



Ad Hoc Report

**A confidential report of Recommendations
Prepared for the
Northwest Commission on Colleges and Universities**

Green River College

March 1, 2025

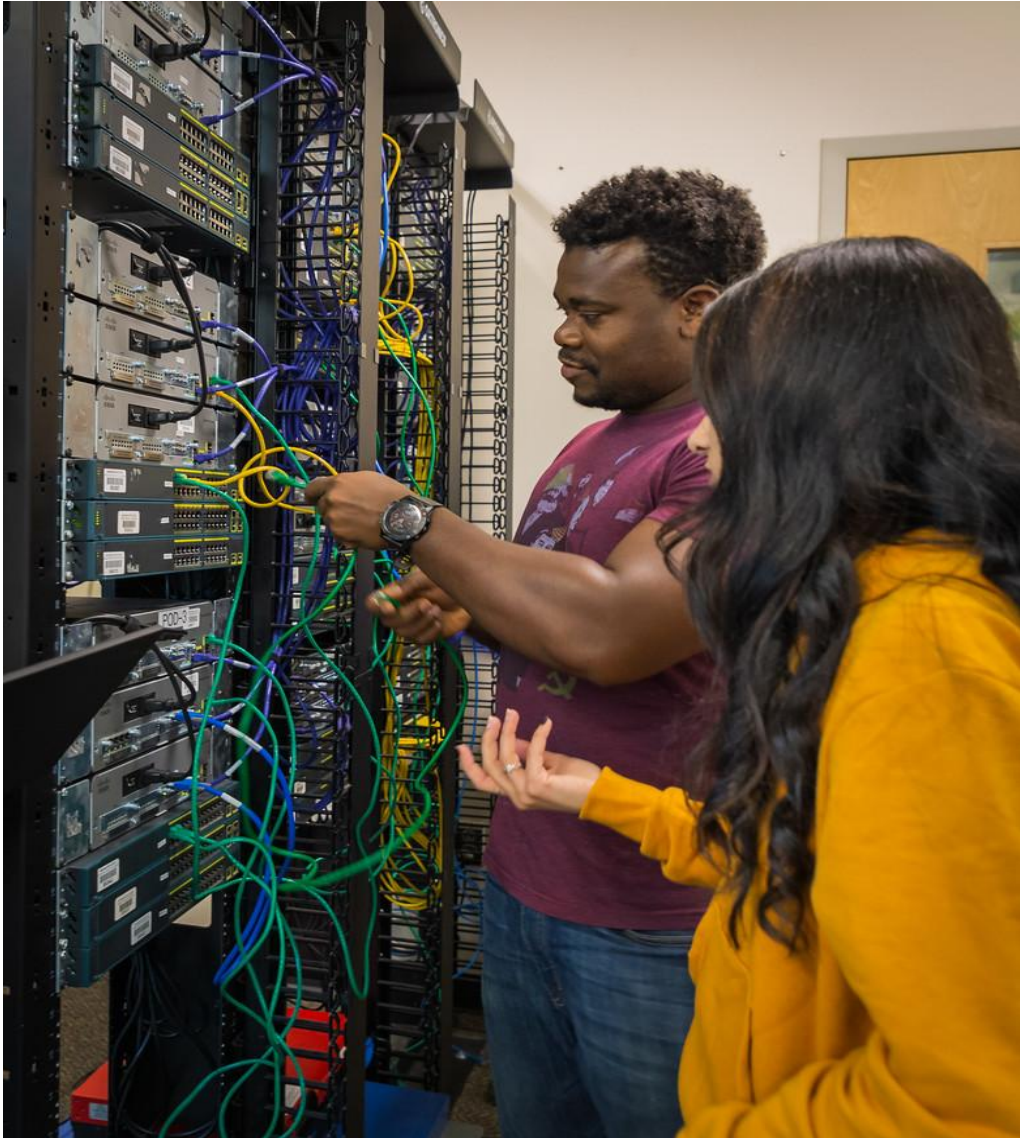


Table of Contents

Introduction.....	4
Progress on Recommendation 2.....	5
Evidence-based Planning, Resource Allocation, Decision Making, and Student Support Services	5
Data-Informed Instruction Planning and Resource Allocation	5
Student Support Services.....	6
Implementation of the GRC Equity-centered Strategic Plan 2021-2026:.....	6
Advising Redesign for Enhanced Student Success	6
Guided Pathways	7
Summary Observations and Next Steps	7
Progress toward fully implementing an effective and comprehensive system of direct and authentic assessment	8
Using disaggregated data for continuous improvement and institutional effectiveness	13
Green River Context.....	14

Introduction

a. Visit Type and Season/Date

The Green River College Mid-Cycle Report acceptance letter dated July 21, 2023 indicated the Northwest Commission on Colleges and Universities requirement for the College to submit an Ad Hoc Report responding to Recommendation 2: Spring 2020 Mission Fulfillment and Sustainability Evaluation in the Fall of 2024. Given the unforeseen personnel circumstances that Green River College (GRC) faced in 2024, the NWCCU approved the GRC President's request to submit the Ad Hoc report in the Spring of 2025. This report is in response to Recommendation #2 on Outcomes Assessment: [2023.2.27 GRC Ad Hoc F22.pdf](#).

Recommendation 2:

This report addresses the NWCCU Recommendation pasted below: The Commission recommends that Green River College addresses the following:

Recommendation 2: Spring 2020 Mission Fulfillment and Sustainability - Move to fully implement an effective and comprehensive system of direct and authentic assessment that appraises student accomplishment of existing course, program, and college-wide learning outcomes from which are derived meaningful results that provide clear direction for curricular and instructional improvement. (2020 Standard(s) 1.B.1;1.C.3;1.C.7;1.D.3;1.D.4)

b. Intermediate Reports/Visits

The Green River College is in the process of preparing the Six-year PRFR report due in the Spring of 2026. That will be followed by the Seven-year EIE Report in the Spring of 2027. The 2025 Annual Report will be accompanied by a Special Report to share implementation progress on the Nursing LPN_BSN on the Substantive Change.

Progress on Recommendation 2

Evidence-based Planning, Resource Allocation, Decision Making, and Student Support Services

This section provides an overview of how Green River College is increasingly engaging in ongoing data-informed systematic evaluation, planning and decision-making processes, to guide resource assignment and enhance instructional and student support services. These efforts are targeted at improving student learning, achievement, timely completion, and post-graduation opportunities for success. The Northwest Commission on Colleges and Universities (NWCCU) recommended that Green River College continues to show improvement in the areas covered in Standard 1B.1 of the NWCCU 2020 Standards. We provide a brief discussion of some of the efforts that illustrate some of the progress we are making in those areas.

1.B.1 The institution demonstrates a continuous process to assess institutional effectiveness, including student learning and achievement and support services. The institution uses an ongoing and systematic evaluation and planning process to inform and refine its effectiveness, assign resources, and improve student learning and achievement. Standards - NWCCU

Data-Informed Instruction Planning and Resource Allocation

The Green River College (GRC) Instruction Division uses data and reviews to make decisions in its primary resource areas, as well as in smaller purchase decisions. Instruction is focused on providing high quality education to students and looks at both immediate and long-term decisions through the lens of data. Instruction makes immediate quarter by quarter decisions on running classes based on enrollment data, and (particularly in the case of branch campuses) the needs of the local area. To enhance growth, sustainability, regional relevance, and competitiveness, we engage in long-term evidence-informed planning, including, the collection of real-world based feedback from various advisory committees for its technical, technology, and other course in fast-changing areas. All programs also undergo program assessment every few years to assess the overall success of the program, identify areas for continuous improvement, and to ensure program currency and relevance, with the overall goal of maximizing student learning, success, and post-college outcomes. All faculty undergo a detailed tenure review prior to being granted tenure, which includes reviews from students and other faculty and administration. Instruction also makes purchasing decisions for educational resources based on growingly rigorous return on investment-patterned critical analysis of need/usage statistics, to make evidence-based decisions for renewals and new purchases. Moreover, in addition to the budgetary and resource allocation processes described above, the Instruction Division systematically collects, analyses, and engages data from IE, Lightcast, and other official sources to make evidence-based decisions for program viability and sustainability, continued improvement, and innovation actions that enhance student success. The Final Computer-Aided Design (CAD) Program Viability Report provided here and, in the Appendix, provides an illustration.



In Appendix 1.B.1, we provide examples that illustrate the evidence-based decisions and processes that guide GRC's instruction division. These include the following: Class Enrollment Tracking for Cancellation Decisions, Advisory Committee Documentation, Program Assessment & Improvement Documents, Tenure Review Process, Usage of Educational Resources and Decision Making, and Program Viability Analysis and Reports.

Student Support Services

In continuing to implement the Equity-centered Strategic Plan in the growing continuous improvement culture at Green River College, the Student Affairs Division has embarked on several efforts to strengthen student support services. Some of the key current focus areas include: i) redesigning the advising model, ii) developing the strategies and tactics for the Strategic Enrollment Management (SEM) Plan, and iii) finalizing the development of the Guided Pathways Model.

Implementation of the GRC Equity-centered Strategic Plan 2021-2026:

Green River College in in her fourth year of implementing the 2021-2026 Equity-Centered Strategic Plan. "In the spring of 2020, Green River College (the College, Green River or GRC) initiated an Equity-Centered Strategic Visioning and Planning process to develop an integrated Equity-Centered Strategic Plan (Plan) for the College. The intention of the Plan was to lay out a vision, mission and set of values which define the work and future pathways for the College toward building and acting within a more equitable community. The six goals are as follows: A: Success for All Students; B: Excellence in Teaching and Learning; C: Responsive Educational Programs and Support Services; D: Integrated and Effective Organizational Structure, Systems, and Processes; E: Accessible and Responsive Facilities and Technology; and F: Impactful Community Connections.

Below is a brief statement of the efforts that the Student Affairs division is focusing on as they support the first goal of the Strategic Plan.

Goal A: Success for All Students: Success Metric [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.

Advising Redesign for Enhanced Student Success

The college is in the process of redesigning its advising model to revamp student onboarding processes to ensure accuracy, consistency of information sharing, student engagement, and improve student learning outcomes. Currently, five major student lifecycle stages have been identified: Prospective students; new students (through first term registration); First year (through 45 credits attained); Second year (through 90 credits attained); Completion and beyond.

Within this advising model redesign work, the primary advising offices at the college are collaboratively engaged in identifying, monitoring, and clearly defining the common processes and knowledge areas that are necessary for every student to succeed across the five major student lifecycle stages listed above. Prospective and enrolled students have access to the advising and career resources which are available on the GRC website and can be accessed virtually and in-person in the student center. (see Appendix 1.b.1 for supporting documents – advising PowerPoint and evaluation tool)

GRC provides an online orientation process, which begins the onboarding process for new students and is designed to provide timely and essential information to facilitate their successful entry, progress, and completion. The online orientation includes information about academic success, degrees and resources, exploring funding options, campus safety, and campus life. To complement this, our enrolled students enjoy access to we avail institution-wide program-specific orientations for students enrolled in programs such as international programs, adult basic education and English language learners, Running Start, workforce, Open Doors, and others. Advising and enrollment resources are availed to new students and details are posted on the GRC website. Further, GRC is working on the final stages of a Strategic Enrollment Management (SEM) Plan that will help us more fully implement the Equity-Centered Strategic Plan In the Appendix, we provide the SEM Plan Goals and Strategies - SALT.docx.

Guided Pathways

The College, as other peer community and technical colleges in the Washington Community and Technical College System, has been engaged in developing and preparing for the Summer 2025 implementation of Guided Pathways essential practices, which will enhance the student learning, achievement, success, and timely completion. Over the past few years, the Guided Pathways Advisory Team, its program mapping action team, and multiple campus stakeholders have developed program mapping templates, gathered stakeholder feedback, revised templates that were used to create program maps that will be used by staff, faculty, and most importantly, students. In particular, clearly defining areas of interest and aligning those to program and curriculum plans, will help students efficiently navigate their college journey. **(Below is a link to WA SBCTC's Pathways Design Essential Practices and Student Experience Essential Practices: <https://www.sbctc.edu/colleges-staff/programs-services/student-success-center/gp-technical-assistance-model>)**

Summary Observations and Next Steps

The divisions of Instruction and Student Affairs, in collaboration with the Institutional Effectiveness Office are increasingly working on transparently sharing their processes for data collection and analysis, which is geared toward continuously improving the data-informed academic, student services, and resource-related decisions. Building such evidence-informed frameworks will improve the institutional efforts to successfully link these processes to targeted strategies for mitigating achievement and equity gaps in accordance with the Green River College Equity-centered Strategic Plan. In the next section, we present a description of some of the major steps being taken to advance our assessment of course, program, and campus-wide learning outcomes as led by the faculty-led Learning Outcomes Committee (LOC),

Progress toward fully implementing an effective and comprehensive system of direct and authentic assessment

The following section provides a discussion of some of the efforts that Green River College is taking to more fully implement a systematic, cyclical process to assess student learning and institutional effectiveness. The integration of course, program, and campus-wide assessments, the leadership of the faculty-led Learning Outcomes Committee (LOC), along with the increased partnership of the Institutional Effectiveness (IE) office reflects a strong base for a robust continuous evaluation process. The data-informed institutional processes in the instruction and student support services summarized in the section above help augment the efforts in the student learning and overall program effectiveness and assessment presented in this section. The section addresses the following two NWCCU Standards (1C.3 and 1C.7) cited in Recommendation 2:

1.C.3 The institution identifies and publishes expected program and degree learning outcomes for all degrees, certificates, and credentials. Information on expected student learning outcomes for all courses is provided to enrolled students.

1.C.7 The institution uses the results of its assessment efforts to inform academic and learning-support planning and practices to continuously improve student learning outcomes. Standards - NWCCU

Program Assessment

The Learning Outcomes Committee (LOC) continues to be central to program assessment. The college has made significant gains in this area since our last report, which you will find outlined here. Key to the college's assessment efforts is its definition of "program," which is outlined below as well.

Historical Context of Outcomes Assessment at Green River College

Program Outcomes Assessment (1.C.5): There have traditionally been two avenues through which faculty complete Program Assessment on campus, Program Assessment and Improvement (PA&I), which is administered through the Vice President of Instruction's office and Program Outcomes Assessment as it is facilitated through the Learning Outcomes Committee (LOC). This created confusion across campus regarding program assessment, and it also created competing and separate timelines for both types of program assessment. The goal since fall quarter 2022 has been to align these two avenues so they coordinate rather than compete with one another, an effort that was successfully completed since our last accreditation visit and is currently being implemented. As more fully outlined in the next section, at present, each program is offered a \$1,000 stipend in years 1 and 3 of their 5-year PA&I cycle to complete a Program Outcomes Assessment project. These are then used in the year 5 PA&I report in the Outcomes Assessment area of that report. In this way, faculty are supported but also held accountable to doing ongoing Program Outcomes Assessment.

Campus-wide Outcomes Assessment (1.C.6): This has been an area of struggle for faculty as they have sought to gather assessment data at the campus-wide level that is meaningful and actionable. In the past, faculty have tried doing this through rubrics in Canvas where faculty assess classroom assignments that connect to the Campus-wide Outcomes, looking at the data as it is aggregated over many divisions, departments, and programs. While this showed large trends in broad brushstrokes, it ended up being too far removed from classroom practice and wasn't meaningful for faculty to respond to. We also struggled with an inability to disaggregate the data due to restrictions around the Canvas platform, which meant that we couldn't easily connect it to our work to become a more equitable institution. Recently, faculty pivoted and have just implemented a process where they roll up data from Program Outcomes Assessment to articulate with Campus-wide Outcomes Assessment. Faculty are in the initial stages of implementing this and should have a better understanding of how this works once it is repeated for several years and they get time to work with it more fully. The hope is that it will connect more immediately with classroom practices while also showing the larger trends that are emerging from those practices. The result we are hoping for is more robust and meaningful data that faculty can respond to in significant ways.

Defining “Program”:

From the onset, it is essential to define how the term (instructional) Program is defined at Green River College. What is a Program? (1.C.2, **1.C.3**, 1.C.5, 2G22): One of the struggles around implementing assessment practices at the college has been caused by a muddled definition of “program.” Is a program a division, a department, or a degree? Different areas of the college defined this differently and for their various purposes. For example, in CTE areas such as Welding, a program could be a degree and a department. In transfer areas such as Anthropology, a program might be a department or division but not a degree. To address this muddiness, the LOC held a series of meetings to discuss and define “program” for outcomes assessment purposes. They concluded that a program should align with how PA&I defined it, which meant that it could be a department or a division or a degree, depending on the specifics of the area. This effort to align the definition of program as it existed through PA&I synced Program Outcomes Assessment as it existed through the LOC and PA&I. It also added clarity for faculty in a way that honored their unique areas on campus.

1.C.3 & 1.C.7: While many colleges define “program” as degree, at Green River College, degree outcomes are our Campus-wide Outcomes. The college has five Campus-wide Outcomes, which are infused across all programs. Therefore, all students who get a degree from the college will have been exposed to these Campus-wide Outcomes by degree's end, gaining fluency in them as they incrementally complete courses for their degree. You can find an overview of these definitions as well as links to each type of outcome through the college's website: [Learning Outcomes](#). All enrolled students have access to detailed course syllabi provided to every class; the course descriptions - with the course, program, and collegewide learning outcomes are available to all students as found in the [Academic Catalog](#).

Cycle of Assessment at the Course, Program, and Campus-wide Levels

Green River College has made progress on advancing the implementation of an effective and comprehensive college-wide system of direct and authentic assessment to measure student accomplishment. The section below provides a summary of some of the key steps we have been taking in this direction and to fulfil the essence of the NWCCU Recommendation # 2.

Course-level Outcomes Assessment: Each course has published learning outcomes that are outward facing to students through our online catalog. Here is one example of a course that illustrates this: [Course Descriptions - Green River College - Modern Campus Catalog™](#). Each course syllabus lists these outcomes and aligns assignments with them. These syllabi are collected quarterly by an individual who reviews them for alignment with the published course description and outcomes. Faculty then work with students in their classes to teach and assess these outcomes, making needed changes in their teaching to address gaps they are seeing with students learning the outcomes.

Program-level Outcomes Assessment (1.C.7): Each Program on campus has published Program Outcomes as seen in the college's online catalog. Here is one example of a Program that illustrates this: [Program: Accounting, AAA - Green River College - Modern Campus Catalog™](#). (See Appendix 1.C.3 & 1.C.7). Other examples are available through our college website: [Programs of Study - Green River College - Modern Campus Catalog™](#) As summarized earlier in this report, formal Program Assessment happens in a 5-year cycle through PA&I. The current schedule and examples of PA & I reports are provided in Appendix under the Standard 1B1 Section 3 evidences,

Within PA&I is a portion that asks faculty to report on their ongoing Program Outcomes Assessment. The LOC supports faculty in doing this through years 1-4 of their PA&I cycle by helping them to develop/design and implement outcomes projects that are designed in a way that is meaningful to each program. Projects are designed to respond to a point of inquiry as defined by each program. This process and the report template are outlined here: [Email Invite to PA&I Units Eligible for Program Assessment Stipend.docx](#). (See Appendix 1C3 & 1C7) Project results help faculty to continually improve elements of their program. Each project has a similar process that follows the full cycle of assessment. Furthermore, each project is written in a report template that captures the full process of assessment engaged by that program. While the specifics of each project are unique to each area's needs, each one demonstrates the full cycle of assessment. In this way, they are an organic, ground-up way of doing Program Outcomes Assessment. Since 2022, we've completed a revised version of Program Outcomes Assessment projects. Since each project can last up to two years if needed, the reports for some of these are still to be completed. A sample of reports from Programs using this revised version of Program Assessment are here: [Program Assessment Report - CJ 2024.docx](#), [Program Assessment Report OTA 2023-24.docx](#), [Program Assessment Report Philosophy 23-24.pdf](#), [MATH program outcomes assessment plan 2022-2023.docx](#), [Program Assessment Report Humanities 2023.pdf](#) We've found that this engages faculty in a process of assessing and making changes to their program in ways that are meaningful to their needs. This has created a stronger motivation to do

the assessment projects as faculty have found them useful and immediately applicable to their needs, something that a top down “one size fits all” approach would not achieve.

Incentives have increased the number of program assessment: While COVID interruptions hindered the number of programs who completed projects when we first implemented this, each year that the LOC has offered the stipend to faculty, the amount who complete a project has increased. For example, for the 2024-2025 academic year, we have 10 programs who are doing a project with several others still deciding. This is a radical increase from the first year of implementation and shows continued growth in this level of assessment. As more fully outlined in the next section, at present, each program is offered a \$1,000 stipend in years 1 and 3 of their 5-year PA&I cycle to complete a Program Outcomes Assessment project. These are then used in the year 5 PA&I report in the Outcomes Assessment area of that report. In this way, faculty are supported but also held accountable to doing ongoing Program Outcomes Assessment.

Campus-wide Outcomes Assessment (1.C.3, 1.C.6, 1.C.7): Assessment of the college’s five Campus-wide Outcomes across degrees and programs commenced as a pilot last spring and is being fully rolled out starting this academic year. Each Program lists the mapping of outcomes on the webpages, showing their course, program, and campus-wide learning outcomes. Among others, the courses ACCT 221 - Payroll Accounting, ACCT 111 - Practical Accounting 2, PHIL& 115 - Critical Thinking, ENGL& 101 - English Composition I, CHEM& 121 - Introduction to Chemistry, HUMAN 160 - Introduction to Gender Studies, PHIL& 101 - Introduction to Philosophy, and BTAC 110 - Business Math Applications illustrate that the campus-wide learning outcomes being aligned to both program and course learning outcome in each course. BTAC 110 - Business Math Application, ACCT 215 – Advanced Business Computation, for example, illustrate the diligent authentic and direct course assessment work that is being implemented in some units across campus. More sample reports of the campus-wide learning outcomes assessments, data, and faculty reflection are available in the Appendix.

Overview of the Campus-wide Outcomes Assessment Process

To complete this level of assessment, faculty are asked to “roll up” their findings from their Program Outcomes Assessment projects to articulate with one or more of the Campus-wide Outcomes. In addition to developing a glossary, the LOC provides a template through which they do this, answering questions about how their findings from their Program Outcomes Assessment connects with and provides data for how students are doing with one or more of the Campus-wide Outcomes: <https://forms.office.com/r/i0kLv9Cvjw>. This is completed at the end of each program’s Program Outcomes Assessment project. Once this data is collected across programs, the college’s Institutional Effectiveness office will create two reports from the data. The first report will be for each program, so they can see and discuss their data in the context of their program. The second report will be for the campus-wide level and for faculty across all degrees and programs to see, discuss, and respond to. This dual report structure is outlined here: Dual Yearly Report Request from IE.docx. The following is an outline of this process that we intent to follow yearly starting as soon as we have data to use for the process: Yearly Quarter by Quarter Plan for Campus-wide Assessment.docx. The Learning Outcomes Committee also created

questions to guide this discussion in programs and at a campus-wide level to drive strong follow up from faculty [Campus-wide Assessment Discussion Template.docx](#) . Through these discussions, the data is analyzed, and plans are made for follow up. This discussion and planning will take place at the campus-wide level at an all-faculty lunch once a year during winter quarter. IE will also be available to help faculty analyze the data throughout the process.

Our goal is for these revisions to achieve two things that we'd not been able to achieve previously. First, to have faculty connect their content specific Program Outcomes to the broader and more global Campus-wide Outcomes. Second, they draw a line between student work at the class level, program level, and campus level, so faculty can respond to data that is global yet still grounded in student work. These promise to add context to the Campus-wide Outcomes that was missing in previous assessment work at this level, allowing us to discuss and respond to the findings in more robust and meaningful ways.

Concluding observations:

The report illustrates the some positive progress being made by Green River College to: “ Move to fully implement an effective and comprehensive system of direct and authentic assessment that appraises student accomplishment of existing course, program, and college-wide learning outcomes from which are derived meaningful results that provide clear direction for curricular and instructional improvement. (2020 Standard(s) 1.B.1;1.C.3;1.C.7;1.D.3;1.D.4)” While we are in the early stages in this process (commencing Fall 2024), and have not collected robust multiple program data to show for this level of assessment, we have provided some sample evidence of implementation. The LOC and IE teams look forward to sharing more campus-wide systematically collected data with you when we submit our Seven Year Evaluation of Institutional Effectiveness Report, with evidence from the 2024-25 year being shared when we submit the 2025 Annual Report. From the IE continuous improvement lens, it is encouraging that there is now some emerging evidence of comprehensive assessments of learning outcomes. The data examples provided in the Appendix were gathered through IE reaching out to faculty and deans. For example, one of the professors whose data is included in this Ad Hoc Report was approached by the new IE director after reviewing the Spring 2024 Program Assessment and Improvement (PA&I) Report that indicated her robust efforts to assess student learning outcomes at all levels. This template will be further collaboratively reviewed to provide a data collection tool that all faculty could use for the Fall 2024 assessments going forward. IE will work with faculty to establish an acceptable and viable method of automating the data collection and report-building processes that can harvest the data from Canvas into a platform that will help us more institutionally and continuously collect and assess student learning outcomes at all levels.

Using disaggregated data for continuous improvement and institutional effectiveness

Standard 1.D.3 and 1.D.4: Student Disaggregated Indicators for Student Achievement

Green River College regularly collects and shares disaggregated indicators of student learning and achievement with the college community, including the faculty, staff, administrators, and Board of Trustees; the stakeholders then review and use the data in various ways to make ongoing data-informed decisions that target diverse ways to enhance student learning and success and ongoing continuous improvement efforts in their areas.

Peer Institutions: To stay current, competitive, and to continuously review our benchmarks, we regularly review data from other colleges in the state, region, and nation. Green River College (GRC) selected its state peer colleges from the other 33 community and technical colleges in Washington State. The peers were selected based on their relative size, demographics, and service area. The 8 peer colleges selected were Bellevue College, Clark College, Everett Community College, Highline College, Pierce College, Renton Technical College, Tacoma Community College, and Whatcom Community College. GRC is engaged in the process of more rigorously selecting its regional and national peer colleges. The regional schools will be selected from Northwest Commission on Colleges and Universities (NWCCU) accredited institutions using similar criteria to that which was used to select the state peer colleges. The current national peer college list and the corresponding comparison data shared below were provided by the National Center for Education Statistics (NCES) Integrated Postsecondary Education Data System (IPEDS) in GRC's 2023 Data Feedback Report. This practice is consistent with the NWCCU Standard 1.B.2.

Various data dashboards and visualizations are also made available on the public-facing [Institutional Effectiveness website](#). The Institutional Effectiveness (IE) Office uses official, credible data sources for all the shared information; the data sources include, but may not be limited to the following: State Board of Community and Technical Colleges (SBCTC), CtClink, National Center for Educational Statistics (NCES) Integrated Postsecondary Education Data System (IPEDS), American Association of Community Colleges (AACC) Voluntary Framework of Accountability (VFA), and National Student Clearinghouse (NSC) Postsecondary Data Partnership (PDP). The IE Office has started a data sharing process that will involve the public [GRC website](#), the intranet, and Canvas site for more open dialogue about the data and continuous improvement opportunities that we may consider desirable and necessary. We are continuing with sharing student success data and stories with the Board of Trustees, with a strong focus on disaggregated data and adding more discussion to help the Board get a deeper dive into the student achievement, completion, and post completion data. An example of a presentation the IE



Student_Success_Met
rics_2025-1 (1).pptx

Office shared with the Board is attached here:

A sample list of the dashboards published on the public-facing GRC site are provided for Standards 1.D.3 and 1.D.4.

1.D.3 The institution's disaggregated indicators of student achievement should be widely published and available on the institution's website. Such disaggregated indicators should be aligned with meaningful, institutionally identified indicators benchmarked against indicators for peer institutions at the regional and national levels and be used for continuous improvement to inform planning, decision making, and allocation of resources.

- [Workbook: FTEC Student Achievement with Peer Colleges \(sbctc.edu\)](#)
- [Retention Rates Fall to Fall GRC State National.pdf](#)
- [Graduation and Transfer-out Rates GRC State National.pdf](#)
- [Degree Certificate 150 completion rates GRC State National.pdf](#)

1.D.4 The institution's processes and methodologies for collecting and analyzing indicators of student achievement are transparent and are used to inform and implement strategies and allocate resources to mitigate perceived gaps in achievement and equity.

Dashboard Links:

- [Equity Gaps in Course Completion \(Completion/Success Rates\)](#)

PDF file:

- [Equity Gaps on Course Completion Rates by Student Demographics.pdf](#)
- [Equity Gaps on Course Completion Rates by Demographics and Course Modality.pdf](#)

Summary Observations

In an effort to strengthen a data-informed culture at GRC, the Instruction and IE divisions are increasing collaborations in various areas, including in reviewing course modalities against student success and completion, scheduling and course fill rates and meeting student needs against business sustainability models, and collecting and exporting assessment data from Canvas into a central repository such as Envisio, which the College already has a license for.

Green River Context

In the past three years, Green River College has faced multiple transitions in the key areas of the college. Dr. Rolita Ezeonu, the VPI who has been leading instruction since the pre-pandemic years has left the College to take up a similar position at a neighboring college. The new interim VPI, Jamie Fitzgerald, a long-standing faculty member and former dean, just started in the position on March 1st, 2025. The Institutional Effectiveness (IE) division has had several turnovers since the last Evaluation of Institutional Effectiveness Report was submitted. The new interim Executive Director of Institutional Effectiveness, Dr. Miriam Chitiga, started at Green River College in September 2024. Dr. Chitiga brings a wealth of leadership in academics and accreditation and has successfully lead accreditation work at NWCCU institutions as well as SACSCOS and CAEP (NCATE) institutions. The new leadership brings opportunities for more

robust collaboration between IE and Instruction, to add to the work that the LOC and IE have begun to collaborate on through the writing of this report. Similarly, the Student Affairs division has also experienced some personnel changes in the past year. The President has hired Dr. Eric Greer as the VPSA and Kit Olsen as the interim VP for DEI. There already exists a collaborative relationship across these divisions, which will be further developed and strengthened especially as we prepare and work on the accreditation Six- and Seven-year reports. The SA deans provided valuable input on the areas that they are strengthening to support our students. Enhancing stronger collaboration relationships across divisions will help build trust, transparency, and more receptive dispositions as we work to enhance systematic student learning, outcomes assessment, data collection and sharing, and making data-informed decisions the norm at Green River College.

Acknowledgements:

The Green River College community provided documents, drafts, content, and other support in the development of this Ad Hoc Report. In particular I would like to thank the following for the dedication and patience as we worked to revise, probe and request more information and clarifications on the draft:

The entire Learning Outcomes Committee (LOC)

Julie Moore, Instructor of English Instructor and Learning Outcomes Chair

Benjamin (Ben) Holquist (he/him), Director, Instructional Budgets

David Larsen, M. Ed. | Dean of Enrollment and Completion, and contributors from the Student Affairs Division

Lea Anne Simpson, Interim Dean of Instruction, Business & Law and Trades

Rebeka Ferreira, Philosophy Instructor

Shannon Sharpe, Interim Business and Law Division Chair

Jamie Fitzgerald, Interim Vice President of Instruction

The entire Office of Institutional Effectiveness Team: Dr. Yun Peng, Ava Karami, and Jacob Church, with special thanks to Yonnie for her strong partnership on this project.

I thank President Suzanne Johnson for entrusting me with this responsibility.

I am indebted to our NWCCU Liaison Officer for her mentoring and guidance. Dr. Teresa Rivenes patiently read our drafts and provided very insightful comments that helped me identify information and clarity gaps, which will continue to guide us as we continuously improve our assessment systems and general institutional effectiveness at Green River College.

Respectfully Submitted by Miriam Chitiga, Interim Executive Director of Institutional Effectiveness

Email: Miriam.Chitiga@greenriver.edu