
    - Assess need for additional credit-bearing courses to support Academic Transfer and BAS Programs
    - Assess library ability to offer additional credit-bearing classes

Assessment

Assessment is a key component of the Holman Library Information Literacy Instruction Plan. All information literacy classes are designed with specific student learning outcomes.

1. Assessment of individual classes:

    - Librarians will do assessments in individual classes they teach each quarter. The goal is to assess an aspect of the class by gathering meaningful data, reflecting on the data, and devising a plan to move forward.
    - Assessment of individual classes includes one-shot and multiple-shot information literacy instruction with subject courses.
    - Librarians may assess any number of things, including information literacy learning outcomes, student engagement, pedagogy, equity, and more.
        - Librarians will write and submit their assessment each quarter with the following information:
        - course info, including course name, instructor, number of students
        - the general information plan for the class
        - the threshold concept(s) addressed by the session(s)
        - a description of what is being assessed
        - how it was assessed
        - assessment information
        - a reflection on what was learned, including what the librarian may keep doing and/or changes to implement the next time they work with the class.
    - Librarians will close the loop on assessment with reflection/data on how revisions impacted the instruction plan and student learning,

2. Program-Level Assessment of Instruction Program:

- Holman Library collects quarterly data that provides an overview of the Holman Library Instruction Program.
    - Librarians will use the shared instruction database to collect information on all individual classes taught each quarter, including the following information:
        - Course and instruction info
        - Number of students taught
        - Number of sessions
        - Threshold concept(s) used to frame instruction
        - Information Literacy outcomes instruction is designed to address
    - Librarians will close the loop by assessing annually if the instruction program is:
        - working with all college core instructional areas or missing targeted partners,
        - addressing a range of ACRL threshold concepts or focusing on only a few,
        - supporting campus-wide learning outcomes, and
        - helping students meet information literacy thresholds.
- Holman Library runs a biannual survey for faculty feedback on information literacy instruction. Librarians may use the data collected to do any of the following:
    - Implement changes at the individual instructional level
    - Implement changes at the instructional program level
    - Implement changes to the Information Literacy Instruction Program Plan

3. Program-Level Assessment of Information Literacy Instruction and program–level student learning outcomes
    - Faculty librarians will assess student-learning outcomes at the program level on an annual basis in order to continually seek means to improve instruction and student outcomes. Faculty librarians will target two program level student-learning outcomes. Each is also tracked on our Information Literacy Data Dashboard.
        - Students will be able to identify the scope of their information need and access information effectively in order to find results that make progress towards their intended purpose.
        - Students will be able to evaluate, select, synthesize, and cite information in order to ethically incorporate sources into their own work.
    - Data gathered will be used to revise and improve instructional offerings and tools toward targeted learning outcome.
    - Librarians will review the assessment process annually to make sure we are asking the right questions and gathering meaningful information on student achievement.

Sources:

- ACRL Framework for Information Literacy (Approved 2016): http://www.ala.org/acrl/standards/ilframework

- ACRL Standards for Libraries in Higher Education (updated Feb. 2018): http://www.ala.org/acrl/standards/standardslibraries
- Guidelines for Instruction Programs in Academic Libraries: http://www.ala.org/acrl/standards/guidelinesinstruction
- Characteristics of Programs of Information Literacy that Illustrate Best Practices: A Guideline: http://www.ala.org/acrl/standards/characteristics
- Diversity Standards: Cultural Competency for Academic Libraries (2012): http://www.ala.org/acrl/standards/diversity
- ACRL Diversity Standards Toolkit: https://acrl.libguides.com/diversity/standardstoolkit
- GRC CWLO: https://www.greenriver.edu/campus/learning-outcomes-committee/campus-wide-learning-outcomes/
- GRC Humanities program-level outcomes in Canvas
- GRC Information Literacy Plan 2013

HL Instruction Plan & Mission

Holman Library

ASK A QUESTION

Holman Library Information Literacy Instruction Plan

Search this Guide Search

HL Instruction Plan & Mission

Instruction Program Goals and Objectives

Faculty Librarians

Library Instruction

Assessment

Sources

Holman Library Information Literacy Instruction Plan - Purpose

Holman Library Instruction Plan

Purpose

This document provides a tool with which library faculty and administration can plan, deliver, assess, and improve the Holman Library instruction program. It also provides an overview of library instruction to share with Green River College stakeholders.

Instruction Program Mission

Instruction Program Mission

The Instruction Program at Holman Library supports the mission, vision, and core values of Green River College by enhancing students' information literacy skills for academic success and for lifelong learning in their personal and professional lives in a diverse, global, and technological society.

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- in all modalities (face-to-face, hybrid, and fully online)
- synchronously and asynchronously,
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The ACRL *Framework for Information Literacy* defines information literacy as "the set of integrated abilities encompassing the reflective discovery of information, the understanding of how information is produced and valued, and the use of information in creating new knowledge and participating ethically in communities of learning."

Reviewed

The Holman Library Information Literacy Instruction Plan is reviewed and revised annually.

Download a PDF of the plan:

- Holman Library Instruction Program Plan (https://libguides.greenriver.edu/ld.php?content_id=60525285)
  Revised Spring 2025

Green River College Library Instruction Assessment Dashboard

Green River College Librarians' Instruction Assessment Dashboard

Librarian
All

Instructor
All

Quarter
All

Department
All

Course
All

Section Number
All

Modality of Course
All

Dashboard Home | Sessions | Learning Outcomes | Librarians | About

Welcome to the Holman Library Instruction Assessment dashboard!

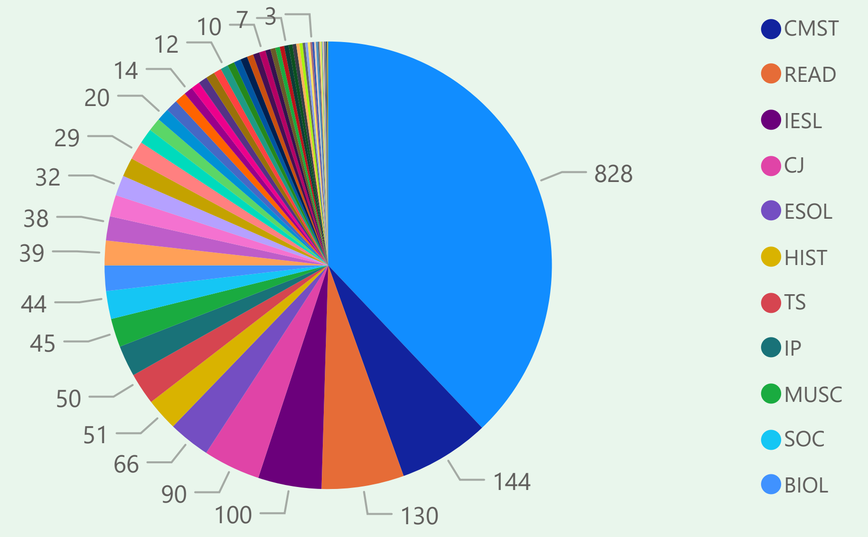
This dashboard shares data on librarian instruction sessions and workshops, and can be filtered by the options on the left. If you select a filter, the other pages will show that same filter (until you clear it).

Use the tabs above to move to a different page.

More instructions on how to use the dashboard and the views available are on the "About" page.

Data last updated: June 2, 2025

Classes by Department



Total Classes*

2187

*This number is counting each entry in the database. Multiple sessions entered as one (e.g. some librarian workshops) count as "one class" here.

Total Sessions

3495

Students Taught**

50537

**This number is counting students enrolled for each class. Students may be duplicated if they attended multiple librarian sessions.

GRC Librarians' Instruction Assessment

Librarian
All

Instructor
All

Quarter
All

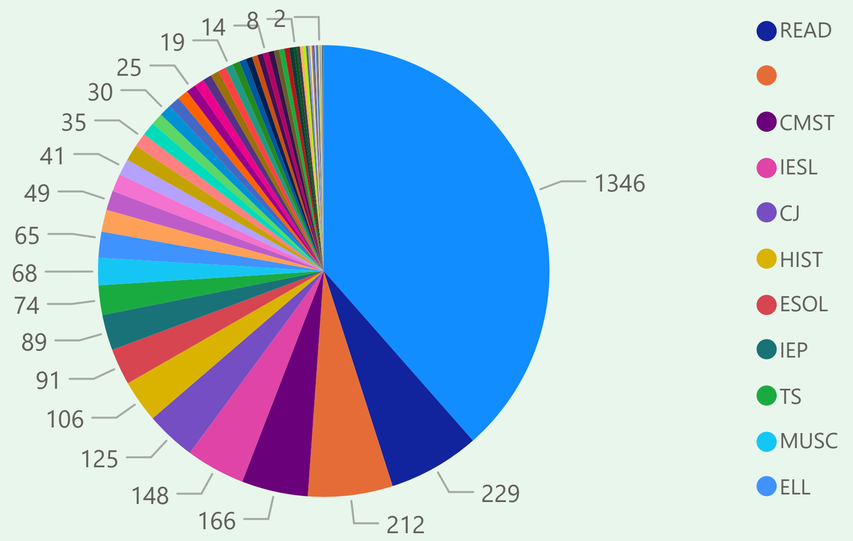
Department
All

Course
All

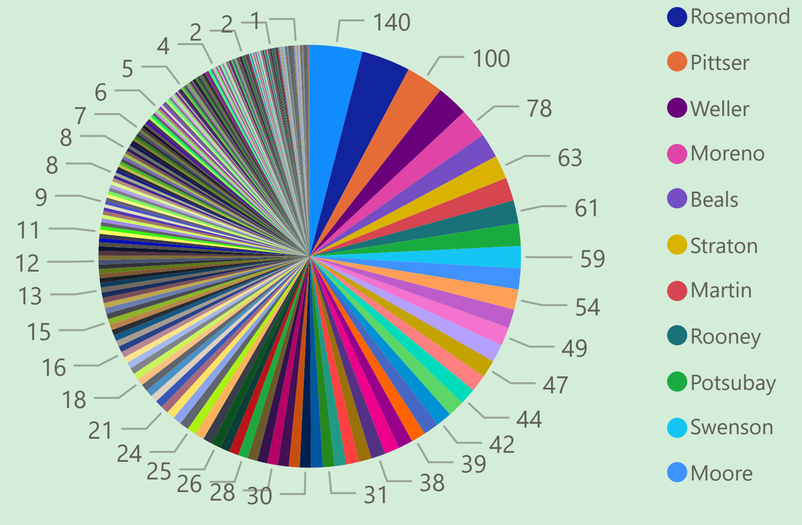
Section Number
All

Modality of Course
All

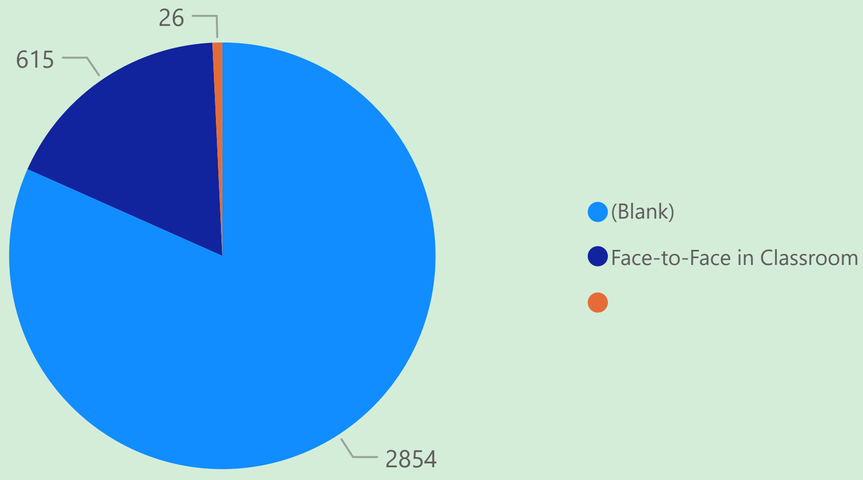
Sessions by Department



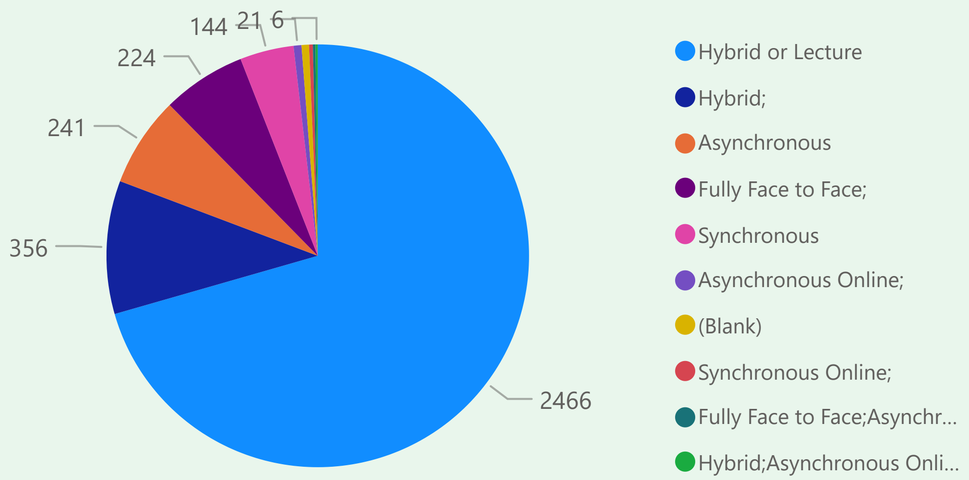
Sessions by Instructor



Modality of Instruction (Drill-Down Chart)

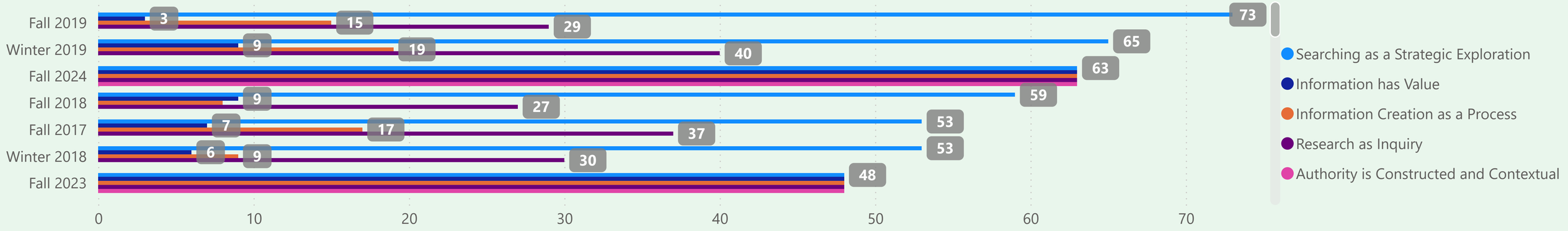


Modality of Subject Course

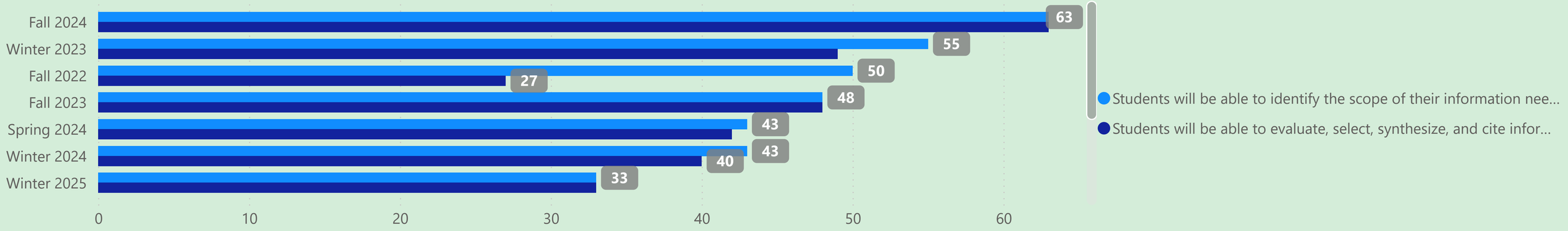


GRC Librarians' Instruction Assessment

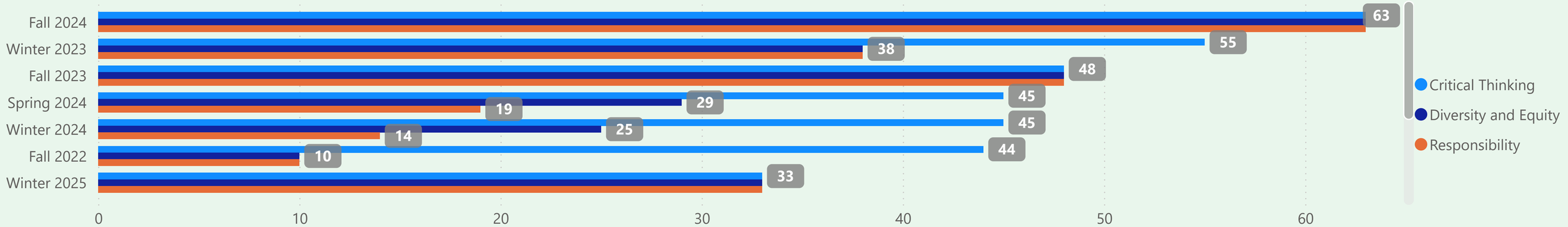
Threshold Concepts Metrics



Program Level Outcomes Metrics

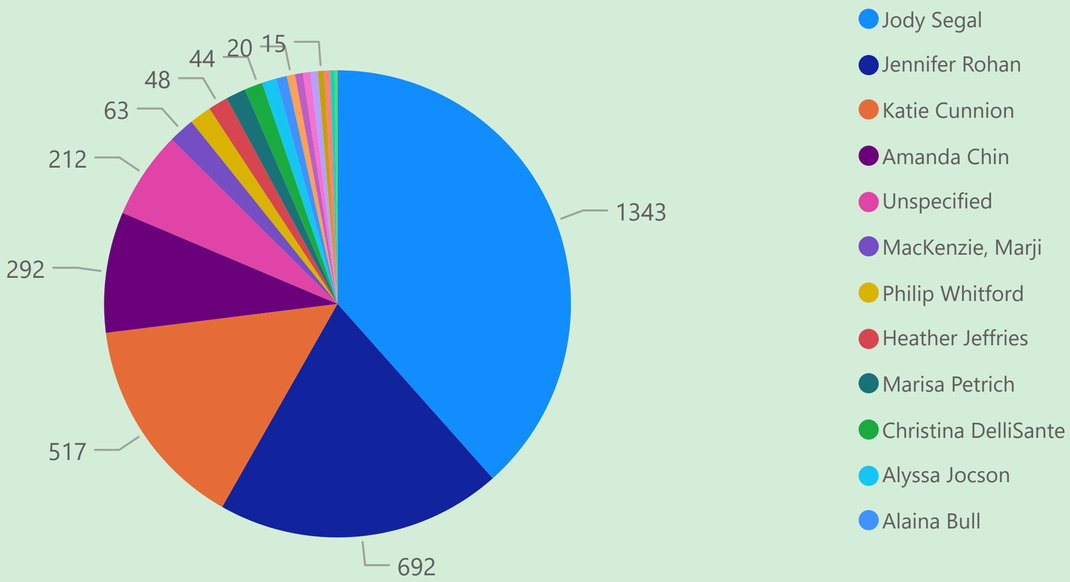


Campus Wide Outcomes Metrics

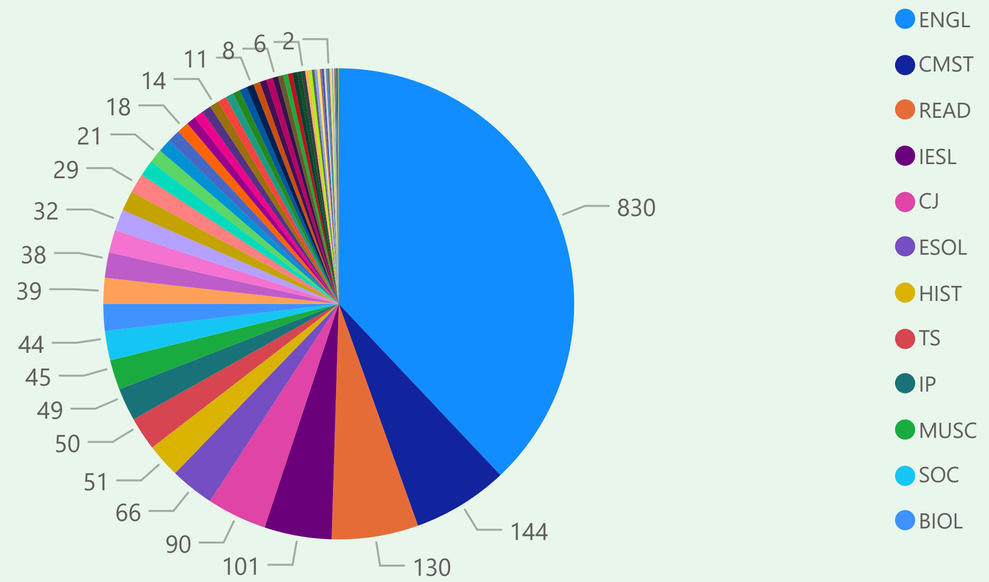


GRC Librarians' Instruction Assessment

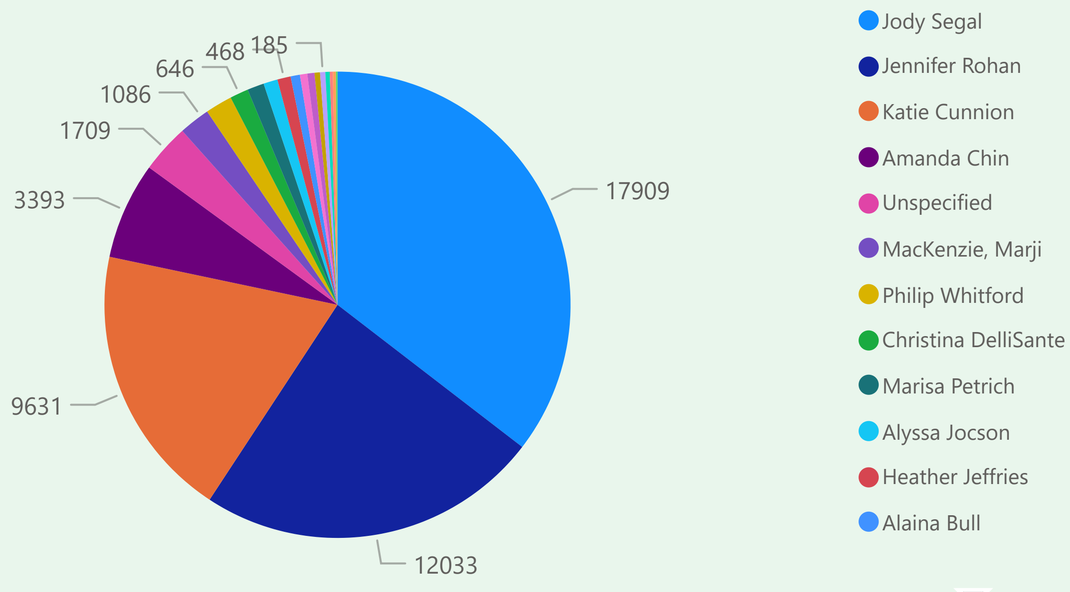
Sessions by Librarian



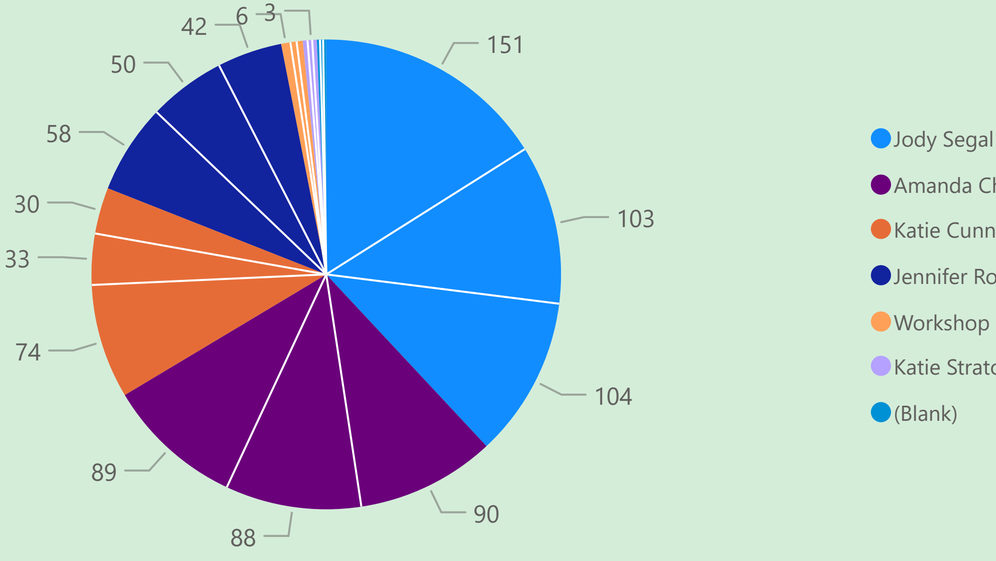
Department by Librarian



Number of Students by Librarian



Modality of Instruction by Librarian



Dashboard Credit & Thank You

The original version of this dashboard and documentation was created by GRC students in "The Runaway Five" team in Susan Uland's SDEV280 Data Analytics Capstone course (Spring 2023). "The Runaway Five" includes: Sean Allen, Josh Curtiss, Jared Eller, Murad Mohammed, and Rob Smith.

We also used Excel macros & Power BI documentation developed by the "Byte Bandits" student team, including: Dhiyaa Btemohd-nazim, Sage Bain, and Kaysin Tang. We thank all of the software development students for their work and support!

Further updates, including the "Introduction/Totals" page and this "About" page were added by GRC librarian Katie Cunnion in August 2023.

Data Version

The data on the dashboard was last updated on **June 2, 2025**.

The instruction data comes from the **GRC Holman Library Instruction Data Collection form**: Go to the form

Dashboard & Data Upload Help

Dashboard Help

How to Use the Library Instruction Dashboard (PDF)

Data Upload Help

Instruction Data Cleaning Documentation (GRC Sharepoint)

SA-24 Student Acceptable Computer Use – 2/16/2023

Select Language
Powered by Google Translate

SA-24 STUDENT ACCEPTABLE COMPUTER USE

SA-24 Student Technology Acceptable Use Policy

Purpose:

This policy governs the use of all technology and computer resources at Green River College including (but not limited to) college computers, college email, internet access, and use of the college network by either college-owned devices or privately owned devices. Use of the college's technology and computer resources signifies agreement to abide by this policy.

Scope:

All students enrolled at Green River College.

Definitions:

Private or personal business: Any activity performed outside college business.

Policy and/or Procedure

College facilities offering computer access exist to support academic success. Acceptable uses of these computers, systems, networks, and databases include: school activities, school-related activities, and limited “de minimis” personal

College Policies

Business Administration

General Administrative

Information Technology

Human Resources

Instruction

Student Affairs

- SA 1 Academic Standards & Progress Policy
- SA 2 Academic Honors
- SA-3 Audit a Class

activities (such as checking email and academic related websites) that do not interfere with other school-related activities. Unacceptable uses include, but are not limited to:

- Any activity which violates any college policy, including the college's Code of Conduct, or any city, state, or federal law, including hate speech, copyright violations, gambling, any malicious, threatening, or obscene matters.
- Any activity which interferes with the work of others, including but not limited to, excessive printing; creation or propagation of computer viruses or other self-replicating or destructive programs; harassment of others; posting, mailing, or printing of obscene materials; or distributing unsolicited advertisements.
- Using college technology resources to gain unauthorized access to any computer, files, data, systems, or networks.
- Unauthorized access of the college's data repositories. This includes, but is not limited to, accessing, downloading to, or modifying any online storage (e.g., SharePoint, Teams, or OneDrive), network drives, or the hard drive on any school computer, whether or not security is in place. This also includes gaming that modifies the network drives or hard drives of the computer in any way. Shared classroom/instructional drives are for school-related files only; personal files are not permitted.
- Unauthorized installation or deployment of solutions or devices intended to bridge college technology resources to an outside entity or alternate internet provider. This includes, but is not limited to, wireless access points, VPNs, remote access or assistance solutions (e.g., TeamViewer or VNC apps), and internet connection sharing options.
- Unauthorized use of technology for the purpose of conducting private or personal commercial business. The College technology resources may not be used for commercial purposes.
- Misrepresenting or forging the identity of the sender or the source of an electronic communication.
- Viewing websites or emails which violate the College's Code of Conduct, State, and Federal Laws.

User Account Information

For privacy and security reasons user account information may not be shared with anyone else. Each student should only use the user account they were assigned by the college in order to access the college technology resources.

Monitoring

The College reserves the right to monitor the use of college technology resources in the course of performing normal system and network maintenance orwhile investigating policy violations or suspected criminal activity.

Sanctions

Violations of this Student Technology Acceptable Use Policy will result in sanctions which may include loss of computer privileges, school disciplinary action, and/or legal action.

Disclaimer

Each student is responsible for their own actions in using any of the college's technology and computer resources. Green River College is not liable for harm caused by the actions of any person using the college's technology resources.

- SA-4 Admissions
- SA-5 Deceased Student
- SA-6 Grading Policy
- SA-9 Transcripts
- SA-13 Financial Aid Application Process
- SA-14 Federal Direct Loan Program
- SA-15 Financial Aid Eligibility
- SA-16 Return of Financial Aid Funds
- SA-17 Satisfactory Progress for Financial Aid
- SA-18 Notification on Convicted Sexual Offenders
- SA-20 Degree Exception
- SA-22 Graduation Criteria
- SA-24 Student Acceptable Computer Use Policy
- SA-27 Missing Student Policy
- SA-28 Disclosure of Crime Statistics
- SA-29 Facility Access & Maintenance for Safety
- SA-30 Fire Safety Education for CCA
- SA-31 Reporting Crimes and Other Emergencies
- SA-89 Transfer Credit
- SA-90 Academic Credit for Prior Learning
- SA-91 College Holiday & Leave Policy
- SA-92 Timely Warning Notifications
- SA-93 Emergency Notification Policy

Specific Authority:

Students are also bound by the **Student Code of Conduct** as set out in the Washington Administrative Code.(WAC)

Please be particularly aware of WAC 132J-126-090Conduct-Student Responsibilities sections:

WAC 132J-126-090 (8) Abuse; intimidation

WAC 132J-126-090 (15) Harassment

WAC 132J-126-090 (20) Disorderly conduct

WAC 132J-126-090 (21) Discriminatory conduct

WAC 132J-126-090 (23) Improper use of technology

Disciplinary action is described in the following section:

WAC 132J-126-140 Initiation of Disciplinary Action

Law Implemented

History of Policy or Procedure

Draft: February 15, 2007Adopted: April 9, 2008

Revised: March 3, 2008; February 21, 2013, April 20th, 2021, February 16, 2023

Reviewed by: Student Affairs and Information Technology

Contact: David Larsen, Dean of Enrollment and Completion, 253-833-9111, ext. 3307, dlarsen@greenriver.edu

Sponsor: David Larsen, Dean of Enrollment and Completion, 253-833-9111, ext. 3307, Camella Morgan, CIO/Executive Director of IT, ext. 6050

IT-2 Employee Acceptable Use of Technology and Data Policy – 4/24/2013

Select Language
Powered by Google Translate

IT-2 EMPLOYEE ACCEPTABLE USE OF TECHNOLOGY

IT-2 Employee Acceptable Use of Technology and Data Policy

Purpose
This policy governs the use of all technology and computer resources at Green River College including college computers, smart devices, college email, internet access
and use of the college network by either college owned or personal equipment. Use of the college's technology and computer resources signifies agreement to abide by this policy.

Scope
All College employees and students

Definition
College Technology Resources: any technology and computer resources owned by the college or by the employee.

College Data: any email, electronic document, hardcopy document, facsimiles or voice mails stored on college technology resources.

Information Technology Policies

IT-1 Information Technology Security
IT-2 Employee Acceptable Use of Technology and Data Policy
IT-3 Accessible Technology Policy

College Policies

Board of Trustees

Business Administration

General Administrative

Information Technology

Policy and/or Procedure

Human Resources

Instruction

Student Affairs

Risk Statement
The improper or illegal use of college technology resources may result in serious risk and liability to both the college and the individual employee. These risks include but are not limited to:

- Violation of state law
- Loss of public trust in the college
- Interference with performance and services provided by the college
- Loss of network or operational integrity
- Financial loss
- Personal and college liability

All college employees are reminded that all college data, including email, are considered public records and may be subject to disclosure under the public disclosure laws.

Business and Limited Personal Use
College technology resources are provided to employees as a productivity tool for conducting college business and to perform their official duties. Employees may occasionally on a limited basis use college technology for purposes other than the conduct of official duties provided that the use conforms to the De Minimis Use of State Resources by State Employees (RCW 42.52.160 and WAC 292-110-010).

The permitted uses for a purpose other than the conduct of official duties must meet all of the following:

- Results in little or no cost to the college
- Is infrequent, and brief in duration
- Is the most effective use of time and resources
- Does not interfere with the performance of official duties
- Does not disrupt other state employees
- Does not obligate other state employees to make a personal use of college resources, and
- Does not compromise the security or integrity of college property, information or software

Prohibited Use
In the course of using college technology resources for either business or limited personal use, employees are prohibited from:

- Any activity that violates any college policy or city, state, or federal law, including hate speech, copyright violations, gambling, any malicious, threatening, or obscene matters.
- Discriminating against or harassing another person.

- Supporting, promoting or soliciting for an outside organization unless authorized by the college and permissible by law.
- Using college technology resources to gain unauthorized access to any computer, files, data, systems, or networks.
- Unauthorized access of college computer's hard drives or college network drives. This includes, but is not limited to: accessing; downloading to; or modifying any network drives or the hard drive on any school computer; whether or not security is in place. Shared classroom/instructional drives are for school-related files only; personal files are not permitted.
- Unauthorized use of technology for the purpose of private or personal business. Computers may not be used for commercial purposes.
- Misrepresenting or forging the identity of the sender or the source of an electronic communication.
- Any activity which interferes with the work of others, including but not limited to, excessive printing; creation or propagation of computer viruses or other self-replicating or destructive programs; posting, mailing, or printing of obscene materials; or distributing unsolicited advertisements.

No Expectation of Privacy
The college has the right to access, inspect or monitor any college data, inclusive of electronic records. Employees cannot expect privacy in their use of college technology resources whether that use occurs in the conduct of official duties or is a use made for a purpose other than the conduct of official duties. While the college does not regularly monitor college data, employees are on notice that:

- The maintenance and operation of college technology resources may result in the observation of college data.
- Authorized college officers: President; Vice President of Human Resources; or designees may observe college data.

Reporting Misuse
Employees who discover misuse of college technology resources shall report such misuse to their supervisors. Retaliation on the basis of such a report will not be tolerated by the college.

Controlling Access to College Data
Employees are responsible for protecting college data from unauthorized access by securing communications devices and locking and securing hardcopy documents.
Employees should not provide others access to their accounts by sharing passwords or leave their workstations unattended without securing the workstation.

College Data Retention
College data are public records. College data that contain information about college business and that can function as evidence of business transactions are part of the records of the college, and are subject to the guidelines in the Public Records Act, Chapter 40.14 RCW, which regulates the preservation and destruct ion of public records. College data should be kept for the retention period identified by the General Retention Schedule for the Washington Association of Community and Technical College System. In addition, there may be reasons to retain these records longer for ongoing operations, audits, legal proceedings, research or other known purpose.

Managers and supervisors are responsible for providing retention guidelines and training to their staff. For more information on records retention matters, please consult the college records retention officer.

Public Records Disclosure
The intent of the Public Records Act is to provide public access to records and protect public records from damage or destruction. The college is required to make available for public inspection and copying all public records, unless the record falls within the specific exemptions of the Revised Code of Washington or other statue that exempts or prohibits disclosure of specific information or records. When a public records request is received, it should be forwarded to the College Relations office.

Violation Warning
Violations of this policy may result in disciplinary action up to and including dismissal and legal action. In addition, there may also be separate actions against the employee for violation of the state's ethics law, criminal prosecution, and civil actions.

Specific Authority
RCW 42.52.160, Use of persons, money, or property for private gain
WAC 292-110-010
RCW 40.14, General Retention Schedule for the Washington Association of Community and Technical College System

Law Implemented

History of Policy or Procedure
Draft: November 2, 2010
Adopted: December 1, 2010
Revised: April 24, 2013
Reviewed by: Camella Morgan, Executive Director of Information Technology
Contact: Camella Morgan, Executive Director of Information Technology
President's Staff Sponsor: Camella Morgan, Executive Director of Information Technology

Holman Library Research & Resource Guides

Holman Library

ASK A QUESTION

Holman Library Research & Resource Guides

SUBJECT & CLASS GUIDES

RESEARCH SUPPORT & CURRENT TOPIC GUIDES

ALL GUIDES

Search in Guides: Enter Search Words Search

American Minority and Ethnic Studies	15
Anthropology	1
Art	5
Biological Sciences	6
Business	15
Communication Studies	8
Court Reporting & Captioning	4
Criminal Justice & Law	10
Critical Film & Media Studies	4
Diversity Studies	22
Drama	4
Early Childhood Education	2
Earth Sciences	6
Economics	5
ELL - English Language Learning	11
English Literature & Composition	42
Foreign Languages	3
Gender & Sexuality Studies	3
Geography	1
Health Sciences	8
High School Completion	1
History	7
Humanities	8
IEP: Intensive English Programs	4

Help is Just a Click Away

Find help from a librarian when and where you need it.

Ask a Question!

Find your Librarian

Search:

Librarians by Name Go

Librarians by Subject Area Go

Research Support

Login, Technology, & Textbook Support

- Technology: Canvas, Email, Computers, Wifi & More
- Help with Textbooks & Course Reserves
- InterLibrary Loan

Start Your Research

Find Information Sources

Cite Your Sources

A-Z Database List

Full list of Databases the library subscribes to, including trial access.

Go to A-Z List

Featured Content

One Book 2025-26 - Searches: Selfhood i Digital Age

Math	**2**
Natural Resources	**6**
One Book	**10**
Philosophy	**1**
Physical Sciences	**4**
Political Science	**3**
Reading	**1**
Sociology	**4**
Statistics	**1**
Study Skills	**2**
Technology	**11**
Trades	**1**
Transitional Studies	**8**

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Ask A Question | Holman Library

Holman Library Quarterly Workshops

Holman Library

ASK A QUESTION

Library Workshops: Fall Quarter 2025 Open Library Workshops

Search this Guide Search

Current Library Workshops

Quarterly Workshops Tutorials, & Research Support

Quarterly Workshops Tutorials, & Research Support

Library Research Workshops are open to all students and are not connected to specific courses.

If you'd like help getting started on a *research project*, want to learn more about *generative AI,* want help with *citing sources* and using *NoodleTools*, or want research help for a *group project*, please check out the resources on this page!

- Workshops may meet in-person. online, or hybrid. Be sure to check the modality!
- Please register ahead of time, so we know who to expect. That said, drop-ins and last-minute registrants are always welcome at our workshops.

- Fall 2025 Library Research Workshops Flyer (https://libguides.greenriver.edu/ld.php?content_id=81410698)

Research 101 Workshop: Start your Research

Research 101: Start Your Research

This hands-on workshop will help you launch your research project with confidence.

Workshop Focus

- Making sense of an assignment
- Choosing a topic that works
- Identifying keywords for research
- Getting an overview of library resources – and how to use them

Be sure to bring your assignment with you.

Schedule

Week 4: Wednesday October 15 @ 11-11:50

- Meets in person in HL217

Week 7: Thursday November 6 @ 12-12:50

- Meets on ZOOM

To Register

- **Please register** for both Zoom and Face-to-Face workshops using the REGISTRATION LINK below to select the workshop date you would like.
- For **Zoom** workshops, we will send you a link to join us. You need to REGISTER to receive the link.
- **Face-to-Face** workshops are held in Holman Library in HL213 or HL217.
- **If you haven't registered and want to attend a workshop, there's likely room. So come on by!**

- Research 101 Workshop Registration (https://forms.office.com/Pages/ResponsePage.aspx?id=PmZA-ieXeEmbznds-CS8pZkoTATLnKdBhPakSay71P9URVpHTTc2NE9FT09CWEcwUFkxWTBHNUQ1WS4u)

Asynchronous Research 101 Workshop

AI Workshop: What is AI and Can I Use it?

AI: What is It and Can I Use It?

This workshop will help you understand *what* generative AI is, *how* it works, and *why* there are ethical considerations in using AI.

Please keep in mind that *any* AI use in your classes is up to your instructor.

Workshop Focus

- Learn how generative AI works and meet several AI tools.
- Explore how an AI can be a helpful tutor and aid.
- Consider the ethical issues in using AI in college and beyond.

Schedule

Week 5: Wednesday October 22 @ 11-11:50 a.m.

- HYBRID in HL217 & on Zoom

Week 6: Tuesday October 28 @ 12-12:50 p.m.

- HYBRID in HL217 & on Zoom

To Register

- Please pre-register by completing the quick registration form. That helps us know how many students to plan for!
- **If you haven't registered and want to attend a workshop, there's likely room. So come on by!**

- Library Workshop Registration - AI: What is it and Can I Use it? (https://forms.office.com/Pages/ResponsePage.aspx?id=PmZA-ieXeEmbznds-CS8pZkoTATLnKdBhPakSay71P9URUZMSVUwRjVIQjdXNlA1NDRJRTBCQVdTTi4u)
Sign up for this workshop with your GRC email address.

Asynchronous Tutorials: Citations & NoodleTools Citation Generator

Citations and NoodleTools Citation Maker Tutorials

Scholarship is a Conversation and citations are how we indicate whose ideas we are building on and engaging with.

The Canvas and Online Tutorials linked below will help you:

- Understand why and when to cite other works
- Integrate and cite source material
- Use NoodleTools citation maker

- How to Create a NoodleTools Account (https://egator.hosted.panopto.com/Panopto/Pages/Viewer.aspx?id=07e709b4-001a-4655-9d50-abff0144284a)
- Online NoodleTools Citation Workshop (in Canvas) (https://egator.greenriver.edu/courses/1186719)
- NoodleTools How-To Guide (https://libguides.greenriver.edu/noodletoolstutorials/home)

Research Appointment for Individual or Group Research Projects

Schedule a Research Appointment

Do you want individual help from a librarian?

Would your group like help with a group project?

We can help you find credible sources, incorporate sources into your presentation, and more.

Make An Appointment With Us!

- Schedule a 30 minute appointment with a librarian (https://greenriver.campus.eab.com/capabilities#/my/appointment-results?care_unit_id=8&service_id=141)
After you log on, choose the Academic Support & Resources option
- Schedule a 60 minute appointment with a librarian (https://greenriver.campus.eab.com/capabilities#/my/appointment-results?care_unit_id=8&service_id=114)
After you log on, choose the Academic Support & Resources option

If you want immediate help or don't know your schedule, use our Ask a Librarian for live chat and even zoom help!

- Ask a Question (https://libguides.greenriver.edu/c.php?g=1403447&p=10933148)
Get help in-person, by email, phone, or 24/7 chat from a librarian!
more... (javascript:void(0);)

More Help:

- Library Research: A Step-By-Step Guide (https://libguides.greenriver.edu/library-research)

- Tutorials (https://libguides.greenriver.edu/tutorials)

Can't attend a Research 101 workshop at the scheduled times?

- Research 101: Getting Started On Your Research Project (https://libguides.greenriver.edu/research101)

Borrowing & Circulation Home

Holman Library

ASK A QUESTION

Borrowing & Circulation

Search this Group Search

Borrowing & Circulation Home

Library Borrowing & GRC ID Cards

Textbooks (Course Reserves)

Technology Borrowing (laptops, media...etc.)

Interlibrary Loan (ILL)

King County Library System (KCLS) Accounts

Borrowing & Circulation

Go to...

- LIBRARY HOME PAGE (https://www.greenriver.edu/campus/campus-resources/holman-library/index.html)
- Search Collections & Databases (https://libguides.greenriver.edu/c.php?g=1401588)
- Research & Academic Support (https://libguides.greenriver.edu/c.php?g=1403434)
- Student Technology & Logins (https://libguides.greenriver.edu/c.php?g=1398644)
- Faculty Support (https://libguides.greenriver.edu/c.php?g=1403456)
- About the Library (https://libguides.greenriver.edu/c.php?g=1403447&p=10385860)

- Ask a Question (https://libguides.greenriver.edu/c.php?g=1403447&p=10933148)
  Get help in-person, by email, phone, or 24/7 chat from a librarian!
  more... (javascript:void(0);)

The Holman Library lends books, videos, technology items and other materials to students, staff and faculty. Community members also have some borrowing privileges. Find details about borrowing and other library services:

Library Borrowing and ID Cards (https://libguides.greenriver.edu/c.php?g=1402373&p=10376817)
Learn about your library account, due dates, fines, delivery to other campuses, and returning, renewing and requesting items.

Textbooks (Course Reserves) (https://libguides.greenriver.edu/textbooks)
Find options of where to buy or borrow textbooks for classes.

Technology Borrowing (laptops, media, etc.) (https://libguides.greenriver.edu/c.php?g=1398644&p=10346711)
Understand how to borrow and troubleshoot technology.

Interlibrary Loan (https://libguides.greenriver.edu/c.php?g=1402373&p=10376822)
Have books and articles from other libraries sent to GRC for you to borrow.

KCLS (King County Library System) Accounts (https://libguides.greenriver.edu/c.php?g=1398644&p=10346760)
Access online resources from the public library with a free student or faculty account.

(https://d2jv02qf7xgjwx.cloudfront.net/accounts/22044/images/librarycirculationdesk.jpg)

Holman Library Circulation Desk, First Floor (image attribution: Holman Library)

2.H.1 EV.#4 / Section 4

Holman Library Staff Directory

Holman Library

ASK A QUESTION

About the Library

About the Library Home

Open Hours & Location

Staff, Faculty & Department Contacts

Library Spaces & Use

Library Policies & Guidelines

Mission & History

What's Happening at the Library

Ask a Question

Staff, Faculty & Department Contacts

Go to...

- LIBRARY HOME PAGE (https://www.greenriver.edu/campus/campus-resources/holman-library/index.html)
- Search Collections & Databases (https://libguides.greenriver.edu/c.php?g=1401588)
- Borrowing & Circulation (https://libguides.greenriver.edu/c.php?g=1402373)
- Research & Academic Support (https://libguides.greenriver.edu/c.php?g=1403434)
- Student Technology & Logins (https://libguides.greenriver.edu/c.php?g=1398644)
- Faculty Support (https://libguides.greenriver.edu/c.php?g=1403456)

Holman Library
Green River College
12401 SE 320th Street
Auburn, WA 98092-3622

Library Circulation Desk (Borrowing and Reserves): (253) 931-6490

Library Reference Desk and Information Commons: (253) 931-6480

Media Services: 253-931-6495

- Ask a Question (https://libguides.greenriver.edu/c.php?g=1403447&p=10933148)
  Get help in-person, by email, phone, or 24/7 chat from a librarian!
  more... (javascript:void(0);)
- Library Open Hours & Location (https://libguides.greenriver.edu/c.php?g=1403447&p=10385862)

Circulation Services (#s-lib-ctab-32792812-0) | Info & Reference Services (#s-lib-ctab-32792812-1)
Student Technology Help Desk (#s-lib-ctab-32792812-2) | Full-Time Faculty Librarians (#s-lib-ctab-32792812-3)
Adjunct Faculty Librarians (#s-lib-ctab-32792812-4) | Administration & Technical Services (#s-lib-ctab-32792812-5)
Media Services (for faculty) (#s-lib-ctab-32792812-6)

Circulation Services

Lending and returning items, course reserves, fines, GRC ID Cards, Interlibrary Loan

Location

Holman Library, first floor

Contact

253-931-6490 (tel:253-931-6490) or circdesk@greenriver.edu (mailto:circdesk@greenriver.edu)

Holman Library Circulation Desk
Green River College
12401 SE 320th Street
Auburn, WA 98092-3622

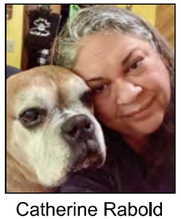
(https://d2jv02qf7xgjwx.cloudfront.net/accounts/22044/images/librarycirculationdesk.jpg)
Holman Library Circulation Desk with course reserves in background (click on image to enlarge)

- First Floor Map (Public, Black & White) (https://libguides.greenriver.edu/ld.php?content_id=23454510)

Staff

Fartun Abdulahi
Circulation Assistant
Phone: 253-931-6446 (tel:2539316446)
Email: fabdulahi@greenriver.edu (mailto:fabdulahi@greenriver.edu)

Nadine Pavlov
Circulation Supervisor
Phone: 253-931-6485 (tel:2539316485)
Email: npavlov@greenriver.edu (mailto:npavlov@greenriver.edu)

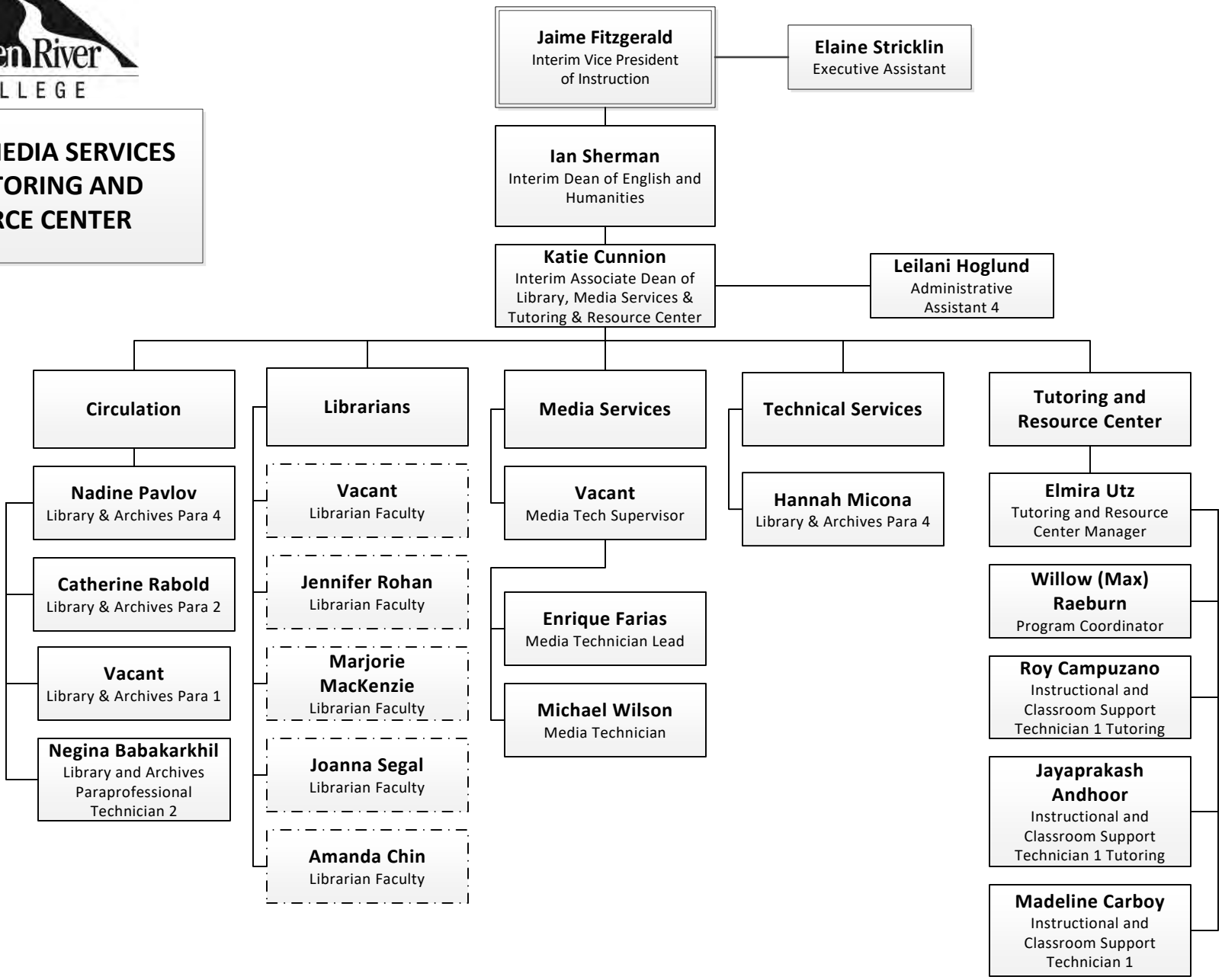


Catherine Rabold
Circulation Technician
Phone: 253-931-6486 (tel:2539316486)
Email: crabold@greenriver.edu (mailto:crabold@greenriver.edu)

Library Organization Chart

Green River COLLEGE

LIBRARY, MEDIA SERVICES AND TUTORING AND RESOURCE CENTER



---- Shared with Humanities Division

Last Revised: 12.8.25

Library Information Literacy Instruction - Faculty Support

Holman Library

ASK A QUESTION

Faculty Support

Search this Group | Search

- Faculty Support Home
- Library Information Literacy Instruction
- Information Literacy Resources
- Library Resources for Classes & Canvas
- Course Reserves
- Film & Video for Classes
- GRC Class Sets
- OER, Free & Low-Cost Materials for Classes
- Copyright
- Interlibrary Loan
- Purchase Requests & Collection Guidelines
- Professional Development
- Technology, Media Services & eLearning

Library Information Literacy Instruction

Go to...

- LIBRARY HOME PAGE (https://www.greenriver.edu/campus/campus-resources/holman-library/index.html)
- Search Collections & Databases (https://libguides.greenriver.edu/c.php?g=1401588)
- Borrowing & Circulation (https://libguides.greenriver.edu/c.php?g=1402373)
- Research & Academic Support (https://libguides.greenriver.edu/c.php?g=1403434)
- Student Technology & Logins (https://libguides.greenriver.edu/c.php?g=1398644)
- About the Library (https://libguides.greenriver.edu/c.php?g=1403447&p=10385860)
- Ask a Question (https://libguides.greenriver.edu/c.php?g=1403447&p=10933148)
  Get help in-person, by email, phone, or 24/7 chat from a librarian!
  more... (javascript:void(0);)

Schedule Instruction (#s-lib-ctab-32804359-0) | Library Liaisons By Division/Department (#s-lib-ctab-32804359-1) | Information Literacy at GRC (#s-lib-ctab-32804359-2)

Schedule Instruction

What does information literacy instruction look like at GRC?

Information literacy is a set of abilities requiring students to recognize when they need information and enabling them to ethically access, evaluate, and synthesize the needed information for academic, career, or personal gain.

Librarians can schedule **tailored "point of need" information literacy instruction** to be delivered

- **in-person** to your class in the library classrooms HL 213 or HL 217 or your your classroom,
- **synchronously online** (via Zoom to your class)
- **asynchronously** (creating or collaborating with you to design specialized class research guides or video tutorials to assist student with your research assignments)

- Quick Guide to Library Instruction (https://libguides.greenriver.edu/ld.php?content_id=50404869)

How do I request information literacy instruction?

To enable librarians to prep for information literacy sessions, please provide:

1. A minimum of one week's notice to schedule instruction
2. A copy of your assignment at least one week in advance.

To request instruction, please fill out the instruction request form:

- Faculty Request for Library Instruction (https://forms.office.com/Pages/ResponsePage.aspx?id=PmZA-ieXeEmbznds-CS8pZkoTATLnKdBhPakSay71P9UREdQWjNaTkhaSzRJQVBHOFBXTzAyVUpIUy4u)

Alternately you can directly contact the Library Liaison who works specifically with your division/department:

- Library Liaisons by Division/Department (https://libguides.greenriver.edu/c.php?g=1403456&p=10386003#s-lib-ctab-32804359-1)

How should I prepare for an instruction session led by a librarian?

Library sessions work best when:

- Students have an assignment that requires them to use research or library resources.
- The librarian and instructor are collaborators and have discussed ahead of time the assignment, topics or themes, where students are in the process, outcomes and other key info. If you would like, librarians are happy to help you plan a research assignment.
- Students know the assignment before they come to the library.
- Students are graded or accountable in some way for participating in the library class.

(https://d2jv02qf7xgjwx.cloudfront.net/accounts/22044/images/HL_217_Facing_Instructor.jpg)

HL 217 Library Classroom (click image to enlarge) (photo attribution: Holman Library)

Related Pages

- Books (https://libguides.greenriver.edu/books)
- Scholarly Journals (http://libguides.greenriver.edu/scholarlyjournals)
- Articles - scholarly journals, magazines, newspapers (https://libguides.greenriver.edu/articles)
- Audio and Video - DVDs, streaming videos, podcasts, CDs (https://libguides.greenriver.edu/audiovideo)
- Images - images online and in library database tools (https://libguides.greenriver.edu/images)
- Primary Sources (http://libguides.greenriver.edu/primarysources)
- Literary Criticism (https://libguides.greenriver.edu/literarycriticism)
- Statistics (https://libguides.greenriver.edu/statistics/finding-statistics)
- Websites - smart search strategies (https://libguides.greenriver.edu/websites)

Green River College PRFR Report Appendix 2.I.1

2.I.1 Consistent with its mission, the institution creates and maintains physical facilities and technology infrastructure that are accessible, safe, secure, and sufficient in quantity and quality to ensure healthful learning and working environments that support and sustain the institution's mission, academic programs, and services.

Table of Contents

2.I.1 EV.#1 Facilities / Section 1 ..... **4**

Additional Evidences / Section 2 ..... **85**

2.I.1 EV.#1 Technology / Section 3 ..... **89**

Section 1: Facilities master plan, including: Facilities master plan and planning processes, Equipment replacement policies and procedures, Procedures for assessing sufficiency of physical facilities, Policies and procedures for ensuring accessible, safe, and secure facilities, Policies and procedures for the use, storage, and disposal of hazardous waste, Link to Clery Annual Security Report posted on website

- GRC Physical Resources Plan PROGRESS DRAFT 2025-02-11
- SBCTC Facilities, Infrastructure, and Assessments Website
- BA-4 asset management policy
- Green-river-college-2023-facility-condition-survey
- Replacement Policy Email with SBCTC
- Facilities- Staffing and APPA industry Standards
- SA-29 Facility Access & Maintenance for Safety
- GA-18 Traffic and Parking – 3/6/2013
- Hazardous Information Program
- EMERGENCY OPERATIONS PLAN
- 2025 Annual Security and Fire Report
- 2024 Annual Security and Fire Report

Section 2: Additional Evidences

- Welcome to Facilities

Section 3: Technology master plan, including: Technology master plan and planning processes, Equipment replacement policies and procedures, Procedures for assessing sufficiency of technology infrastructure, Policies and procedures for ensuring accessible, efficient educational technologies, Policies and procedures for the use, storage, and refurbishing equipment, Cybersecurity Policies and Procedures, including description of training, Data governance and security policies

- GRC-IT-Security Program Plan
- 2025 - 2G5-2G8 Technological Infrastructure_dh 7 9 25.pdf
- Green River Data Handling Guidelines
- IT-1 Information Technology Security
- IT-2 Employee Acceptable Use of Technology
- IT-3 Accessible Technology

2.I.1 EV.#1 / Section 1

GRC Physical Resources Plan PROGRESS DRAFT 2025-02-11

The following pages show only cover of this evidence. To view the full file, please refer to separated Appendix

SW ARCHITECTS

STARLING
WHITEHEAD
& LUX

Green River
COLLEGE

PHYSICAL RESOURCES PLAN

Project # 2020-146 G (1-1)

PROGRESS DRAFT

February 2025

SBCTC Facilities, Infrastructure, and Assessments Website

Facilities, Infrastructure, and Assessments

In This Section

- Capital Allocation and Monitoring
- Capital Budget Development
- Capital Budget Request
- Emergency Capital Funding
- Facilities, Infrastructure and Equipment Assessments
- Major Project Status Reports
- Facility Condition Survey Reports - Current
- Facility Condition Survey Reports - Archive
- Sustainability and Energy Conservation
- Megamation DirectLine

Emergency Capital Funding

The community and technical college capital budget process sets aside Emergency Capital Funds each biennium to respond to emergencies and unforeseen conditions.

The Capital Budget office helps Washington state community and technical colleges monitor the conditions of buildings, equipment and property.

The facility assessment report includes summaries, analysis, and synthesis of what you found during the walk-through, based on interviews, background research, and resource accounting.

CONTACTS

John Lyons
Principal Architect
jlyons@sbctc.edu
360-704-4395

Facilities and Equipment Management

- Space coding matrix guide
- FAE facility coding manual
- Current CIP code list with descriptions
- Facilities dashboard
- DirectLine quick reference guides
- DirectLine new building/room template
- DirectLine Login

Facility Condition Surveys (FCS)

SBCTC surveys the condition of capital assets every two years for college use in reviewing building and site conditions for their campus or district.

This survey helps SBCTC establish the relative severity of each capital repair deficiency to allow system-wide prioritization of college repair requests and to estimate the cost of the projects to be requested for its next biennial capital budget.

The scope of the condition survey update may include major building systems, utility distribution systems, and some site elements. It does not include dormitories, parking lots, asbestos hazard identification, ADA compliance, new construction, construction currently under warranty, or facilities recently purchased.

- College Facility Condition Surveys

Infrastructure Asset Survey

In 2019, SBCTC surveyed the location and condition of capital infrastructure assets throughout the college system. The survey information is used to help identify the greatest need for component replacement to avoid program disruptions.

The infrastructure survey compliments the facility condition survey process with a focus on components that support core facility functions and are typically buried underground. All assets that are identified in the survey have been ranked to establish a list of prioritized minor works projects. These projects are included in capital budget requests as the identified assets reach the expected end of their useful life.

- 2019 Infrastructure Asset Survey (Updated for the 25-27 Biennium)

BA-4 asset management policy

Select Language

BA-4 ASSET MANAGEMENT (INVENTORY CONTROL)

BA-4 Asset Management (Inventory Control)

Purpose

The purpose of the fixed assets system is to provide control and accountability over the College's assets and to gather and maintain the information needed for the preparation of financial statements. The policies and procedures described below meet the State of Washington, Office of Financial Management minimum standards as described in Chapter 30 of the State Administrative & Accounting Manual. In addition to the minimum standards, the Purchasing Office will annually review and update these policies and procedures to determine if changes in

technology or theft experience warrant inclusion of any additional items in the asset inventory.

Scope
This policy applies to all Green River staff, students and community members who utilize state resources.

Definitions
Administrator: A person authorized to approve purchases on behalf of a college department and has the authority to redistribute or surplus assets.

Asset Value: The acquisition cost of an asset calculated

1. without regard for trade in allowance
2. including taxes, installation and/or calibration charges,
3. freight and
4. Educational and other discounts are taken into consideration.

Capital Asset: Item or equipment with:

1. asset value over five thousand dollars ($5,000),
2. a useful life of one or more years, and
3. legally considered either real or personal property.

Such items must be purchased, transferred, coded, recorded, tagged and inventoried within the fixed assets system as described in these procedures.

Office of Financial Management (OFM): The Washington State Agency responsible for the oversight of state assets.

Small and attractive assets: Item or equipment with:

1. asset value cost between three hundred dollars ($300) and five thousand dollars ($5,000),
2. a useful life of one or more years and
3. considered sensitive and requiring property control. Such items must be purchased, transferred, coded, recorded, tagged and inventoried within the fixed assets
   system as described in these procedures.

Small and attractive assets per OFM include:

- Weapons, firearms and all items in OFM commodity class 10XX.
- Items or equipment with a unit cost of $3,000 or greater.
- Portable computing devices
- Portable video projectors
- Digital video cameras

Additional small and attractive assets per GRC, Less than $300.00

- External Zip Drives
- External CD Burners/Writer
- External Laser Disc (storage devices)
- Cellular Phones
- Fax Machines
- Palm Pilots (smart pad)
- Scanners
- Printers
- Flat Screen Monitors and Specialty Monitors
- Cameras
- Video Cameras
- Optical devices (binoculars, telescopes)
- Radios used by repeater

Non-inventoried assets: Items or equipment with:

1. asset value between three hundred ($300) and three thousand ($3,000) dollars,
2. a useful life of more than one year
3. does not meet the definition of a capital or small and attractive as set.

Such items must be purchased, transferred, coded, recorded, and inventoried according to the internal procedures of each department.

Fixed assets system (FAE): Fixed Assets Equipment will be used to record and account for all capital and small and attractive assets.

Accessories or attachments to assets: Units or equipment with:

1. asset value over five thousand dollars ($5,000),
2. adds useful life to an existing capital asset and
3. does not replace the original asset.

Such items must be purchased, transferred, coded, recorded, tagged and inventoried within the fixed assets system as described in these procedures.

Fabricated asset: Items or equipment constructed by a college shop or lab. Such items should be coded as equipment five thousand dollars ($5,000), a useful life of one or more when the fabrication charges are made and treated as a capital, small and attractive or non-inventoried asset as described above. All labor, supplies, and materials used in the construction should be considered the asset value. The fabricator must notify Inventory and Surplus staff to transfer, code, record, tag and inventory the item as soon as it is completed.

Transferred asset: Items or equipment received from another government (federal, state or local) agency (often with freight the only cash expenditure) shall be treated
as a capital, small and attractive or non-inventoried asset as described above. The cost shown on the transfer document shall be considered the asset value.

Gift: A capital, small and attractive or non-inventoried asset received without any college expense incurred. The Green River College Foundation must officially accept all
donations, including gifts designated for a particular area or purpose. The Green River College Foundation shall notify the Purchasing Office in writing of the donation to include a description of the item, the receiving unit, location, value of gift, donor's name, and date received. The asset shall be treated as a capital, small and attractive or non-inventoried asset as described above. The value of the gift shall be considered the asset value.

Property: Any asset, material, equipment or supply belonging to the college.

Property custodian: Person assigned by a department administrator to maintain the department's property list and work with the Inventory Inspector during the biannual
physical inventory.

Surplus property: Any unserviceable, obsolete or excess college assets, materials, equipment or supplies, tagged and untagged regardless of whether or not the item is part of the colleges fixed assets system.

Policy

Green River College is to be in compliance with all RCW's and WAC's governing Inventory and Surplus of College Assets as outlined in the OFM Manual with the following procedures.

Procedure

Responsibilities

The Purchasing Manager is responsible for developing and administering property management processes and the data integrity of the fixed assets system. Each administrator or their delegate, is responsible for maintaining physical control and maintenance over all assets (inventoried and non-inventoried) purchased and assigned to their department. Departments are responsible for developing internal procedures to control the use and

distribution of all assets assigned to the unit.

Inventory staff is responsible for:

- maintaining records,
- tagging assets,
- preparing asset inventory reports,
- coordinating the annual physical inventory,
- reconciling property inventory and fiscal records, and
- making financial reports of fixed assets contained on a yearly basis.

Receiving, Tagging and Delivery of Property

The college becomes responsible for all property upon delivery. The campus receiving/mailing operation is responsible for physically delivering non-IT related property to the ordering department unless delegated to someone else. The campus receiving/mailing operation is responsible for delivery of the IT related goods to the Information Technology staff and to notify the ordering department that

the goods have arrived.

The Information Technology staff is responsible for delivering and installing all IT related property. All capital and small and attractive assets are to be tagged before being delivered to units unless delegated to another area. The Inventory staff is responsible for assigning and permanently affixing college inventory tags and other identification markings on these assets as appropriate unless delegated. The College inventory tag number must be noted on the receiving document (packing slip, email or copy of PO) and recorded in the fixed assets system.

Disposal, Transfers, Trades and Trade-Ins of Surplus Property
Inventory and Surplus staff must be notified in writing that a disposal of surplus property is planned. An email notification should include description, State of Washington tag number (if available), serial number and condition, location of asset, any other pertinent information and include a carbon copy to all affected staff to include the administrator responsible for the area. If an administrator disapproves of the Surplus, they must respond to the email as soon as possible. Surplus of IT equipment must be routed to IT for approval and redistribution as appropriate. Upon receipt of a notification for disposal, the receiving/mail office will respond as to the collection and storage of the reported property. Rolling stock and heavy equipment such as motor vehicles, construction equipment, and grounds equipment is stored at unit's location until the property is surplused.

The Office of Commodity Distribution, Department of General Administration (GA), State of Washington process (form 267A) is used for disposal of all surplus property by the Inventory and Surplus staff.

If the surplus property was a capital or small and attractive asset, it will be removed from the fixed assets system.

If the administrator believes that the value and marketability of the items being surplused would generate $1,000 or more for the college, a request should be made for the college to directly sell the property. The request will be evaluated by the Purchasing Manager, the Inventory, Surplus staff and the administrator to determine feasibility.

Disposition of technology-related surplus property must be approved by the Vice President of Information Technology. Technology-related surplus

property may
be cannibalized for parts, recycled or submitted to the colleges' Inventory/Surplus staff. The Surplus/Inventory staff will be notified of all actions regarding college IT property that are part of the FAE so proper updates can be made.

If the decision is made to directly sell college property, the Inventory/ Surplus staff will manage a surplus sale. Revenue received from the sale of surplus property through a sale and the General Administration distribution process will be deposited back to the fund and division that originally purchased the surplus property.

Transfer of surplus property or assets between units may be accomplished by an email notification to Inventory and Surplus staff by the unit which currently carries the asset on its inventory. IT will process all IT related items for the college and notify the Inventory/Surplus staff. Inventory/Surplus staff will update the fixed assets system to reflect the transfer. The college encourages the use of trade-in opportunities where the trade-in produces the best value for the college. Approval from Purchasing must be obtained prior to generating a purchase involving a trade in. The purchase requisition should include the tag number of the property to be
traded in. Purchasing will notify the Inventory/Surplus staff. These transactions must be processed through the GA as surplus property (form 267A).

Loan of College Assets
No item of college property (regardless of original funding source) shall be removed from its assigned location without proper written authority. Any loan or temporary removal of an asset must be authorized by the appropriate administrator and an email notification sent to the Inventory/Surplus staff. This notification must include:

- description of item,
- state tag number
- who will have control of asset
- location of asset
- release date
- date asset should return to college
- approval by administrator

There are two exceptions:

- If the item is IT related, then IT will approve and notify the Inventory/Surplus staff via email when the item is released and when it is returned.
- If the item is managed by the Instructional Media Center, they will manage their inventory and reconcile with the Inventory/Surplus staff on a yearly basis.

NOTE: College assets may only be used for official college activities. Assets may not be loaned to other organizations nor may they be used by college staff for personal use.

Lost or Stolen Property
If property is missing, the administrator or their delegate must email a memorandum to the campus Security Services office indicating the item missing and the
circumstances under which the item was lost or stolen. The Security Services will complete a report as required and notify the Inventory and Surplus staff, Controller and affected departments. Upon conclusion of the investigation, the campus Security Service office will forward a copy of the case report to Inventory and Surplus staff, Controller and affected departments.

If evidence clearly indicates the item has been stolen, Inventory and Surplus staff shall prepare and file a GA form 267A internally, including all back-up material (the memorandum from the account manager and the case report from Security Services). The Controller will email notification to the State Auditor's Office, Risk Management and Attorney General, if required.

If it appears that the item may still be on campus, but has just been misplaced, it will remain on inventory until the next full physical inventory. If it is not found in the next inventory, the administrator will initiate the process described above for stolen property.

Physical Inventory
Each department is required to maintain a physical inventory of all non-inventoried and tagged assets. Inventory staff will inventory each college department at least once per year. Inventory staff will work with departmental staff to reconcile the inventory. Each department

administrator will assign someone to be the property custodian for the department.

Inventory staff will note exceptions on the property list such as:

- Asset on inventory list but not found.
- Asset found but not on inventory list.
- Incorrect description

A report of the results of the campus-wide physical inventory will be filed with the Purchasing Manager at the end of each annual physical inventory. Email is acceptable unless noted otherwise.

Specific Authority
OFM authority is granted in RCW 43.88.160(1), RCW 43.19.1917 and RCW 43.41.150. As defined in Chapter 30.50.10of the State Administrative & Accounting Manual issued by the Office of Financial Management, State of Washington.
See RCW 43.19.190 through RCW 43.19.1939

Law Implemented
1993

History of Policy or Procedure
Draft: November 2004
Adopted: April 5, 2005
Revised:
Reviewed by: Inventory/Surplus staff, Controller, Internal Control
Contact: Patty Sikora, Purchasing Manager, ext.3301
President's Staff Sponsor: Rick Brumfield, Vice President of Business Affairs, ext. 3305

College Policies

Board of Trustees

Business Administration

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Information Technology

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Instruction

Student Affairs

Business Administration Policies

BA-1 Outside Bank Accounts
BA-2 Payment of Sales & Use Tax
BA-3 Expenditures for Political Activities
BA-4 Asset Management (Inventory Control)
BA-5 Coffee and Light Refreshments
BA-6 Meals with Meetings
BA-7 Travel Advances
BA-8 Petty Cash
BA-9 Qualified Parking Permits

Green-river-college-2023-facility-condition-survey

The following pages show only cover of this evidence. To view the full file, please refer to the hyperlink or separated Appendix

2023 FACILITY CONDITION SURVEY

Green River College

SURVEY CONDUCTED BY:
Steve Lewandowski
State Board for Community
and Technical Colleges

Olympia, Washington

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ACKNOWLEDGMENTS

The following individuals are acknowledged for their participation in and contribution to the Green River College Facility Condition Survey.

State of Washington

State Board for Community and Technical Colleges

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Facilities- Staffing and APPA industry Standards

Facilities- Current Staffing and APPA Industry Standards

APPA: Leadership in Educational Facilities

APPA: Association of Physical Plant Administrators

- Leading professional organization that sets the industry standard for facilities management in higher education

- Utilized by SBCTC as baseline for physical plant operations across all system colleges
  - Metrics imbedded in facilities planning and reporting requirements
  - Used to determine building condition and care levels
  - Industry Standard for Maintenance, Custodial, and Grounds Specialists

APPA Levels of Care

- **Level 1: Showpiece Facility**
  - **Maintenance**: work is proactive, downtime is rare, buildings and equipment in excellent condition
  - **Custodial**: Surfaces shine. No visible dust/smudges with no buildup in corners
  - **Grounds**: Routine maintenance occurs every 4 days. Constant weed control. Daily litter pickup.

- **Level 2:Comprehensive Care**
  - **Maintenance**: Well organized and timely response. Most systems are fully functional, and upgrades/repairs are scheduled
  - **Custodial**: Clean floor and base mold appearance. Minor dust buildup vivible on close inspection
  - **Grounds**: Routine maintenance once/week. Litter pickup weekly

APPA Levels of care

- **Level 3: Managed Care**
  - **Maintenance**: somewhat organized maintenance, but attendance dependent, Occasional breakdowns, Reactive repairs are more frequent
  - **Custodial**: Surfaces wiped, and floors cleaned, but stains present. Surfaces show dust
  - **Grounds**: Routine maintenance every 2 weeks. Litter service every 2-3weeks
- **Level 4:Reactive**
  - **Maintenance**: Operations may appear chaotic, breakdowns occur, extended downtime, slower response time, aging equipment condition shows
  - **Custodial**: Floors dull, obvious dust buildup, less attentive to garbage
  - **Grounds**: Infrequent routine maintenance, minimal litter control

APPA Levels of care

- **Level 5: Crisis Management**
  - **Maintenance**: unstructured operations, extensive breakdowns, no planned maintenance
  - **Custodial**: Heavily soiled floors and surfaces, overflowing trash, hygiene issues present
  - **Grounds**: Minimal to zero routine maintenance, litter addressed by complaint only

Staffing Calculations

- APPA recommendations to achieve each care levels
  - Maintenance
    - Level 1- 37k-66k sqft/employee
    - Level 2- 47k-83k sqft/employee
    - Level 3- 66k-102k sqft/employee
    - Level 4- 100k-125k sqft/employee
    - Level 5- in excess of 125k sqft/employee
- Actual sqft/employee (based on 825,000sqft)
  - 7 employees 117ksqft/employee(current)
  - 8 employees 103k sqft/employee (after MM3 hire)

Staffing Calculations

- APPA recommendations to achieve each care levels
  - Custodial
    - Level 1- 8.5k-10k sqft/employee
    - Level 2- 10k-16.7k sqft/employee
    - Level 3- 16.7k-26.5k sqft/employee
    - Level 4- 26.5k-45k sqft/employee
    - Level 5- in excess of 45k sqft/employee
- Actual sqft/employee (based on 825,000sqft x.9)* calculation for cleanable sqft
  - 17 employees- 43.6k sqft
  - 19 employees- 39k sqft

Staffing Calculations

- APPA recommendations to achieve each care levels
  - Grounds Specialists
    - Level 1- 1-8 acres/employee
    - Level 2- 9-11 acres/employee
    - Level 3- 12-15 acres/employee
    - Level 4- 15-22 acres/employee
    - Level 5- over 22 acres/employee
- Actual acreage/employee (based on 87 acres of developed land)
  - 4.5 employees (19.3 Acres per employee)
    - 4 staff members and 1 working supervisor

Summary of Request

- Continued support regarding current departmental abilities

OR

- Decision to invest in additional staffing in order to improve care levels

- Additional Thought
  - Reclassify Custodian 2 employees to Maintenance Custodians
    - Custodian 2 Salary Range- $39,144-51840 (plus KCPP)
    - Maintenance Custodian Salary Range $41,004-$54,504 (plus KCPP)

    - Reclass Option allows for a more livable wage and opens up job description to assist with light maintenance duties.

Questions?

SA-29 Facility Access & Maintenance for Safety

Select Language

SA-29 FACILITY ACCESS & MAINTENANCE FOR SAFETY

Purpose

Green River College is a public institution and, with exception of restricted areas, is accessible to the public during normal business hours. After normal hours of operation, buildings are locked and access is permitted only with proper authorization and identification. Regular maintenance of campus facilities and landscape areas by the buildings is conducted keeping security and safety in mind. However, much of the main campus of Green River College is forested area next to private or other public properties. This forested area is accessible by foot from many directions at any time. While Green River Campus Safety patrols the forested trails, true security is problematic to maintain.

Scope

The scope of this policy includes all Green River College locations and addresses security, access, and maintenance for purposes of safety.

Definitions

Restricted Areas: Restricted areas are those areas which are designated for specific personnel. These areas include administrative offices, testing rooms, employee offices and custodial rooms, building heating/cooling rooms, technology server areas, and facility maintenance areas.

Policy

Green River College is a public institution. It is important to balance public access with safety considerations, thus, campus facilities (with exceptions to restricted areas) are open to the public during normal business hours, and are locked after hours with access permitted only with proper authorization and identification. Green River College maintains campus facilities in a manner that minimizes hazardous conditions, and forested areas on the main campus are patrolled by Campus Safety personnel.

Procedure

Access to and Security of Green River College Campuses

Access and security of the four Green River College campus locations are different, based on location and student use. Two sites (Main Campus and Kent) are staffed by Green River College Campus Safety. Currently the two other sites (Downtown Auburn and Enumclaw), safety issues are referred to the jurisdiction of the local law enforcement agency. When the Downtown Auburn campus moves to the new location, Campus Safety will have staff at that location as well.

Building entrances at all campus sites are secured by magnetic locks during non-business hours. Older buildings without magnetic locks are secured by normal mechanical locks requiring keys. Both Key Card access (for magnetic locks) and Key Access (for mechanical locks) are authorized for each individual employee based on their position functions, supervisor approval, and then granted by Campus Safety and/or Facilities.

When authorized by faculty for purposes of access to specialized educational programs, identified students' names are placed on a building roster access list which is monitored by Campus Safety. If such a student needs to access a building area after regular business hours, that student will go to the room, connect with Campus Safety, who will check for their name on the roster access list. The student then needs to present valid student ID card with picture, and Campus Safety will let

them into the specific authorized room. Campus safety staff will then include that room on their regular patrols to monitor room use.

Video Surveillance Cameras

There are dozens of surveillance cameras are installed in various locations on the main campus and several at the Kent Campus. With these in operation, their monitoring by the Campus Safety Office (and for the Kent Campus, by their assigned Safety Staff) helps ensure safety for our college community. Camera efficacy is assessed annually, and changes in location or position are made as appropriate. Feeds from cameras are recorded onto campus servers. Campus Safety has access to view and play and/or replay those recordings as appropriate for college security needs.

Security Considerations in Maintaining Campus Facilities at all four campus locations

Green River College maintains campus facilities in a manner that minimizes hazardous conditions. Walkways are illuminated with lighting and malfunctioning lights and door locks, for example, are reported to Facilities or to Safety. Shrubbery and trees are pruned to allow the walkways to be clear of low or dangerous branches that may impede a person's path or cause injury.

Security Considerations for specialized areas

There are four specialized areas that have particular security considerations.

- *Forested area of the Main Campus*: For the forested area of the Main Campus, Campus Safety schedules patrols regularly to walk the trails to all edges of the boundaries, including to private property, public property, including the Green River. While patrolled regularly, true security of access to this area is difficult to monitor and challenging to maintain.
- *Pacific Raceways:* For the Main Campus during Fall, Winter, and Spring Quarters, Green River has contracted with nearby Pacific Raceways to utilize their gravel parking lot for excess campus parking. Campus Safety Officers patrol this lot during days/times of use.
- *Campus Corner Apartments*: For Campus Corner Apartments (CCA), there are 12 buildings with outside access for all front doors for all

residences. All front doors have metal security stripping along the door frame and automatically lock when closed. Campus Safety staff schedules regular and frequent patrols during the outside and in between each building twenty-four hours/day. Lighting outside illuminates all pathways during night hours, and the landscape is maintained with safety in mind.

- *Green River Child Care Development Center:* For the Child Care Center on the Main Campus, the entrance doors are electronically programmed to open at the start of the business day (6:30 AM) and closed at the end of business day (5:30 pm). Staffing at the reception area is during all open hours, and thus, all people entering and exiting the building are monitored. All visitors are required to sign in/out and wear visitor badges while on the premises.

Security Considerations during Times of Power Outage

All exterior doors that have been fitted with electronic magnetic locks also have battery back-up systems, which have enough life in them for the locking system to remain active and allow key card access. If the power is out over an extended time, then the doors will remain locked, but will not be active nor allow key card access. When the power returns, the systems are coded to revert to their previous working programming.

Blue Light Poles

There are three Campus Safety Blue Light poles located in the Campus Corner Apartment (CCA) residential housing area, and one Blue Light pole located near the Performing Arts Center on the main campus. These poles have a call button that when pressed will contact campus safety. Assessment is done by Campus Safety annually to determine if additional Blue Light Poles need to be added.

In Cases of Emergency Closure

In the case of periods of extended/emergency closure, the college campuses will only admit personnel who are considered essential for maintaining campus operations and for those who have received approval from the president or his/her designee. Those considered essential to campus operations are identified by the College President, Campus
Safety and Human Resources.

Periodic Surveys

Periodic safety and security surveys will be conducted by the Director

of Campus Safety to review security concerns such as landscaping, fire alarms, lighting, intrusion detection systems, security camera, signage, electronic and manual access control systems, emergency phones (including Blue Light Poles), and other physical security systems.
As appropriate, the Director of Campus Safety will meet with Facilities to review/resolve concerns that could raise personal safety risks.

Specific Authority
The Higher Education Opportunity Act of 2008 (Public Law 110-315—August 14, 2008). This act requires institutions that both participate in any federal higher education programs and maintain on-campus housing to establish policy for reporting and categorizing crimes that are listed in the Jeanne Clery Disclosure and Campus Security Policy and Campus Crime Statistics Act (The “Clery Act”). This is enforced by the U.S. Department of Education (ED).

Law Implemented

History of Policy or Procedure
Draft: June 30, 2016
Adopted: August 18, 2016
Revised:
Reviewed by:
Contact: George Frasier, Vice President for College Advancement Executive Director, ext. 3338
Sponsor: Dr. Deborah Casey, Vice President of Student Affairs, ext. 3328

College Policies

Business Administration

General Administrative

Information Technology

Human Resources

Instruction

Student Affairs

- SA 1 Academic Standards & Progress Policy

GA-18 Traffic and Parking – 3/6/2013

Select Language
Powered by Google Translate

GA-18 TRAFFIC AND PARKING

Purpose
WAC 132J-116-010 Purpose for adopting rules. The rules and regulations contained in this chapter are adopted under that authority for the following purposes:

1. To protect and control pedestrian and vehicular traffic;
2. To assure access at all times for emergency traffic;
3. To minimize traffic disturbance during class hours; and
4. To facilitate the operation of the community college by assuring access for vehicles and regulating the use of parking spaces.

Scope
All individuals operating vehicles on the Green River College campus.

Definitions
WAC 132J-116-021 Definitions. As used in this chapter:

"Board" shall mean the board of trustees of Green River College, District 10, state of Washington.

"Campus" shall mean any and all public lands owned, operated, or maintained by Green River College, District 10, state of Washington.

"Campus security officer" shall mean an independent contractor or employee of the college who is designated by the vice-president for business affairs as being responsible for campus traffic control, parking, and security.

"College" shall mean Green River College, District 10, state of Washington.

"Faculty member" or "academic employee" shall mean any employee of Green River College, District 10, state of Washington whose employment is as a teacher, counselor, librarian or academic department head, except an administrator.

"Parking permit" shall mean a writing issued under the authority of the vice president for business administration which grants a license to its authorized holder to park a designated vehicle on

College Policies

Board of Trustees

Business Administration

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Student Affairs

Title IX Training Documents

Welcome to our Title IX Training Documents section, where transparency meets commitment. We proudly share comprehensive materials rooted in legal compliance and the principles of diversity, equity, and inclusion. These resources, designed for our Title IX Coordinator, are publicly accessible to promote awareness

the campus for a time period and under conditions stated thereon.

"Permanent" parking permits shall mean permits which are valid, as specified thereon, for a school term or a portion thereof exceeding one month.

"School term" shall mean, unless otherwise designated, the time period commencing with the summer quarter of a community college calendar year and extending through the immediately subsequent fall, winter, and spring quarters.

"Staff member" shall mean a contracted or classified employee of Green River College, District 10, state of Washington.

"Student" shall mean any person who is enrolled in Green River Community College.

"Temporary" parking permits shall mean permits which are valid for a specific period designated on the permit up to a maximum of one month.

"Vehicle" shall mean an automobile, truck, motor cycle, motor scooter, or other motordriven vehicle.

"Vice-president for business administration" shall mean the college employee designated with that job title or with the responsibilities of that title by the president, and any person designated by the vice-president to act for her/him on any matter(s) arising under this chapter.

"Visitor" shall mean any person other than a student, faculty member, staff member, or officer of the college, who lawfully comes upon the campus for purposes which are in keeping with the college's role as an institution of higher education in the state of Washington.

Policy and/or Procedure

WAC 132J-116-030 Applicable traffic rules and regulations.

The other traffic rules and regulations which are also applicable upon the campus are as follows:

1. The motor vehicle and other traffic laws of the state of Washington; and
2. The traffic code of the county of King, state of Washington.

WAC 132J-116-040 Permits required for vehicles on campus.

No student, faculty member, staff member, or visitor may stop, park, or leave a vehicle whether attended or unattended upon the campus without a valid parking permit issued pursuant to WAC 132J-116-050.

WAC 132J-116-050 Authorization for issuance of permits.

The vice-president for business administration is authorized to issue parking permits to students, administrators, faculty members, staff members, and visitors of the college, as follows:

1. A person may be issued a parking permit upon the proper registration of his vehicle with the college.
2. A person may be issued a temporary, permanent, visitor, or special use parking permit, as appropriate, under standards adopted by the vice-president for business affairs.
3. Additional permits may be issued to an individual who shows that s/he drives more than one vehicle but agrees to park only one vehicle on campus at any one time.

and empower our community. Explore the training documents below to support our commitment to a workplace free from discrimination.

TIX-Advisor Training

Title IX Coordinator 1-Course Slides

TIX-Day 1 Slides-Investigative Report Writing Workshop

TIX-Day 2-April Open Report Writing Workshop

TIX-Investigation 2 Day-Client Class

Title IX in a Post Reg World-Day 1

Title IX in a Post Reg World-Day 2

TIX-Hearings-Day 1 - Oregon Alliance

TIX-Hearings-Day 2-Oregon Alliance

TIX-Aug-Open Training Trauma Informed Investigations Training

TIX-Book T9 Coordinator-2 Day Client Class

General Administrative Policies

- GA-1 Drug Free Campus
- GA-2 Tobacco Use
- GA-3 Mandatory Reporting of Child Abuse
- GA-4 Use of Photo Release
- GA-5 Prohibited Activities
- GA-6 Trespass
- GA-7 Distribution of Materials

4. The vice-president for business affairs shall determine the fee, if any, to be charged for each type of permit. Persons who pay the current fee for parking permits and later request a refund shall receive refunds according to the refund policy.

WAC 132J-116-060 Valid permit

1. A valid parking permit is:
   a. An unexpired permanent, temporary, visitor, or special use permit,
   b. Issued under the authority of the vice-president for business affairs,
   c. Used according to its terms, and
   d. Affixed to and visible from outside of the vehicle -- and the windshield if the vehicle has one.
2. No permit will be valid for more than one year.
3. Expired permits shall be removed from the vehicle.

WAC 132J-116-080 Transfer of permits

1. Parking permits are not transferable except as provided herein.
2. If a vehicle is sold or traded, a new permit will be issued to the new owner or driver at no cost if s/he brings the invalid permit or remnant thereof, and the permit number, to the permit issuing office.

WAC 132J-116-090 Permit revocation

A parking permit is the property of the college and may be revoked by the vice-president for business affairs:

1. When the purpose for which the permit was issued no longer exists or applies;
2. When it is used by a person or on a vehicle other than the one for whom or which it was issued;
3. For falsification on the permit application;
4. For the holder's or vehicle's continued or flagrant violations of parking or traffic regulations; or
5. When it has been altered.

WAC 132J-116-100 Right to deny permit

The vice-president for business affairs may deny a parking permit to anyone who has had a previous parking permit revoked or refused, or whose driving or parking record indicates a significant disregard for the rights or safety of other people.

WAC 132J-116-110 Right to appeal

1. When a parking permit has been revoked pursuant to WAC 132J-116-090 or has been denied under WAC 132J-116-100, or when a fine or penalty has been levied under this chapter, such action may be appealed through a brief adjudicative proceeding.
2. Such an appeal may be made by filing within twenty days of the challenged action a written request for such a proceeding with the vice-president for marketing and student development, or her/his designee, who shall serve as presiding officer.

WAC 132J-116-120 Responsibility of person to whom permit issued

The person to whom a parking permit is issued shall be responsible for every violation of college rules and regulations involving the vehicle. However, such responsibility shall not relieve any other person of her/his separate responsibility for the same violation(s). In the event that a

- GA-8 State Environmental Policy Act (SEPA)
- GA-9 Hours of Operation
- GA-10 Reasonable Accommodation
- GA-11 Sex Discrimination Grievance Procedure
  - *For incidents reported to have occurred prior to August 1, 2024.*
- GA-12 Tenure
- GA-13 Grant/Contract Proposal Development
- GA-14 Grant/Contract Procedures, Post Award
- GA-15 Human Subjects Research Compliance
- GA-16 Public Records
- GA-17 Educational Rights and Privacy Act
- GA-18 Traffic and Parking
- GA-19 Logo & Trademark Use Guidelines
- GA-21 Redevelopment of Policies
- GA-22 College Publications
- GA-23 Ethics
- GA-25 Student Email Communications
- GA-26 Social Media
- GA-27 Copyright Infringement
- GA-28 On-Campus Outdoor Memorials & Markers

vehicle in violation is not registered with the college, the registered owner will be responsible for any violation(s).

WAC 132J-116-130 Designation of parking

1. Parking spaces available on campus shall be designated and allocated by the vice-president for business affairs.
2. Faculty and staff spaces shall be so designated.
3. Student spaces will be all spaces designated for parking and not posted for faculty or staff or otherwise restricted.
4. Parking spaces may also be designated for visitors or other special purposes.

WAC 132J-116-140 Parking within designated spaces

1. All vehicles must be parked within designated parking areas and parking stalls.
2. No vehicle shall be parked so as to occupy any portion of more than one parking space or stall as designated within the parking area. The fact that another vehicle may have been improperly parked shall not constitute an excuse for violation of this section.

WAC 132J-116-150 Regulatory signs and directions

The vice-president for business affairs is authorized to erect signs, barricades and other structures, and to make or post marks or other directions upon the entry ways and streets, to effectuate the objectives of this chapter. Drivers of vehicles shall observe and obey the signs, barricades, structures, markings and directions erected
pursuant to this section. Drivers shall also comply with the directions given them by a campus security officer in the control and regulation of traffic.

WAC 132J-116-160 Speed limit

No vehicle shall be operated on the campus at a speed in excess of fifteen miles per hour, or such slower speed as is reasonable and prudent under the circumstances. No vehicle of any type shall at any time use the campus parking lots for testing, racing, or other activities not authorized by the vice-president for business affairs.

WAC 132J-116-170 Pedestrian's right of way

1. The operator of a vehicle shall yield right of way to any pedestrian. However, no pedestrian shall suddenly leave a curb or other place of safety and walk or run into the path of a vehicle which is so close that it is impossible or unsafe for the driver to yield.
2. Whenever any vehicle slows or stops so as to yield to pedestrian traffic, the operator of any other vehicle approaching from the rear shall not overtake and pass such a vehicle which has slowed or stopped to yield to pedestrian traffic.
3. Where a sidewalk is provided, pedestrians shall proceed upon such a sidewalk.

WAC 132J-116-180 Two-wheeled motorbikes or bicycles

1. All two-wheeled vehicles powered by an engine shall park in a space designated for motorcycles only. No vehicles shall be ridden on the sidewalks on campus at any time unless authorized by the vice-president for business affairs.
2. Bicycles and other non-motored cycles shall be subject to posted or published regulations as established by the vice-president for business affairs.

- GA-29 Web Policy
- GA-30 PCI DSS COMPLIANCE POLICY
- GA-31 Sex Discrimination Investigation Procedure
  - *For incidents reported to have occurred on or after August 1, 2024.*
- GA-32 Employee Sex Discrimination Disciplinary Procedure
  - *For incidents reported to have occurred on or after August 1, 2024.*
- GA-33 Pregnancy and Pregnancy Related Conditions

WAC 132J-116-190 Report of accidents

The operator of any vehicle involved in an accident on campus resulting in injury to or death of any person or damage to the property of any one person to an apparent extent of at least $500 shall within twenty-four hours report such accident in writing to the vice-president for business affairs and to the appropriate law enforcement
agency as required by RCW 46.52.030 or other law. Any other accident may be reported, if desired, to a campus security officer.

WAC 132J-116-210 Issuance of traffic tickets

Upon observing the violation of any of the rules and regulations contained in this chapter, the vice-president for business affairs or a campus permit number, license information, infraction, issuing person, and applicable fine(s). Such summons or citation may be served by attaching or affixing a copy thereof in some prominent place outside such vehicle or by personally serving the operator.

WAC 132J-116-220 Fines and penalties

1. The vice-president for business affairs is authorized to adopt and impose fines and penalties for violation of the rules and regulations contained in this chapter.
2. A vehicle parked in violation of a parking regulation will be subject to a fine and also may be impounded, in accordance with RCW 46.55.070 et seq. and other applicable law, and taken to such place for storage as the vice-president for business affairs selects. The expenses of such impound and storage shall be the responsibility of the registered owner and the driver of the vehicle. The college shall not be liable for loss or damage of any kind resulting from such impounding and storage.
3. An accumulation of traffic or parking violations by a student, staff member, administrator or faculty member may be cause for disciplinary action, to be initiated by an appropriate administrator.
4. An accumulation of unpaid fines against a student, staff member, administrator or faculty member may be turned over to a private collection agency for collection. Other appropriate collection procedures may be initiated as deemed necessary.

WAC 132J-116-230 Liability of college

The college assumes no liability under any circumstances for vehicles on campus.

WAC 132J-116-240 Exceptions

1. No vehicle owned by a governmental agency, as evidenced by its license plate, will be required to display a parking permit. Such vehicles will be
subject to all other parking and traffic regulations.
2. No patrol, service, maintenance, or other college vehicle, or vehicle authorized by a college officer to be on campus for official college business, will be required to obey
parking regulations when being used for a college purpose which requires nonconforming parking.

Specific Authority
RCW 28B.50.140(13). 93-04-022, § 132J-125-095

Law Implemented

History of Policy or Procedure
Draft: April 24, 2012
Adopted: September 17, 2012
Revised: March 6, 2013
Reviewed by: President's Staff
Contact: Dr. Deb Casey, Interim Vice President of Human Resources, Vice President of Student Affairs, ext. 3328
President's Staff Sponsor: Dr. Deb Casey, Interim Vice President of Human Resources, Vice President of Student Affairs, ext. 3328

Resources

Contact Us

STUDENT SUPPORT

ctcLink
Student Email
My Green River
Navigate 360
Financial Aid
Holman Library
Center for Transformational Wellness
Student Remote Access
Career & Advising Center
Office of the Registrar
Disability Support Services
Counseling Services
e-Learning
Placement & Testing Center
Register to Vote
MMIWP / WSP

EMPLOYEE RESOURCES

Human Resources
Institutional Effectiveness
ctcLink Sign In
GatorNet
Curriculog (formerly CAR/PAR)
Faculty eLearning
Canvas
Gator News
Employee Password Reset

CAMPUS SAFETY

Emergency & Safety Alerts
Just Report It

CONNECT WITH GREEN RIVER

Facebook
Twitter
Youtube
LinkedIn
Instagram

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Hazardous Information Program

Green River College
Hazard Communication Program

Updated Oct 25, 2019

Contents

Hazard Communication Program, WAC 296-901-14016

A) Process
B) Container Labeling
C) Safety Data Sheets (SDS)
D) Employee Information and Training
E) Hazardous Non-Routine Tasks
F) Multiple Employer Work Places
G) List of Hazardous Chemicals

Green River College Accreditation Evidence Information, Hazardous/Toxic Material

H) College Accreditation Evidence 2G.2
The institution adopts, publishes, reviews regularly, and adheres to processes and procedures regarding the safe use, storage, and disposal of hazardous or toxic materials.

Green River College, Environmental Safety References

I) Revision Table
J) Chemistry Lab Safety Rules, attachment

Updated by Maggie Crutcher, PHR
Environmental Safety Manager
Facilities Department | Green River College
p: 253.288-3443 |✉: mcrutcher@greenriver.edu

A) Hazard Communication Program

Green River College (GRC) is committed to the prevention of exposures that result in injury and/or illness; and to comply with all applicable state health and safety rules. To make sure that all affected employees know about information concerning the dangers of all hazardous chemicals used by GRC the following hazardous information program has been established. The written program is available on the Gatornet, Facilities department webpage. All departments and programs participate in the Hazard Communication Program.

B) Container Labeling

The Environmental Safety Manager is responsible for coordinating training on container labeling processes and recommending updates, as federal/state requirements change.

Employees directly using a chemical shall ensure the container has it's label affixed.

Department Leads will inspect container labels within their respective areas to ensure proper processes are being followed.

When materials are transferred from an original container (tank, drum, pail, etc.) to another portable container (spray bottle, safety can, jar, etc.), the portable container is referred to as a secondary container.

If a label is missing, immediately write on the container with a black marker what the product is, and immediately seek a replacement label from your designated representative then fill in the label and affix it to the container before ending your shift.

Example Original Container

Example Secondary Container

Example Approved Cleaning Chemical Label

Secondary containment is a storage device that collects any leaked material from a container that the material is stored within.

Example Secondary Containment Device

The labeling system used for secondary containers is as follows:

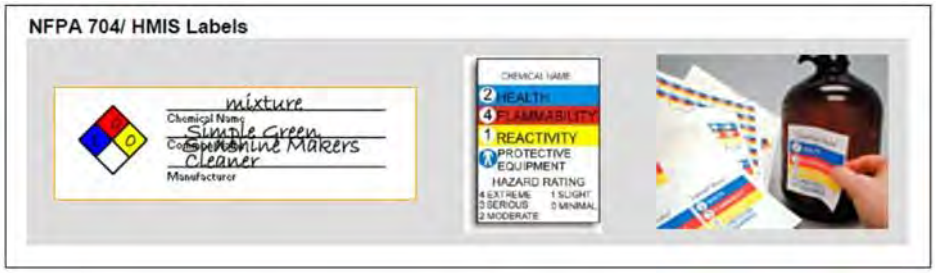
HCS Pictograms and Hazards

Health Hazard	Flame	Exclamation Mark
▪ Carcinogen ▪ Mutagenicity ▪ Reproductive Toxicity ▪ Respiratory Sensitizer ▪ Target Organ Toxicity ▪ Aspiration Toxicity	▪ Flammables ▪ Pyrophorics ▪ Self-Heating ▪ Emits Flammable Gas ▪ Self-Reactives ▪ Organic Peroxides	▪ Irritant (skin and eye) ▪ Skin Sensitizer ▪ Acute Toxicity ▪ Narcotic Effects ▪ Respiratory Tract Irritant ▪ Hazardous to Ozone Layer (Non-Mandatory)
Gas Cylinder	**Corrosion**	**Exploding Bomb**
▪ Gases Under Pressure	▪ Skin Corrosion/Burns ▪ Eye Damage ▪ Corrosive to Metals	▪ Explosives ▪ Self-Reactives ▪ Organic Peroxides
Flame Over Circle	**Environment** (Non-Mandatory)	**Skull and Crossbones**
▪ Oxidizers	▪ Aquatic Toxicity	▪ Acute Toxicity (fatal or toxic)

Labels for a hazardous chemical contain:

- Name, Address and Telephone Number
- Product Identifier
- Signal Word
- Hazard Statement(s)
- Precautionary Statement(s)
- Pictogram(s)

SAMPLE STANDARD LABEL



Each department or program handling hazmat needs a supply of labels available. The photo shows the GRC Chemistry Lab, a designated drawer contains label supplies.

C) Safety Data Sheet (SDS)

The Environmental Safety Manager is responsible for monitoring the SDS program. This person makes certain new information is passed on to employees.

The processes to obtain SDSs and review incoming SDSs for new or significant health and safety information are as follows:

Department Leads are responsible for obtaining safety data sheets for their respective department or program.

When ordering chemicals, request a copy of it's SDS from the vendor. When the SDS is received and before a chemical is distributed, verify that the SDS is posted online to the N drive: Environmental Health and Safety SDS Drop Box, and a printed copy has been placed in your SDS binder.

It is also the responsibility of any GRC Contract Manager to identify and obtain SDSs for the chemicals their contractors are bringing into the work place.

SDSs are available to all employees during each work shift. Each employee is expected to review the chemical's SDS prior to using it. The SDS will dictate the proper PPE to be used for the work that is to be performed. If an SDS is not available, the employee must immediately contact the department supervisor.

Example of a safety data sheet:

WD-40 SPECIALIST

WD-40 COMPANY

Safety Data Sheet

1 - Identification

Product Name: WD-40 Specialist™ Protective White Lithium Grease (Low VOC)

Product Use: Cleaner, Lubricant

Restrictions on Use: None identified

SDS Date Of Preparation: 08/10/2015

Manufacturer: WD-40 Company
Address: 1061 Cudahy Place (92110)
P.O. Box 80807
San Diego, California, USA
92138 -0807

Telephone:
Emergency only: 1-888-324-7596 (PROSAR)
Information: 1-888-324-7596
Chemical Spills: 1-800-424-9300 (Chemtrec)
1-703-527-3887 (International Calls)

2 - Hazards Identification

Hazcom 2012/GHS Classification:
Flammable Aerosol Category 1
Gas Under Pressure: Compressed Gas
Aspiration Toxicity Category 1

Label Elements:

DANGER!
Extremely Flammable Aerosol.
Contains gas under pressure; may explode if heated.
May be fatal if swallowed and enters airways.

Prevention
Keep away from heat, sparks, open flames, hot surfaces – No smoking.
Do not spray on an open flame or other ignition source.
Pressurized container: Do not pierce or burn, even after use.

Response
IF SWALLOWED: Immediately call a POISON CENTER or physician. Do NOT induce vomiting.

Storage
Store locked up.
Protect from sunlight. Do not expose to temperatures exceeding 50°C/122°F. Store in a well-ventilated place.

Disposal
Dispose of contents and container in accordance with local and national regulations.

3 - Composition/Information on Ingredients

Ingredient	CAS #	Weight Percent	US Hazcom 2012/ GHS Classification
Petroleum Solvents (LVP)	64742-47-8 64742-88-7	45-55	Aspiration Toxicity Category 1

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NOTE

MSDS: Material Safety Data Sheets were phased out in 2015.
https://www.google.com/search?q=when+were+MSDS+phased+out&rlz=1C1GCEA_enUS845US845&oq=when+were+MSDS+phased+out&aqs=chrome..69i57.6814j0j8&sourceid=chrome&ie=UTF-8

SDS: Safety Data sheets with PICTOGRAPHS are the standard.

Safety Data Sheet (SDS) Locations

	Department	Format	Safety Data Sheet Location
1	Facilities	MSDS Online and Hardcopy in Binder	https://www.msdsonline.com/ Facilities Library, Room 102
2	Trades, Technology	MSDS Online and Hardcopy in Binder	https://www.msdsonline.com/ Trades Building, Room B500
3	Chemistry	Flinn Scientific, Inc. Online and Hardcopy in	http://chemventory.flinnsci.com/Inventory.aspx Science Building, Room 313 Lab
4	Photo/Digital Arts Lab	Hardcopy in Binder	Salish Hall, Room 272
5	Shipping & Receiving	Praxair Resource Library SDS and GRC N drive online	https://www.praxair.com/resource-library/sds N drive: Environmental Health & Safety/SDS Drop box
6	Auburn Center	GRC N drive online Leeds Certified	Non Hazardous custodial by Vendor New Century
7	Kent Campus	GRC N drive online	N drive: Environmental Health & Safety/SDS Drop box
8	Enumclaw Campus	GRC N drive online	N drive: Environmental Health & Safety/SDS Drop box
9	Performing Arts	GRC N drive online	N drive: Environmental Health & Safety/SDS Drop box
10	Contractors	GRC N drive online	N drive: Environmental Health & Safety/SDS Drop box

All safety data sheets online can be printed from a GRC computer printer to create a hardcopy.

D) Employee Information and Training

The Environmental Safety Manager (ESM) is responsible for overall employee training. The Department Lead will make sure that before starting work, each new employee within each department will attend a safety orientation that includes information and training on the following:

- An overview of the requirements contained in the Hazard Communication Standard.
- Hazardous chemicals present at his or her work places.
- Physical and health risks of the hazardous chemical.
- The symptoms of overexposure.
- How to determine the presence/release of hazardous chemicals in his/her area.
- How to reduce or prevent exposure to hazardous chemicals through use of control processes, work practices, and personal protective equipment.
- Steps taken to reduce or prevent exposure to hazardous chemicals.
- Processes to follow if employees are overexposed to hazardous chemicals.
- How to use a chemical spill kit.
- How to read labels and review SDSs to obtain hazard information.
- Location of the SDS file and this written Hazard Communication Program.
- An overview of the requirements contained in the Hazard Communication Program.

Safety training is conducted online by completing applicable courses on www.SafeColleges.com. A monthly safety new hire safety orientation is held with HR.

The Department Lead will coordinate with the Safe Colleges administrator/ESM to ensure an account is setup with for the new employee and the applicable training program is loaded onto the employee's profile.

Before introducing a new chemical hazard into any section of this employer, each employee in that section will be given information and training as outlined above for the new chemical.

E) Hazardous non-routine tasks

Periodically, employees are required to perform hazardous non-routine tasks. A non-routine task is one that the employee does not normally perform and for which the employee has not previously been trained. An example of a non-routine task would be when a custodian is asked to clean chemical residue from a floor or remove spill debris after a chemical spill in a laboratory.

Prior to beginning any non-routine task involving actual or potential exposure to hazardous chemicals, employees will be informed of the hazards present and be given training in appropriate work practices and the use of any personal protective equipment necessary. Required personal protective equipment will be provided to the employee before starting the task. Hand protection will be selected on the basis of SDS recommendations, the physical environment, and the manufacturer or vendor's chemical resistance and permeation data when it is available. The employee's supervisor will be responsible for the selection of personal protective equipment and clothing and for training related to non-routine tasks.

Large Hazardous Spills

For large hazardous spills contact Campus Safety at 253-288-3350 or extension 3350 from a campus phone and evacuate the immediate area, avoid the area of the spill, and close doors behind you.

Once notified, Campus Safety will call 911 and the local Ecology regional office at (425) 649-7000.

Small Hazardous Spills

It is the responsibility of each department that uses chemical and hazardous material to ensure an adequate supply of chemical-specific spill materials is readily available.

After Hours

Campus Safety will assess the severity of any event that includes hazardous materials. When possible, Campus Safety personnel will clean up the spill. When not possible, Campus Safety will notify and receive direction from the Facilities Director.

F) Multi-Employer Work Places

GRC has mutli-employer work places affected by hazardous waste and toxics.

Main Campus 21402 SE 302th Street Auburn, WA 98092 (253) 833-9111	Trades Technology 31726 124th Ave SE Auburn, WA 98092 (253) 245-0686	Campus Security 31001 144th Ave SE Kent, WA 98042 (253) 833-9111
Auburn Center 1221 D street NE Auburn, WA 98002 (253) 288-3455	Enumclaw Campus 1414 Griffin Avenue Enumclaw, WA 98022 (253) 288-3400	Kent Campus 417 Ramsay Way, Suite 112 Kent, WA 98032 (253) 856-9595

It is the responsibility of Department Leads to provide employers of any other employees at the work site with the following information:

- Copies of SDSs (or make them available at a central location) for any hazardous chemicals that the other employer(s)' employee may be exposed to while working.
- Inform other employers of any precautionary measures that need to be taken to protect employees during normal operating conditions or in foreseeable emergencies.
- Provide other employers with an explanation of the labeling system that is used at the work site.

GRC's Procedure For Contractor SDS
All contractors on the SA TI/ESCO Project are required to submit SDS on any hazardous materials they use on the project. The General Contractor submits them to the college as they come in. They are placed in a directory on the Facilities K: Drive. K:SA TI ESCO Project 2019/SDS . Employees in the Facilities department have read only access to this drive. Anyone may request SDS, in accordance with the Hazardous Communication Rule. Contact the Facilities Capital Project Officer for more information.

It is also the responsibility of any other GRC Contract Manager to identify and obtain SDSs for the chemicals their contractor is bringing into the work place.
(Scan to the N Drive: Environmental Safety/SDS Drop Box).

G) List of Hazardous Chemicals

The following table lists the source of all known hazardous chemicals used by our employees. Further information on each chemical may be obtained by reviewing its SDSs.

Chemical Name	Manufacturer	Praxair Acct#, Location Used
HELIUM BALLOON T -	HE B-T	71384043 - PAPER TREE BOOKSTORE
ACETYLENE MC -	AC MC	71562797 - BUSINESS OFFICE
OXYGEN R -	OX R	71562797 - BUSINESS OFFICE
PROPANE 6.6 GALLONS FORKLIFT - (COC EXCHANGE)	PR 30FLX	71562797 - BUSINESS OFFICE
CARBON DIOXIDE 50LB W/EDUCTOR -	CD 50S	79079560 - CHEMISTRY DEPARTMENT
HYDROGEN K -	HY K	79079560 - CHEMISTRY DEPARTMENT
HYDROGEN T -	HY T	79079560 - CHEMISTRY DEPARTMENT
NITROGEN LIQ DEWAR 10LT COC - ONLY	NI LT10N	79079560 - CHEMISTRY DEPARTMENT
OXYGEN USP E -	OX M-E	84015504 - HEALTH SCIENCES

Chemical Name	Manufacturer	Location Used
Facilities, Pull list online	Multiple	Main Auburn Campus wide
Custodial, Pull list online	Multiple	Campus wide
Carpentry & Trades, Pull list online	Multiple	Carpentry & Trades classrooms
Diesel Exhaust Fluid (DEF)	Peak, Blue	Pacific Raceways Parking lot
Chemistry, Pull List online	Multiple	Chemistry classrooms

Due to file memory storage limitations of this document, pulling list online is needed.

Accreditation Evidence: Hazardous or Toxic Material

2G.2 The institution adopts, publishes, reviews regularly, and adheres to processes and procedures regarding the safe use, storage, and disposal of hazardous or toxic materials.

Adopts

In early 2017 Green River College began steps to recruit a fulltime Environmental Safety Manager. In April 2019 Maggie Crutcher, PHR was selected for the position.

Excerpt for the Green River College Job Description

Position Title: Environmental Safety Manager

Purpose of Position: Promote compliance with environmental rules and regulations for all campuses and locations of the college by providing support in planning, development, delivery and evaluation of hazardous materials safety policies, programs and employee training. Promote workplace safety around hazardous materials for all employees and compliance with legal regulations and department policies.

On October 1, 2018 the Employee & Labor Relations Manager formalized the written Hazardous Chemical Communication program based off of written procedures. Which is based on the Department of Labor & Industries WAC 296-901-14016, Hazardous Communication rule.http://www.lni.wa.gov/Safety/Rules/Chapter/901/WAC296-901.pdf

The document was reviewed internally by Facilities Director, Facilities Office Manager and the Vice President for Business Administration and Human Resources.

Applicable State or Federal Guidelines

In compliance with Department of Labor & Industries, Washington Industrial Safety and Health Act (WISHA) https://www.lni.wa.gov/

Washington State Department of Ecology
https://ecology.wa.gov/Waste-Toxics/Business-waste/Manage-your-waste

Publishes

On October 1, 2018 the Hazardous Communication Program was discussed at the Environmental Safety & Health Committee and is available if the business office.

Starting on July 1 2019, this document is presented at the monthly New Employee Orientation facilitated by GRC's Learning & Development Manager and the Environmental Safety Manager.

On October 24, 2019, the updated Hazardous Communication Program was posted electronically to the GRC Gatornet/Facilities web site.
https://greenriveredu.sharepoint.com/sites/GN-Facilities

Hazardous Communication updates are published in Gator's Toolbox, a monthly college newsletter which reaches approximately 700 emailed recipients.

A Debrief meeting for the campus community to go over the 2019 Hazardous Communication Program updates is scheduled:
October 28, 2019, November 14, 2019 and December 11, 2019.

Tentatively scheduled for November 2019, Environmental Safety and GRC stakeholders are to meet with the City of Auburn Emergency Manager (253) 876-1909 to go over this Hazardous Communication program update.

Reviews Regularly

This Hazardous Communication Program is reviewed on a yearly basis every October. The review is initiated by the Environmental Safety Manager.

Department Contacts shall initiate inventory their respective areas at least annually. A copy of the inventory shall be provided to the Environmental Safety Manager.

The 2019 campus wide stakeholder's invited to comment include:

Location	Area of Concentration	Stakeholder	Job Function
Auburn Main	All Campus Environmental Safety	Maggie Crutcher	Environmental Safety Manager
Auburn Main	All Campus Safety	Derek Ronnfeldt	Director of Campus Safety & Trans.
Auburn Main	All Trades Technology	Howard Valenzuela	Equipment Technician Lead
Auburn Main	Campus Safety	Jesus Cortez	Campus Safety Site Supervisor
Auburn Main	Chemistry	Laurie Centauri	Faculty
Auburn Main	Chemistry Lab	Anna Kolesnikov	Instructional Support Tech 3
Auburn Main	Facilities, All Campuses	Pie-Yon Gilge	Office Manager, Facilities
Auburn Main	Facilities, All Campuses	John McCormick	Control Tech Senior
Auburn Main	Facilities, All Campuses	Danny Hodges	Facilities Manager
Auburn Main	Facilities, All Campuses	Rob Olson	Director of Facilities & Capital
Auburn Main	Facilities, All Campuses	Jack Wells	Facilities Capital Project Officer
Auburn Main	Facilities, Auburn	Roger Esperanzate	Custodian 4
Auburn Main	Facilities, Auburn	Dale Wilkie	Custodian 4
Auburn Main	Fine Arts	Heather Cornelius	Instructional Support Tech 2
Auburn Main	Fine Arts	Sarah Dillon Gilmartin	Faculty
Auburn Main	Information Technology	Dave Jackson	IT Support Manager
Auburn Main	Performing Arts	Joe Baker	Theatre Manager
Auburn Main	Photo Lab	Aaron Hartzell	Inst. & Classroom Support Tech
Auburn Main	Purchasing & Receiving	Erik Levin	Admin Services Manager
Auburn Main	Science Lab	Heather Harper-Laux	Instructional Support Tech 3
Auburn Main	Student Activities and Engagement	Daniel Fergueson	Director of Student Activities & Enga.
Auburn Main	Trades Automotive	Kim Crawford	Instructional Tech 2
Auburn Main	Trades, Carpentry Technology	Glen Martin	Faculty
Auburn Main	Trades, Manufacturing Technology	Jamie McCuaig	Faculty
Auburn Main	Transportation	Judy Brenden	Program Coordinator Transportation
Kent	All Auburn, Kent, and Enumclaw	Maati Ka'awa	Director of Branch Campuses
Kent	All Kent Campus	Anicah Anderson	Program Coordinator
Auburn Campus	All Auburn Campus	Pam Dally	Operations Program Manager 2
Enumclaw	All Enumclaw Campus	Debbie Lynes	Campus Operations Manager

Defined:

Stakeholder:
Employees who have may or may not have relevance to Hazardous Material handling, increased transparency.

Department Contacts:
Employees who are currently handling hazardous waste disposal procedures.

Adheres to processes and procedures regarding the safe use of hazardous or toxic materials.

Programs handling or using materials include

- Biology
- Chemistry
- Digital Arts, Photo Lab
- Facilities
- Performing Arts
- Physics
- Shipping & Receiving
- Trades Technology, Automotive
- Transportation

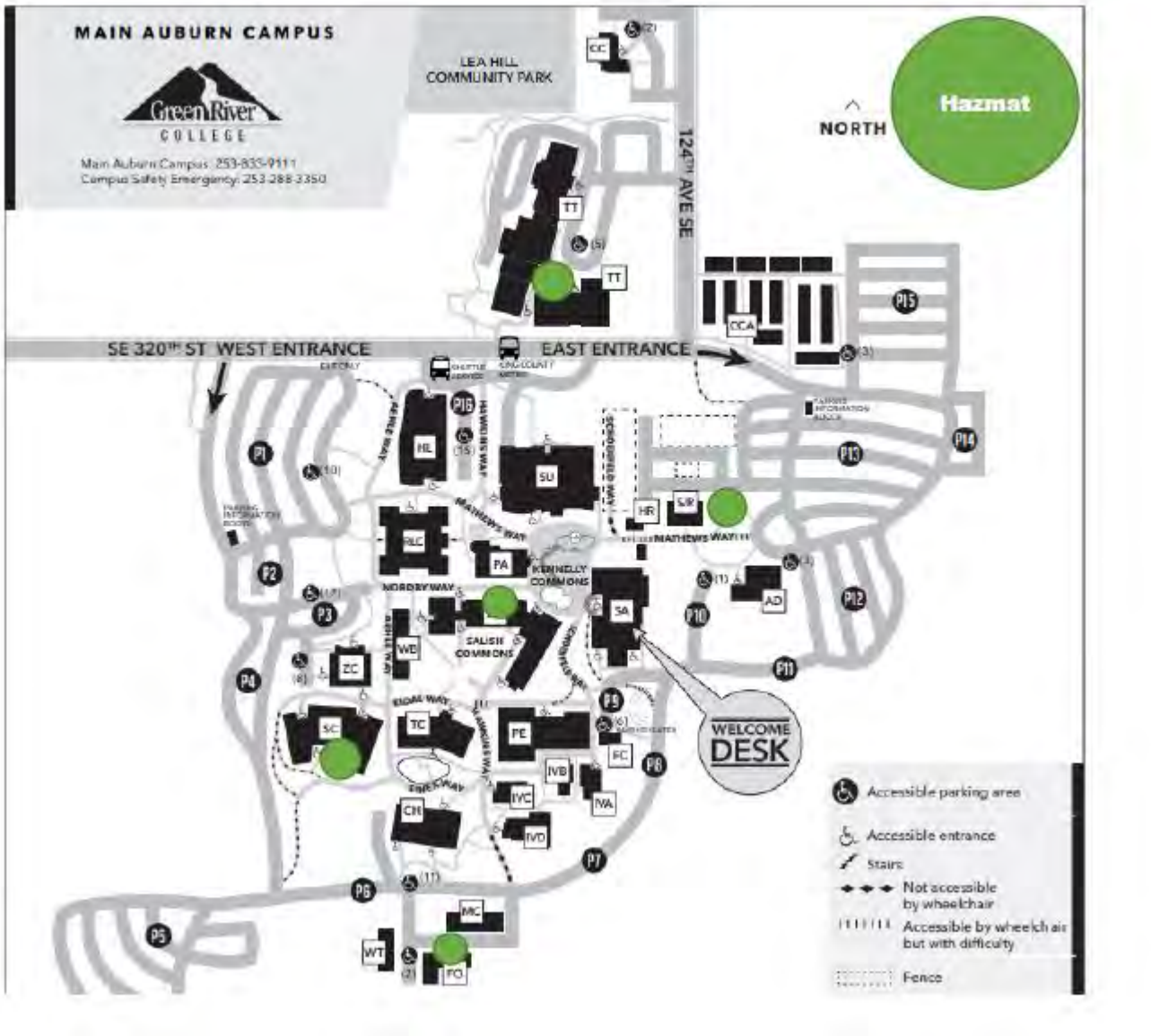
There are two categories regarding the safe use of hazardous/toxic waste: faculty and staff use.

Faculty Safe Use (education learning purposes)	Staff Safe Use (perform job tasks)
Faculty begin their quarter by preparing their class syllabus. It denotes safety measures for faculty & students. Safety Data Sheet are available and referenced, including personal protective wear. At the beginning of the class/quarter, the instructor conducts a verbal demonstration which includes: • using personal protective equipment (goggles, gloves), • reading the product's safety data sheet • location of emergency eyewash stations • and has constant oversight of students. The Carpentry Technology conducts a day long student safety orientation. Chemistry students are trained on a hazmat contract and signs it, to indicate agreement in hazmat handling. Signage shall be placed around the disposal accumulation area that designate drop off procedures, identify the proper POC, define illegal dumping, and reminder to employees to consult with their lead before adding or removing any waste.	Employees receive hazcomm training in multiple formats which may include: on the job training, one to one communication and thru the Safe Colleges online portal. Staff receive the chemical and it's accompanied safety data sheet. SDS are received in multiple formats including by mail, from Receiving, from the onsite sales representative and by online access. If the product is new, it's safety data sheet is presented to affected staff. Employees handle product according to it's SDS. Employees are required to ask questions about hazardous material handling procedures, if in doubt. Signage shall be placed around the disposal accumulation area that designate drop off procedures, identify the proper POC, define illegal dumping, and reminder to employees to consult with their lead before adding or removing any waste.

There are 24 utility carts used on the main campus. Operator manuals and battery safety data sheets are to be available on the N drive, Environmental Safety.

Storage of Hazardous or Toxic Materials

	Department	Storage Building	Storage Location
1	Facilities	Facilities office	SE Corner of the lot
2	Trades, Manufacturing	Trades Technology	Room B500
3	Trades, Manufacturing	Trades Technology	B507, Flammable Locker
4	Trades, Manufacturing	Trades Technology	NW lot, Spill Proof Clam Shell
5	Chemistry	Science Center	Room 313 Lab
6	Photo Lab	Salish Hall	Room 272
7	Shipping & Receiving	Shipping & Receiving	East side of building
8	Auburn Center	No Hazardous Materials	Leed Certified
9	Kent Campus	Chemistry Lab	Second Floor Lab
10	Enumclaw Campus	No Hazardous Materials	Custodial SDS, see Facilities



Safe Storage, continued

Safe storage begins with an up-to-date inventory of hazardous chemicals that can be used to apprise personnel of the dangers in the shop or work area. An accurate inventory is also necessary if emergency responders are to respond effectively to a fire or chemical release in the area. The college can be fined if it does not provide an inventory to emergency response personnel and appropriate regulatory agencies. The annual review of your chemical inventory is a prime opportunity to clean out unwanted chemicals.

Segregate Incompatibles Chemical Families

Materials should always be segregated and stored according to their chemical family or hazard classification. Do not store chemicals alphabetically unless they are compatible! The most common hazard classes include:

- flammables/combustibles
- corrosive acids
- corrosive bases
- toxics
- compressed gases

Accidental contact between incompatible chemicals can result in a fire, an explosion, the formation of highly toxic and/or flammable substances, or other potentially harmful reactions:

Segregate Families

Each chemical family should be separated from all other chemical families by an approved non-combustible partition or by a distance of twenty feet. Ideally, each hazard class would be kept in a cabinet or on a shelf segregated from other hazard classes. Incompatible chemicals within the same hazard class should also be separated from one another.

Basic Storage Requirements

The following basic storage requirements apply to all hazardous chemicals.

- Label storage areas according to the type of chemical family or hazard classification found there.
- Inspect storage areas at least annually, as required OSHA.
- Keep aisles, hallways, doorways, exits, and entryways clear, 36 inches.
- Keep storage areas well lit, appropriately ventilated, and at a consistent, cool temperature.
- Eliminate ignition sources such as open flames, heat sources, or direct sunlight.
- Keep emergency equipment such as fire extinguishers handy and in good working order.
- Confine chemical storage areas so that leaks or spills are controlled. Prevent chemicals from running down sink, floor, or storm water drains. Clean up spills and drips immediately.

Storage Don’ts

- Don’t store hazardous material adjacent to microwaves, cook tops or any for food consumption areas. WAC 296-800-23040 (1)(b)
- Don’t store chemicals in a sink or fume hood, except for certain toxic gases that are so dangerous they can only be stored in a gas cabinet or fume hood.
- Don’t store chemicals on dirt or grass, near a creek or storm drain entrance, where they could contaminate the environment.
- Don’t store chemicals on the floor, window ledges, or balconies.

Storage Cabinets

Use only approved storage cabinets. Never alter a flammable storage cabinet unless directed to do so by the Facilities Director.

Label cabinets with the hazard class of the chemicals.

Storage Shelves

- Shelves should be level, stable, and secured to the wall or another stable surface.
- In case of an earthquake, shelves should have raised edges or rim guards (minimum height of 2 inches) to prevent containers from falling.
- Shelves should be kept free of chemical contamination and dust.
- Shelves should be located away from direct sun, flame, and heat sources.
- Containers should not protrude over shelf edges.
- Store large bottles/containers no higher than 2 feet from the floor. Store corrosives on lower shelves.

Storage Containers

Keep containers closed unless you are dispensing a chemical or adding to the container. Never store a container open with a funnel in it.

Provide secondary containment for liquids in containers larger than 1 gallon in size. Dishpans or polyethylene trays work well.

Use approved containers for flammable solvents.

EXAMPLE CHEMICAL STORAGE

Disposal of Hazardous or Toxic Materials

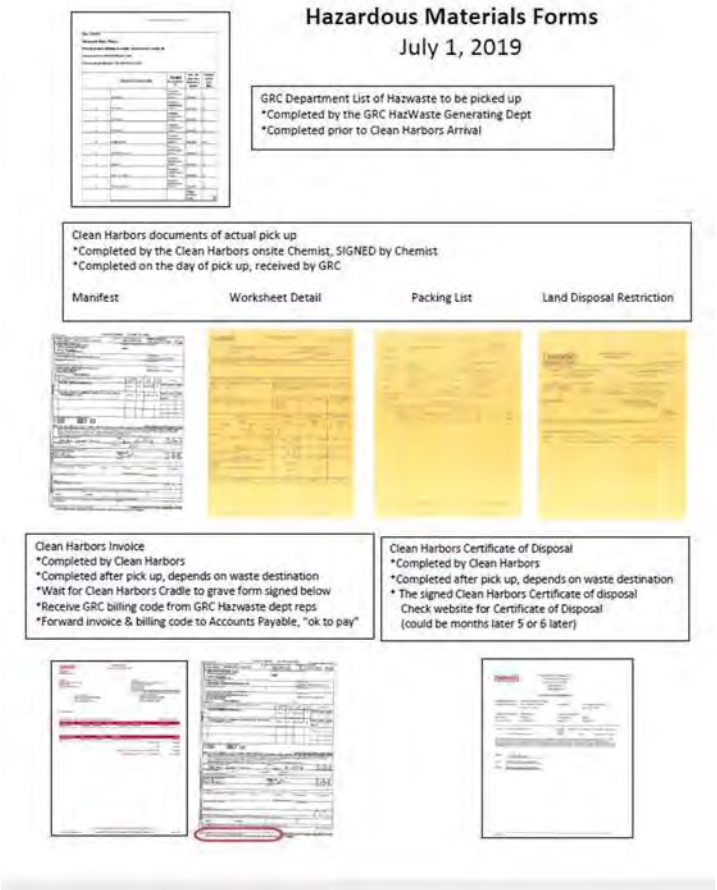
GRC contracts with Clean Harbors for hazardous/toxic chemicals disposal.

Their offices are nationwide, locally we source out to Clean Harbors, 26328 79th Ave South Kent, WA 98032. Phone Number. 253-639-4240
https://www.cleanharbors.com/

Department	Responsible Person(s)	Process
Department	Department Representative: • Biology: Patty Desing • Chemistry: Anna Kolesnikov • Physics: Heather Harper-Laux • Photography: Aaron Hartzell • Trades: Howard Valenzuela • Facilities: John McCormick • Fine Arts: Aaron Hartzell	1. Orders product and receives a Safety Data Sheet (SDS) for product
		2. Receives product and its safety data sheet 2a) Email the Safety Data Sheet to Environmental Safety 2b) Keeps a copy of the Safety Data Sheet in an onsite SDS binder
		3. Uses the product and when completed, stores hazardous material onsite for the monthly pickup.
Environmental Safety	Maggie Crutcher	4) Monthly, on the last Monday of the month, schedules a Clean Harbors pick up 4a) Monday holidays require verification of new pickup date 4b) Communicates pick up date to all seven departments and Environmental Safety.

Department	Responsible Person(s)	Process
Department	Department Representative: • Biology: Patty Desing • Chemistry: Anna Kolesnikov • Physics: Heather Harper-Laux • Photography: Aaron Hartzell • Trades: Howard Valenzuela • Facilities: John McCormick • Fine Arts: Aaron Hartzell	5) Ensures product is ready for pick up • Inventoried on a log sheet, and emailed to Environmental Safety • Product is labeled ready for pick up. A standardized label includes: Name, date, type of hazard 5a) A backup person identified for pickup. (Clean Harbors will charge for a GRC no show, which subsequently gets billed to your department if no one available for your pick up)
Clean Harbors	Clean Harbors	6. Arrives onsite at GRC and checks in with department rep with hazmat
Clean Harbors	Clean Harbors	7) Proceeds with picking up hazwaste. 7a) Trades is typically the last pick up
Clean Harbors	Clean Harbors	8. The hazwaste pick up is processed & the manifest is generated 8a) The department representative does NOT sign for the manifest. Clean Harbors signs the manifest
Department	Department Representative: • Biology: Patty Desing • Chemistry: Anna Kolesnikov • Physics: Heather Harper-Laux • Photography: Aaron Hartzell • Trades: Howard Valenzuela • Facilities: John McCormick • Fine Arts: Aaron Hartzell	9) The department rep receives the signed manifests and sends it to Environmental Safety
Environmental Safety	Maggie Crutcher	10) Files the documents in the Facilities Hazwaste binder

Clean Harbors	Clean Harbors **Approximately 1 week later**	11) Clean Harbors emails the "Shipment Delivery Notice." This will indicate Clean Harbor's signature on the bottom of the form, that the GRC pick up has met it's "grave"
Environmental Safety	Maggie Crutcher	12) The Shipment Delivery Notice is matched to the emailed invoice
	Department Representative: • Biology: Patty Desing • Chemistry: Anna Kolesnikov • Physics: Heather Harper-Laux • Photography: Aaron Hartzell • Trades: Howard Valenzuela • Facilities: John McCormick • Fine Arts: Aaron Hartzell	13) The department is contacted to verify which GRC account number to use for billing the invoice
Environmental Safety	Maggie Crutcher	14) The coded invoice is emailed to GRC accounts payable



GRC contracts with Ecolights for fluorescent tube disposal.
Their headquarters is in Seattle, locally we source out to Ecolights,
7021 S 220th St Kent, WA 98032 (206) 343-7443
https://www.ecolights.com/contact.html

Fluorescent tube removal is basic.
Used tubes are collected in the Facilities warehouse. When a wooden pallet (36 x 48 inches) can be filled 36 inches high, Eco lights is called for a pick up that week. Ecolights will create a manifest at time of pick up. https://www.ecolights.com/

GRC contracts with Total Reclaim for dead battery recycling. Disposal is basic, when batteries have accumulated, a service call is made to Total Reclaim 7021 S 220th St, Kent, WA 98032 https://www.totalreclaim.com/

Revision Table		
Date	**Author**	**Comments**
October 1, 2018	HR Labor & Relations Manger	Document Creation from previous procedures
October 17, 2019	Environmental Safety Manager	Added Accreditation Evidence Waste Generator status, abbreviated Secondary Container Labeling, abbreviated SDS Locations, expanded

EMERGENCY OPERATIONS PLAN

The following pages show only cover and table of contents of this evidence. To view the full file, please refer to the hyperlink or separated Appendix

Green River
COLLEGE

EMERGENCY OPERATIONS PLAN

2021-22

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2025 Annual Security and Fire Report

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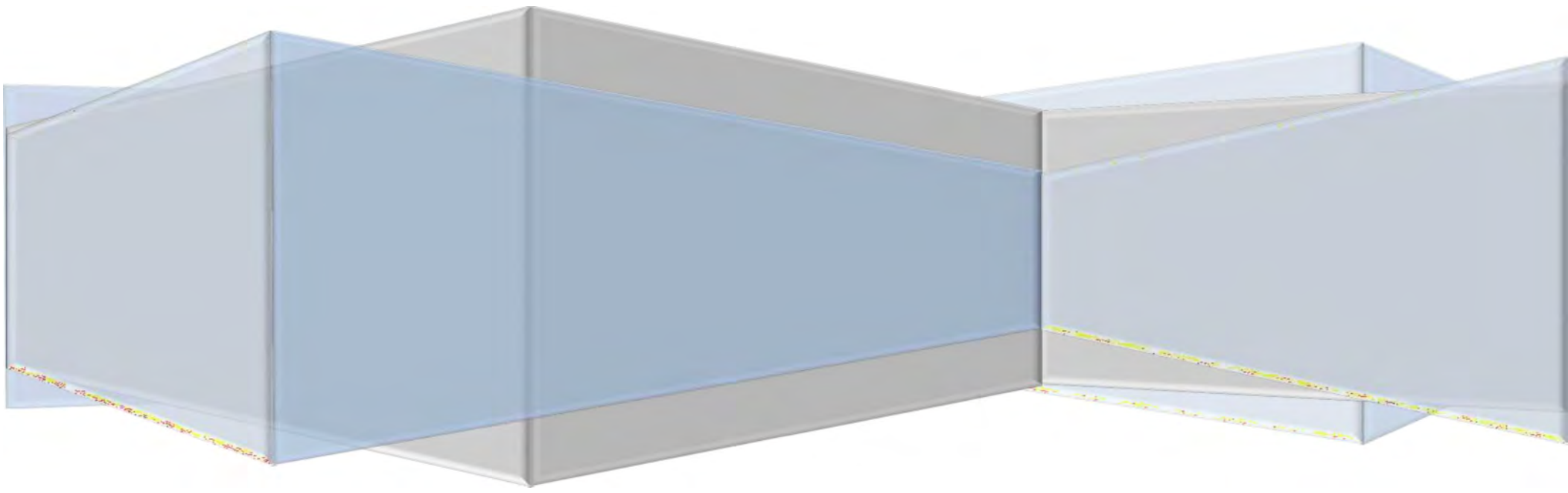
Green River College

2025 Annual Security and Fire Report

Submitted by: **Derek Ronnfeldt, Director of Campus Safety**



President's Message

Dear Green River College Community,

Thank you for your interest in our commitment to safety at Green River College. This annual report contains valuable information for prospective or current members of our campus community and complies with important provisions of the Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act of 1998. This report also provides information about Green River College's Office of Campus Safety, including descriptions of the services and programs provided by the College.

One of Green River's primary duties is providing for the safety and well-being of all of our students, faculty, staff and visitors. Our Core Values state that we must preserve the safety of our College, for all members of the community to learn, work and engage with our campuses.

At Green River, your safety and security are a top priority.

If you have any questions or suggestions concerning this publication, please contact the Green River Office of Campus Safety at 253-288-3350 or 253-833-9111 ext. 3350.

Dr. Suzanne M. Johnson
President

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Quick Reference Resources

On- and Off-campus Emergency & Quick Reference contact numbers

Local Law Enforcement Agency

Emergency

Auburn 911
Enumclaw 911
Kent 911

Non-Emergency

Auburn 253-288-2121
Enumclaw 360-825-3505
Kent 253-852-2121

Green River College Safety Department

Main Auburn Campus

Emergency 911
Emergency/Business 253-288-3350

Auburn Center Campus

Emergency 911
Emergency/Business 253-288-3350

Kent Campus

Emergency 911
Emergency/Business 253-288-3350

Enumclaw Campus

Emergency 911
Emergency/Business 253-288-3350

Fire Department

Emergency

Auburn 911
Enumclaw 911
Kent 911

Non-Emergency

Auburn (Valley Regional Fire Authority) 253-288-5800
Enumclaw 360-825-5544
Kent 250-856-4300

Counseling Services (On-Campus)

Counseling Services 253-351-6670

King County Public Health Centers (Off-Campus)

Auburn Public Health Center

901 Auburn Way N, Suite A, Auburn, WA 206-477-0600

Kent Public Health Center

25742 104th Ave SE, Kent, WA 206-477-6950

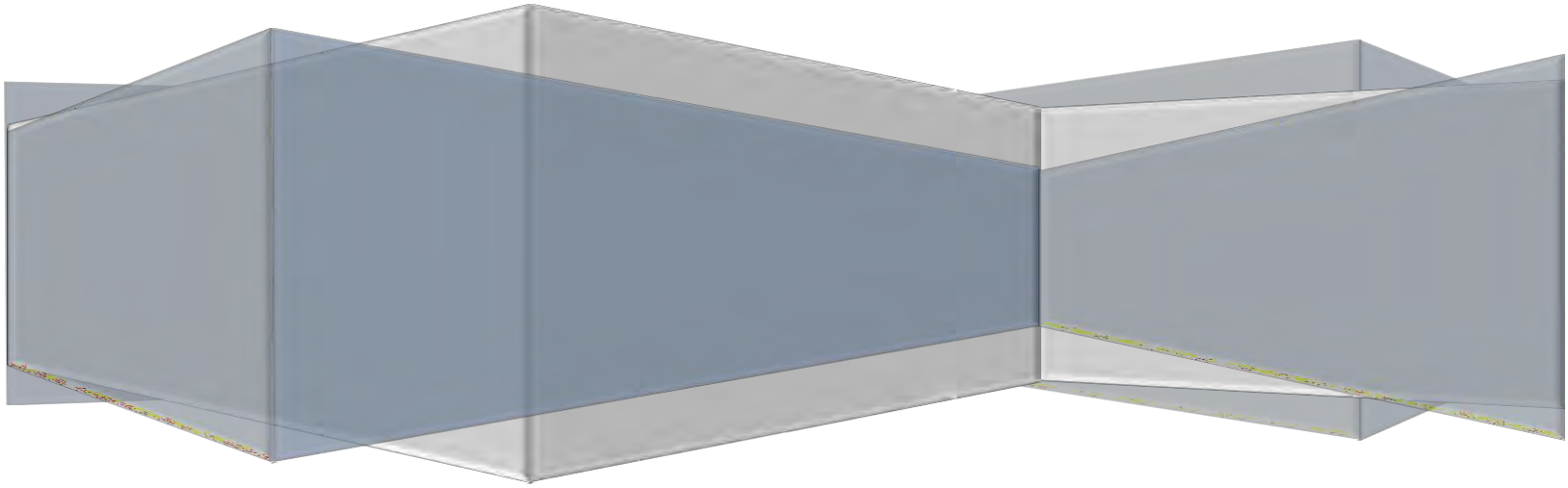
2024 Annual Security and Fire Report

The following pages show only cover and table of contents of this evidence. To view the full file, please refer to the hyperlink or separated Appendix

Green River College

2024 Annual Security and Fire Report

Submitted by: **Derek Ronnfeldt, Director of Campus Safety**



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Kent 911

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Enumclaw 360-825-3505
Kent 253-852-2121

Green River College Safety Department

Main Auburn Campus

Emergency 911
Emergency/Business 253-288-3350

Auburn Center Campus

Emergency 911
Emergency/Business 253-288-3350

Kent Campus

Emergency 911
Emergency/Business 253-288-3350

Enumclaw Campus

Emergency 911
Emergency/Business 253-288-3350

Fire Department

Emergency

Auburn 911
Enumclaw 911
Kent 911

Non-Emergency

Auburn (Valley Regional Fire Authority) 253-288-5800
Enumclaw 360-825-5544
Kent 250-856-4300

Counseling Services (On-Campus)

Counseling Services 253-351-6670

King County Public Health Centers (Off-Campus)

Auburn Public Health Center

901 Auburn Way N, Suite A, Auburn, WA 206-477-0600

Kent Public Health Center

25742 104th Ave SE, Kent, WA 206-477-6950

Additional Evidences / Section 2

Welcome to Facilities

BUSINESS OFFICE

Welcome to Facilities

Published 4/16/2025

About Facilities

The Facilities Department provides support services to the college in the physical plant areas of day-to-day maintenance and capital programs. It is responsible for:

- The maintenance and repair of campus buildings and infrastructures
- Campus custodial operations
- Campus grounds and parking lot condition and utility management
- Campus key distribution and tracking
- Capital programs and projects

Hours of Operation and Contact Information

The normal office hours of operation are 6:30 am. - 3 p.m., Monday through Friday Ext. 3333.

The normal Facilities Maintenance hours are 6:30 a.m. to 3 p.m., Monday through Friday Ext. 3333.

Evenings and Weekends, please contact Campus Safety for assistance at Ext. 3350.

For questions regarding Facilities issues, please contact: Interim Assistant Director of Facilities, Charles Carson

For questions about the content of this page, please contact: Director of Facilities, John McCormick

News

See all

GatorAlert: Campus-Wide Power Shutdown scheduled for June 21–22

From: Gator Alerts <gatoralerts@greenriver.edu> Sent: Wednesday, April 16, 2025 1:05 PM Subject: GatorAlert: Campus-Wide Power Shutdown...

Facilities Department April 16, 2025
160 views

Facilities Gator Alert SA Building

Important Facilities Information SA Sewer line Repair. Facilities will be performing an emergency sewer line...

Margarita (Maggie) Crutcher December 1, 2020
163 views

Ultraviolet-C Technology at GRC

Due to Coivd-19, Facilities is introducing UV-C technologies campus wide. UV-C helps protect public spaces fro...

Margarita (Maggie) Crutcher November 30, 2020
111 views

Facilities Gator Alert SA Building

Important Facilities Information Sewer line Repair. Facilities will be performing an emergency sewer line repair ...

Margarita (Maggie) Crutcher November 23, 2020
99 views

Quick Links

- GRC Covid Cleaning
- Submit Service Request
- Campus Key Policy
- Key Authorization Slip
- Door Unlock Protocol
- Uniform Building Code Requirements for Barrier-Free Accessibility
- GRC Hazard Communication Program

Documents

See all

Name	Modified	Modified By	Department
Campus Key Policy and Procedures.docx	August 31, 2021	Richard Bouaphakeo	Facilities
Door Unlock Protocol.docx	May 10, 2019	Philip Denman	Facilities
Environmental Safety and Covid Inspection.pdf	August 6, 2020	Margarita (Maggie) C	
GRC Covid Cleaning in Amharic Chinese Spanish.pdf	July 31, 2020	Margarita (Maggie) C	
GRC Covid Cleaning in Russian Tagalog Ukranian Vietnamese.pdf	July 31, 2020	Margarita (Maggie) C	
GRC Covid Cleaning.pdf	May 29, 2020	Philip Denman	
GRC Hazard Communication Program.pdf	November 13, 2019	Philip Denman	Facilities
Key-Authorization-Slip-rev2019 (00000002).pdf	February 6, 2020	Margarita (Maggie) C	
Uniform Building Code Requirements for Barrier-Free Accessibility.docx	May 10, 2019	Joseph Becker	Facilities

2.I.1 EV.#3 / Section 3

GRC-IT-Security Program Plan

The following pages show only cover and table of contents of this evidence. To view the full file, please refer to the hyperlink or separated Appendix

Green River College

Information Technology
Security Program

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Green River College (GRC)
Information Technology Security Program

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2025 - 2G5-2G8 Technological Infrastructure_dh 7 9 25.pdf

This document covers Equipment replacement policies, as well as procedures for assessing sufficiency of technology infrastructure. It also addresses policies for ensuring accessible and efficient educational technologies, as well as policies for the use, storage and refurbishment of equipment.

2.I.1 Consistent with its mission, core themes, and characteristics, the institution has appropriate and adequate technology systems and infrastructure to support its management and operational functions, academic programs, and support services, wherever offered and however delivered.

Equipment Replacement and Updates
The College regularly develops, implements and reviews for updates a technology equipment replacement plan to ensure its technological infrastructure is adequate to support its operations, programs and services.

Green River's IT department maintains constant communication with all academic, administrative and operational departments to ensure proper needs are forecasted for technology. Collaborative efforts ensure the technical infrastructure has sufficient capabilities to meet college needs. A hardware replacement plan based on industry standards replaces end of life hardware on a rotating four to six year schedule.

Sufficiency of Technology Systems and Infrastructure
Green River provides a comprehensive technical infrastructure to support the College's programs and services. The college's network is made up of one main campus and three remote campuses located in Auburn, Enumclaw and Kent. The network environment supports a variety of voice, video, wireless and data services. The main campus network connects all campus locations securely together and provides connectivity to the Washington State K-20 educational network for access to SBCTC and the Internet.

Green River regularly updates and refreshes network equipment on a 5-7 year refresh cycle, ensuring technology is reliable and up to date. This modern networking infrastructure provides gigabit bandwidth to each desktop with a 10GB backbone between main campus buildings to accommodate increased demand for highspeed connectivity by students and instructional programs. It includes wireless networking to every building and to many outdoor gathering areas and walkways. Remote campuses are connected to the main campus via county managed fiber.

The College supports student computers in 220 computer labs and classrooms in nearly all buildings on campus, as well as off-campus locations. All computers contain, at a minimum,

Intel Pentium i3 processors with the majority containing Intel i5 processors or better. In addition to general-purpose productivity software, each instructional lab has specialized software for the purpose of instruction that is selected by faculty and reviewed by the Green River Information Technology (IT) department for system requirements, accessibility, and data security. Instructional classrooms are equipped with an instructor workstation that contains a computer, document camera, data projector and audio (amplification, speakers) capabilities. With the help of INTEC, the College has increased both the quantity and the quality of instructional computing.

Technology is selected, acquired, organized and maintained in coordination with the Green River IT department to support the College's educational programs. The IT department is a service organization that supports the mission of Green River College and promotes teaching and learning by providing access to and support for technology such as modern computer hardware, software applications, instructional media, and network services including internal and external databases, online library and instructional services, wireless access, e-mail and the Internet. The IT department monitors the state of all technology infrastructure assets.

The IT department supports approximately 2,200 instructional computers for students and around 1000 administrative computers for employees. IT also installs, configures, troubleshoots and repairs technology.

Accessible efficient Educational Technologies, includes the following:

- ***Computer Labs and Workstations***

Green River College operates 190 computer labs. Of these, seven labs are open to all students on a walk-in, first-come, first-served basis. The remaining labs are dedicated to support specific vocational, academic transfer and Pre-college programs and are scheduled accordingly. Computers in open and instructional labs are replaced on a four-year replacement plan as budget allows.

Computer labs are equipped with Microsoft Windows-based machines and have the Microsoft Office suite of office productivity software installed. Specialized software used by instructional programs, including graphics applications, CAD applications, software development tools, statistical packages and discipline-specific tutorials, are installed in specific labs. To support the after-hours needs of students in specialized programs, Information Technology equips a number of stations in the open lab facilities with specialized application programs. All laboratory facilities are connected to the campus network and provide access to the Internet. Each computer lab is equipped with one or more Americans with Disabilities Act-compliant workstations. These workstations include appropriate furniture to permit wheelchair access and assistive technologies for hearing and sight-impaired students.

In addition to full-time staff, computer labs with open hours are staffed by some part-time student workers who are selected, trained and supervised by the IT Department. Part-time student workers help students with application questions, printing, accessing network

resources and troubleshooting, plus maintaining cleanliness and order in the lab. Part-time student workers are paid with revenue generated by a student technology fee. Technology fee revenues are also used to purchase replacement equipment, application software, and consumable supplies such as paper and toner cartridges.

- ***Course Management Software***

Green River College has operated a course management system to support all courses offered at all campuses since the year 2000. Currently the Canvas™-based system automatically populates course shells for all campus course sections (about 1700 per term) and automatically enrolls the appropriate students and instructors for each course. Instructors who wish to use the course management system for their courses simply activate their shells and begin using the online tools and creating content.

- ***Data Centers***

The college maintains a data center that is located on the main campus. This data center is secured and controlled with dedicated HVAC systems, a room UPS, and an emergency backup generator. Industry-standard temperature monitoring systems are utilized and configured to alert Green River IT personnel of temperature increases. Alerts are sent via e-mail and text message to staff cell phones. Uninterruptible power supply hardware is utilized with all servers to protect against power failures, brownouts, and power spikes and to facilitate an orderly shutdown of server hardware and related systems for extended periods of time.

The data center stores college operational data and provides enterprise services to the campus community. The College employs industry-standard server hardware sufficient in capacity and quantity to meet existing and foreseeable future information system needs. There are currently 181 servers running primarily Microsoft Windows operating systems, but a few run CentOS Linux or custom virtual machine appliances that run Linux based operating systems. The technical infrastructure of the institution is maintained and upgraded to keep up with changing technological needs and requirements as the college budget allows.

Use, Storage and Refurbishment of Equipment and related

Technological infrastructure planning provides opportunities for input from the technology support staff and constituencies who rely on technology for institutional operations, programs, and services.

Green River's IT department consults with staff, students, faculty and administrators via various institutional committees for input when considering architectural changes to technical infrastructures that significantly impact the quality and ability of the institution to deliver on its mission statement. Some of these committees include the student-led Technology Fee Committee, the Instructional Technology Committee (INTEC), and the Administrative Systems Committee. These committees serve as the primary mechanism to involve faculty, staff and students in the planning and development of information resources. External resources such as

the SBCTC, a computing consortium of community and technical colleges statewide, and vendors are also frequently consulted.

Policies, regulations and procedures such as the IT technology purchasing plan are documented and maintained and made available on the college's Intranet site. Hard copies are available by request. When a technology need is identified, IT staff work with the departments or individuals involved to create a clear and shared understanding of the need. IT staff then research potential solutions to meet the need and determine whether the most appropriate route is to purchase a solution or develop one in-house. Extensive planning is undertaken to ensure proper adoption levels are achieved when new services and technologies are introduced. Feedback generated by these institutional committees is evaluated and changes are made as necessary. Also includes the following:

- ***Physical Security***

Green River IT keeps and maintains all server hardware and related systems in enclosed environments with industry standard access control methods. Key card access or physical key access methods are utilized where appropriate.

Green River Data Handling Guidelines

Green River Data Handling Guidelines

GRC classifies data (college information) per the SBCTC and WA State OCIO guidelines.

All GRC Data must be stored either physically on a GRC campus or digitally on GRC CTR (i.e., resources provided by GRC either directly or through agreements with contracted entities). GRC Data must not be stored off-campus (other than during approved and temporary travel), on personal equipment or in non-GRC provided or contracted solutions.

Category 2 and higher data requires specific care be taken when transmitting or storing and should not be stored on any non-GRC owned equipment without a signed confidentiality and data sharing agreement. Category 2 and higher data is discoverable.

Per the GRC IT Security Policy:

4.1. Data Classification

GRC classifies data into categories based on the sensitivity of the data. GRC data classifications must translate to or include the following classification categories:

1. Category 1 – Public Information

Public Information is information that can be or currently is released to the public. It does not need protection from unauthorized disclosure but does need integrity and availability protection controls.

Public Information data includes the mission/vision/values of an agency, information related to obtaining services, staff phone numbers, work e-mail addresses, budget information, and FERPA "directory information" designated at Green River College as FERPA information at level 1.

Electronic transfer of data in this classification is not restricted.

2. Category 2 – Sensitive Information

Sensitive information may not be specifically protected from disclosure by law and is for official use only. Sensitive information is generally not released to the public unless specifically requested.

Sensitive data should not be transferred outside the GRC network electronically unless on password protected media. You must be specifically authorized to transfer such data outside the agency. Transfer inside the GRC network is allowed.

Specific examples include, but are not limited to:

- Data Warehouse data unless that data falls under a Category 3 or 4 classification
- Student Directory Information as per FERPA regulations can be disclosed to outside organizations with the student's prior consent or released during a public records request of Data Warehouse data.
- Certain personnel records – e.g., misconduct records subject to public disclosure
- Public Employee Financial information, but not salaries as this is public information

- Directory Information includes:
  - Student name
  - Student birthplace and birthdate
  - Student address
  - Student telephone number
  - Student e-mail address
  - Major field of study (EPC)Dates of attendance (YRQ)
  - Degrees and awards received
  - Photograph
  - Participation in officially recognized activities or sports
  - Height and weight of athletes
  - Most recent educational agency or institution attended
  - Other similar information
- Directory information does NOT include:
  - Social security number
  - Student identification number
  - Race
  - Ethnicity
  - Nationality
  - Gender
  - Class schedule
  - Course and Program information not tied directly to a student, such as:
    - Department and Course Number
    - Course Title
    - Course Intent
    - Program Code (EPC)
    - Program Title

3. Category 3 – Confidential Information

Confidential information is information that is specifically protected from disclosure by law. It may include but is not limited to:

- Personal information about individuals, regardless of how that information is obtained such as home address, phone number, and personal e-mail address
- Information in employee personnel records including evaluations
- Information regarding IT infrastructure and security of computer and telecommunications systems
- All financial data not included in the Public Employee Financial Information data
- Personal network user information (e.g., usernames and passwords)
- Enrollment information protected under FERPA such as:
  - Student Information Numbers (SIDs)
  - Grades
  - Courses taken
  - Test scores

- Educational services received

This category of data can be transferred internally, with appropriate care – e.g., marked in e-mail as confidential or private, or via secure network folders where everyone with access is authorized to see the data. Confidential data may only be transferred outside the agency via encrypted or password protected media. You must be specifically authorized to transfer such data outside the agency and there must be a signed confidentiality agreement with that individual or company prior to sending the information.

SBCTC Definition of Category 3 Data:

Enrollment information protected under FERPA, personnel and financial data. Category 3 includes all data elements except those explicitly stated in categories 2 and 4. Category 3 data is not distributed unless governed by a contract or data sharing agreement. This information is protected due to:

a) *Sensitivity – Information which must be protected due to proprietary, ethical, contractual or privacy considerations.*
b) *Legal Obligations – Information for which disclosure to persons outside of the SBCTC may be governed by specific standards and controls designed to protect the information such as FERPA.*
c) *Moderate risk – Information which may not be specifically protected by statute, regulations, or other legal obligations or mandates but for which unauthorized use, access, disclosure, acquisition, modification, loss, or deletion of could cause financial loss, damage to the SBCTC or college reputation, violate and individual's privacy rights, or make legal action necessary.*

This information includes but is not limited to:

- *Student Identification Numbers (SID)*
- *Grades*
- *Courses taken*
- *Test Scores*
- *Educational services received*
- *Bio-demographics (e.g., race, gender, family status, employment status)*
- *All personnel data including salaries*
- *All financial data*

Confidential Information data includes personal network user information, data related to IT security, employee and student personal information such as ID number, home address, phone number, personal email address, including information designated as Green River College FERPA levels 2 & 3.

This category of data can be transferred internally, with appropriate care – e.g., marked in email as confidential or private, or via secure network folders where everyone with access is authorized to see the data. Confidential data may only be transferred outside the college via password protected or encrypted media. You must be specifically authorized to transfer such data outside the college.

Specific examples include, but are not limited to:

- *Personnel records. – e.g., Evaluations*
- *Employee personal Information – e.g., home address, home email, home phone*

Note: Student email (personal or Green River Student Email) is not considered an internal transfer and sensitive data must be sent via encrypted email.

4. Category 4 – Confidential Information Requiring Special Handling

Confidential information requiring special handling is information that is specifically protected from disclosure by law and for which:

- Especially strict handling requirements are dictated, such as by statutes, regulations, or agreements (such as FERPA, HIPAA, or PCI-DSS)
- Serious consequences could arise from unauthorized disclosure, such as threats to health and safety, or legal sanctions

Confidential Information Requiring Special Handling includes employee or student information such as social security number, date of birth, etc., and information designated as Green River College FERPA level 4.

Specific examples include, but are not limited to:

- Banking/Financial Account information
- Records protected by PCI-DSS such as Credit Card Numbers
- Employee and Student Social Security Numbers
- Date of birth
- Student Identification Numbers (SID)
- Academic records of matriculated students
- Educational records protected by FERPA
- Medical records protected by HIPAA
- Medical Records, including psychological/counseling records

This category of data can be transferred internally, with appropriate care – e.g., marked in e-mail as confidential or private, or via secure network folders where everyone with access is authorized to see the data. Confidential data may only be transferred outside the agency via encrypted or password protected media. You must be specifically authorized to transfer such data outside the agency.

IT-1 Information Technology Security

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IT-1 INFORMATION TECHNOLOGY SECURITY

IT-1 Information Technology Security

Purpose

The purpose of the IT Security policy is to ensure compliance with Washington Office of the Chief Information Officer (OCIO) policies. It covers the security of Green River College (GRC) Computer Technology Resources (CTR) such as: IT facilities, data, off-site data storage, computing and telecommunications equipment, application-related services purchased from other state agencies or commercial concerns, and internet-related applications and connectivity.

Scope

This policy applies to all users of GRC CTR, facilities, and services.

Definitions

For the purposes of the Green River Information Technology Security Policy, security is defined as the ability to protect:

1. The integrity, availability, and confidentiality of CTR assets managed by Green River College,
2. CTR assets from unauthorized release or modification, accidental or intentional damage or destruction, and
3. CTR from unauthorized use.

Policy and/or Procedure

It is the IT Security Policy of Green River that:

1. Green River shall operate in a manner consistent with the goals of the OCIO IT Security Policies to maintain a shared, trusted environment for the protection of sensitive data and business transactions. Green River shall not seek exemptions from reasonable, well-established, or commonly implemented security policies and procedures. Green River shall provide secure business applications, infrastructures, and procedures for addressing the business needs of the college.
2. Furthermore, Green River shall provide services with the following principles in mind to promote the shared security of

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the system:

a. Green River shall assure that appropriate security and accessibility standards are considered and met when developing or purchasing application systems or data access tools.
b. Green River shall recognize and support the necessity of authenticating external parties prior to granting access to sensitive information and applications.
c. Green River shall develop and follow security standards for securing workstations, servers, telecommunications, and data access; and
d. Green River shall follow security standards established for creating secure sessions for application access.

3. Each application developed or purchased by Green River must be reviewed to verify that it passes current security standards, ideally by providing a current HECVAT. Security compliance will be reviewed by the Green River IT Security Officer or another member of the IT Security Team or designee as early in the acquisition process as possible, but no later than prior to implementation. Due to the high-risk nature of these applications, this requirement will apply to all (new and existing) applications supported by Green River.
4. Green River will ensure all staff are trained annually in IT security awareness, and that technical staff receive the appropriate training commensurate with their job responsibilities.
5. Green River will review its IT security processes, procedures, and practices annually and make appropriate updates after any significant change to its business, computing, or telecommunications environment.
6. Green River will conduct a compliance audit of its IT Security Program consistent with state requirements. Knowledgeable parties independent of Green River IT staff, such as the State Auditor, must perform the audit. The work shall follow audit standards developed and published by the Auditor. The State Auditor's office may determine an earlier audit of some or all of Green River IT processing is warranted, in which case they will proceed under their existing authority. The nature and scope of the audit must be commensurate with the extent that Green River is dependent on secure IT to accomplish its critical business functions. Green River will maintain documentation showing the results of its review or audit and the plan for correcting material deficiencies revealed by the review or audit. To the extent that the audit documentation includes valuable formulae, designs, drawings, computer source codes, object codes or research data, or that disclosure of the audit documentation would be contrary to the public interest and would irreparably damage vital government functions, such audit documentation is exempt from public disclosure. The Executive Director of Information Technology is responsible for the oversight of Green River IT security and will confirm in writing that the agency is in compliance with this policy. The annual security verification letter will be submitted to the OCIO, as required. The verification indicates review and acceptance of Green River security processes, procedures, and practices as well as updates.
7. The State Auditor may audit Green River IT security processes, procedures, and practices, for compliance with this and OCIO IT policy.
8. Designated College employees will examine suspected, reported, or identified security vulnerabilities or incidents. Each incident will be evaluated to determine if any sensitive or confidential data was potentially compromised. If

determined there is a possible compromise, GRC staff will follow notification procedures as described in the applicable regulations (e.g., FERPA, HIPAA, or PCI-DSS) or the IT Security Program and resolve or mitigate the issue as swiftly as possible.

Green River IT security standards and practices contain information that may be confidential or private regarding Green River business, communications, and computing operations or employees. Persons responsible for the distribution of these documents should consider the sensitive nature of the information as well as the related statutory exceptions from public disclosure.

Specific Authority

Law Implemented

History of Policy or Procedure
Draft: October 15, 2004
Adopted: April 5, 2005
Revised: May 9th, 2023
Reviewed by:
Contact: Jodi Bray, Director of Technical Services, ext. 6056
President's Staff Sponsor: Camella Morgan, CIO/Executive Director of IT, ext. 6050

IT-2 Employee Acceptable Use of Technology

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IT-2 EMPLOYEE ACCEPTABLE USE OF TECHNOLOGY

IT-2 Employee Acceptable Use of Technology and Data Policy

Purpose

This policy governs the use of all technology and computer resources at Green River College including college computers, smart devices, college email, internet access and use of the college network by either college owned or personal equipment. Use of the college's technology and computer resources signifies agreement to abide by this policy.

Scope

All College employees and students

Definition

College Technology Resources: any technology and computer resources owned by the college or by the employee.

College Data: any email, electronic document, hardcopy document, facsimiles or voice mails stored on college technology resources.

Policy and/or Procedure

Risk Statement

The improper or illegal use of college technology resources may result in serious risk and liability to both the college and the individual employee. These risks include but are not limited to:

- Violation of state law
- Loss of public trust in the college
- Interference with performance and services provided by the college
- Loss of network or operational integrity
- Financial loss
- Personal and college liability

All college employees are reminded that all college data, including email, are considered public records and may be subject to disclosure under the public disclosure laws.

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Business and Limited Personal Use

College technology resources are provided to employees as a productivity tool for conducting college business and to perform their official duties. Employees may occasionally on a limited basis use college technology for purposes other than the conduct of official duties provided that the use conforms to the De Minimis Use of State Resources by State Employees (RCW 42.52.160 and WAC 292-110-010).

The permitted uses for a purpose other than the conduct of official duties must meet all of the following:

- Results in little or no cost to the college
- Is infrequent, and brief in duration
- Is the most effective use of time and resources
- Does not interfere with the performance of official duties
- Does not disrupt other state employees
- Does not obligate other state employees to make a personal use of college resources, and
- Does not compromise the security or integrity of college property, information or software

Prohibited Use

In the course of using college technology resources for either business or limited personal use, employees are prohibited from:

- Any activity that violates any college policy or city, state, or federal law, including hate speech, copyright violations, gambling, any malicious, threatening, or obscene matters.
- Discriminating against or harassing another person.
- Supporting, promoting or soliciting for an outside organization unless authorized by the college and permissible by law.
- Using college technology resources to gain unauthorized access to any computer, files, data, systems, or networks.
- Unauthorized access of college computer's hard drives or college network drives. This includes, but is not limited to: accessing; downloading to; or modifying any network drives or the hard drive on any school computer; whether or not security is in place. Shared classroom/instructional drives are for school-related files only; personal files are not permitted.
- Unauthorized use of technology for the purpose of private or personal business. Computers may not be used for commercial purposes.
- Misrepresenting or forging the identity of the sender or the source of an electronic communication.
- Any activity which interferes with the work of others, including but not limited to, excessive printing; creation or propagation of computer viruses or other self-replicating or destructive programs; posting, mailing, or printing of obscene materials; or distributing unsolicited advertisements.

No Expectation of Privacy

The college has the right to access, inspect or monitor any college data, inclusive of electronic records. Employees cannot expect privacy in their use of college technology resources whether that use occurs in the conduct of official duties or is a use made for a purpose other than the conduct of official duties.

While the college does not regularly monitor college data, employees are on notice that:

- The maintenance and operation of college technology resources may result in the observation of college data.
- Authorized college officers: President; Vice President of Human Resources; or designees may observe college data.

Reporting Misuse
Employees who discover misuse of college technology resources shall report such misuse to their supervisors. Retaliation on the basis of such a report will not be tolerated by the college.

Controlling Access to College Data
Employees are responsible for protecting college data from unauthorized access by securing communications devices and locking and securing hardcopy documents.
Employees should not provide others access to their accounts by sharing passwords or leave their workstations unattended without securing the workstation.

College Data Retention
College data are public records. College data that contain information about college business and that can function as evidence of business transactions are part of the records of the college, and are subject to the guidelines in the Public Records Act, Chapter 40.14 RCW, which regulates the preservation and destruct ion of public records. College data should be kept for the retention period identified by the General Retention Schedule for the Washington Association of Community and Technical College System. In addition, there may be reasons to retain these records longer for ongoing operations, audits, legal proceedings, research or other known purpose.
Managers and supervisors are responsible for providing retention guidelines and training to their staff. For more information on records retention matters, please consult the college records retention officer.

Public Records Disclosure
The intent of the Public Records Act is to provide public access to records and protect public records from damage or destruction. The college is required to make available for public inspection and copying all public records, unless the record falls within the specific exemptions of the Revised Code of Washington or other statue that exempts or prohibits disclosure of specific information or records. When a public records request is received, it should be forwarded to the College Relations office.

Violation Warning
Violations of this policy may result in disciplinary action up to and including dismissal and legal action. In addition, there may also be separate actions against the employee for violation of the state's ethics law, criminal prosecution, and civil actions.

Specific Authority
RCW 42.52.160, Use of persons, money, or property for private gain
WAC 292-110-010
RCW 40.14, General Retention Schedule for the Washington Association of Community and Technical College System

Law Implemented

History of Policy or Procedure
Draft: November 2, 2010
Adopted: December 1, 2010
Revised: April 24, 2013
Reviewed by: Camella Morgan, Executive Director of Information Technology
Contact: Camella Morgan, Executive Director of Information Technology
President's Staff Sponsor: Camella Morgan, Executive Director of Information Technology

Resources

Contact Us

STUDENT SUPPORT

ctcLink
Student Email
My Green River
Navigate 360
Financial Aid
Holman Library
Center for Transformational Wellness
Student Remote Access
Career & Advising Center
Office of the Registrar
Disability Support Services
Counseling Services
e-Learning
Placement & Testing Center
Register to Vote
MMIWP / WSP

EMPLOYEE RESOURCES

Human Resources
Institutional Effectiveness
ctcLink Sign In
GatorNet
Curriculog (formerly CAR/PAR)
Faculty eLearning
Canvas
Gator News
Employee Password Reset

CAMPUS SAFETY

Emergency & Safety Alerts
Just Report It

CONNECT WITH GREEN RIVER

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IT-3 Accessible Technology

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IT-3 ACCESSIBLE TECHNOLOGY

IT-3 Accessible Technology

Purpose

Green River College provides equal opportunity to its educational and administrative services, programs, and activities in accordance with federal and state law. Ensuring equal and effective electronic and information technology access is the responsibility of all college administrators, faculty, and staff. This is in accordance with federal and state laws including: the Americans with Disabilities Act of 1990 (ADA); the Amendments Act of 2008; Section 504 of the Rehabilitation Act of 1973; Section 508 of the 1973 Rehabilitation Act as amended; Washington State Core Services RCW 28B.10.910-916; SBCTC Accessible Technology Policy 3.20.30B; and Washington State OCIO Policy 188 - Accessibility.

Scope

This policy applies to the procurement, development, implementation, and ongoing maintenance of instructional, administrative, or communications technologies materials, and content. The policy includes, but is not limited to: websites, online communication, instructional tools, learning management systems and content, electronic and multi-media materials, in use or being evaluated for purchase or adoption by Green River College.

Definitions

Accessible: Individuals with disabilities are able to independently acquire the same information, engage in the same interactions, and enjoy the same services within the same timeframe as individuals without disabilities, with substantially equivalent ease of use.

Disability: A physical or mental impairment that substantially limits one or more major life activities.

Electronic and information technology (EIT): Includes information technology and any equipment or interconnected system or subsystem of equipment that is used in the creation, conversion, or duplication of data or information. The term electronic and information technology includes, but is not limited

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to, the internet and intranet websites, content delivered in digital form, electronic books and electronic book reading systems, search engines and databases, learning management systems, classroom technology and multimedia, personal response systems ("clickers"), and office equipment such as classroom podiums, copiers, and fax machines.

It also includes any equipment or interconnected system or subsystem of equipment that is used in the automatic acquisition, creation, storage, manipulation, management, movement, control, display, switching, interchange, transmission, or reception of data or information. This term includes telecommunication products (such as telephones), information kiosks, Automated Teller Machines (ATMs) transaction machines, computers, ancillary equipment, software, firmware and similar procedures, services (including support services), and related resources.

Equally effective: An alternative format or medium communicates the same information in as timely a fashion as does the original format or medium.

Policy

Green River College is committed to providing comparable functionality, experience, and effective access to all information technology (IT), electronic content and information access for all users. In keeping with its values of inclusivity, access and success, this policy is designed to promote equitable participation and substantially similar functionality for all members of the campus and community at large.

Procedure

The purpose of these procedures is to ensure college administrators, faculty, and staff will develop, purchase, and maintain, hardware and software products, and electronic and information technology (EIT) that are accessible to people with disabilities. This applies to the following areas:

- Web Accessibility
- Instructional Materials Accessibility
- Document Accessibility
- Electronic Media Accessibility
- Software, Hardware, and Systems Accessibility
- Procurement

Information Technology, Student Affairs, Disabilities Support Services, Marketing, Communications and College Relations, and the Business Office, serve as resources to college units in meeting these requirements.

To ensure accessibility of software products, the Business Office requires vendors verify their solution meets or exceeds current accessibility standards by filling out an accessibility checklist (VPAT) and providing a demonstration that includes the accessibility features of their solution. Accessibility compliance will be reviewed by IT or designee(s) of the GRC Accessibility Committee as early in the acquisition process as possible, but no later than implementation. Due to the potential use of these applications by someone with a disability, this requirement will apply to all (new and existing) applications supported by Green River.

For currently enrolled Green River students who have been approved for accommodation, faculty and staff will contact the DSS Program Coordinator for assistance converting materials.

The DSS program coordinator works with the instructors and the state approved vendors to facilitate the conversion of existing materials. This includes:

- Captioning
- Written transcripts
- Brailing
- Audio/alternate format
- Internal enlargements
- Reformatting inaccessible documents

Specific Authority

Law Implemented

Americans with Disabilities Act (ADA)

RCW 28B.10.912, Core Services legislation

Sections 504 and 508 of the Rehabilitation Act

OCIO Policy 188—Accessibility

3.20.30b SBCTC Policy on Access for Students with Disabilities

Washington State Law Against Discrimination, RCW 49.60

History of Policy or Procedure

Draft: April 14, 2017

Adopted: June 1, 2017

Revised: June 1, 2023

Reviewed by: President's Staff

Contact: Camella Morgan, CIO/Executive Director of Information Technology, ext. 3391

President's Staff Sponsors:

Camella Morgan, Executive Director of Information Technology, ext. 3391

Dr. Deb Casey, Vice President of Student Affairs, ext. 3328