



Policies, Regulations & Financial

Review (PRFR)

Evaluation Report

Spring 2026

Prepared for

The Northwest Commission on Colleges and Universities (NWCCU)



APPENDIX J: INSTITUTIONAL REPORT CERTIFICATION FORM

Please use this certification form for all institutional reports (Self-Evaluation, Annual, Mid-Cycle, PRFR, Evaluation of Institutional Effectiveness, Candidacy, Ad-Hoc, or Special)



Institutional Report Certification Form

On behalf of the Institution, I certify that:

- ☒ There was broad participation/review by the campus community in the preparation of this report.
- ☒ The Institution remains in compliance with NWCCU Eligibility Requirements.
- ☒ The Institution will continue to remain in compliance throughout the duration of the institution's cycle of accreditation.

I understand that information provided in this report may affect the continued Candidacy or Accreditation of my institution. I certify that the information and data provided in the report are true and correct to the best of my knowledge.

Green River College

(Name of Institution)

George Frasier

(Name of Chief Executive Officer)

George P. Frasier

(Signature of Chief Executive Officer)

2-17-2026

(Date)

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¹ Evidences are also available in the Box folder as appendices, in case some do not open here. They are also available on the [GRC website](#):

Mission Fulfillment

Green River College is a public, open-access institution authorized by the State of Washington and governed through established leadership and shared governance structures. Institutional planning, assessment, and regular evaluation guide the college's mission fulfillment, academic programs, and student support services, ensuring effectiveness, accountability, continuous improvement and maintenance of accreditation standards. Green River College (GRC) is guided by its Mission, Vision, and Core Values, which it fulfills by substantially achieving its core educational and operational objectives through effective governance, sound financial management, and the intentional implementation of its Strategic Plan.

GRC uses its 2021-2026 Equity-Centered Strategic Plan as a primary mechanism to translate mission and institutional priorities into measurable goals that advance student achievement, equitable access, and timely goal attainment. Strategic initiatives are supported through aligned planning, budgeting, and resource allocation processes, and progress is monitored using institutionally defined indicators related to enrollment stability, retention, completion, and post-college outcomes. GRC demonstrates mission fulfillment through responsible stewardship of public resources, continuous evaluation of strategic outcomes, and evidence-based improvements to academic programs, institutional administrative services, and student support services. These integrated practices ensure institutional sustainability and confirm the college's ongoing capacity to support student learning, achievement, belonging, and the successful attainment of educational and career goals for a diverse student population. Further, the

On February 2nd 2026, the Green River Board of Trustees announced a change in presidents, appointing George Frasier, who has served the institution for over 18 years, as the Interim President, replacing Dr. Suzanne Johnson who had served as president for more than nine years. The GRC leadership has affirmed its commitment to continue to pursue mission fulfillment as guided by the Equity-centered Strategic Plan and to continue to sustain accreditation eligibility

Standard Two – Governance, Resources, and Capacity

The institution articulates its commitment to a structure of governance that is inclusive in its planning and decision-making. Through its planning, operational activities, and allocation of resources, the institution demonstrates a commitment to student learning and achievement in an environment respectful of meaningful discourse.

Green River College meets NWCCU Standard Two requirements by maintaining governance structures, resource allocation processes, and institutional capacity that collectively support student learning, achievement, and mission fulfillment. The college articulates and operationalizes a commitment to inclusive governance through clearly defined roles, responsibilities, and decision-making processes that engage faculty, staff, administrators, and students in planning and continuous institutional improvement. Through integrated planning, operational practices, and the responsible stewardship of financial, human, physical, technological, and library resources, Green River College demonstrates sufficient capacity to sustain its educational programs and student support services.

Resource allocation is aligned with institutional priorities, accreditation expectations, and state requirements, ensuring that the college can effectively deliver instruction and services across all modalities, while simultaneously maintaining institutional stability and accountability. The college fosters an environment grounded in institutional integrity, academic freedom, and ethical practice, supporting meaningful discourse and shared responsibility for student success. Governance and administrative structures promote transparency, equity, and continuous improvement, while policies and procedures

ensure that institutional operations are fair, consistent, and compliant with applicable laws and accreditation standards. Taken together, these governance systems, resources, and capacities provide the foundation through which Green River College advances student learning and achievement, supports institutional effectiveness, mission fulfillment, and fulfills the expectations of NWCCU Standard Two. In this report, the college attempt to provide more detailed narratives and specific relevant evidence that illustrate how Green River College (GRC) meets and strives to continuously improve on the college's mission fulfillment - through effective policies, resources, and financial stewardship.

2.A Governance

The college demonstrates mission fulfillment through effective governance structures that support strategic decision-making, fiscal oversight, and accountability. The Board of Trustees and executive leadership use strategic planning and performance monitoring to ensure institutional actions and resource decisions align with mission and long-term sustainability

2.A.1 Governance Structure

The institution demonstrates an effective governance structure, with a board(s) or other governing body(ies) composed predominantly of members with no contractual, employment relationship, or personal financial interest with the institution. Such members shall also possess clearly defined authority, roles, and responsibilities. Institutions that are part of a complex system with multiple boards, a centralized board, or related entities shall have, with respect to such boards, written and clearly defined contractual authority, roles, and responsibilities for all entities. In addition, authority and responsibility between the system and the institution is clearly delineated in a written contract, described on its website and in its public documents, and provides the NWCCU accredited institution with sufficient autonomy to fulfill its mission.

Green River College meets Standard 2.A.1 by maintaining a clearly defined and legally authorized governance structure that delineates authority, roles, and responsibilities among the governing board, system authorities, and institutional leadership. Governance policies and practices ensure institutional autonomy, accountability, and alignment with federal compliance requirements, state law, and NWCCU accreditation eligibility and maintenance requirements.

Statewide system: GRC governance structure complies with Washington State law, the regulations of the [State Board for Community and Technical Colleges](#) (SBCTC), and the accreditation standards of the Northwest Commission on Colleges and Universities (NWCCU). The Revised Code of Washington (RCW) and [Washington Administrative Code](#) (WAC) identify the laws and regulations that apply to the college. This framework ensures accountability, transparency, and alignment with the college's mission of open access, equity, and student success.

Board of trustees: GRC operates under the authority of a five-member [board of trustees](#) appointed by the Governor of Washington State ([RCW 28B.50.100](#)). The powers and duties of trustees are stipulated in [RCW 28B.50.140](#) and [GP-5 Community College District No.10 Bylaws](#). The board holds responsibility for establishing college policies, approving budgets, and overseeing the performance of the president ([BSR-1 Order Delegating Authority](#)). The board supervises the president – the chief executive officer, in her charge to implement board directives, manage day-to-day operations, and ensure fulfillment of the college's mission.

The board reviews, approves, and creates new and updated policies to ensure GRC is in compliance with state and federal laws. The board maintains a calendar for regular review of board policies (see TAB C - Green River College Board Policy Review Schedule in the EV.#3 row of the table) which is posted on the

board policies and administrative procedures webpage. For continuous improvement, the Board evaluates itself annually at its summer board retreat.

Observation of Continuous Improvement: As evidenced by their June 12, 2025 Board of Trustees Statement as shared in an all campus-wide email communication for transparency, the Green River Board of Trustees (GRC BOT) has requested the president to launch a campus climate survey, built, distributed, and analyzed by a legitimate third-party firm, as an essential tool to deepen insights into the GRC campus climate and culture, with the goal of identifying and addressing any gaps, in alignment with the college's mission, vision, values, and strategic priorities. As stated by the BOT, this process is being approached with humility and honesty, and with the shared goal of identifying and removing barriers that harm, exclude, or silence members of the community. The Institutional Effectiveness Office (IE) and the Office of Equity, Diversity, and Inclusion (EDI) engaged volunteer and other campus stakeholders in the selection of the Winter 2026 [PACE survey](#). The survey was launched on 2/26/2026 and already had 115 respondents within the first 24 hours.

***Evidence note¹:**

Evidence Documentation for Standard 2.A.1	
2.A.1 EV.#1: Institutional board governance policies and procedures	Washington Administrative Code: Green River College: Washington Administrative Code Title 132J Green River College Governance Process: GP-1 Policy Governance Commitment - 11/21/2019 GP-7 Naming of Facilities - 10/17/2013 GP-2 Governing Style - 11/21/2019 GP-3 Board Job Description - 11/21/2019 GP-4 Board Chairperson's Role - 11/21/2019 GP-6 Board Code of Ethics - 10/17/2013 Green River College Organizational Chart:  2.A.1 EV.#1 Leadership organizati Leadership organizational chart - 2/5/2026  2.A.1 EV.#1 College Organizational Structu College Organizational Structure - 2/5/2026 Green River College Board Staff Relationships: BSR-1 Order Delegating Authority - 6/10/2014 BSR-2 President's Job Description - 1/16/2014 BSR-3 Monitoring Presidential Performance - 11/21/2019 BSR-4 Staff Reports to the Board - 11/21/2019

^{1 1} Evidences are also available in the Box folder as appendices, in case some do not open here. They are also available on the [GRC website](#):

2.A.1 EV.#2: System governance policies and procedures (if applicable)	Purpose, RCW 28B.50.020 State Board Supervision, RCW 28B.50.050 College Board—Powers and duties, RCW 28B.50.090 College districts enumerated, RCW 28B.50.040 Board of trustees—Generally, RCW 28B.50.100 Board of trustees—Powers and duties, RCW 28B.50.140 Boards of trustees—Bylaws, rules, and regulations—Chair and vice chair—Terms— Quorum, RCW 28B.50.130 Public Meetings, RCW 42.30
2.A.1 EV.#3: Multiple board governing policies and procedures (if applicable)	N/A
2.A.1 EV.#4: Bylaws and Articles of Incorporation referencing governance structure	GP-5 Community College District No.10 Bylaws - 6/12/2025
Optional Evidences	
2.A.1 EV.#5: Board’s calendar for reviewing institutional and board policies and procedures or evidence that demonstrates regular review of board policies and procedures	Trustees decided August 5, 2020 on a formal policy review schedule. Board ByLaws were updated June of 2025: <u>(Bylaws Updated) 06122025 Board Minutes - FINAL and SIGNED</u> 2.A.1 EV #5 - (Bylaws Updated) 06122025 B <u>ACT Guidance on Policy Establishment and Review</u> 2.A.1 EV #5 - ACT Guidance on Policy Es <u>TAB C – ByLaws</u> 2.A.1 EV #5 - TAB C - ByLaws.docx <u>August 5, 2020 Board Minutes (showing calendar chosen)</u> 2.A.1 EV. # 5 - August 5, 2020 Board Minute: <u>TAB C - Green River College Board Policy Review Schedule</u> 2.A.1 EV. # 5 - TAB C - Green River College <u>Statement from the Board of Trustees of June 12, 2025 board meeting</u> 2.A.1 Statement from the Board of Trustees

	 2-20-25 Board Minutes - FINAL and SIGNED  1 - 06122025 Board Minutes - FINAL and SIGNED  8-6-2025 Board Minutes - FINAL and SIGNED  1 - 2-15-2024 Board Minutes - Final and Signed  1-18-2024 Board Minutes - Final and Signed
2.A.1 EV.#6: Board onboarding materials	ACT provides onboarding materials and training: <u>New Trustee Onboarding Roadmap</u>  2.A.1 EV.#6 - New Trustee Onboarding <u>New Trustee Onboarding Training Topics - First 30 Days</u>  2.A.1 EV.#6 - New Trustee Onboarding <u>New Trustee Onboarding Training Topics - First 90 Days</u>  2.A.1 EV.#6 - New Trustee Onboarding <u>New Trustee Onboarding Training Topics - First Year</u>  2.A.1 EV.#6 - New Trustee Onboarding
2.A.1 EV.#7: Board professional development/training materials	OPMA, Ethics and Public Records training will be conducted in a study session on 10/16/2025 by John Clark. In addition, trustees are provided with opportunities through ACT and ACCT for numerous professional development opportunities throughout the year. <u>OPMA Training Requirements SB 5964</u>

	 2.A.1 EV.#7 - OPMA Training Requirement <u>RCW 42.30.205: Training.</u>
2.A.1 EV.#8: Board self-evaluation	Completed annually during the board retreat, on the first Wednesday of August  2.A.1 EV.#8 - ACT Guidance on Board Se <u>ACT Guidance on Board Self-Evaluations</u>
	 2.A.1 EV.#8 - Board Self Evaluation Blank F <u>Board Self Evaluation Blank Form</u>
	 2.A.1 EV.#8 - Board Self Evaluation 2024-2 <u>Board Self Evaluation 2024-25 - Final</u>
	 2.A.1 EV.#8 - President Evaluation - <u>President Evaluation - Final and Signed - REDACTED</u>
Additional Evidences	 GRC 2026 PACE Service Agreement <u>GRC 2026 PACE Service Agreement</u>
	 2.A.3 President Position Change Emai <u>President Position Change Email</u>

2.A.2 Leadership

The institution has an effective system of leadership, staffed by qualified administrators, with appropriate levels of authority, responsibility, and accountability who are charged with planning, organizing, and managing the institution and assessing its achievements and effectiveness.

Green River College meets Standard 2.A.2 by employing qualified administrators with appropriate authority, responsibility, and accountability to plan, organize, manage, advance, and assess institutional effectiveness for continuous improvement of student success and comprehensive mission fulfillment efforts. Leadership structures are documented, transparent, and aligned with the college's mission, vision, values, and strategic priorities.

Effective and Clearly Defined Leadership System: GRC maintains an effective and clearly defined system of leadership, staffed by qualified administrators with appropriate levels of authority, responsibility, and accountability. GRC's leadership structure is publicly documented and includes the [President's Executive Team](#), instructional, student support, administrative divisions, and operational reporting lines. These structures support coordinated planning, resource allocation, and assessment processes that are aligned

with the institution's mission, vision, values, and strategic goals (see [college organizational structure](#) see GatorNet evidences in the table).

Each executive team member leads their division's management team to advance divisional work; the college is working to ensure this fully applies across all divisions. Using collaborative and transparent processes, departments complete annual [operational planning](#) (see Operational Planning in the Additional Evidences row of the table) —aligned with the college's [strategic plan](#) and the president's priorities (see President's Priorities 2025-26 in the Additional Evidences row of the table) – including clear goals, objectives, and measurable outcomes. Both the plans and reports are published for the college community to access.

Qualified Administrators and Defined Authority: Leadership roles are filled by individuals with demonstrated expertise in their fields, represented by the core higher education divisions, including instruction, business, finance, human resources, student affairs, facilities, college relations, and institutional effectiveness and accreditation. GRC provides ongoing strategic professional development with the focus on cultural competence and interpersonal effectiveness. Currently, GRC has thirteen members on the president's executive leadership team whose resumes and summary experiences are provided in this section's evidence table. Job descriptions clearly define the scope of authority and responsibility for senior-level positions, ensuring clarity in decision-making and accountability. The HR department plays a central role in ensuring all positions are filled with individuals who meet or exceed the qualifications necessary to fulfill the college's mission (see MR job description inn 2.F.3 section).

Evaluation, Accountability, and Leadership Effectiveness: Human Resources at GRC supports an effective system of institutional leadership by ensuring that administrative positions are staffed by qualified individuals through structured, equitable, and competency-based hiring practices. Administrators are evaluated regularly to support effectiveness and continuous alignment with institutional needs. Personnel are evaluated through formal, collaborative, consistent processes that emphasize reflective practice, accountability, and growth as detailed in the Standard 2.F.4 section.

Planning, Management, and Assessment of Effectiveness: GRC assesses leadership effectiveness through strategic planning dashboards, institutional effectiveness reporting, accreditation cycles, and routine leadership reviews. The Executive Team meets regularly to monitor progress, review performance indicators, and address institutional challenges, ensuring decisions are data-informed, mission-aligned, and responsive to student and community needs. HR partners with executive leadership to assess the effectiveness of leadership structures, supports data-informed decision-making through workforce analysis and performance systems, and ensures accountability. Through ongoing review of policies strengthens leadership capacity, promotes clarity of authority and responsibility, and supports the college's mission and strategic priorities.

Observation of Continuous Improvement: GRC will continue to support continuous improvement in institutional leadership by regularly reviewing and refining administrative role definitions, evaluation processes, and leadership development practices to ensure they remain aligned with the college's evolving needs. Further, GRC will continuously improve the culture of excellence and accountability - including the development and implementation of an academic growth and systematic program evaluation system, and to enhance cybersecurity, AI readiness. cutting edge, accessible, and equitable technology services to students, employees, and the community. GRC will address equitable distribution of mission critical work to adequately address the 2025 NWCCU Recommendations, advance systematic assessment of the academic, nonacademic, and operational programs, and adequately and equitably help the executive director prepare for the Evaluation of Institutional Effectiveness report and visit, GRC will support achieving the needed personnel capacity in institutional effectiveness and accreditation for the areas of assessment, accreditation, and strategic planning to maintain continued accreditation compliance and

continuous improvement. To this end, the institution, under the leadership of the president, plans to engage a transparent process to recruit the most suitable candidates for two key positions (vice president for instruction and chief information officer) that are currently occupied by qualified leaders working in an interim capacity. GRC will also continue to provide executive leadership development opportunities for all senior leaders, in alignment with the institution's mission fulfillment objectives.

Evidence Documentation for Standard 2.A.2	
2.A.2 EV.#1: Leadership organization al chart	Green River College Organizational chart: Leadership organizational chart - 2/5/2026 College Organizational Structure - 2/5/2026 Green River College Leadership Webpage: Leadership Team Board of Trustees
2.A.2 EV.#2: Curriculum vitae of executive leadership (EC)	Interim President Interim President (2/4/2026 – ongoing)/ Vice President of Institutional Advancement - George Frasier  2.A.2 EV.#2 Interim President –George Fr Former President (July 2017 – 2/3/2026) - Dr. Suzanne M. Johnson  2.A.2 EV.#2 Former President - Dr. Suzanr Vice President of EDI - Cathy Alston  2.A.2 EV.#2 Vice President of EDI - Cat Vice President of Student Affairs - Eric Greer  2.A.2 EV.#2 Vice President of Student / Vice President of International Programs and Extended Learning -Wendy Stewart  2.A.2 EV.#2 Vice President of Internatic Interim Vice President of Instruction - Jamie Fitzgerald  2.A.2 EV.#2 Interim Vice President of Instr Executive Director of Human Resources - Staci Whitehouse  2.A.2 EV.#2 Executive Director of Human Re Executive Director of Information Technology - Dan Holverson  2.A.2 EV.#2 Executive Director of Informatio

	 2.A.2 EV.#2 Executive Director of Business C  2.A.2 EV.#2 Executive Director of Institution:  2.A.2 EV.#1 Executive Director of Campus C  2.A.2 EV.#1 Executive Director of Campus C
Additional Evidences	 GatorNet - Operational Plans.pdf  President's Priorities 2025-26.pdf

2.A.3 Chief Executive Officer

The institution employs an appropriately qualified chief executive officer with full-time responsibility to the institution. The chief executive may serve as an ex officio member of the governing board(s) but may not serve as its chair.

Green River College meets Standard 2.A.3 by employing a qualified chief executive officer with full-time responsibility for the institution. The president's authority, accountability, and relationship to the governing board are clearly defined through policy and practice. Due to the recent Winter 2026 presidential leadership changes, this section provides a fuller institutional context by presenting both the former president's and the new, current president's profiles.

Qualified Chief Executive Officer CEO): GRC employed a college president with full-time responsibility for the leadership and administration of the institution. The president serves as the chief executive officer and provides institutional direction in support of student success, community engagement, and the college's mission. Consistent with NWCCU requirements, the president serves as an ex officio, non-voting member of the governing board and does not serve as its chair, ensuring appropriate separation between governance and executive leadership.

Former CEO: Dr. Suzanne Johnson served GRC president since July 2017 until February 3rd 2026. Prior to becoming president at GRC, Dr. Johnson served as Vice President for Academic Affairs at Suffolk County Community College in New York. Dr. Johnson holds a B.A. in Psychology from Ithaca College, New York; and a master's degree in psychology and Ph.D. in developmental psychology from Stony Brook University, New York.

New current CEO: Effective Wednesday, February 4, 2026, the board has appointed George Frasier as Interim President, who brings deep institutional knowledge and strong campus and community

connections built over 18 years of service to GRC, the Foundation, and Southeast King County. He notably co-led the development of the College's Equity-Centered Strategic Plan; facilitates the Auburn Area Chamber of Commerce's Leadership Institute; and recently received the Auburn CONNECT Impact Award for outstanding contributions to the community.

The president's role and leadership responsibilities are publicly documented and accessible through the college's website, demonstrating transparency in executive leadership and institutional accountability ([Office of the President](#); [Board Policy](#)). The [president's public webpage](#) reflects that role as the college's primary representative and institutional leader, articulating the college's mission, values, and commitment to student success, community partnership, and educational access. This public-facing leadership communication provides clear evidence of an engaged, full-time chief executive officer who is actively responsible for the institution.

Authority, Responsibility, and Accountability: The president is the chief executive officer of the college. The president is accountable to the board acting as a body. The board instructs the president through written policies delegating implementation to the president. The president's job performance is considered synonymous with the organization's performance as a whole ([BSR-2 President's Job Description](#)). The president of the college has the authority to exercise - in the name of the board - all of the powers and duties vested in or imposed upon the board by law, including all powers granted to the board as governing body by chapter [39.34 RCW \(RCW 28B.10.528: Delegation of powers and duties by governing boards.\)](#) or any other statute. The president of the college is directly responsible to the board of trustees, as their sole college employee. The president is the principal administrative officer of the college and has general supervision of all operations and programs of the institution. ([BSR-1 Order Delegating Authority](#)).

Evaluation of Presidential Performance: The board monitors performance in a manner as to have systematic assurance of policy compliance. The board typically reviews executive performance at its annual July board meeting including discussion of the president's working job description. ([BSR-3 Monitoring Presidential Performance](#)).

Observation of Continuous Improvement: Informed by the decreasing national and state funding resources landscape, the president will continue to intentionally use and lead the implementation of the mission- and [strategic plan](#)- aligned institutional priorities to better guide all decisions. (see the Strategic Plan evidence in the table). This fiscally-guided due diligence includes increased scrutiny of budgets and expenditures to maintain core mission fulfillment and student success - via strategic personnel positions, academic program growth, student support services, and community relations. Complimentarily, the institution will continue to invest in impactful professional development of all employees through the enhanced development of programming at the GRC Center for Innovation and Learning - a center that is wholly focused on employees' development at all levels and areas of the college; CLI offers onboarding to a variety of free continuous self-improvement training and development opportunities.

Evidence Documentation for Standard 2.A.3	
2.A.3 EV.#1: Curriculum vitae of President/CEO	President CV:  2.A.3 EV.#1 Interim President –George Fr: Interim President (2/4/2026 – ongoing) - George Frasier

	Former President (July 2017 – 2/3/2026) - <u>Dr. Suzanne M. Johnson</u>  2.A.3 EV.#1 Former President - Dr. Suzanr
Additional Evidences	<u>Strategic Plan</u> <u>President's Priorities 2025-26</u>  2.A.3 President Position Change Email <u>President Position Change Email</u>

2.A.4 Decision-Making Structures and Process

The institution's decision-making structures and processes, which are documented and publicly available, must include provisions for the consideration of the views of faculty, staff, administrators, and students on matters in which each has a direct and reasonable interest.

Green River College meets Standard 2.A.4 by maintaining documented and publicly available decision-making structures that provide meaningful opportunities for faculty, staff, administrators, and students to participate in matters in which they have a direct and reasonable interest. GRC operates decision-making processes, which are inclusive, clearly documented, and publicly accessible, to ensure meaningful participation by students, faculty, staff, and administrators. The Board of Trustees' Bylaws and College Policies outline institutional governance authority, the president's role, and participatory decision-making responsibilities of administrators, faculty, and staff. These policies ensure that decision-making structures are documented, transparent, and inclusive.

Documentation of decision-making structures and processes: The GRC Governance System provides structured avenues for students, faculty, staff, and administrators to contribute to institutional decision-making. Agendas, minutes, and council charters are publicly available, demonstrating transparency and engagement.

Shared Governance and Stakeholder Participation: In addition to various standing and ad hoc [committee](#), GRC maintains shared governance bodies including councils such as the college council, instructional council, deans' council, student affairs leadership team, president's executive leadership team, classified staff governance structures, faculty union, student leadership organizations, and fiscal sustainability committees. Each group has defined membership, roles, and procedures that support broad participation in institutional decision-making ([GP-9 Participatory Governance](#)). Governance structures and processes are publicly available and describe how recommendations flow through the institution, ensuring transparency and accountability. Faculty and staff contribute through councils, committees, collective bargaining processes, and departmental leadership, while students participate through ASGRC representation and committee appointments.

Consideration of Stakeholder Views: GRC emphasizes consultation and collaboration when decisions directly affect academic programs, student services, employee working conditions, or institutional policy. These processes demonstrate that stakeholder perspectives are consistently considered before decisions are finalized. Per the negotiated agreement, Instructional Council (IC) acts "as the voice of the faculty on all matters related to instruction;" as such, the Council and its subcommittees play a key role in the shared governance processes of the college. The division chair group is highly functioning and meets regularly to address areas of interest or concern. One of its primary roles is to make formal recommendations to the Vice President of Instruction on matters related to scheduling, program review and viability, division

restructuring, faculty professional development, outcomes assessment, curriculum review, and faculty hiring.

Observation of Continuous Improvement: Authentic campus-wide partnerships continue to enhance participatory governance by including shared governance bodies, collective bargaining units, and campus leaders in ongoing reviews and refinement of decision-making processes that affect employee working conditions, organizational effectiveness, institutional policies, and mission fulfillment. GRC is committed to ongoing monitoring and evaluation of its procedures with the goal of addressing and remedying any challenges within its governance structure. For example, using feedback and evidence gained from multiple (2024-2025) campus-wide town halls and employee comments on how to improve fiscal sustainability, GRC has been implementing improved procedures to effectively communicate about and meaningfully share governance with all employees regarding strategic fiscal budgeting,

Evidence Documentation for Standard 2.A.4	
2.A.4 EV.#1: Institutional governance policies and procedures	State: Boards of trustees—Powers and duties <u>RCW 28B.50.140</u> Boards of trustees—Generally <u>RCW:28B.50.100</u> Boards of trustees—Bylaws, rules, and regulations <u>RCW 28B.50.130</u> Boards of trustees—Student trustee <u>RCW 28B.50.102</u> <u>GRC Policies and Procedures</u> SEE 2.A.1
Optional Evidences: 2.A.4 EV.#2: Documentation of decision-making structures and processes publicly available to relevant constituencies, if not already addressed in the provided policies	<u>GRC Policy Development Process</u>  2.A.4 EV.#2 Program Review and Viability.p <u>Program Review and Viability</u>  2.A.4. EV.#2 Instructional Council B <u>Instructional Council Bylaws</u>  2.A.4 EV.#2 IC Procedures for Colleg <u>IC Procedures for College Wide Proposals</u>  GatorNet - Instructional Council.pc <u>Instructional Council</u>

2.B Academic Freedom

Green River College maintains and applies policies and procedures that support the consistent implementation of its strategic plan and institutional priorities. These policies guide planning, budgeting, enrollment management, and compliance activities, ensuring mission-aligned operations and adherence to accreditation and regulatory requirements

2.B.1 Academic Freedom

Within the context of its mission and values, the institution adheres to the principles of academic freedom and independence that protect its constituencies from inappropriate internal and external influences, pressures, and harassment.

Green River College meets Standard 2.B.1 by affirming and protecting academic freedom for students and employees through institutional policy, collective bargaining agreements, and state regulation. These protections ensure freedom of inquiry, expression, and teaching without undue internal and external interference.

Institutional Commitment to Academic Freedom: GRC is committed to academic freedom for the entire campus community. Academic freedom includes the freedom to read, view and listen to what one chooses, to teach without fear of intimidation or coercion, to access information, and the freedom from unwarranted invasions of privacy. Freedom to teach and freedom to learn are inseparable facets of academic freedom. Free inquiry and free discourse are not to be abridged at GRC. These commitments are formally affirmed in GRC Academic Freedom Policy [IN-6 Academic Freedom](#), which honors and preserves academic freedom for all members of the academic community. Academic freedom encompasses the freedom of speech guaranteed to all by the [United States Constitution First Amendment](#).

Faculty Academic Freedom: Faculty maintain academic freedoms through classroom freedom, library collection, constitutional freedom, freedom of association, petition and silence, and other additional rights as specified in the GRC Faculty 2025–28 Collective Bargaining Agreement (see 2025-28 CBA in the EV.#1 row of the table), article XVI: Academic Freedom, Faculty Rights, and Intellectual Property, pages 111–113).

Student Academic Freedom and Rights: The academic freedom and rights for GRC students are articulated in [WAC 132J-126-050: Rule of Student Conduct- Statement of student rights](#). This information is also publicly available on the [GRC's Judicial Affairs website – under Student Rights](#). . Students are guaranteed the rights of free inquiry, expression, and assembly. As core members of the GRC academic community, students are encouraged to develop the capacity for critical judgment and to engage in an independent search for truth. In accordance [the WAC 132J-126-050](#), GRC specifically affirms that “Students shall be protected from academic evaluation, which is arbitrary, prejudiced, or capricious . . . , students have the right to a learning environment, which is free from unlawful discrimination, inappropriate and disrespectful conduct, and any and all harassment, including sexual harassment,” Thus, students are free to pursue appropriate educational objectives from among the college's curricula, programs, and services, subject to the limitations of [RCW 28B.50.090](#).

Observation of Continuous Improvement: The continuing dialogue among students, staff, faculty and administration allows focusing of efforts on whatever challenges are most relevant as they change over time [The "Reporting Incidents"](#) page is the primary reporting site for GRC. Any concerns by students, employees, and visitors can be submitted for review via the site. GRC will continue to actively work with employees to improve training and visibility of the site for ongoing reporting. As an example of effective mutual communication and respect, GRC has launched a campus climate survey with the goal of empowering all employees to voice their experiences and perceptions on key areas of interest to the community; these include, but are not limited to the following: trust, safety, accountability, harassment, and academic freedom.

Evidence Documentation for Standard 2.B.1	
2.B.1 EV.#1: Academic freedom policies and procedures (evidence could include language from negotiated agreements or employee handbooks with faculty and/or staff, where appropriate)	State Academic Freedom Related Policy: RCW 28B.50.020 Green River College Academic Freedom Policy: IN-6 Academic Freedom Green River College Faculty Academic Freedom:  2.B.1 EV.#1 GRC Faculty CBA 2025-28.p 2025-28 CBA <i>Article XVI: Academic Freedom, Faculty Rights, And Intellectual Property (page 111-113)</i>
2.B.1 EV.#2: Evidence of students' academic freedom (evidence could include language from Student Rights and Responsibilities or Catalog)	Student Academic Freedom Policy: State Website: WAC 132J-126-050: Rule of Student Conduct-Statement of student rights GRC Website: Student right

2.B.2 Independent Thought

Within the context of its mission and values, the institution defines and actively promotes an environment that supports independent thought in the pursuit and dissemination of knowledge. It affirms the freedom of faculty, staff, administrators, and students to share their scholarship and reasoned conclusions with others. While the institution and individuals within the institution may hold to a particular personal, social, or religious philosophy, its constituencies are intellectually free to test and examine all knowledge and theories, thought, reason, and perspectives of truth. Individuals within the institution allow others the freedom to do the same.

Green River College meets Standard 2.B.2 by promoting an environment that supports independent thought and the pursuit, examination, and dissemination of knowledge. Institutional policies such as [IN-6 Academic Freedom](#) safeguard the rights of students, faculty, staff, and administrators, to engage in scholarly and intellectual inquiry.

Environment Supporting Independent Thought and Free Inquiry: GRC honors and preserves academic freedom for all members of the college community. GRC provides clear guidance for academic freedom, including in the [Collective Bargaining Agreement\(CBA\)](#) (see CBA evidence in the table) and in the [IN-6 Academic Freedom](#) policy, GRC's policies clearly define, uphold, and actively promote academic freedom for students, faculty, staff, and administrators. Overall, GRC supports an atmosphere of intellectual freedom, where members of the community are encouraged to examine and test all knowledge appropriate to their discipline, area of study, or intellectual interest as judged by the academic/educational community.

Freedom to Pursue, Test, and Disseminate Knowledge: Institutional policies and collective bargaining agreements affirm the right to pursue, test, and disseminate knowledge; engage in critical inquiry; and share reasoned conclusions without fear of censorship or retaliation. These principles are embedded in college policy [IN-6 Academic Freedom](#) and aligned with its mission and values.

Students: The [student code of conduct](#) outlines student academic freedom and the freedom to pursue inquiry within appropriate opportunities and conditions. In accordance with the [WA 132J 126-050](#), GRC students engage in a variety of activities of free expression and inquiry.

Academic Freedom for all employees:: Academic freedom is supported through instructional practices, governance structures, and faculty evaluation processes that encourage scholarly integrity and independent thought. Faculty are empowered to design curriculum within approved learning outcomes and present diverse perspectives. Staff and administrators are similarly protected in the professional sharing of expertise. Academic employees enjoy the freedom to determine on the basis of their special academic competence the content of their teaching and the conduct of their classes without undue restraint other than that required by the nature of the curriculum." ([Collective Bargaining Agreement \(CBA\). article XVI, section B \(page 112](#), (see CBA evidence in the table). Academic freedom is balanced with requirements of the curriculum and the stated course outcomes.

GRC regularly reviews policies, training, practices, and procedures to ensure that they reinforce protections against retaliation, promote respectful dialogue, free expression, intellectual inquiry, and clearly distinguish between academic freedom and performance or conduct expectations. Through ongoing collaboration across institutional leadership and shared governance bodies, the institution strives to provide a learning and working environment that sustains academic freedom while supporting accountability, equity, belonging, and institutional integrity.

Observation of Continuous Improvement: GRC will continue to strengthen independent thought, research, and academic freedom by ensuring that employment policies, evaluation practices, and complaint resolution processes protect the rights of students, faculty, staff, and administrators to engage in independent thought and professional expression consistent with institutional mission, vision, values, and collective bargaining agreements. One major institutional effort that GRC (led by the IE and EDI offices) will engage more systematically is the scientific, transparent, and ethical review and use of official campus climate survey findings to close the gaps in this and other areas among the college community, with the first 2026 (PACE) survey implemented in the Winter -Spring of 2026. Similarly, a survey focusing on student experiences is also being planned with the goal of utilizing the results to provide more student-centered data for evidence-informed decisions and improvements across the college, with a particular emphasis on student support and instruction unit continuous improvements. Findings from these scientific surveys and reviews will inform targeted professional development, clearer guidance for staff, and improved communication with students. Consequently, this approach will enhance an environment where student rights, respectful discourse, and intellectual exploration are consistently supported.

Evidence Documentation for Standard 2.B.2	
2.B.2 EV.#1: Affirmation of freedom of speech and expression to share their scholarship and reasoned conclusion with others	IN-6 Academic Freedom
2.B.2 EV.#2: For faculty	2025-28 CBA Article XVI: Academic Freedom, Faculty Rights, And Intellectual Property (page 111-113)
2.B.2 EV.#3: For staff	IN-6 Academic Freedom
2.B.2 EV.#4: For administrators	IN-6 Academic Freedom
2.B.2 EV.#5: For students	Student Code of Conduct (Webpage)

	WAC 132J-126-050: Rule of Student Conduct- Statement of student rights (webpage) Rule of Student conduct (PDF)
2.B.2 EV.#6: IRB research processes	GRC IRB Process: GA-15 Human Subjects Research Compliance – 6/11/2013

2.C Policies and Procedures

The institution develops and widely publishes, including on its website, policies and procedures that are clearly stated, easily understandable, readily accessible, and administered in a fair, equitable, and timely manner.

Green River College maintains and applies policies and procedures that support the consistent implementation of its strategic plan and institutional priorities. These policies guide planning, budgeting, enrollment management, and compliance activities, ensuring mission-aligned operations and adherence to accreditation and regulatory requirements.

2.C.1 Transfer of Credit

The institution's transfer-of-credit policy maintains the integrity of its programs and facilitates the efficient mobility of students desirous of the completion of their educational credits, credentials, or degrees in furtherance of their academic goals.

Green River College meets Standard 2.C.1 by maintaining and publishing transfer-of-credit policies that preserve academic integrity while facilitating student mobility. GRC has multiple sources of information for students on transferring GRC credits to other institutions, with clear guidance on articulation agreements. These agreements are governed by various Washington state entities. Transfer policies are aligned with state systems and are clearly communicated to students and the GRC community

Statewide Transfer Agreements and Transfer Policies: GRC participates in a statewide transfer agreement system which creates smooth pathways for students to transfer among Washington State community and technical colleges and baccalaureate institutions. As a member of the [Intercollege Relations Commission \(ICRC\)](#), all college transfer degrees comply with ICRC recommendations for transfer degrees within Washington. The ICRC has developed a [direct transfer agreement with participating Washington community colleges and public, four-year institutions](#) that ensures that students who complete a designated direct transfer associate degree at GRC will be deemed to have satisfied all or most of the general education (or core) requirements at state institutions. Hence, GRC also adheres to [transfer policies adopted by the SBCTC](#) and the [transfer policies adopted by the Washington Student Achievement Council \(WSAC\)](#). The top in-state transfer destinations for GRC students are, respectively, University of Washington, Central Washington University, and Western Washington University.

GRC publishes a set of clear procedures governing both transferring credits into GRC and transferring GRC credits to other institutions. GRC is committed to achieving high academic standards for its students, and evaluates all credits accepted from external institutions with either recognized tests, accredited official transcripts, student assessment by subject matter experts, or industry and state recognized credentials. GRC has two approaches for assigning credit value for prior learning. [Policy SA-89 Transfer Credit](#) addresses transcript evaluation for completed academic credits at other institutions which covers US, Military, Foreign, and Advance Placement courses. Relatedly, [SA-90 Academic Credit for Prior Learning](#) addresses prior learning in other contexts, including experiential learning and external certifications.

Transfer-of-credit is reviewed and considered routinely, both through participation in state level conversations, in bilateral conversations with other institutions, and through internal review of GRC

programs. The Instructional Council and office of the VPI ensure that GRC programs align with all transfer policies. Day-to-day review and management of these projects are handled by the Instructional Support Services team, who handle routine adjustments. The office of the registrar, staffed by qualified personnel, serves as the primary evaluator of transfer credits and consults, as warranted, with appropriate faculty and administrators. The college policy [SA-89 Transfer Credit](#) is posted on the GRC website, and the students' [transfer rights and responsibilities](#) are listed in the catalog.

Transfer Advising and Student Support Services: GRC informs students about transfer degree programs and requirements through [advising appointments](#), provision of appropriate [resources about degree requirements](#), regularly updated transfer equivalency guides, university representative visits, and quarterly transfer fairs. Dedicated Educational Planners support transfer preparation by developing academic plans, coordinating on-campus and virtual transfer events with university partners, participating in statewide transfer networks, and maintaining current transfer information on the college website.

International Student Transfer Support: International students are adequately guided through the processes of transferring their GRC credits to other institutions. The GRC transfer degrees allow students to meet all or most lower division general education requirements at various universities in Washington State before they transfer. Within their first two terms at GRC, international students meet with their international student advisors to discuss transfer planning and create complete individual educational plans. They also receive detailed transfer guidance about how to apply to other colleges and universities.

Technology and Student Access to Academic Progress: GRC provides effective technological tools to enable students to track their own academic matriculation progress enabling them to make informed transfer decisions as needed. Primarily, each student is given account access to the state board supported ctcLink to view their assigned advisor, review notes left by their advisor, and access information related to graduation. The [GRC ctcLink tutorial webpage](#) provides students instructional videos on how to use ctcLink tools.

Observation of Continuous Improvement: Informed by state-wide policy conversations and participation in bilateral transfer agreements, GRC will continue to regularly review and use evidence to revise the transfer credit policy to better align with current practices and provide clearer, more consistent guidance for students. GRC will intentionally explore more effective ways of increasing its transfer outcomes, for historically underrepresented students.

Evidence Documentation for Standard 2.C.1	
2.C.1 EV.#1: Transfer of credit policies and procedures (could include catalog and transfer websites)	State Transfer Policies: State-level Transfer Agreement from Washington Student Achievement Council (WSAC) SBCTC Transfer Between Colleges or to Four-Year Institutions SBCTC College Program and Course Development Policy Manual – Chapter 4 Transfer Evaluation System Intercollege Relations Commission 2023-ICRC-Handbook ICRC Inter-College Reciprocity Policy Publication of transferable college-level courses, RCW 28B.50.785 Washington 45 GRC Policy - Transfer Catalog: State Transfer information in Catalog:

	<u>Washington 45 - List of One Year Transfer Courses</u> <u>GRC Policy: Transfer Rights and Responsibilities</u> GRC Transfer Policy: <u>SA-89 Transfer Credit</u> GRC Transfer Procedures: <u>GRC Guidance for students planning to transfer Webpage</u> <u>Advising for Transfer Students</u> GRC Additional Transfer Policies: <u>Running Start: Get started (webpage)</u> <u>CTE dual credit</u> <u>High School program in GRC</u> <u>SA-90 Academic Credit for Prior Learning</u> <u>SA-95 Academic Credit for Military Training</u>
Optional Evidences: 2.C.1 EV.#2: Transfer outcomes data (e.g., transfer student success measures)	SBCTC Student Outcomes: <u>SBCTC First-Time Entering Student Outcomes Dashboard – Post</u>  2.C.1 EV.#2 First-Time Entering Student Outc <u>College Transfer Tab</u> GRC Student Outcomes: <u>International Programs Top Transfer Universities</u>
Additional Evidences 2.C.1 EV.#3: Transfer MOU samples and related documentation for partner colleges (Department provide extra evidence standards) 2.C.1 EV.#4: Key transfer-related forms and documentation provided to the students/parents	Transfer MOU Samples and Related documentation for Partner Colleges: <u>University Transfer Pathway Program</u> GRC Transfer-related Forms: <u>Transfer Eligibility form for International Students;</u> <u>Transcript Evaluation Request</u> GRC Additional Transfer-related Documentations: <u>GRC International University Transfer Majors website</u> <u>GRC Transfer Guidance</u> <u>GRC Transfer Catalog</u> <u>GRC General University Transfer</u>

2.C.2 Student Rights and Responsibilities

The institution's policies and procedures related to student rights and responsibilities should include, but not be limited to, provisions related to academic honesty, conduct, appeals, grievances, and accommodations for persons with disabilities.

Green River College meets Standard 2.C.2 by publishing and equitably administering policies related to student rights and responsibilities, including conduct, academic integrity, appeals, grievances, accessibility, and accommodations, in a fair and equitable manner.

Student Code of Conduct and Academic Integrity: GRC adheres to [WAC 132J-126](#) (student code of conduct) regarding students' rights and responsibilities, with related procedures made available on the GRC website. The [student handbook](#) (page 167) as well as the [catalog](#) direct students to the [student code of conduct](#) to learn about students' rights; academic integrity and conduct expectations; and disciplinary procedures, sanctions, and the appeals processes. [Judicial Affairs](#) clearly defines (and publishes on its webpage) grievance and appeal processes new student orientation sessions inform students about the student code of conduct. The Holman Library [hosts information and additional tools regarding academic honesty](#) for students and faculty.

Nondiscrimination and Title IX Protections: The college's Title IX coordinator ensures that the college adheres to Title IX with regard to students, as described by college policy [HR-22 Nondiscrimination and Harassment](#).

Disability Accommodations and ADA Compliance: GRC complies with the [Americans with Disabilities Act \(ADA\)](#), and the [office of disability support services \(DSS\)](#) is dedicated to the coordination of appropriate and reasonable accommodations for students with disabilities. DSS collaborates closely with faculty and staff to ensure equal access, accommodations, [accessibility](#), and support both in and out of the classroom for students with documented disabilities.

Student Complaint and Grievance Processes: The college has a clear and published instructional student complaint process and policy as outlined by [IN-5 Student Complaint Process](#). It is designed to provide a systematic way to express and resolve misunderstandings, complaints or grievances about dissatisfaction with academic issues or instructional personnel, services, or processes. Further, the college publishes the Title IV student complaint process, required by the Higher Education Act, on its [consumer information page](#). [This process is hosted by the State Board for Community and Technical Colleges](#).

Observation of Continuous Improvement: In collaboration with the Title IX office, Student Affairs leaders will conduct annual reviews of the student conduct code and discrimination policies to ensure compliance with changing Title IX regulations and other federal laws. Multiple areas of the institution will regularly monitor the use of its "Just Report It" page, which is now the centralized reporting repository for students, faculty, staff, and members of the community to report on concerns related to academic honesty, student conduct, complaints and grievances, and other concerns. GRC will analyze case trends, student feedback, and process timelines to identify areas where GRC procedures may benefit from greater clarity or consistency. Insights from these analyses will be used to improve training, align student-facing services and materials across offices, close any equity gaps, and strengthen coordination among functional areas. Another urgent area of focus for this year continues to be that of digital accessibility, as required by the WA [state mandate](#).

Evidence Documentation for Standard 2.C.2	
2.C.2 EV.#1: Documentation of student's rights and responsibilities policies and procedures, which include:	
Academic honesty	WA State Legislation: WAC 132J-126-090 (student code of conduct – Student Responsibility) GRC Academic Honesty Policies:

	Academic Misconduct Academic Honesty & Plagiarism
Conduct	WA State Rules of Student Conduct: 132J-126 WAC Rules of Student Conduct GRC Rules of Student Conduct Document: Student Rights to Know and Student Conduct GRC Financial Aid Code of Conduct: Ethical Principles and Code of Conduct-- Financial Aid
Appeals	Appeals policies and procedures: Chapter 132J-126 WAC Rules of Student Conduct <i>From 132J-126-150 to 132J-126-480</i> SA-1 Academic Standards & Progress Appeals forms: Satisfactory Academic Progress Appeal Academic Suspension Appeal Form
Grievances	GRC Complaint policies and procedures: IN-5 Student Complaint Process HR-22 Nondiscrimination and Harassment policy. Consumer Protection Student Complaint Process GA-11 Sex Discrimination Grievance Procedure EL-2 Treatment of People
Accommodations for persons with disabilities	State Student with Disabilities Policies: Section 504 of the Rehabilitation Act Title II of the Americans with Disabilities Act GRC Accommodation Policies & Service Websites: GA-10 Reasonable Accommodation Accommodations Types of Services Disability Support Services Accommodations
Policy on student rights and responsibility	WAC 132J-126-050 Rule of Student conduct - Statement of student rights WAC 132J-126-090 Rule of Student conduct - Student responsibilities Student Rights to Know and Student Conduct Green River College Student Handbook

2.C.3 Admission and Placement

The institution's academic and administrative policies and procedures should include admission and placement policies that guide the enrollment of students in courses and programs through an evaluation of prerequisite knowledge, skills, and abilities to ensure a reasonable probability of student success at a level commensurate with the institution's expectations. Such policies should also include a policy regarding continuation in and termination from its educational programs, including its appeal and re-admission policy.

Green River College meets Standard 2.C.3 by maintaining admissions and placement policies that guide student enrollment and placement based on appropriate assessment of knowledge, skills, and readiness for success.

Recruiting and Admissions Policies: The college maintains an open-door, non-discriminatory policy [SA-4 Admissions](#) in accordance with [WAC 131-12-010](#). The [SA-4 Admissions](#) policy provides admission requirements and admissions application procedures for new and returning students. The college admits all applicants 18 years of age or older or who are a high school graduates or equivalent; those who have applied for admissions under the provisions of a student enrollment program such as running start, high school completion, or open doors program; or those under the age of eighteen and seeking admissions by meeting the conditions of the admissions policy. Specific programs have special admissions requirements, such as applied baccalaureate programs, allied health programs, and international programs. GRC provides clear guidance and how to enter the college, and how to obtain placement in appropriate classes. Upon admission, students are subject to the Green River College [Student Code of Conduct](#), which outlines behavioral expectations, termination from programs, and applicable appeals and readmission processes. All admissions requirements, including those of special programs, are published in the [catalog](#).

Placement, Testing, and Course Readiness: GRC uses [multiple measures to assess students' course placement in English and math](#), including SBCTC's [placement reciprocity](#) which allows students to be placed at course levels determined by assessment at other Washington educational institutions. All placement information can be found on [the course placement webpage](#). The [Placement & Testing Center](#) provides multiple [options for placement](#), to align with the variety of experiences that students may bring.

Credit for Prior Learning and Assessment of Competencies: GRC offers students the opportunity to earn credit for prior non-traditional education and/or work experience ([SA-90 Academic Credit for Prior Learning](#)). Students who wish to receive credit(s) for prior learning must complete the Academic Credit for Prior Learning Request form in coordination with an assigned faculty member and pay regular tuition based on the number of credits requested. [Academic Credit for Prior Learning \(ACPL\)](#) credits are awarded for one to two credits per quarter. Students are assessed through credit by testing, course challenge or prior experiential learning/extra-institutional learning assessment which determines the courses to which the students have met the learning outcomes. These courses must be in the current [catalog](#) and correspond to the course(s) taught at GRC. Credits are assigned through ACPL and are posted to the student's transcript. Credits earned through ACPL at any Washington Community and Technical Colleges will be accepted toward the appropriate course or program at any other Washington Community and Technical College.

International Student Admissions: The admissions process for International Contract Students at GRC follows the regulatory guidelines of the [United States Immigration and Customs Enforcement's Student Exchange and Visitor's Program](#) (SEVP) as detailed on their website: [SEVP Governing Regulations for Students and Schools | ICE](#). The policies specific to GRC international admissions are found on the [admissions](#) website..

Academic Standards and Progress: Green River College's Academic Standards and Progress Policy ([SA-1 Academic Standards & Progress](#)) describes the levels of academic standing based on GPA, and

completion of credits, including Good Academic Standing, Academic Warning, Academic Intervention, Academic Probation, and Academic Suspension. This policy describes the criteria for assignment to each level of academic standing and the corresponding interventions, such as suspension, and the process for applying for reinstatement after suspension.

Readmission: Students who have not enrolled at GRC for four consecutive terms are required to reapply for admission to ensure accurate student records. Service members and reservists who interrupt their studies due to active military service are provided re-admission support upon return, including documentation review and academic advising to facilitate continuation and completion of their programs ([SA-4 Admissions](#) - Re-Admissions Section, [SA-95 Academic Credit for Military Training](#)).

Observation of Continuous Improvement: In accordance with its continuous improvement and sustainability disposition, GRC created the Placement and Course Eligibility committee, comprised of faculty and staff, to systematically monitor the efficacy of placement measures and testing instruments. As a result, in the past five years, the college has introduced and is monitoring a direct self-placement testing model for both English and Math placement, along with co-requisite models. Further, one of the evidence-based decisions made to improve student success was the creation of the Gardner-inspired First-Year Experience program in the 2024-25 academic year; the program will be diligently grown over the next five years, partly in an effort to boost the probability of student success for more GRC students. Further, one of the evidence-based decisions made to improve student success was the creation of the Gardner inspired First-Year Experience program in the 2024-25 academic year; the program will be diligently grown over the next five years. In partnership with the Institutional Effectiveness office, data are analyzed to better understand trends and patterns that are then reviewed for continuous improvement and closing any identified gaps in student academic progression and setting good baselines for the launching of the Guided pathways student success work.

Evidence Documentation for Standard 2.C.3	
2.C.3 EV.#1: Policies and procedures for admitting and placing students	State Admission Policy: WAC 131-12-010 - Minimum standards for admission to a community or technical college Athletics Admission Policy: Northwest Athletic Conference Code Book Bylaws 2025-26: article 4 - Athletics Recruiting (page 20) GRC Admission Policies & Procedures: SA-4 Admissions SA-95 Academic Credit for Military Training Steps for admission GRC Catalog – Academic Information SA-90 Academic Credit for Prior Learning (ACPL -Policy) Academic Information - Green River College Alternative Options for Earning Credit Placement Policies and Procedures: SBCTC: inter-college-reciprocity-policy-2012.pdf GRC: Course Placement Options

2.C.3 EV.#2: Policies and procedures related to continuation and termination from educational programs including: · appeal process · readmission	Appeal Process: <u>Chapter 132J-126 WAC Rules of Student Conduct</u> <i>From 132J-126-150 to 132J-126-480</i> <u>SA-1 Academic Standards & Progress</u> Readmission: <u>SA-4 Admissions</u> - Re-Admissions Section
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2.C.4 Student Records

The institution's policies and procedures regarding the secure retention of student records must include provisions related to confidentiality, release, and the reliable backup and retrievability of such records.

Green River College meets Standard 2.C.4 by ensuring the secure retention, confidentiality, release, and retrievability of student records in compliance with state and federal requirements.

Secure Retention, Storage, and Retrievability: GRC has adopted and adheres to policies and procedures regarding the secure retention of student records in accordance with the general retention schedule as approved by the SBCTC and per [WAC 434-662-030](#) and [RCW 40.14](#). Records not specified under the RCW are subject to the [WAC 434-662 Preservation of Electronic Public Records](#) and [Washington state's general retention schedule](#). Critical student data ([Green River Data Handling Guidelines](#) -see Ev #1 in table), such as transcripts, admission, registration, and financial transactions, are stored in Washington's statewide student management, financial aid, and finance databases. Electronic data existing within the college's student management system is hosted, secured, and backed up by the SBCTC in Olympia. The SBCTC could recover that data in the case of an emergency. Additionally, a subset of that data is downloaded into local GRC databases where it is backed up and could be restored by GRC information technology staff in the event of an emergency. Our [Information Security Program Plan](#) does include the generic information about securing confidential data (section 4, Data Security, pages 26-32,) and backups (section 8.3.1, Enterprise Backup Policies, page 56).

Confidentiality and Release: GRC publishes and follows established policies for confidentiality and release of student records. As a public institution of higher education receiving Title IV funds, GRC follows the requirements of the [FERPA](#), as well as institutional policy [GA-17 Educational Rights and Privacy Act](#). The college publishes information about FERPA on its [webpage](#), [catalog](#), and [student handbook](#) (page 144), as well as quarterly emails to currently enrolled students. Since June 2019, employees requesting access to the college student management system must complete an online FERPA training provided through [Safe Colleges](#), or in person. No student information, other than student directory information, is released to a third party unless specifically required under FERPA. Students must sign a [release form](#) in order to have their educational records released to third parties or to authorize third parties to conduct registration activities/transactions on behalf of the student. Students may opt out of disclosure of their information (including directory information) by notifying the registrar in writing.

Once notified, the student record is flagged in pertinent systems to indicate that no disclosure of records information is permitted.

Observation of Continuous Improvement: The Student Affairs division will contribute to the secure and sustainable management of student records by offering regular training and review of division- and department-level practices related to access, FERPA, and records handling. The Office of the Registrar will provide targeted compliance awareness to front-line staff and faculty and can contribute to institutional policies designed to support and sustain confidentiality of records. The GRC [data governance](#) committee will finalize the development of policies and procedures to ensure GRC is fully aligned with [the SBCTC policies](#), including working with the revamped [AI taskforce](#) to ensure updates that factor in the dynamic AI landscape.

Evidence Documentation for Standard 2.C.4	
2.C.4 EV.#1: Policies and procedures regarding secure retention of student records, (i.e. where applicable) · back-up (e.g. GRC cloud server) · release · data security for physical and electronic student records	State Records Retention & Security Policies: Family Education Records Privacy Act, FERPA Washington State Preservation and Destruction of Public Records, RCW 40.14 Washington State Public Records Act, RCW 42.56 Washington State Records and Retrieval Act, WAC 434-610 – 434-690 NIST Cybersecurity Framework Gramm-Leach-Bliley Act ctcLink Privacy Agreement State Records Retention Schedule: state-government-general-records-retention-schedule-v.6.3-(october-2024).pdf Data Security Training: Data Security Training, Vector Solutions Vector LMS, Higher Education Edition Training : Login GRC Data Guidelines Book:  2.C.4 EV.#1 GreenRiverDataGuide Green River Data Handling Guidelines Back-up: Information Security Program Plan (section 8.3.1, <i>Enterprise Backup Policies</i>, page 56) Release: GRC policy from Catalog: Student Right to Privacy (FERPA) (page 9) Data security for physical and electronic student records: WAC 132J-276 Public Record GA-17 Educational Rights and Privacy Act FERPA in GRC Webpage

	Educational Records Privacy
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2.D Institutional Integrity

The college demonstrates institutional integrity through honest and accurate representation of its mission, programs, services, and outcomes. Green River College ensures that information provided to students, employees, governing bodies, and the public is clear, current, and truthful. Ethical practices, transparency, and accountability are embedded in institutional operations, supporting trust and credibility while advancing mission fulfillment.

2.D.1 Institutional Representation

The institution represents itself clearly, accurately, and consistently through its announcements, statements, and publications. It communicates its academic intentions, programs, and services to students and to the public and demonstrates that its academic programs can be completed in a timely fashion. It regularly reviews its publications to ensure accuracy and integrity in all representations about its mission, programs, and services.

Green River College meets Standard 2.D.1 by representing itself clearly, accurately, and consistently in its communications regarding mission, programs, and services. Published materials are regularly reviewed to ensure accuracy and integrity. GRC is deliberately working to increase transparent communication for enhanced student success and overall mission fulfillment.

Institutional Commitment to Accurate and Consistent Representation: GRC presents itself, both in terms of vision and goals and concrete policies and procedures through its website. The college reviews its public facing material in line with its policies, and ensures that its information is accurate, clear, and timely. In particular, it provides a detailed academic catalog explaining its programs of study, potential course schedules, costs, and employment outcomes. GRC represents itself clearly, accurately, and consistently through a wide range of communications governed by institutional policy and coordinated by the [College Relations Office](#) (CRO).

Policies Governing Publications and Public Information: GRC's College Publications Policy ([GA-22](#)) outlines the review and approval process for academic and student service materials to ensure accuracy. Policies and guides, including [GA-22 College Publications](#), [GA-19 Logo and Trademarks](#), [GA-26 Social Media](#), [GA-29 Web Policy](#), and the [Nondiscrimination Statement Publication Guide](#) provide a standard for all digital and print materials, ensuring alignment with the college's mission, programs, and values.

Regular Review and Oversight for Accuracy and Integrity: The Senior Director of College Relations serves as the college's public information officer, overseeing branding, marketing, and media outreach to maintain consistency, compliance, and transparency across all public-facing platforms. College Relations works alongside Information Technology to provide strategic oversight, content development, training and support to users and content managers. The GRC Foundation and designated content managers regularly review the website to provide accessible information on eligibility, deadlines, and policies for students and donors. The public website, online catalog, class schedules, and official social media accounts are regularly updated reflect current offerings and priorities.

Academic Program Information and Timely Completion: GRC provides detailed information about program durations and completion timelines in its official catalogs and program descriptions. For

instance, the [Programs of Study section of the 2025-2026 catalog](#) lists all degree and certificate programs offered, including their respective requirements and timeframes. The [Course Descriptions](#) section provides specifics on course sequences and prerequisites, aiding students in understanding the program completion timeline.

Recent Improvements to Academic Pathway Communication: Since its last accreditation review, the College has advanced how it communicates academic pathways and student supports. In Summer 2024, Green River migrated its public website to a modern content management system to better support Guided Pathways and Strategic Enrollment Management (SEM) efforts. The college then partnered with Guided Pathways action teams to redesign all instructional program pages, gathering input from over 1,300 students, faculty, and staff. Launched in April 2025, the new [Areas of Interest](#) and [Curriculum Maps](#) clearly outline academic requirements, costs, modalities, campus locations, and career outlooks while embedding links to services such as advising, financial aid, and tutoring. These resources are now widely used across campus to support advising, enrollment, and student planning. CRO's operational marketing plan and the college's draft student success plan further support consistent and equity-centered outreach and retention efforts.

Official Communications and Emergency Messaging: GRC provides official electronic communication ([GA-25 Student Email Communications](#)) to students through institutional email to share important information regarding registration, financial aid, deadlines, and student life. During emergencies, GRC works with Campus Safety and the Emergency Operations Center to share timely messaging through text messaging, email, social media, and alerts across greenriver.edu pages.

Observation of Continuous Improvement: GRC continues to invest in improving the clarity, accessibility, and equity of its communications. The Student Affairs department leaders will continue to regularly review website content, publications, and statements for accuracy, clarity, and integrity and to actively participate in a redesign of student-facing webpages to ensure information remains accurate, relevant, transparent, and accessible. The College Relations Office (CRO) is collaborating with Student Affairs to develop a new student-facing portal that will serve as a centralized, easy-to-navigate hub for accessing academic and support services. CRO also plays an active role in Guided Pathways implementation, including participation in the Program Map Review Committee, which will regularly evaluate and update program and curriculum maps. Invigorated by the inclusive campus-wide PRFR preparation process, GRC is actively reviewing its policies with particular focus on adequacy, accuracy, and currency of information.

Evidence Documentation for Standard 2.D.1	
2.D.1 EV.#1: Description of procedures or process for reviewing published materials for academic programs	GA-22 College Publications - 2005 GA-26 Social Media - 1/10/2013 GA-19 Logo & Trademark Use Guidelines - 1/10/2013 GA-27 Copyright Infringement Policy - 1/10/2013 GA-29 Web 6/1/2013 Communications & Media Relations
2.D.1 EV.#2: Links to program information that demonstrate clear	GRC Program Catalog that demonstrates required credits for each program: Programs of Study - Green River College - Modern Campus Catalog™

information about time to completion for programs	
2.D.1 EV.#3: Description of procedures or process for reviewing published materials about services available to students	GRC relevant information about reviewing published materials , webpage indicates “constantly updated to provide fresh content and opportunity for reader interaction”, Communications & Media Relations
2.D.1 EV.#4: Description or evidence of recruiting practices that ensures accurate information is provided to prospective students	 2.D.1 EV.#4 GRC Marketing Strategy ar GRC Marketing Strategy and Plan <i>CONVERSION STRATEGY - 4. Partnership with Recruitment & Outreach (page 12-13)</i> Public Information

2.D.2 Ethics and Complaints

The institution advocates, subscribes to, and exemplifies high ethical standards in its management and operations, including in its dealings with the public, NWCCU, and external organizations, including the fair and equitable treatment of students, faculty, administrators, staff, and other stakeholders and constituencies. The institution ensures that complaints and grievances are addressed in a fair, equitable, and timely manner.

Green River College meets Standard 2.D.2 by adhering to high ethical standards and operating within and maintaining fair, equitable, and timely processes for addressing complaints and grievances.

Ethical Standards and Institutional Expectations: GRC is committed to high ethical standards in all institutional matters in its dealings with the public, the NWCCU, and external organizations, and in the fair and equitable treatment of students, faculty, administrators, staff, and other constituencies. GRC meets this standard by regularly evaluating and maintaining high ethical standards in management and operations through publicly accessible policies, procedures, and codes of conduct. These expectations are grounded in institutional policy, state ethics law, and collective bargaining agreements ([GA-23 Ethics](#)). Ethical expectations govern internal decision-making, financial stewardship, personnel practices, and external relationships. GRC has policies that require that all campus community members, including board members, college employees, and students, follow policies tailored to their roles at the college. The board adheres to policy [GP-6 Board Code of Ethics](#) and [RCW 28B.50.100](#). Students are subject to [WAC 132J-126](#) (student code of conduct).

Training: Ethics, Title IX, Nondiscrimination, and Compliance: The college requires all new full-time and part-time employees to attend training on Title IX, nondiscrimination, and ethics ([Learning & Innovation: Training for Existing Employees](#) see GatorNet evidences in the table). Everfi/Lawroom was the online learning platform used up until May 2024. The SBCTC transferred all 34 colleges including GRC to Vector Solutions – Safe Colleges. Training sessions are provided online and required annually. Faculty and staff whose roles include interfacing with students and members of the public who may be under the age of 18 are required to attend a child abuse and neglect training. Work-study students and student tutors are required to complete a one-hour, online Title IX training session.

Fair and Equitable Treatment, Complaints, and Grievances: GRC ensures fair and equitable treatment of students and employees through established processes for complaints, grievances, and investigations. These include student grievance procedures, employee complaint processes, discrimination and

harassment policies, and Title IX procedures, each of which outlines clear steps and timelines ([Instruction Student Complaint Process](#)). GRC respects the right of all students (and employees) to report violations of Green River’s safety, conduct, and discrimination policies, both through internal and external processes. GRC is committed to thorough investigations of all complaints, and taking action if violations are identified. Complaint and grievance resolutions are governed by state and college rules and processes, including [RCW 42.52](#) Ethics in Public Service, college’s policy [GA-23 Ethics](#), and [faculty CBA](#) (pages 36-38). GRC 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.

Title IX and Sex Discrimination Response: GRC’s policy [GA-31 Sex Discrimination Investigation Procedure](#) states that any employee, student, applicant, or visitor who believes that they have been the subject of discrimination or harassment should report the incident or incidents to the college’s Title IX Coordinator. GRC recognizes its responsibility to investigate, resolve, implement supportive and corrective measures, and monitor the educational environment and workplace to promptly and effectively stop, remediate, and prevent discrimination on the basis of sex, as required by federal and state law. college has enacted [HR-22 Nondiscrimination and Harassment](#) and adopted the following [GA-31 Sex Discrimination Investigation Procedure](#) for purposes of receiving and investigating allegations of sex discrimination arising within the college’s educational programs and activities and workplace. Any individual found responsible for engaging in sex discrimination in violation of college policy may be subject to disciplinary action up to, and including dismissal from the college’s educational programs and activities and/or termination of employment.

External and International Programs: [GRC International Programs](#) (GRCIP) follows the campus-wide policies and procedures regarding student complaints and grievances. The different teams in GRCIP meet weekly to get updates, review procedures, and present new ideas and suggestions. Partners help promote GRC and they are carefully selected, trained, and expected to represent GRC honestly and accurately.

Observation of Continuous Improvement: GRC will regularly reinforce ethical compliance through mandatory training, supervisory accountability, and guidance from Human Resources and state partners. The college will continue to regularly review and refine employment policies, complaint and grievance procedures, and training requirements. Division-specific efforts to reinforce ethical standards and equitable treatment include the regular evaluation of how complaints, grievances, and concerns are received, documented, and resolved within the Student Affairs (SA) division, for example. The SA division will review response timelines, consistency of outcomes, and accessibility of reporting processes to identify areas for improvement, made possible by the college’s recent implementation of [Maxient](#), the case management software. The (EDI and IE office are collaborating to institute the use of the campuswide equity scorecard for monitoring and evaluating relative progress towards mission fulfillment. Combined institutional efforts will enhance institutional preparedness by strengthening equity compliance, expanding employee development, improving student support and advancing efforts to close equity gaps across the college.

Evidence Documentation for Standard 2.D.2	
2.D.2 EV.#1: Policies and procedures for reviewing internal complaints, including: • Student academic-related grievances • Discrimination	State Policies and Procedures: RCW 42.52 Ethics in Public Service Washington State Executive Ethics Board training Americans With Disabilities Act, ADA Section 504 of the Rehabilitation Act of 1973 Students with Disabilities Core Services, RCW 28B.10.912 Students with Disabilities Accommodation, RCW 28B.10.914 Family Educational Rights and Privacy Act, FERPA WAC 132J-126-300 Recordkeeping

• Title IX • Evidence that complaint information is provided to students and prospective students with contact information for filing complaints with its accreditor and with state approval or licensing entity that would appropriately handle a student's complaint • Description of process for maintaining a record of qualifying student complaints for seven years or longer and the processing of such complaints	Institutional: <u>GP-6 Board Code of Ethics - 10/17/2013</u> <u>GA-23 Ethics – 6/18/2013</u> <u>HR-22 Nondiscrimination and Harassment policy. - 8/14/2020</u> <u>GA-11 Sex Discrimination Grievance Procedure - 8/14/2020</u> <u>Title IX reporting guidance</u> <u>Discrimination/Harassment Formal Complaint Form</u> <u>Reporting Incidents</u> <u>Non-Discrimination & Accessibility</u> Students: <u>IN-5 Student Complaint Process – 5/22/2019</u> <u>Consumer Protection Student Complaint Process</u> <u>Instruction Student Complaint Process</u> Faculty: 2.D.2 EV.#1 GRC Faculty CBA 2025-28.p <u>2025-28 CBA</u> <i>article V: Terms of Employment Section S Complain (page 36)</i> Staff: <u>2025-2027 Washington Federal State Employees - Higher Education</u> <i>article 2 Non-Discrimination (page 1);</i> <i>article 3 Workplace Behavior (page 2);</i> <i>article 29 Discipline (page 62);</i> <i>article 30 Grievance Procedure (pp. 64-69);</i> <i>appendix K TITLE IX (page A-31)</i>
2.D.2 EV.#2: Policies and procedures for reviewing external complaints and grievances	<u>GA-11 Sex Discrimination Grievance Procedure – 8/14/2020</u>
Additional Evidences:	<u>Learning & Innovation: Training for Existing Employees</u> 2.D.2 GatorNet Learning n Innovation

2.D.3 Conflicts of Interest

The institution adheres to clearly defined policies that prohibit conflicts of interest on the part of members of the governing board(s), administration, faculty, and staff.

Green River College meets Standard 2.D.3 by enforcing clearly defined policies that prohibit conflicts of interest among board members, administrators, faculty, and staff. GRC ensures sustainability of its high level of accountability and avoidance of conflicts of interest by ensuring separation of duties and providing clear processes for expressing concerns about conflict of interest.

Institutional Policies and Oversight: GRC follows the Washington State Ethics in Public Service Act ([RCW 42.52](#)), which governs the appropriate ethical standards and expectations governing the conduct of all state employees, including the ethical use of state resources, financial interests, and outside employment. These requirements are reinforced through institutional and board policy ([GA-23 Ethics](#)). GRC takes seriously the need to avoid both conflict of interest and the appearance of such. To that end GRC and its board have established a set of policies around ethics and conflict of interest to govern all members of the campus community.

Employees and trustees are prohibited from participating in decisions where personal interests may compromise, or appear to compromise, professional judgment. Conflict disclosure, assessment, and mitigation are overseen by supervisors, Human Resources, and the President’s Office, consistent with state law and institutional procedures ([GP-6 Board Code of Ethics](#)). GRC also provides reporting mechanisms through Human Resources, the State Whistleblower Program, and the Washington State Executive Ethics Board, ensuring concerns are addressed promptly and impartially. The [Faculty CBA](#), for example, explicitly identifies illegal conflict of interest as sufficient cause for dismissal, reinforcing ethical expectations and accountability in instructional, evaluative, and academic roles.

GRC Foundation Governance and Conflict of Interest Practices: The GRC Foundation demonstrates a strong commitment to ethical governance through clearly defined conflict of interest policies. These are outlined in its publicly accessible Documents and Policies section, which includes Board Information & Policies and Governing Documents. These materials establish expectations for ethical conduct and procedures for disclosing and managing potential conflicts, ensuring that board members and staff act in the Foundation’s best interest. To uphold these standards, the Foundation implements practices such as annual conflict of interest disclosures and recusal procedures when conflicts arise. These measures promote impartiality and accountability in decision-making. Additionally, by making governance documents publicly available, the Foundation reinforces transparency and builds trust with donors, students, and the broader community.

Observation of Continuous Improvement: To widely institutionalize adherence to and understanding of the policies regarding conflict of interest and ethics, GRC will require every employee to review and sign Conflict of Interest statements annually, through Human Resources. Additionally, GRC will regularly review policies, training, and disclosure practices in order to ensure consistent compliance with state ethics law.

Evidence Documentation for Standard 2.D.3	
2.D.3 EV.#1: Policies and procedures prohibiting conflict of interests among employees and board members	State Ethics in Public Service: Chapter 42.52 RCW: ETHICS IN PUBLIC SERVICE 2025-2027 Washington Federal State Employees - Higher Education <i>article 28 Privacy and Off-Duty Conduct (page 62)</i> Washington State Executive Ethics Board training
	GRC Ethics Policies and Procedures - Employees: GA-23 Ethics - 10/17/2013 2025-28 CBA <i>article XII: Termination Of Employment - Section B: Dismissal for Cause (page 92)</i>
	GRC Foundation: Conflict of Interest Microsoft Word - Conflict of Interest.doc
	GRC Ethics Policies and Procedures - Board: GP-6 Board Code of Ethics - 10/17/2013
	Additional Policies:

	Emergency Rules: WSR 24-16-094 (page 10) Supplemental Student Conduct Code and Procedures
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2.E Financial Resources

Green River College fulfills its mission through sound financial management and responsible stewardship of public resources. Financial planning, budgeting, and monitoring practices support institutional sustainability and align with strategic priorities that advance student achievement and goal attainment. The college demonstrates adequate financial capacity to maintain educational quality, support student services, and meet ongoing operational obligations.

2.E.1 Audits and Reporting

The institution utilizes relevant audit processes and regular reporting to demonstrate financial stability, including sufficient cash flow and reserves to achieve and fulfill its mission.

Green River College meets Standard 2.E.1 by conducting regular audits and financial reporting practices that ensure transparency, accountability, sustainability, and regulatory compliance. GRC grows, maintains, and utilizes its financial resources and reserves in accordance with the requirements of the governing board of trustees. GRC leadership emphasizes fiscal stewardship, evidence-based decision-making, and the intentional shift from short-term stabilization to long-term sustainability.

GRC Board policy [BSR-1 Order Delegating Authority](#) grants the president full operational authority and the ability to delegate responsibilities to maintain uninterrupted operations. This includes financial oversight, carried out within the boundaries of [EL-4 Financial Planning/Forecasting](#) and [EL-5 Financial Condition](#), which require responsible financial planning, protection of assets, and compliance with state and federal requirements. The president implements this authority through delegated roles, established financial procedures, and regular monitoring reports to the Board. GRC ensures financial stability with sufficient cash flow and reserves to support its programs and services. Financial planning includes the use of regular reports that reflect available funds, realistic development of financial resources, and appropriate risk management to ensure short-term solvency and long-term financial sustainability.

Audit Processes and External Accountability: GRC is subject to standardized annual audits by the SBCTC and the Washington State Department of Financial Management to ensure financial stability. GRC's most recent [Financial Statements Audit Report](#) was reviewed in 2022 when the Office of Washington State Auditor (SAO) completed GRC's most recent accountability audit with no findings, including on the reviews of the college's ctcLink implementation, with participation from staff, leadership, and board representatives. Like other WA SBCTC institutions, GRC's state audits fell behind due to statewide staffing shortages, reduced SAO capacity, and the shift to a new statewide audit model that prioritized system-level topics over individual agency audits. The SAO later delegated authority to colleges to hire external auditors, and GRC worked alongside other institutions to clear the backlog and regain currency on NWCCU-required financial statements.

Current Auditing Status: Taking advantage of that authority and to respond to internal dialogue regarding improved fiscal review and transparency, **it should be highlighted that GRC had already been addressing this statewide delay by engaging an external auditor as of November 1, 2025.** In alignment with the SAO delegation of authority, GRC contracted with Clark Nuber (see evidence in the table), a certified public accounting firm, to conduct a detailed audit of the College's budgeting and financial position with the period of performance from November 1, 2025 to June 30, 2026. **Moreover, as of the 12/12/2025 notice from SBCTC, GRC is currently scheduled to be audited by the state in this**

current year (2026). (see evidence in the table, Audit - WA State Update 12.12.2025). Therefore, GRC will be equipped to submit current financial audits during the upcoming 2026 NWCCU Annual Report.

Regular Financial Reporting: GRC submits required financial data annually to the [Integrated Postsecondary Education Data System \(IPEDS\)](#), fulfilling federal reporting requirements. Similarly, the college submits financial data to the NWCCU every summer through the required annual reports. Third, the governor- appointed board of trustees provides global oversight of financial health for the entire college. Accordingly, the college submits quarterly financial reports to the board; these are presented during the public meetings in accordance with the Washington State open public meetings act. The board of trustees and college leadership are committed to support institutional sustainability through prudent fiscal management.

Cash Flow, Reserves, and Board-Required Financial Thresholds: Institutional financial stability is a priority and is demonstrated by significant reserves, including approximately \$23.4M in Board-required [EL-9 Reserves](#) and \$20M in unrestricted reserves. These reserves support academic programs, student services, and institutional operations, with contributions from International Programs, Running Start, and physical plant reserves. In normal operating years, the college meets EL-9 requirements, which provide capacity to respond to emergencies. Cash reserves, previously above \$40M, declined due to extraordinary COVID-19 expenses and the statewide ctcLink implementation, affecting the college’s ability to fully comply with EL-9 during this period.

To more intentionally address this, GRC stabilized its finances after the Covid-19 disruption by intentionally using reserves to maintain student support and core operations. From FY 2022–2025, budgets exceeded revenues as the college managed post-pandemic impacts, but this was part of a planned short-term recovery strategy. As conditions improved, GRC shifted toward long-term sustainability. In the [2025 spring and summer meetings](#), the Board of Trustees reviewed financial plans committing the college to balanced budgets and reduced reliance on reserves. The president outlined new fiscal goals focused on limiting discretionary spending and applying stricter review to hiring and replacement requests, while protecting mission-critical programs and services.

GRC Foundation Financial Oversight: The GRC Foundation provides independent financial stewardship in support of the College’s mission. Its operations are governed by an [Operating Agreement with the College](#) and guided by established policies, including the [Endowment Spending Practice](#), [Scholarship/Spending Guideline](#) and [Rebalance Policy](#). The Foundation undergoes an annual independent audit and files a [Form 990](#), ensuring transparency and compliance with nonprofit standards. Financial performance and endowment activity are regularly reviewed by the Foundation Board and shared with College leadership, demonstrating responsible management of donor-supported resources.

Observation of Continuous Improvement: GRC will continue to strategically implement fiscal responsibility through supporting the fiscal sustainability taskforce goals, strategic scrutiny of expenditures, seeking more diverse and value-aligned resources, and increasing financial and budget literacy among the GRC community.

Evidence Documentation for Standard 2.E.1	
2.E.1 EV.#1: Policies and procedures that articulate the oversight and management of financial resources	State Policies: RCW 43.09 Dispositions - STATE AUDITOR RCW 28B.50.140 (6) Boards of trustees—Powers and duties Debt Service Limit & Bonding Authority RCW 39.94 Financing Contracts State Administrative and Accounting Manual (SAAM) ctcLink Accounting Manual (CLAM) Agency Financial Reporting System (AFRS) Comprehensive Annual Financial Report (ACFR)

GRC Policies - Oversight of Financial Resources:

[BSR-1 Order Delegating Authority – 6/19/2014](#)

[EL-4 Financial Planning/ Forecasting – 2/18/2014](#)

[EL-5 Financial Condition – 2/18/2014](#)

GRC Policies - Management of Financial Resources:

[EL-9 Reserves – 9/15/2016](#)

[EL-6 Risk Management – 11/21/2019](#)



2.E.1 EV.#1 Budget
Training - All Manage

[Manager Budget Training](#)



2.E.1 EV.#1 Budget
Training.pdf

[Budget Training](#)

[Tuition & Fees](#)

[Space Available Waiver](#)

[Student Fees](#)

[Withdrawal & Refund Rules](#)

[Consumer Information](#)

GRC Business Administration Policies:

[BA-1 Outside Bank Accounts](#)

[BA-2 Payment of Sales & Use Tax](#)

[BA-7 Travel Advances](#)

[BA-8 Petty Cash](#)

[Guidelines for Travel Reimbursement](#)



2.E.1 EV.#1
Guidelines for travel r

GRC Foundation Policies:

[Endowment Spending Practice](#)

[Rebalance Policy](#)

[Scholarship/Spending Guideline](#)

[Operating Agreement between GRC and GRC Foundation](#)

[Foundation FY 2023 Form 990](#)

[ASGRC 522 Financial Code](#)

GRC Financial Aid Policies:

[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](#)

[Residency Requirements](#)

	GRC Grant & Contract Policies: <u>Process for Financial Review of Grant & Contract Awards</u>  2.E.1. EV.#1 Process for Financial Review o  2.E.1 EV.#1 Grants-and-Contracts <u>Grants and Contracts policies and resource</u>
2.E.1 EV.#2: Latest external financial audit including management letter	<u>GRC Financial Statements Audit Report from State</u> (For the period July 1, 2020 through June 30, 2021) <u>GRC Accountability Audit Report</u> (For the period July 1, 2019 through June 30, 2023)  2.E.1 EV.#2 Audit - WA State Update.pdf <u>Audit - WA State Update</u> <u>INTERNAL AUDIT & CIVIL RIGHTS REVIEW PLAN</u>  2.E.1 EV.#2 INTERNAL AUDIT & C  2.E.1 EV.#2 Clark Nuber 26-1367 - sign <u>External Audit - Clark Nuber Contract</u>  2.E.1 EV.#2 Rep Letter(GRC) - GAAP - ! <u>Management Letter</u> <u>GRC Foundation Audited Financial Statements June 30, 2024-Final Audit Report for 2023.2024</u>  2.E.1 EV.#2 GRC Foundation Audited Fi
2.E.1 EV.#3: For institutions for whom the most recent external financial audit is more than one fiscal year from the time of PRFR submission, also include for the most recent complete fiscal year:	<u>FY22 Green River College Financial Statement 1.21.26</u>  2.E.1 EV.#3 FY22 Green River College F <u>GRC IPEDS Finance Report 2023-24</u>

• Statement of cash flow • Income Statement (or equivalent) • Balance Sheet (or equivalent)	2.E.1 EV.#3 24-25 Budget Book.pdf <u>24-25 Budget Book</u> 2.E.1 EV.#3 Q1 & Q2 FY 25 Board Report.p <u>24-25 First and Second Quarterly Budget Reports</u> 2.E.1 EV.#3 Q3 FY 24-25 Board Report,p <u>Q3 FY 24-25 Budget Report</u> <u>Q1 FY 25-26 Budget report in board meeting January 15, 2026 (Page 11-21)</u> 2.E.2 EV.#2 Draft Board Packet for 2-19 <u>Q4 FY 24-25 Board Report -Final</u> Campus Forum - 8 YoY Budget vs Expense 1-28-2025 2.E.1 EV.#3 Campus Forum - 8 YoY Budget Significant contracts/grants: 2.E.1 EV.#3 Grant History 2024-25.pdf <u>Grant History 2024-25</u>
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2.E.2 Financial Development

Financial planning includes meaningful opportunities for participation by stakeholders and ensures appropriate available funds, realistic development of financial resources, and comprehensive risk management to ensure short term financial health and long-term financial stability and sustainability.

Green River College meets Standard 2.E.2 by implementing a comprehensive, participatory financial planning process that ensures appropriate available funds, realistic revenue development, and effective risk management to support both short-term financial health and long-term institutional sustainability. *Budget development process overview:* Financial planning at GRC is a comprehensive process that includes realistic development of revenue projections for the general operating budget which includes the state appropriation, tuition and fee projections based on actual enrollments, tuition increases, anticipated enrollment increase and other revenue sources that support college operations. GRC's budget planning policy ([EL-4 Financial Planning/Forecasting](#)) guides the development of the college's annual operating budget. The Green River College's budget development process is categorized into five core phases: personnel planning, departmental engagement, technical reconciliation, auxiliary alignment, and final governance. For details, see GRC Budget Development Process Summary & Outline 01-12-2026.pdf in the EV.#1 row of the table.

Inclusive fiscal sustainability through shared governance: In addition, starting in the 2024-25 academic year, the college has developed Fiscal Sustainability Taskforce, in an effort to address internal financial challenges and declining state and federal resources. This taskforce includes representation of all employee groups (staff, faculty, and administrators) from across the institution. The taskforce, which is an advisory body within the Green River College's shared governance structure, is made up of six workgroups, each dedicated to a key element of achieving fiscal sustainability at the college. These workgroups are tasked with exploring and recommending fiscally and evidence-informed strategic activities, processes, policies, and procedures. Each group is provided with tools and resources to support their work, ensuring a coordinated, collaborative, and coherent approach to the college's fiscal condition. The process is participatory in nature and provides opportunity for units to critically examine and prioritize operational issues, present changes for consideration, and communicate changes. The Committees develop recommendations that are submitted to the Executive Cabinet. The Executive cabinet reviews and provides recommendations via changes in the budget to the Board of Trustees for consideration. Through this structured, inclusive, and evidence-informed process, GRC ensures that financial planning is transparent, grounded in realistic projections, aligned with institutional priorities, and supported by risk-management practices that maintain the college's fiscal stability over time.

Observation of Continuous Improvement: GRC will continue to support the Fiscal Sustainability Taskforce, improve campus-wide fiscal literacy and budget training, and explore more diverse sources of revenue, in accordance with its mission and values. Further, the college will continue to strategically scrutinize requests for expenditures with the goal of meeting mission critical priorities while remaining fiscally prudent.

Evidence Documentation for Standard 2.E.2	
2.E.2 EV.#1: Policies and procedures for planning and monitoring of operating and capital budgets, · reserves · investments · fundraising · cash management · debt management · transfers and borrowing between funds	State Policies: <u>SBCTC Accounting Manual (CLAM)</u> <u>State Administrative and Accounting Manual (SAAM)</u> Bonds—Requirements, <u>RCW 28B.50.350</u>, Revenue bond financing—Public bid, <u>RCW 28B.50.330</u> Financing contracts, <u>RCW 39.94</u> SBCTC Policy Manual: Borrowed funds <u>6.40.30</u> <u>SBCTC Operating Budget</u> <u>SBCTC Capital Budget, Planning, and Facilities</u> <u>SBCTC Overview of Allocation Model</u> <u>FY26 Allocation Schedule External 12-17-2025.xlsx</u> 2.E.2 EV.#1 FY26 Allocation Schudele E: GRC Policies: <u>EL-1 General Executive Constraint</u> – 2/18/2014 <u>EL-4 Financial Planning/Forecasting</u> – 2/18/2014 <u>EL-5 Financial Condition</u> – 2/18/2014 <u>EL-6 Risk Management</u> - 11/21/2019 <u>EL-9 Reserves</u> – 9/15/2016

	<u>GRC Budget Development Process Summary & Outline 01-12-</u>  2.E.2 EV.#1 GRC Budget Development <u>2026.pdf</u> Authority reserved by the board of trustees: <u>BSR-1 Order Delegating Authority – 6/19/2024</u> <u>GRC college Foundation Endowment Spending Policy</u> Fiscal Sustainability Policy and Documentation: <u>GRC-FSTF-Newsletter-The-Fiscal-Compass-Issue-1-Fall-2025</u>  2.E.2 EV.#3 GRC-FSTF-Newsletter-
Optional Evidences: 2.E.2 EV.#2: Sample of meeting agendas, minutes, and/or other documentation as evidence of meaningful opportunities for participation by stakeholders through	<u>Q1 FY 25-26 Budget report in board meeting January 15, 2026 (Page 11-21)</u> <u>Q2 FY25-26 Budget report in board meeting - February 19, 2026</u>  2.E.2 EV.#2 Draft Board Packet for 2-19 (Page 17-27)  2.E.2 Ev.#2 Campus Forum - Budget Prese <u>Campus Forum - Budget Presentation</u>  2.E.2 EV.#2 FY2026-2027 Budget I <u>FY2026-2027 Budget Development Roadmap</u>  2.E.2 EV.#2 24-25 Budget Book.pdf <u>24-25 Budget Book</u>
Additional Evidences	 2.E.2 GatorNet Business Office.pdf <u>Welcome to the Business Office</u> <u>Manager Budget Training</u> <u>Budget Training</u>

2.E.3 Transparent management of financial resources

Financial resources are managed transparently in accordance with policies approved by the institution's governing board(s), governance structure(s), and applicable state and federal laws.

Green River College meets Standard 2.E.3 by ensuring that financial resources are managed transparently and judicially in accordance with the GRC Board of Trustees, SBCTC, state, and federal regulations.

Institutional Governing Board and Governance Structure: GRC maintains clearly defined, board approved policies ([EL-4 Financial Planning/Forecasting](#)) for the oversight and management of college financial resources. These policies address financial planning and processes for the college, including operating and capital budgets, reserves, cash and debt management, and transfers between funds. Budgeting for any fiscal year shall follow the college outcomes established by the board, be fiscally responsible, and be realistic in projections of income and expenses. The budget will become effective after it is approved by the board. The college also submits an annual budget to the board of trustees for review and approval further reinforcing stability and focus on the mission.

Compliance with State and Federal Laws: GRC follows the [Washington Budget and Accounting Act](#) (Chapter 43.88 RCW) and Washington State Office of Financial Management (OFM) requirements for the accounting in state agencies. This is in alignment with the provisions of the [State Administrative and Accounting Manual \(SAAM\)](#). State accounting and Administrative Manual. The college also complies with the provisions of the SBCTC Policy - [the ctcLink Accounting Manual \(CLAM\)](#).

Internal Controls and Compliance with State and Federal Requirements: GRC has developed a full set of internal controls including controls required by state agencies including policies, risk assessment, control activities and monitoring. GRC subscribes to an appropriate accounting system that follows generally accepted accounting principles and effective internal controls. The GRC accounting system provides timely and accurate financial information required for effective institutional decision making. GRC follows [Generally Accepted Accounting Principles \(GAAP\)](#) in financial reporting for fund groups and prepares financial reports using the [National Association of College and University Business Officer \(NACUBO\)](#) model.

Accounting Systems and Standardized Financial Management: From 2000 to 2019, GRC used the Financial Management System (FMS) maintained by the SBCTC. In 2022, the college transitioned to PeopleSoft, locally known as ctcLink—a centralized statewide ERP system used by all 34 Washington community and technical colleges. CtcLink standardizes business practices, aggregates financial data across the system, and supports consistent reporting. Using data from this system, the SBCTC produces a single system-wide financial statement, and GRC prepares its own financial reports using the NACUBO model.

Regular Financial Reporting and Public Transparency: The college is audited annually by the SBCTC and the Washington State Office of Financial Management. GRC submits quarterly financial reports to the Governor-appointed Board of Trustees, which provides global oversight of the college’s financial health. These reports are presented during public meetings in accordance with the Washington State Open Public Meetings Act. GRC also maintains a budget and financial dashboard that compares budgeted allocations to actual spending, providing transparency and access to financial information for all employees. Given the delays in state audits, GRC has engaged a private auditor (Clark Nuber) and is simultaneously scheduled to be audited by SBCTC in 2026.

Observation of Continuous Improvement: GRC continuously strives to adapt to the policies and standards set by the board of trustees, to the laws of the State of Washington and the federal rules related governing fiscal stewardship. GRC will continue to exercise due diligence and professionalism in an effort to maintain clean effective adaptation of state and federal human resources requirements.

Evidence Documentation for Standard 2.E.3	
2.E.3 EV.#1: Description of internal financial controls	State Policies: Capital budget projects—Objective analysis and scoring— Prioritized lists—Additional supporting information, RCW 43.88D.010

	Services and activities fees—Guidelines governing establishment and funding of programs supported by—Scope—Mandatory provisions—Dispute resolution, RCW 28B.15.045 Office of Financial Management (statewide accounting) State Administrative & Accounting Manual (SAAM) Financial Services Department of Enterprise Services (DES) GRC policy - authority reserved by the board of trustees: BSR-1 Order Delegating Authority etcLink Accounting Manual GRC Grant project management policy and procedures: GA-13 Grant/Contract Proposal Development GA-14 Grant/Contract Procedures, Post Award Process for Financial Review of Grant & Contract Awards
2.E.3 EV.#2: Board approved financial policies • state financial policies • system financial policies	GRC: EL-4 Financial Planning/Forecasting State: SBCTC Policies and Rules State Administrative and Accounting Manual (SAAM) Comprehensive Annual Financial Report (ACFR)

2.F Human Resources

The College demonstrates mission fulfillment through effective human resource policies and practices that support qualified personnel, equitable employment processes, and ongoing professional development. Green River College ensures that faculty, staff, and administrators are sufficient in number and expertise to support academic programs, student services, and institutional operations, thereby advancing student learning, achievement, and institutional effectiveness.

2.F.1 Conditions of Employment

Faculty, staff, and administrators are apprised of their conditions of employment, work assignments, rights and responsibilities, and criteria and procedures for evaluation, retention, promotion, and termination.

Green River College meets Standard 2.F.1 by maintaining fair and equitable conditions of employment that are clearly defined through policy, contract, and state regulation. GRC strives to strengthen evaluation, retention, promotion, and termination practices by regularly reviewing employment policies and tools to ensure clarity, consistency, and alignment with collective bargaining agreements, state law, and institutional priorities. HR provides training, consultation, and monitoring to support fair and equitable performance management across employee groups. Personnel actions are administered consistently through standardized tools such as job descriptions, evaluation templates, supervisor training, and HR oversight. Termination procedures follow contractual, legal, and due-process requirements, ensuring fair and equitable treatment.

Conditions of Employment, Rights, and Responsibilities: GRC maintains clear, publicly accessible policies and procedures that define conditions of employment, work assignments, rights and responsibilities, and processes for evaluation, retention, promotion, and termination. These expectations are documented through board policies, Human Resources procedures, and collective bargaining

agreements covering faculty and classified staff ([Board of Trustees Policies](#), [Human Resources Policies and CBAs](#), [UF CBA](#) and [WFSE CBA](#)). New employees at GRC receive an electronic contract outlining their job title, salary terms, compensation, benefits, termination conditions, and governing rules. As part of onboarding, all employees are required to participate in the [HR-17 New Employee Orientation Program](#). This program includes a formal welcome, equipment access coordinated by supervisors, ongoing mentoring provided by a designated colleague, and an introduction to the college and department led by the Director of Learning & Innovation. In addition, employees are given printed copies of their job descriptions, which detail their responsibilities, required qualifications, skills, and physical requirements. The [Human Resources homepage on GatorNet](#) (see evidences EV #3 in the table) provides further information and resources, including orientation materials, benefits, accommodations, collective bargaining agreement and other employee programs.

Evaluation, Retention, Promotion, and Termination: Faculty and classified employees operate under comprehensive CBAs that specify evaluation criteria, timelines, professional responsibilities, and disciplinary procedures based on just cause. Administrators and exempt employees are evaluated under college policies that establish performance expectations, evaluation cycles, and continued employment standards ([Evaluation and Disciplinary Procedures](#) and [Performance Review Guide](#), see GatorNet evidences in the table). (see Evaluation and Disciplinary Procedures, Performance Review Guide in the EV.#3 row of the table).

Observation of Continuous Improvement: Green River College will continue to review and discusses its annual contracts each year, providing an opportunity to improve communication and clarity of these documents. Similarly, Instruction leadership reviews existing policies and discusses complex situations within the leadership team to ensure consistency across the leadership team and where appropriate with historical precedents at the college. The Instructional Council is also improving governance by increasing engagement and communication with adjunct faculty, including making meeting information more accessible and adding the AFAC co-chair to its distribution list. The college and the faculty union recently completed negotiations on a new Collective Bargaining Agreement, effective through June 2028, which includes updated language reflecting the responsibilities of CTE faculty and enhancements to evaluation processes such as tenure review. The Labor–Management Committee meets regularly to support consistent interpretation and implementation of the new agreement. GRC’s HR division will revise its performance assessment audit to include the requirement for supervisors to provide current job descriptions and that's when we will also start keeping a digital library of them all. This will also support more systematic processes for monitoring performance evaluation metrics for data-informed continuous improvement efforts.

Evidence Documentation for Standard 2.F.1	
2.F.1 EV.#1: Human resource policies and procedures	Human Resources Policies  2.F.1 AdExp-Employee Han Exempt/Admin Employee Handbook Classified Employee WFSE CBA  2.F.1 GRC Faculty CBA 2025-28.pdf Faculty CBA 2025-28 CBA
	Teaching: Instruction Policies Scholarship:

• scholarship • service • artistic creation	Faculty CBA <u>2025-28 CBA</u> <i>Article XVI: Academic Freedom, Faculty Rights, And Intellectual Property (pages 111-113)</i> Service: Faculty CBA <u>2025-28 CBA</u> <i>Article V: Terms of Employment - section A: Job Description for Full-Time Instructional Faculty – Bulletin 3 (pages 25-26)</i> Artistic Creation: <u>IN-6 Academic Freedom</u> – 2/4/2020
2.F.1 EV.#3: Policies and procedures for apprising employees of working conditions, • rights and responsibilities • evaluation • retention • promotion • termination	2.F.1 GatorNet Human Resources H <u>Human Resources homepage on GatorNet</u> <u>Human Resources Policies (HR21-26):</u> <u>HR-21 Suspended Operations-Employee's Leave Option</u> – 6/1/2017 <u>HR-22 Nondiscrimination and Harassment</u> – 8/14/2020 <u>HR-23 Leave Without Pay</u> – 6/1/2017 <u>HR-24 Administrative/Exempt Position Title Changes</u> – 6/1/2017 <u>HR-25 Layoff Procedure, Non-Rep. Classified Staff</u> – 12/11/2015 <u>HR-26 Remote Work Policy</u> – 9/6/2022 Workplace Safety: <u>WFSE CBA</u> <i>Article 20 Safety and Health (pages 54-55)</i> <i>Article 22 Drug and Alcohol-free Workplace (pages 57-59)</i> Conditions of Employment: <u>WFSE CBA</u> <i>Article 7 Hours of Work (pages 16-20)</i> <i>Article 25.2 Conditions of Employment (page 60)</i> Work Assignments: <u>WFSE CBA</u> <i>Article 4.2 Types of Appointment (page 4)</i> <i>Article 6 Performance Evaluation (page 15)</i> Rights and Responsibilities: <u>WFSE CBA</u> <i>Article 2 Non-Discrimination (page 1)</i> <i>Article 3 Workplace Behavior (page 2)</i> <i>Appendix K Title IX (page 9)</i> <i>Article 7 Hours of Work (page 16)</i> <i>Article 8 Overtime (page 20)</i> <i>Article 9 Training and Employee Development (page 23)</i> <i>Article 25 Licensing and Certification (page 60)</i> Faculty CBA <u>2025-28 CBA</u>

	<i>Article I: Recognition - Section C: Recognition of Right to Bargain (page 8)</i> <i>Article XVI: Academic Freedom, Faculty Rights, And Intellectual Property (pages 111-113)</i> Evaluation: (see 2.F.4 for more information) <u>WFSE CBA</u> <i>Article 6 Performance Evaluation (pages 15-16)</i> Faculty CBA <u>2025-28 CBA</u> <i>Article IX: Tenure – section F: Evaluation and Support Process (pages 71-79)</i> <i>Article VI: Adjunct Faculty – Section D: Evaluation (pages 40-42)</i> <i>Article X: Review of Tenured Faculty (page 85)</i> <u>Annual assessment form used for administrators</u> <u>2024-2025 Performance Review Guide</u> Retention: <u>WFSE CBA</u> <i>Article 43 Compensation (pages 100-107)</i> Promotion: <u>WFSE CBA</u> <i>Article 42.2 Position Review (pages 97-98)</i> <i>Article 43 Compensation (pages 100-107)</i> Faculty CBA <u>2025-28 CBA</u> <i>Article VII Leaves and Faculty Development - Section M: Faculty Excellence Awards (pages 61-62)</i> <i>Appendix A: Full-Time Faculty Annual Salary Schedule (page 116)</i> <i>Appendix B: Adjunct Faculty Salary Schedule (page 118)</i> <i>Appendix D: Professional and Technical Salary Placement and In-Service Credit Advancement (pages 127-128)</i> <i>Appendix E: In-Service Credit Computation Schedule for Faculty Member's Continuing Education Experience (page 129)</i> Termination: <u>WFSE CBA</u> <i>Article 29 Disciplinary Procedures (pages 63-64)</i> <i>Article 27 Resignation and Abandonment (page 61-62)</i> <i>Article 34 Reasonable Accommodation Disability Separation (pages 71-73)</i> <i>Article 35 Layoff and Recall (pages 74-75)</i> Faculty CBA <u>2025-28 CBA</u> <i>Article VI Adjunct Faculty:</i> <i>Section K: Contract Cancellation (page 50);</i> <i>Section L: Termination of Adjunct Faculty (page 50);</i> <i>Article XII: Termination of Employment (pages 92-97)</i>
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Additional Evidences	NH-Classified New Hire Managers Check NH-Classified New Hire Managers Checklist 05.2025 NH-New Hire Classified Professional Mentor Checklist 12.2024 NH-New Hire Classified Professiona 2.F.1 Full-time instructor Contract Template 2.F.1 Adjunct New Hire Agreement 09.pc Adjunct Agreement Template 2.F.1 Blank Adjunct FWL contract.pdf Blank Adjunct Faculty Workload Contract
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2.F.2 Professional Development

The institution provides faculty, staff, and administrators with appropriate opportunities and support for professional growth and development.

Green River College meets Standard 2.F.2 by providing professional development opportunities that support employee effectiveness and institutional goals. GRC provides structured opportunities and institutional support for professional growth and development. GRC supports continuous learning through [tuition waivers](#), [professional development funding](#), internal and external training programs, statewide SBCTC offerings, and leadership development initiatives (see [Exempt Staff Training and Development Request](#), in Ev #1 in the table).

Faculty professional development is supported through contractual provisions for training funds, sabbaticals, and instructional improvement. Classified and exempt employees have access to professional development funding, tuition benefits, and ongoing training facilitated by Human Resources (see [Learning & Innovation](#), evidences in the table). GRC has negotiated specific professional development processes and incentives for all faculty. These include setting aside funds to cover professional development, dedicated days each year for professional development, and mandatory training on certain critical topics (such as advising) that promote skill growth among faculty. The [Faculty CBA](#) (see GatorNet evidences in the table) described faculty development program, professional leave, continuing education and awards in article VII. Classified employees CBA described training and employee development in article 9.

Professional training information can be found in GRC internal website GatorNet, [Learning & Innovation: Professional Development](#) (see GatorNet evidences in the table) page. This resource is designed to help you advance your skills, strengthen leadership abilities, and build effective teams, offering both individual growth opportunities and team-based learning experiences. It provides a quarterly course calendar with workshops and programs—including equity representative training sessions—along with detailed course descriptions such as the foundations of leadership (fol) series for emerging and established leaders; GRC also provides specialized training to support equitable hiring practices at GRC.

Professional development opportunities that align with institutional priorities are communicated to all employees via internal communication channels, thus ensuring equitable access.

Observation of Continuous Improvement: Green River College advances continuous improvement in professional development through regular assessment of offerings, participation trends, and workforce needs to ensure alignment with institutional priorities and equitable access for employees. Human Resources collaborates with supervisors and campus leadership to support training, leadership development, and skill-building opportunities while evaluating their effectiveness in supporting employee performance and retention.

Evidence Documentation for Standard 2.F.2	
2.F.2 EV.#1: Employee professional development policies and procedures for faculty, · staff · administrators	<u>Employee Tuition Exemption Request Form</u>  2.F.2 Learning & Innovation.pdf
	<u>Learning & Innovation</u>  2.F.2 Learning & Innovation Profession
	<u>Learning & Innovation: Professional Development</u> Faculty: <u>2025-28 CBA</u> <i>article VII: Leaves and Faculty Development - section I: Faculty Development Program (pages 57-59)</i> <u>Faculty Excellence Program</u> <u>Distinguished Faculty Award</u>
	Staff: <u>RCW 28B.15.558: Waiver of tuition and fees for state employees and educational employees—Report.</u> <u>2025-2027 Washington Federal State Employees - Higher Education</u> <i>article 9 Training and Employee Development (page 23)</i>
	Administrators: <u>RCW 28B.15.558: Waiver of tuition and fees for state employees and educational employees—Report.</u> <u>Employee professional Development</u> <u>Administrative/Exempt Handbook</u> -professional development (page 16)  2.F.2 Exempt Staff Training and Develop <u>Exempt Staff Training and Development Request</u>

2.F.3 Staffing Capacity and Qualifications

Consistent with its mission, programs, and services, the institution employs faculty, staff, and administrators sufficient in role, number, and qualifications to achieve its organizational

responsibilities, educational objectives, establish and oversee academic policies, and ensure the integrity and continuity of its academic programs.

Green River College meets Standard 2.F.3 by employing sufficient numbers of qualified personnel to support educational programs and student services. GRC employs sufficient faculty, staff, and administrators to support its mission, educational objectives, and academic policies.

GRC is an equal opportunity employer as expressed in Policies [HR-22 Nondiscrimination and Harassment](#) and [GA-10 Reasonable Accommodation](#). HR oversees the hiring process and requires that a minimum of one screening committee member attends equity representative training. Candidates for exempt, and classified positions are interviewed by a screening committee. The committee evaluates qualifications and recommends finalists to the hiring manager. Background checks are performed on candidates prior to hire. Staff participate in local, regional, and national professional associations and trainings to keep recruitment and benefit policies and procedures current (HERC and SHRM); comply with federal and state law; and ensure the use of industry-accepted best practices in HR management. Performance evaluation processes for faculty, administrators, and classified employees ensure that qualified personnel are serving in all positions.

GRC ensures faculty are qualified to meet its organizational responsibilities and educational objectives through defined hiring procedures grounded in disciplinary competence, equity, and mission alignment ([Faculty CBA 2025-28](#) article III, section A.2. Qualified faculty and administrators serve on trained hiring recommendation committees that develop job descriptions, screen applicants, conduct interviews, and recommend finalists (Faculty CBA article III, sections B.1–B.2). Positions are broadly advertised with clearly stated qualifications, and final selections include reference and background checks to ensure compliance with institutional and state qualification standards (Faculty CBA article III, sections B.3–B.5, B.11–B.12; section E). GRC maintains structured hiring, classification, credential verification, and workload assignment processes to ensure all personnel are appropriately qualified ([MR-Job Description Template.docx](#) in Ev #5; Student [Job Description Template.pdf](#)).

Overall, GRC has a commitment to clear and transparent communication of job expectations with faculty. All engagement expectations for faculty are presented in the CBA, in particular article 4. In addition, GRC makes all its [HR policies](#) publicly available. Faculty credentials are verified through formal HR processes, and staffing levels are reviewed through enrollment analysis, operational planning, and budget development. Instructional and non-instructional staffing decisions are aligned with institutional priorities and regulatory requirements ([Organizational Charts](#) in EV #3 row in in the table).

Further, GRC regularly evaluates staffing sufficiency through leadership reviews, accreditation self-evaluation, program review, state reporting, and annual planning and budget development processes to ensure continuity and operational integrity across the institution. Human Resources collaborates with instructional and administrative leadership to review position classifications, recruitment practices, and credential verification processes in support of effective staffing and succession planning. Through ongoing assessment and alignment with enrollment trends, budget priorities, and strategic planning cycles, these processes help ensure the college maintains a qualified and sufficient workforce to sustain program quality and institutional effectiveness.

Observation of Continuous Improvement: GRC will strengthen continuous improvement efforts related to personnel sufficiency by regularly analyzing workforce data, hiring outcomes, turnover trends, and workload indicators to ensure staffing levels, roles, and qualifications remain aligned with institutional needs. The college reviews employee numbers, assigned duties, and operational demands on an ongoing basis at the administrative level and incorporates recommendations from all divisions when developing strategic, mission-aligned requests to hire or replace faculty, staff, and administrators. Moving forward, GRC will continue to evaluate approaches that sustain academic and operational standards while

maintaining fiscal responsibility in the context of declining state and federal resources. These efforts support ongoing alignment between staffing decisions, institutional priorities, and long-term sustainability.

Evidence Documentation for Standard 2.F.3	
2.F.3 EV.#1: Documentation about engagement and responsibilities specified for faculty and staff, as appropriate	<u>2025-28 CBA</u> <i>Article IV: Divisional and Institutional Operations (pages 15-25)</i> <u>WAC 131-16-080 General Standards of Qualifications</u> <u>WAC 131-16-091 Additional Qualifications</u>
2.F.3 EV.#2: Personnel hiring policies and procedures	GRC Faculty CBA: <u>2025-28 CBA</u> <i>Article III: Recruitment and Hiring of Faculty (pages 10-14)</i> State WFSE CBA: <u>2025-2027 Washington Federal State Employees - Higher Education</u> <i>Article 4: Hiring and Appointments (page 2)</i> GRC Personnel Hiring Policies and Procedures: <u>HR-11 Employment of Relatives – 6/1/2017</u> <u>HR-12 Background Verification – 6/1/2017</u> <u>HR Policies (Section on Hiring and Onboarding)</u>
2.F.3 EV.#3: Organization charts	 2.F.3 EV.#3 College Organizational Structu <u>Organizational Charts</u> <u>Faculty and Administration – GRC Catalog</u>
Optional Evidences: 2.F.3 EV.#4: Policies and procedures for determining positions and anticipated resource allocation	GRC Faculty CBA: <u>2025-28 CBA</u> <i>Article III: Recruitment and Hiring of Faculty - Section C: Position Approval (page 14)</i> State CBA: <u>2025-2027 Washington Federal State Employees - Higher Education</u> <i>Article 42: Classification (pages 97-99)</i>
Additional Evidences: 2.F.3.EV.#5: Sample job descriptions and required minimum qualifications	GRC Faculty CBA: <u>2025-28 CBA</u> <i>article V: Terms of Employment (pages 25-39)</i> Job Description Sample in Hiring Website: <u>Jobs @ Green River College</u> Job Description Template:  2.F.3 Job Description Template.pdf <u>MR-Job Description Template</u> <u>Student Job Description Template</u>

2.F.4 Employee Evaluations

Faculty, staff, and administrators are evaluated regularly and systematically in alignment with institutional mission and goals, educational objectives, and policies and procedures. Evaluations are based on written criteria that are published, easily accessible, and clearly communicated. Evaluations are applied equitably, fairly, and consistently in relation to responsibilities and duties. Personnel are assessed for effectiveness and are provided feedback and encouragement for improvement.

Green River College meets Standard 2.F.4 by implementing transparent, regular, systematic evaluation processes that promote equity, fairness, accountability, and continuous improvement. GRC regularly applies evaluation processes for all personnel groups. Evaluation criteria are written, published, and aligned with institutional mission, goals, and job responsibilities. These criteria are communicated during onboarding and made accessible through HR policies and Collective Bargaining Agreements. Evaluations are applied equitably and consistently, supported by supervisor training and HR oversight. Evaluation records are maintained in accordance with policy and law, ensuring accountability and continuous improvement.

Classified staff: Classified employees are evaluated in accordance with [WAC 357](#) and the [Washington Federation of State Employees Higher Education Community College Coalition](#), article 6 Performance Evaluation (page 15-16). *Faculty:* Faculty evaluations follow structured processes outlined in the [GRC Faculty CBA](#) (see GatorNet evidences in the table), including peer review and instructional assessment. GRC carefully evaluates its faculty, both tenure and adjunct. Tenure track faculty are evaluated during the tenure process in detail ([GRC Faculty CBA](#), article IX section F), and then regularly thereafter in the post-tenure review process ([GRC Faculty CBA](#) article X). Adjunct faculty are evaluated per article VI section D of the CBA, which includes observations during the first two quarters working at GRC and every two years thereafter. Termination of Employment policies and procedures are outlined in CBA article XII. *Exempt and administrative staff:* Exempt employees are evaluated annually using institutional performance management procedures followed by [Exempt/Admin Employee Handbook](#) page 16 (see evidence EV #1 in the table),. The employee and supervisor complete the [Performance Evaluation Form](#). ([Performance Evaluation Examples](#)) (see evidence EV #1 in the table)

GRC provides training and guidance to supervisors to promote consistent and equitable application of evaluation standards. It also monitors evaluation practices for compliance with policy, collective bargaining agreements, and state and federal requirements. Through ongoing assessment of evaluation outcomes and feedback mechanisms, HR helps strengthen performance management practices that support employee effectiveness, professional growth, and institutional success.

Observation of Continuous Improvement: GRC will support continuous improvement in the area of evaluation of responsibilities and duties by regularly reviewing evaluation criteria, processes, and timelines to ensure they remain clear, accessible, and aligned with institutional goals and employee roles. The college will also strengthen the alignment of roles, responsibilities, and accountability to its the fiscal sustainability efforts. The HR department is moving toward a digital library of personnel files, increasing the accuracy of performance assessment and evaluation tracking for all employees.

Evidence Documentation for Standard 2.F.4	
2.F.4 EV.#1: Administrator/staff/faculty evaluation policies and procedures	State Classified Employee: 2025-2027 Washington Federal State Employees <i>article 6 Performance Evaluation (pages 15-16)</i> Performance And Development Assessment Form Performance Assessment Instructions Competency Examples with Performance Statements

	GRC Faculty CBA: <u>2025-28 CBA</u> <i>Article VI: Adjunct Faculty -Section D: Evaluation (pages 40-42)</i> <i>Article IX: Tenure: Section F- Evaluation and Support Process (pages 71-79)</i> <i>Article X: Review of Tenured Faculty (pages 85-89)</i> <i>Article XII: Termination of Employment (pages 92-97)</i> GRC Administrator/Exempt:  2.F.4 Supervising Admin or Exempt Staf <u>Supervising Admin/Exempt Staff (GatorNet)</u> <u>Annual assessment form used for administrators</u> <u>2024-2025 Performance Review Guide</u>  2.F.4 AdExp-Employee Han <u>Exempt/Admin Employee Handbook</u> President: <u>BSR-3 Monitoring Presidential Performance</u>
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2.G Student Support Resources

Green River College meets NWCCU Standard 2.G by providing accessible, equitable, and appropriately resourced student support services that are aligned with the institution’s mission, educational programs, and student success goals. GRC ensures that student support resources are sufficient in scope, capacity, and quality to support student learning, persistence, and completion across all instructional modalities and student populations. Student support services at GRC are intentionally designed to address the academic, personal, financial, and technological needs of students throughout the student lifecycle. These services are delivered through clearly defined organizational structures, staffed by qualified personnel, and supported by institutional policies, procedures, and regularly reviewed practices. Services are available to students in on-campus, online, hybrid, and distance education environments and are communicated through multiple, publicly accessible platforms to ensure transparency and awareness.

GRC demonstrates compliance with this standard by ensuring that learning environments and student support services promote effective learning (Standard 2.G.1); that accurate, current, and accessible information about student services, policies, and requirements is widely published (Standard 2.G.2); and that program licensure, employment requirements, and transfer expectations are clearly communicated where applicable (Standard 2.G.3). Financial aid services are administered in a fair, equitable, and compliant manner, with appropriate counseling and support related to borrowing and loan repayment (Standards 2.G.4 and 2.G.5).

In addition, GRC provides structured academic advising that supports informed decision-making, degree planning, and timely completion (Standard 2.G.6). For distance education, the college maintains secure identity verification processes that protect academic integrity while ensuring student privacy and access (Standard 2.G.7). Through regular assessment, policy review, and continuous improvement practices,

college evaluates the effectiveness of its student support resources and makes data-informed adjustments to ensure that services remain responsive to student needs, equitable in delivery, and aligned with institutional priorities. Collectively, these systems and practices demonstrate that the College has the capacity and commitment to support student success in fulfillment of NWCCU Standard 2.G.

2.G.1 Effective Learning Environments and Student Supports

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.

Green River College meets Standard 2.G.1 by providing effective learning environments and comprehensive [student support services](#) that promote student learning, engagement, persistence, and completion for all students. GRC ensures that academic, advising, financial, personal, and technology-enabled supports are appropriately staffed, accessible, and responsive to the needs of diverse student populations across all instructional modalities, including on-campus, hybrid, and distance education. These services are aligned with institutional priorities and are regularly reviewed to ensure effectiveness and equity in supporting student success.

GRC also offers a variety of campus resources to support all students; these include: state of the art classrooms, technology labs, library, collaboration and individual study areas, video conferencing facilities for Zoom, Teams, etc. and numerous wireless enabled outdoor settings conducive to academic and non-academic activities. Especially propelled by the pandemic of 2020, GRC now boasts of approximately 50 classrooms with about 40% of main campus classrooms being equipped with high performance cameras for hybrid teaching and learning. The IT department supports a total of approximately 3200 computers and adequately accommodates the campus-wide demand for high-speed (wireless and wired) connectivity for teaching and learning.

Overall, GRC offers a comprehensive array of programs designed to promote student success and advance equitable outcomes. These initiatives maintain regular communication with the Office of the Vice President of Instruction (VPI) and the Instructional Council to support the identification of equity gaps and emerging student challenges, as well as the coordinated development of responsive strategies. A central component of these efforts is the First Year Experience (FYE) program, an optional course available to students during their first year of enrollment. The course focuses on developing the academic, personal, and navigational skills necessary for college success. The FYE program is currently in its fifth quarter of implementation; therefore, long-term longitudinal outcomes are not yet available. Institutional monitoring currently emphasizes early indicators of effectiveness, including student retention and progression. Preliminary analyses indicate a positive correlation between participation in FYE and improved quarter-to-quarter retention, and data collection is ongoing to support future longitudinal evaluation.

In addition to the FYE initiative, GRC provides multiple academic and student support services. These include tutoring services and targeted programs supporting first-generation college students and other historically underrepresented populations, such as TRIO and MESA. The College also maintains a robust international student program that provides comprehensive supports, including housing assistance, social integration opportunities, and academic enrichment services. Information about these programs and services is broadly communicated through the College's website and official institutional publications, ensuring students and stakeholders have access to clear and consistent information regarding available supports.

Observation of Continuous Improvement: Green River College plans to systematically assess the effectiveness of its First Year Experience (FYE) initiative through analysis of student graduation and

persistence rates. Outcomes will be reviewed for the overall student population as well as for students from historically underrepresented groups to better understand program impact and support equitable student success. The college is also exploring the development of program-specific FYE courses that integrate program outcomes with FYE content to better support students enrolled in programs with significant or structured requirements. At present, expansion efforts remain under consideration, as the college is awaiting more data from the first several student cohorts. Future decisions regarding broader implementation will be informed by these assessment results.

Evidence Documentation for Standard 2.G.1	
2.G.1 EV.#1: Listing of programs and services supporting student learning and success needs	
<u>General Student Support Services;</u> <u>Student Support Services Referral Sheet</u>	The General Student Support Services page provides information on frequently used or asked student services.
<u>Career & Advising Center</u>	The Career and Advising Center supports 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.
<u>Center for Transformational Wellness</u>	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.
<u>Counseling Services</u>	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.
<u>Disability Support Services</u>	DSS works with qualified students with disabilities in a <i>confidential, respectful, and safe environment</i> 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.
<u>First Year Experience</u>	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! 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 the first day forward.
<u>Foundation Gator Pledge Endowment</u>	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.

<u>Foundation Scholarship</u>	With this one application, students are applying to our Foundation Scholarship Program. Students 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
<u>Holman Library</u>	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.
<u>Student Housing</u>	Living on campus opens students 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.
<u>Online Services</u>	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
<u>TRiO Student Support Services</u>	TRiO Student Support Services increases opportunities for academic success for first generation, low-income, and/or students with disabilities. The TRiO team provides comprehensive, ongoing support services to address institutional barriers and navigate individual challenges, to increase graduation and transfer rates.
<u>Tutoring & Resources</u>	Green River College offers free tutoring resources to currently enrolled Green River students. There is Language Center that help with Foreign Language; Math Learning Center; Tutoring Resource Center that offers tutoring in science, computer science, business, foreign language and more; The Katee Katims Public Speaking Center that provide assistance with oral presentations; Writing and Reading Center that help students writing.
<u>Workforce Education Service</u>	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.
Optional Evidences: 2.G.1 EV.#2: Assessment measures of effectiveness for programs and services	
Advising	 2.G.6 EV.#2 Advising Evaluation Survey Rep <u>Winter 2025 campus-wide survey</u>
PA&I	 2.G.1 EV.#2 PA&I Form.pdf <u>PA&I Form</u>
Institutional Effectiveness	Public IE website: <u>Institutional Effectiveness</u>

	 2.G.1 EV.#2 GatorNet IE Data Dashboards.p GatorNet IE website: Data Dashboards
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2.G.2 Publication of Information

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.

Green River College meets Standard 2.G.2 by widely publishing accurate, current, and accessible information related to student support services, institutional policies, academic requirements, and student rights and responsibilities. Information is made available through the [GRC's website](#), [catalog](#), handbook, syllabi, Canvas, and other official communication channels to ensure students and the interested public can make informed decisions about enrollment, academic planning, financial obligations, and available support resources. The college regularly reviews and updates published materials to maintain clarity, transparency, and institutional integrity.

Provision of Adequate and Accurate information: Green River College (GRC) communicates academic offerings, requirements, and institutional policies through publicly accessible and regularly maintained published information. The college catalog and institutional website serve as the primary sources of information for students and stakeholders, providing comprehensive details on programs of study, academic policies, employment outlook information, and essential student resources. The catalog includes direct links to key areas of the college website that address common student questions and support informed decision-making. Both the website and catalog undergo routine review and updates to ensure accuracy, currency, and consistency of published information.

GRC maintains an online catalog available to students and the public that contains all required institutional and academic information, as identified in the evidence table. As an open-admissions institution, GRC provides prospective students with clear and timely information during the intake process regarding placement, enrollment procedures, tuition and fees, program costs, and withdrawal and refund policies. These details are also published in the online catalog, which includes comprehensive academic policies, tuition rates, course fees, and refund regulations. Cashiering and accounting staff receive training to ensure consistent and accurate application of tuition, fee, and refund policies for students who withdraw.

The Instructional Support Office (ISO) and the Office of the Registrar jointly oversee catalog management and the quarterly syllabi collection to maintain accuracy and alignment with institutional standards. In 2025, GRC implemented seven Areas of Interest supported by more than 80 program maps developed and maintained through the Program Mapping Advisory Committee (PMAC), a cross-campus group of faculty, advisors, deans, staff, marketing representatives, and students. Working in coordination with the Faculty Curriculum Review Committee (FCRC), PMAC conducts systematic reviews to ensure program maps remain accurate, clearly communicated, and aligned with academic pathways and Areas of Interest. The committee promotes campus-wide dialogue and recommends revisions to address issues affecting students and programs.

Student Affairs collaborates with academic and administrative units to review student-facing information, and all catalog content undergoes annual review to ensure clarity, transparency, and accuracy. Through these coordinated processes, GRC sustains reliable communication of academic information and institutional policies, supporting student understanding, informed choice, and equitable access to accurate institutional information.

Observation of Continuous Improvement: Cross-divisional and intra-divisional teams, including the Student Success Team (combined Guided Pathways and Student Enrollment Management teams), PMAC, FCRC, ISO, and the Office of the Registrar will continue to collaborate in reviewing documents and ensuring the provision of accurate information to students and the GRC community.

Evidence Documentation for Standard 2.G.2	
2.G.2 EV.#1: Catalog (and/or other publications) that provides information regarding:	Green River College Website  2.G.2 EV.#1 2025-26 Green River College Catalog Green River Catalog.p
2.G.2 EV.#2: Institutional mission	Mission, Vision, and Values <i>GRC Catalog - Equity-Centered Strategic Plan: Mission Statement (Catalog, pages 20-21)</i>
2.G.2 EV.#3: Admission requirements and procedures	SA-4 Admissions <i>GRC Catalog - Admission Information (Catalog, pages 26-28)</i>
2.G.2 EV.#4: Grading policy	SA-6 Grading Policy <i>GRC Catalog - Academic records: Grading Policy (Catalog, pages 94-97)</i>
2.G.2 EV.#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
2.G.2 EV.#6: Names, titles, degrees held, and conferring institutions for administrators and full-time faculty	GRC Catalog - Faculty and Administration
2.G.2 EV.#7: Rules and regulations for conduct, rights, and responsibilities	Judicial Affairs Student Code of Conduct <i>GRC Catalog - Academic Information: Important Academic Information (Catalog, page 75)</i>

2.G.2 EV.#8: Tuition, fees, and other program costs	<u>Tuition & Fees</u> <u>GRC Catalog – Getting Started: College Cost (Catalog, pages 41-47)</u>
2.G.2 EV.#9: Refund policies and procedures for students who withdraw from enrollment	<u>Withdrawal & Refund Rules</u> <u>GRC Catalog – Getting Started: Withdrawal and Refund Rules (Catalog, pages 47-50)</u>
2.G.2 EV.#10: Opportunities and requirements for financial aid	<u>Financial Aid</u> <u>Financial Aid Guide</u> <u>GRC Catalog - Getting Started: Money for College – Financial Aid (Online printed catalog, pages 29-32)</u>
2.G.2 EV.#11: The academic calendar	<u>Academic Dates & Deadlines</u> <u>GRC Catalog - Academic Calendar</u>

2.G.3 Program Licensure and Employment Requirements

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.

Green River College meets Standard 2.G.3 by clearly communicating program-specific licensure, certification, and employment requirements where applicable. The college provides students with timely and accurate information regarding professional expectations, regulatory requirements, and geographic considerations that may affect licensure eligibility or employment outcomes. This information is communicated through [program materials](#), [advising](#), and other [publicly available resources](#) to support informed student decision-making and program completion.

Provision of accurate requirements and eligibility information: GRC is committed to ensuring students have full knowledge of their program requirements. Requirements are communicated through the [course catalog](#) for Professional and Technical programs. In addition, faculty and staff in these programs communicate to students the requirements throughout their time at GRC. For example, GRC CTE departments communicate needed skills components of licensure to their students at least once a quarter during their program, sometimes more frequently depending on the program. Nursing does it approximately once a quarter for the first year, and then more frequently as graduation approaches, with the checklist (previously provided) provided to the students and discussed in detail in the final quarter. The trades programs, which have individual defined skills, discuss the licensure requirements more frequently as individual skills are covered, often weekly throughout each quarter.

Green River College maintains regular communication with the boards and licensure bodies that govern its professional programs to ensure all academic requirements are accurately met and that any requirements outside the curriculum are clearly conveyed to students. Departments with externally accredited programs engage with their accrediting organizations on an ongoing basis—typically monthly through email or phone—to seek guidance on emerging questions, discuss proposed program changes, and address potential issues. Some programs, such as Nursing, communicate with their accreditors even

more frequently, often weekly during the academic term. These routine contacts supplement all formal reporting, site visits, and required accreditation interactions, ensuring continuous alignment with professional standards and regulatory expectations.

GRC programs that require background checks prior to enrollment and state or federal licensing before graduates can work - publish accurate information on exams and pass rates on the college website and in programs. Examples include [occupational therapy assistant](#), [physical therapist assistant](#), [nursing](#). Other programs with national or state licensure requirements for entry into the associated occupations, including aviation and court reporting and captioning, provide information in their application materials on [Professional Licensure & Certification](#)

Observation of Continuous Improvement: To streamline the access and availability of information to students, the divisions of Instruction and Student Affairs are developing a centralized repository containing eligibility, licensing requirements, selective admissions criteria, and other relevant data. This repository will help inform publications and written materials, including the college catalog.

Evidence Documentation for Standard 2.G.3	
2.G.3 EV.#1: Samples of publications and other written materials that describe the following:	
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	Professional Licensure & Certification  2.G.3 EV.#1 NAC Application Instructions Winter 2026  2.G.3 EV.#1 How To Get your MA Phlebotomy License  2.G.3 EV.#1 Graduation Checklist
Descriptions of unique requirements for employment and advancement in the occupation or profession shall be included in such materials	GRC Websites: Basic and Free Career Assessments Professional Career Assessments Career Coaching Links to external Tools list in webpage: (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.
Optional Evidences: A list of programs leading to fields with licensure requirements	Professional Licensure & Certification

2.G.4 Financial Aid

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.

Green River College meets Standard 2.G.4 by administering financial aid programs in a fair, equitable, and compliant manner that supports student access, persistence, and completion. GRC provides an effective and accountable financial aid program consistent with its mission and according to [Title IV, Higher Education Act](#). The [Financial Aid Office](#) is committed to the college's mission and offers an array of grants, scholarships, loans and employment programs to assist eligible students in attaining their educational goals.

[Financial aid policies and procedures](#) are clearly documented, publicly available, and aligned with federal, state, and institutional requirements. The college provides [counseling and outreach](#) (Contact Us, Hours of Operation) to help students understand financial aid options, [eligibility requirements](#), [responsibilities](#), [repayment obligations](#), ensuring that aid is awarded and effectively managed with integrity, accountability, and transparency. To augment student financial support, the GRC Foundation manages donor-funded scholarships and works with the Financial Aid Office to distribute them. The Financial Aid office continually reviews related procedures with a lens for equity and access, legal compliance, efficiency, and efficacy. The office uses a file review process to reduce manual work, potential errors, and individual student file processing time. Since conversion to the ctcLink system in October 2021, the Financial Aid team has continued to work toward improving and streamlining departmental processes.

The office maintains a high level of fiduciary responsibility using systematic processes and procedures, as well as internal checks and balances in daily operations to ensure accuracy and accountability. Financial aid regularly audits its procedures by randomly reviewing student files. Any discrepancies are immediately resolved and additional training or adjustments of procedures are implemented. Additionally, Financial Aid works internally to reconcile awards and disbursements of all aid types; submit the college's annual Fiscal Operations and Application to Participate report to the Department of Education and the Unit Record Report to the Washington Student Achievement Council; report student level originations and disbursements for federal Pell Grant and Direct Loan Programs to Department of Education weekly; reconcile student-level disbursement reports with the WSAC at least once every academic quarter. (see additional evidences in table.)

Financial aid has received clean audits from the Department of Education (Loan Closeout Report; Pell Closeout Report) and WSAC (All Need Based Aid report). In addition to internal controls, reporting, and regular review of practices, financial aid constantly strives to improve in its service of students and the community. Financial aid staff receive training on a regular basis in communication, serving and advocating for all students, inclusion best practices, equity and inclusion best practices, state and federal financial aid, and team strengthening. All staff also receive FERPA, Cybersecurity, Title IX, and mandatory reporting training, as well as Financial Aid training provided by the Federal Student Aid Office, the Department of Education, Washington Student Achievement Council, and the State Board of Community and Technical Colleges, as well as institutional and departmental trainings.

Publication and Accessibility of Financial Aid Information: All information regarding scholarships, grants, and loans is clearly described, and published by GRC on the [Financial Aid webpage](#). Information is also widely available via the [catalog](#) and other financial aid resources. GRC's official Financial Aid Application Process ([SA-13](#)) and Financial Aid Eligibility policies ([SA-15](#)) are available online. The Financial Aid office provides information regarding the categories of financial aid available and the application process, including deadlines, priority processing dates, and eligibility criteria, on the [financial](#)

[aid webpage](#) as well as in a digital [Financial Aid Guide](#). Students can connect with financial aid through drop-in, in-person assistance, via telephone, via email, or by accessing their financial aid portal. Information about financial aid is also clearly published and easily accessible on the [Foundation's website](#). Key details include application timelines, eligibility criteria, application process, award process.

Observation of Continuous Improvement: GRC will continue to strive to maintain clean audits **and to provide** adequate information regarding financial aid resources and repayment obligations to all students and stakeholders. Through its Foundation, GRC plans to improve and sustain its financial aid program through a strategic, equity-centered approach that aligns with its mission and student needs. According to its 2021–2026 Strategic Plan, the [Foundation is focused on four key strategies](#): Access, Capacity Building, Flexibility, and Success. These strategies are designed to ensure that financial aid remains effective, accountable, and responsive to evolving student and institutional needs. The Foundation also maintains transparency by publishing detailed information about aid opportunities and application processes, ensuring accessibility for both prospective and current students.

Evidence Documentation for Standard 2.G.4	
2.G.4 EV.#1: Published financial aid policies and procedures including information about categories of financial assistance	Published Financial Aid Policies and Procedures: 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 Foundation Scholarship: GRC Foundation: Scholarships Application GRC Foundation: Scholarship process Information to students regarding repayment obligations: Repayment obligations SA-16 Return of Financial Aid Funds Financial Aid Guide -- Student Handbook 2024-25 <i>Policies (page 9-13)</i> <i>Procedures (page 2)</i> <i>Types of Financial Aid (page 4-8)</i> Policies/procedures for monitoring student loan programs: NSLDS: Official Cohort Default Rate - Schools (OPE-ID, 003780) 2.G.4 EV.#1 (NSLDS) Official Cohort Default Rate -GRC^{NSLDS_Official Cohort} Catalog for Financial Aid Information: GRC Catalog – Getting Started, Money for College
Additional Evidences	Financial Aid Self Audit:

	Due Diligence Email Communication between GRC FA and SBCTC on  1 - Adjusting Aid for Suspected Fraudulent Adjusting Aid for Suspected Fraudulent Accounts  1 - Correcting Overpayments Policy,i Correcting Overpayments on Student Accounts  1 - FA File Review Process Guide 2025-26 FA File Review Process Guide 2025-26  1 - Financial_Aid_Self_Aud Financial_Aid_Self_Audit_Calendar  1 - Required Courses Policy.pdf Financial Aid Policy – Required Course Policy  1 - Return of Federal & State Funds 2025-2 Return of Federal & State Funds 2025-26  1 - REVIEWING AND UPDATING MAXT SAP REVIEWING AND UPDATING MAXT SAP STATUSES 1  1 - SAP Review Guidelines.pdf SAP Review Guidelines  1 - Satisfactory Academic Progress P Satisfactory Academic Progress Policy  1 - Timeframe Recalculations for Pro Timeframe Recalculations for Program Changes FISAP Report: Fiscal Operations Report and Application to Participate (FISAP)  2 - 2025 FISAP - Complete.pdf 2 - 2025 FISAP - Complete.pdf
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Unit Record Report:



3 - 2025 Prelim

Prelim demographic-distribution 1 demographic-distribu



3 - 2025 Preliminary

Preliminary Institutional Totals Report 2 Institutional Totals Rej

Weekly Pell and Direct Loan Programs Reports Evidences:

Screenshots of storage files of weekly pell and direct loan programs reports



4 - Storage for
Weekly Pell and Direc

Quarterly Student Reports:

Screenshots of quarterly student reports from 2024 Fall to 2025 Winter



5 - Quarterly Student
Reports.pdf

Loan & Pell Closeout Reports:



6 - 24-25 DL

24-25 DL Closeout Confirmation Closeout Confirmator



6 - 24-25 Pell

24-25 Pell Closeout Confirmation Closeout Confirmation

All Need Based Aid Reports:



7 - 23-24 WSAC URR

23-24 WSAC URR Finalized Finalized.pdf

Financial Aid Staff Training:



8 - Compassion

Compassion Within Compliance Presentation Updated 3-12-25 Within Compliance Pri

	 8 - Foreign Income, Family Size_12.5.25.pdf Foreign Income, Family Size Presentation
	 8 - Quarter Start -Census, R2T4, SAP.pc Quarter Start Refresher Presentation
	 8 - Scholarships.pdf Scholarships and Outside Funding Presentation
	 8 - Steps for Tracking & Inputting SAP Determination Steps for Tracking & Inputting SAP Determination
	 8 - Verification 2025-26.pdf 2025-26 Verification Presentation

2.G.5 Loan Repayment

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.

Green River College meets Standard 2.G.5 by providing students with appropriate information and support related to borrowing, loan repayment obligations, and responsible financial decision-making. The college ensures that students receiving federal loans are informed of repayment terms, exit counseling requirements, available repayment options, and institutional loan default rates. These efforts support financial literacy, compliance with federal regulations, and long-term student financial well-being.

The Financial Aid team sends required repayment obligation notifications to student borrowers. GRC uses [National Student Loan Data System](#) (NSLDS, OPE-ID, 003780) reports and timed messaging through ctcLink and Navigate 360 to ensure students receive accurate updates from trusted institutional sources. GRC publishes its loan default rates; as federal COVID-19 repayment pauses end, the most recent cohort default rates for GRC for fiscal years 2020, 2021, and 2022 are 0.0%,

To centralize essential information, each aid offer letter (see CTCFA_GR_J00_Award_Offer 6-13-25 in the EV.#4 row of the table) links to the [Financial Aid Guide](#), which outlines eligibility requirements (page 2), loan repayment obligations (pages 9-11), Return of Title IV policies (page 10-11), Washington State aid conditions (page 13), and census-date rules (page 9-10). Students who owe repayments due to Pell recalculation or Return to Title IV receive individualized emails (see R2T4 Repayment Email Template.msg in the EV.#4 row of the table) explaining reasons for the amount owed. Students are also referred to the [Inceptia's financial education program](#), which provides ten online modules covering topics such as budgeting, credit, borrowing, debt management, and FAFSA guidance. GRC official policies for Admissions, Return of Title IV Funds, [and Satisfactory Academic Progress](#) were reviewed and accepted by the Department of Education as part of the Recertification Application process in Fall 2023 (see Accepted Review of Policies for Upcoming Recertification Application Submission in the EV.#2 row of

the table. These policies are published on the website and referred to in communications to students.
([Federal Direct Student Loans Q&A](#))

Observation of Continuous Improvement: GRC will regularly and strategically review its processes to ensure effective communication of repayment responsibilities to students. GRC will continue to work collaboratively with fellow institutions to identify and implement best practices, such as linking directly to the [Department of Education Official Cohort Default Rate for Schools](#) web page so students and the public can view the most current cohort default rates. Further, the college is progressively automating communications to avoid bottlenecks caused by a single person being responsible for notifying students. Increasingly, GRC is using research-informed recommendations from ED and loan servicers to ensure effective and timely communication with students.

Evidence Documentation for Standard 2.G.5	
2.G.5 EV.#1: Information to students regarding repayment obligations	Repayment obligations Consumer Information
2.G.5 EV.#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  Accepted_ Review of Policies for Upcoming Application Submission Financial Aid Counselling: GRC Financial Aid - FAFSA/WASFA Appointments Form Financial Aid website stated ways of contacts Direct Loan Exit Counseling Guide  2.G.5 EV.#1 Direct Loan Exit Counseling (
2.G.5 EV.#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
Optional Evidences: 2.G.5 EV.#4: Sample letter to students regarding award and repayment obligations	 2.G.5 EV.#4 Repayment Email Terr R2T4 Repayment Email Template.msg  Census Template.pdf Census Template.msg

	NSLDS Notifications sent through ctcLink:  CTCFA_GR_J07_Loan_Grace_End 12-19-23.p <u>CTCFA_GR_J07_Loan_Grace_End</u>  CTCFA_GR_J05_LOAN_DISB 12-19-23.pdf <u>CTCFA_GR_J05_LOAN_DISB</u>  CTCFA_GR_J08_DELINQUT_STU_LN 12-19-2: <u>CTCFA_GR_J08_DELINQUT_STU_LN</u>  CTCFA_GR_J09_LOAN_EXIT 12-19-23.pdf <u>CTCFA_GR_J09_LOAN_EXIT</u>  CTCFA_GR_J00_Award_Offer 6-13-25 _Offer 6-13-25.pdf CTCFA_GR_J00_Award_Offer 6-13-25
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2.G.6 Academic Advising

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.

Green River College meets Standard 2.G.6 by providing structured, accessible academic advising that supports student educational planning, timely completion, and achievement of academic goals. Advising services are delivered by qualified personnel and are informed by program requirements, transfer pathways, and institutional expectations. The college uses multiple advising modalities and tools to ensure students receive consistent guidance aligned with their academic and career objectives.

Systematic Academic Advising Model: GRC employs a shared advising model that integrates centralized professional advising with department-based academic guidance to ensure students receive coordinated, program-aligned support. This redesign emphasizes strengthened orientation processes, clearer and more consistent advisor assignment, systematic progress monitoring, and expanded academic planning, all supported by Navigate 360 to improve coordination, communication, and student tracking. The advising process includes Entry Advising, Online Orientation, and [New Student Advising & Enrollment \(NSAE\)](#).

which help students clarify goals, understand expectations, select classes, and receive advisor assignments. Advising is delivered across multiple offices to meet diverse student needs, including the Career and Advising Center, [Running Start](#), [Master Achiever Center \(MAC\)](#), [the Mathematics, Engineering, Science Achievement \(MESA\)](#), [TRiO](#), [BAS programs](#), [International Programs](#), and faculty advisors ((see Faculty Advisor Navigatee360 Parameters in the EV.#5 row of the table)see evidences in the table). Students are matched with advisors based on their program of study or [Areas of Interest \(AOIs\)](#)

Professional advisors maintain expertise in curriculum, degree requirements, and transfer planning and participate in ongoing professional development. Faculty advisors are offered multiple virtual advisor training sessions per term. Training covers technology in advising, advising theory and process, degree planning, career and job exploration resources and more. Overall, the Career and Advising Center provides comprehensive educational and career planning, staffed by six educational planners aligned with Guided Pathways AOIs, a career specialist, two getting-started specialists, and support staff. The center serves most new and prospective students from orientation through completion, with faculty advisors assigned at the first term for career-technical students and at 15 credits for transfer students. Advising resources are maintained on the college's advising website, and service effectiveness is regularly evaluated, including an IE-Advisement collaboratively developed Winter 2025 campus-wide survey (approximately 250 respondents) that now helps inform ongoing improvements.

Observation of Continuous Improvement: GRC will continue to improve its advising model and processes. The Advising ReDesign initiative, launched in early 2024, focuses on strengthening student success by improving onboarding and orientation, establishing first-year advisement checkpoints, scaling completion of academic plans by students' third term, and enhancing the clarity, communication, and cross-training within academic success teams. Building on Guided Pathways and Navigate 360, the redesign engages faculty, staff, administrators, and an external facilitator to shape priorities and implementation. By 2027, the college aims to have a universal onboarding model, structured milestone-based advising interventions, fully scaled academic planning, clearer shared advising roles, and defined outcomes for quarterly Advising Day events.

Evidence Documentation for Standard 2.G.6	
2.G.6 EV.#1: Description of advising program, staffing, and advising publications (Student handbook or Catalog; links to webpages – please note specific pages or areas)	Advising Program & Staffing Websites: Career & Advising Center Advising International Program Advising Staffing Getting Started Steps for students: Earn Your Degree or Certificate New Student Advising and Enrollment Advising Publications: New Student Advising and Enrollment presentation  2.G.6 EV.#1 New Student Advising & Er  2.G.6 EV.#1 Advising ReDesign Overview.pr Advising ReDesign Overview

	 2.G.6 EV.#1 Advising ReDesign Quarterly U <u>Advising ReDesign Quarterly Updates</u> <u>2024-2025 Nursing Department Student Handbook</u> <u>Advising Day</u>
2.G.6 EV.#2: Description and evidence of systematic evaluation of advising	<u>External Evaluator final report on 1st year Advising Redesign work</u>  2.G.6 EV.#2 Final Report on 1st Y Rede:  2.G.6 EV.#2 Advising Data GRC 2018.pdf <u>Advising retention data 2018</u>  2.G.6 EV.#2 Advising Evaluation Survey Rep <u>Winter 2025 campus-wide survey</u>
2.G.6 EV.#3: Professional development policies and procedures for advisors	<u>Navigate advisor training manual</u>  2.G.6 EV.#3 Navigate advisor training manu
Additional Evidences	
2.G.6.EV.#4: Advisement (Strategic/ Model) Plan	Advising Model Current  2.G.6 EV.#4 Advising Model Current.pdf
2.G.6.EV.#5: Anonymized sample advisement logs	 2.G.6 EV.#5 Advisement_appointr Sample advisement appointment Log  2.G.6 EV.#5 Advisement Appointr Advisement Appointment Report Template  2.G.6 EV.#5 Advising Appointment Check In Advising Appointment Check In Template  2.G.6 EV.#5 Advising Appointment Schedul Advising Appointment Scheduler (ex)

	 2.G.6 EV.#5 Faculty Advisor Navigatee360 Faculty Advisor Navigatee360 Parameters  FacultyAdvisorNavi te360Parameters (1).x  2.G.6 Spring Enrollment Appointm Spring Enrollment Appointments Notification Email Winter Enrollment & SFRA Notification Email  2.G.6 Wintwe Quarter Enrollment & SFRA.pd
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2.G.7 Distance Identity Verification

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.

Green River College meets Standard 2.G.7 by maintaining secure and reliable processes to verify student identity in distance education courses, consistent with federal regulations and institutional policy. These processes protect academic integrity while safeguarding student [privacy](#) and ensuring equitable access ([IT-3 Accessible Technology](#)) to online learning environments. Identity verification practices are clearly communicated to students and are implemented in a manner that supports both compliance and student success.

GRC applies the same identity verification process for students enrolled in distance education courses as it does for students on campus. Most new students submit an application for general admissions through the [SBCTC's Online Admissions Application Portal \(OAAP\)](#). Students who use a paper application supply the same information as those applying online. There *is no additional fee for identification* verification. GRC is actively working on a systematic process to institute an e-learning regular and substantive interaction (RSI) audit process across the instructional departments. (see 2.G.7 Ev # 4 draft in the evidence table). Currently, all faculty regularly provide feedback and assessment of student coursework. Over half of online courses use discussions forums to regularly engage students on course content. All full-time faculty are contractually required to hold a minimum of five office hours a week. Although not contractually obligated, most adjuncts provide weekly office hours as well.

Students beginning their studies at GRC complete the admission process through the Washington State Community and Technical College Online Admission Application Portal, overseen by the State Board for Community and Technical Colleges (SBCTC). As part of this process, applicants provide personal details to confirm identity. Those new to the SBCTC system receive a [cteLink ID](#), which serves as their unique identifier, and are guided to establish secure login credentials with dual-factor authentication. With these

credentials, students create a NetID that grants access to essential college systems, including [GRC email](#) and the [Canvas learning platform](#). NetIDs are managed online, giving students control over their accounts and the ability to request assistance through the [ITS service desk](#).

The admissions application requires the input of personal information to verify an applicant's identity. Students new to the state community and technical college system are issued a unique student identification number upon admission. If students have previously taken courses at another community or technical college in Washington State, their existing student identification number is used at GRC as well. Students must supply their student identification number, account password, and must complete/pass multifactor authentication efforts in order to access the systems and enroll in classes.

New students must supply their last name, date of birth, and student identification number to look up their GRC-issued student email, and their email address functions as their username when logging into Canvas, the college's learning management system, as well as degree audit and the student portal. All students accessing GRC resources must use multifactor authentication to access college resources and systems. Students accessing proctored testing through the college's assessment and testing center must produce photo identification, such as a GRC-issued student ID card, driver's license/permit, passport, or Washington State ID card.

Observation of Continuous Improvement: Student Affairs, and the Office of the Registrar, will contribute to more effective identity verification through its utilization of a dedicated fraud detection and identity verification specialist. Instruction will adopt a campus policy outlining Regular, Substantive Interaction (RSI) and post it publicly on the website with existing policies. eLearning and Instructional Council (IC) will develop and implement a process for providing evidence that faculty are providing regular and substantive interaction. One potential avenue being discussed in IC is the program assessment and improvement (PA&I) process. While the initial policy draft indicates self-auditing, it is the goal that the RSI verification will become more objectively verified within the appropriate collective bargaining processes.

Evidence Documentation for Standard 2.G.7	
2.G.7 EV.#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 GRC Website about Student Login: ctcLink Resources for Students Student Email Multi-Factor Authentication (MFA) Setup Guide for Student Canvas Login Library Guide on Login: Email Address & Password MFA (multi-factor authentication) Canvas
2.G.7 EV.#2: Policies and procedures make it clear that these identity verification processes (e.g., admissions processes,	GRC Privacy Related Websites: Family Educational Rights and Privacy Act (FERPA) Privacy IT-3 Accessible Technology Set up your password reset verification and MFA methods

proctoring, etc.) protect student privacy	
2.G.7 EV.#3: Notification to students at the time of registration of any additional charges associated with verification procedures	<u>Fees</u> - 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.
2.G.7 EV.#4: Academic policies and procedures for instructors to implement requirements for regular and substantive interaction in distance education courses/programs	Currently creating auditing process in the instructional council eLearning subcommittee for implementation fall 2026.  2.G.7 EV.#4 RSI Checklist.pdf <u>RSI Checklist</u>

2.H Library and Information Resources

Green River College meets Standard 2.H by providing library and information resources sufficient in scope, quality, and currency to support academic programs and student learning. These resources are accessible, professionally staffed, and regularly evaluated to ensure effectiveness.

2.H.1 Library and Information Resources

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.

Green River College meets Standard 2.H.1 by providing library and information resources that are adequate in scope, quality, and accessibility to support student learning and academic programs.

Library Mission Statement: [The Holman Library's mission statement](#) highlights its role in advancing GRC's mission by fostering equitable access to information and supporting the development of information literacy skills. The library provides resources and services designed to serve students, faculty, and staff, while continually aligning its practices with the college's mission, vision, and values to ensure inclusive and effective learning experiences.

Qualified Employees: The library employs well-qualified personnel sufficient to meet campus needs, as demonstrated in the [library organization chart](#) (see GatorNet evidences in the table). Holman Library's faculty librarians include five full-time and five adjunct personnel. Classified staff further advance college programs, including one technical services specialist, and three circulation staff who supervise student workers and manage borrowing services. Additionally, Media Services employs three full-time staff who support faculty by digitizing media and providing set-up and recording. Library administration consists of an associate dean and an administrative assistant.

Accessibility and Sufficiency: Holman Library provides access to resources (print and digital), instruction, research guides, and point-of-need assistance to support and sustain the college's mission and instructional programs. [Policies available](#) – primarily on the library's website – address availability and the use and circulation of physical materials, [academic honesty](#), and copyright. Current students, faculty, staff, alumni, and community members [may borrow items](#) for no additional fees; however, community members pay a small fee for a GRC community card.

Physical items are circulated to remote locations for students to pick up. Access to items not held by the library are [provided through interlibrary loan](#) (Holman Library belongs to the OCLC interlibrary loan consortium) and by our local public libraries in the region through a partnership with King County Library System (KCLS) where GRC students, faculty, and employees can also [access to KCLS digital collections and databases](#).

Acquisition of materials is guided by the [Collection Development Guidelines](#), which addresses collection areas, depth, breadth, and currency in support of GRC’s academic programs, mission, and goals. The library’s extensive [electronic information resources](#) are freely accessible at any time to all students - whether they are at main campus, remote campuses, or online. The [library collection](#) includes 39,000 physical volumes and approximately 621,000 ebooks available through our discovery system. Electronic resources are increasingly requested and used by our faculty and students due to their ease of access, and remote access is granted to all current students, faculty, and staff. Use of the databases is also covered in the college’s [SA-24 Student Acceptable Computer Use Policy](#) and [IT-2 Employee Acceptable Use of Technology Policy](#), which specifically address expectations for honesty, integrity, and items such as hate speech.

Collection Planning and Assessment: Planning and assessment of collection development. library resources, and instruction are guided through feedback from library users, librarians and other library staff, and in regular consultation of statistical reports. Librarians are assigned as liaisons to all academic divisions, attend division meetings, and communicate regularly with faculty. The library also surveys students and faculty every two years to gather feedback on resources and services, and librarians review and discuss survey results and make continuous improvement changes the following year ([Library Assessment Processes](#) see evidences in the table). The collection development librarian is assigned to all divisions to help with collection requests; they work with the technical services staff to send out monthly notices to divisions about recent acquisitions in their areas. ([Titles Purchased by Division/Subject 23-24](#) - see evidence in the table). In the Spring, librarians look at database statistics and discuss electronic research collections, considering breadth and utilization(see [May 28, 2025 Database Discussion & Statistics](#) evidence in the table).

Librarians provide instruction to support GRC’s academic programs and [campus-wide learning outcomes](#) (see GatorNet evidences in the table) as part of the college’s mission and goals. [Collaborative information literacy instruction](#) is provided in a range of modalities; these include drop-in workshops, in-person, hybrid, and asynchronous formats, to cater to diverse student learning needs. Liaison librarians also work with faculty in academic disciplines across campus to create [subject research](#) and [academic support guides](#), as well as to regularly track instruction [statistics and assess student learning](#) (see evidences in the table).

Observations of continuous improvement: Holman Library engages in continuous improvement through systematic data collection and review of our programs, services, and facilities. The information literacy program is part of the college’s five-year Program Review and Improvement cycle, with librarian working groups reviewing instruction data to determine offerings and make recommendations for needed support. The library regularly surveys faculty and students to assess services and resources, which are used to make improvements, such as reconfiguring the physical library space to include multiple “noise level” zones for student study. The library plans to continue working on these items in the coming year, as GRC prepares for the NWCCU Seven Year report and visit.

Evidence Documentation for Standard 2.H.1	
2.H.1 EV.#1: Procedures for assessing adequacy of library collections	Library Collection Purchase Requests & Collection Guidelines Holman Library Collection Development Guidelines

	<u>Quick Guide to Holman Library Instruction & Services</u>  2.H.1 Titles Titles Purchased by Division/Subject 23-24 Purchased by Division  2.H.1 May 28, 2025 May 28, 2025 Database Discussion & Statistics Database Discussion i
2.H.1 EV.#2: Library planning committee and procedures for planning and collection development	Library Planning Committee: <u>Library Liaisons Literacy Instruction</u> Library Assessment Processes: <u>Library Assessment Processes</u>  2.H.1 EV.#2 Library Assessment Processes: Library Collection Development: <u>Holman Library Collection Development Guidelines</u> <u>Purchase Requests & Collection Guidelines</u>
2.H.1 EV.#3: Library instruction plan; policies and procedures related to the use of library and information resources	Library Instructional Plan: <u>Holman Library Information Literacy Instruction Program Plan</u> <u>HL Instruction Plan & Mission</u> Library Assessment Dashboard: <u>Green River College Library Instruction Assessment Dashboard</u>  2.H.1 EV.#3 Jun25_LibInstruction_A GRC Policies Related to Library & Information Resources: <u>SA-24 Student Acceptable Computer Use – 2/16/2023</u> <u>IT-2 Employee Acceptable Use of Technology and Data Policy – 4/24/2013</u> Use of Library & Information Resources: <u>Holman Library Research & Resource Guides</u> <u>Holman Library Quarterly Workshops</u> <u>Borrowing & Circulation Home</u>
2.H.1 EV.#4: Library staffing information; policies and procedures that explains faculty/library partnership for assuring library and information	Library Staffing: <u>Holman Library Staff Directory</u>  2.H.1 EV.#4 Library Organization Chart.pc <u>Library Organization Chart</u> Faculty/Library Partnership:

2.I Physical and Technology Infrastructure

Green River College meets Standard 2.I by maintaining physical and technological infrastructure that is adequate, safe, secure, and sufficient to support institutional operations and student learning. Facilities and technology resources are aligned with instructional needs, accessibility requirements, and institutional planning.

2.I.1 Physical and technology Infrastructure

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.

Green River College meets Standard 2.I.1 by ensuring and maintaining physical and technological infrastructure that is safe, secure, accessible, and sufficient to support institutional operations and student learning and support services. In [Green River College Strategic Plan](#) Goal E, it aims to have accessible and responsive Facilities and Technology by optimizing educational Facilities and Technology to support student success and excellence in teaching and learning.

Physical Infrastructure: The Facilities Department (see evidences in the table [Welcome to Facilities](#)) 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, and capital programs and projects.

Resource allocation for the physical plant is guided by the Washington State Board for Community and Technical Colleges (SBCTC) [capital planning process](#), which establishes priorities and funding recommendations for maintenance, renovation, and capital projects across the system. The [facility condition survey](#) is conducted by the SBCTC every two years. As part of this process, biennial campus facilities walks and condition assessments are performed to evaluate the condition, functionality, and adequacy of GRC's physical infrastructure. The results of these assessments inform prioritization of needs and demonstrate a systematic approach to maintaining a healthy, functional environment that supports student learning and achievement. Together, these contribute to facilities that support a positive environment for meaningful discourse, learning, and achievement.

Accessibility: GRC's [Physical Resources Plan](#) (see evidence in the table) affirms the college's commitment to implement Universal Design principles to create environments that are usable for all people to the greatest extent possible, with minimum adaptations. It ensures that the campus exterior environment, buildings and spaces meet or exceed Washington State accessibility requirements. The plan also call for design for a wide range of disabilities, such as sensory-friendly spaces, appropriate lighting levels, and signage for individuals with sight or hearing impairments.

Safety: The GRC [Campus Safety](#) Department is committed to a comprehensive approach in providing a safe and inclusive community, where students, faculty, staff, and visitors may experience a sense of security and belonging. The department is comprised of professionally trained, non-sworn safety officers contracted through Pierce County Security and licensed by the State of Washington. The primary mission of the department is to protect and assist the campus community. Campus Safety Officers investigate all criminal activity or any actions that impact an individual's ability to work or study at GRC and may detain individuals when immediate threats to life or safety are present. The college urges all members and visitors to file reports when criminal activity is suspected or there are concerns for others' health and

safety (see [SA-31 Reporting Crimes and Other Emergencies](#)). Prompt reporting aids investigations and allows law enforcement to allocate resources effectively, supporting a safe and responsive campus environment. [SA-29 Facility Access & Maintenance for Safety](#) document the detailed Facilities policies and procedures.

Sustainability: GRC demonstrates its sustainability commitment through the responsible management of hazardous and toxic materials. The college contracts with Clean Harbors for hazardous chemical disposal, and each department representative orders the product, obtains and files a Safety Data Sheet (SDS) (in [hazardous information program](#)), and stores the waste for monthly pickup. GRC also contracts with [EcoLights](#) for fluorescent tube recycling and with Total Reclaim for dead battery disposal. These practices support environmental compliance and contribute to GRC's broader sustainability goals.

Hazardous Waste Safety: 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 ensure transparency concerning the dangers of 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.

Long-term physical infrastructure planning: [The Physical Resources Plan](#) is expected to inform GRC's space and site planning for the next 5 years. It identifies development priorities that align with the college's mission and instructional goals while recognizing funding constraints. The plan defines a collegiate environment that inspires and educates GRC students, the campus, community, and region through its architecture, landscaping, public art, sustainable design, and energy efficiency.

Routine Maintenance Service: GRC utilizes Megamation's DirectLine Work Request system to manage routine maintenance services. The service request link is posted on the college's internal website for ease of access. This process supports timely repairs, effective resource allocation, and is alignment with the college's commitment to maintaining safe, accessible, and well-functioning learning environments. Additionally, this digital system allows for tracking and data analysis and utilization for continuous improvement of services.

Equipment Replacement Procedures: As verified by John Lyons in the 1/27/2026 email, the SBCTC principal architect, "The Washington State Board for Community and Technical Colleges (SBCTC) coordinates and supports capital planning, funding prioritization, and renewal strategies for facility assets across Washington's community and technical college system. Within that framework, asset renewal is managed using a condition- and risk-based approach, rather than a fixed "replace-at-age" policy. This reflects the reality that service life varies significantly, based on duty cycle, environment, maintenance history, obsolescence/parts availability, evolving code and compliance requirements, and operational criticality." (see evidence in the table) GRC operates within these SBCTC guidelines.

Technology Infrastructure: 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 GRC 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; these include 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. IT policies, which are in compliance with the SBCTC and WA state policies, are housed on the [GRC website](#) for easy access.

Green River's IT department consults with staff, students, faculty and administrators through various institutional committees to obtain input when considering significant and mission-impacting architectural changes to technical infrastructures. 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, the computing consortium of community and technical colleges statewide, and vendors are also frequently consulted.

The [GRC IT Security Program](#) Plan provides a detailed information repository for IT policies and procedures. For service requests, IT employs TDClient, ticketing system, where students and employees can submit their requests through the website, phone call, email, and walk in visits. All requests must align with GRC's strategic plan, policy [IT-3 Accessible Technology](#), and follow [IT-2 Employee Acceptable Use of Technology](#).

The college regularly develops, implements and reviews for updates a [technology equipment replacement plan](#) (see master plan evidence in the table) to ensure its technological infrastructure is adequate to support its operations, programs and services. Policies, regulations and procedures such as the IT technology purchasing plan are documented and maintained and made available on the college's Intranet site. 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. Green River regularly updates and refreshes network equipment on a 5-7 year refresh cycle, ensuring technology is reliable and up to date.

GRC maintains an institution-wide [information technology security](#) (see GatorNet evidences in the table) program to protect the confidentiality, integrity, and availability of college data and systems. The [IT-1 Information Technology Security](#) policy ensures compliance with the Washington Office of the Chief Information Officer (OCIO) policies. The policies cover the security of GRC Computer Technology Resources (CTR) such as: IT facilities, data, data governance, encryption, 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. The college requires multi-factor authentication for employees and students, including access to [ctcLink](#), to reduce the risk of unauthorized access. All employees complete required security awareness training at hire and annually thereafter, addressing data protection, phishing, and regulatory compliance. Additionally, technology purchases and departmental software subscriptions are reviewed to ensure security and accessibility compliance, and password requirements align with current [NIST guidance](#) emphasizing long passphrases and compromised-account monitoring. Through these technical controls, training requirements, and governance practices, the college actively mitigates cybersecurity risks and protects institutional information resources

Observation of Continuous Improvement: *GRC will* implement the scheduling grid for 26-27 annual schedule, as a collaboration between the now combined Scheduling Committee and the Space Allocation Committee. Beginning Winter 26 schedule, deans and chairs are working to ensure a balanced mix of modalities in course offerings, in an effort to better align with student and community needs while ensuring equitable distribution across all faculty. Facilities will continue to collaborate with SBCTC, GRC to regularly evaluate the physical plant for safe and adequate facilities. Utilizing Megamation Computer Maintenance Management System, campus stakeholders are able to provide continuous feedback regarding campus condition and maintenance and custodial needs, all of which will lead to more accurate real-time data that can inform continuous improvement efforts.

Evidence Documentation for Standard 2.I.1 (Facilities)

2.I.1 EV.#1: Facilities master plan, including:

· Facilities master plan and planning processes	<u>GRC Physical Resources Plan PROGRESS DRAFT 2025-02-</u>  2.I.1 EV.#1 GRC Physical Resources Plan (may require downloading)
· Equipment replacement policies and procedures	<u>SBCTC Facilities, Infrastructure, and Assessments Website</u> <u>BA-4 asset management policy</u> <u>Green-river-college-2023-facility-condition-survey</u> <u>Replacement Policy Email Response From SBCTC</u>  2.I.1 EV.#1 Replacement Policy Email Response From SBCTC
· Procedures for assessing sufficiency of physical facilities	<u>Green-river-college-2023-facility-condition-survey</u> <u>Facilities- Staffing and APPA industry Standards</u>  2.I.1 EV.#1 Facilities- Staffing and APPA industry Standards
· Policies and procedures for ensuring accessible, safe, and secure facilities	<u>SA-29 Facility Access & Maintenance for Safety</u> <u>Green-river-college-2023-facility-condition-survey</u> <u>GA-18 Traffic and Parking – 3/6/2013</u>
· Policies and procedures for the use, storage, and disposal of hazardous waste	 2.I.1 EV.#1 GRC Hazardous Information Program Emergency Operations Plan
· Link to Clery Annual Security Report posted on website	<u>2025 Annual Security and Fire Report</u> <u>2024 Annual Security and Fire Report</u>
Additional Evidences	 2.I.1 EV.#1 Welcome to Facilities.pdf <u>Welcome to Facilities</u>

Evidence Documentation for Standard 2.I.1	
2.I.1 EV.#1: Technology master plan, including:	
· Technology master plan and planning processes	<u>GRC-IT-Security Program Plan</u>
· Equipment replacement policies and procedures	<u>2025 - 2G5-2G8 Technological Infrastructure_dh 7 9 25.pdf</u>  2.I.1 EV.#1 2025 - 2G5-2G8 Technological Infrastructure (page 1)
· Procedures for assessing sufficiency of technology infrastructure	<u>2025 - 2G5-2G8 Technological Infrastructure_dh 7 9 25.pdf</u> (page 1-2)

• Policies and procedures for ensuring accessible, efficient educational technologies	2025 - 2G5-2G8 Technological Infrastructure_dh 7 9 25.pdf (page 2-3)
• Policies and procedures for the use, storage, and refurbishing equipment	2025 - 2G5-2G8 Technological Infrastructure_dh 7 9 25.pdf (page 3-4)
• Cybersecurity Policies and Procedures, including description of training	GRC-IT-Security Program Plan (page 20-21; page.23)  2.I.1 EV.#1 IT-1 Information Technology security information technology security
• Data governance and security policies	 2.I.1 EV.#1 GreenRiverDataGuide Green River Data Handling Guidelines IT-1 Information Technology Security IT-2 Employee Acceptable Use of Technology IT-3 Accessible Technology

Moving Forward

GRC is now fully focused on developing the Seven year Report and prepare the campus for the EIE visit. This includes continuing to collaborate with content providers across all division, with a special focus on Instruction and Student Support services. Given the institutional effectiveness, assessment, and program evaluation work density of the EIE, GRC will need to carefully consider staffing the key offices more adequately to position the college in a strategic position to implement the EIE reporting and visit process. Because GRC has outstanding Standard One Recommendations and guidelines from the staff reviewers regarding the systematic assessment of learning outcomes and program evaluation, intense assessment and data collection work will be required from Instruction and Student Affairs divisions, Therefore robust, collegial campus-wide collaborations will be crucial for the institution to succeed. This period will require dedicated upskilling on the EIE requirements and appreciation of the urgency of fully implementing systematic assessments of all programs and using results to close the loop.

Recommendations Substantially in Compliance but in Need of Improvement

The Commission recommends that Green River College:

- Recommendation 1: Spring 2025 Ad Hoc Report - Systematically assess all of its program, college and general education learning outcomes to produce meaningful results that are then used to inform program planning and improve student learning. (2020 Standard(s) 1.C.5;1.C.7)

1.C.5 The institution engages in an effective system of assessment to evaluate the quality of learning in its programs. The institution recognizes the central role of faculty to establish curricula, assess student learning, and improve instructional programs.

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.

Additionally, the various areas for continuous improvement identified by the content area providers will be taking place. The college will embark on executive leadership searches, including the vice president for instruction and chief information technology officer in this pre EIE visit period. Moreover, the Board will institute a presidential search – most likely in the same period. Furthermore, the college continues to successfully use the fiscal sustainability roadmap to navigate decreasing state and federal funding, as it works to return to non-dependence on its fund balance for operations. Personnel resources will be needed for the offices that will be responsible for leading the EIE work and the campus culture will need to be very conducive to due diligence, mutual respect, and collegial collaborations across divisions.

Collaborative Report Development Process

In the Fall of 2024, the Green River College's Accreditation Liaison Officer used the NWCCU template to create an Excel Spreadsheet template for college's responses to the Standard SIX Policies, Regulations, and Finance Report (PRFR). That Excel template was presented to and shared with the President's Executive leadership team to ensure that they could better understand the NWCCU's comprehensive requirements and the corresponding Standard Two Standards. The division heads were oriented on the information collection process that would be engaged in this PRFR preparation period. Target Standards were assigned to the most appropriate specific departmental teams throughout the college for their input. The ALO met with each content area provider team or individual to explain the Standard, the report requirements, and the specific column and row headings on the spreadsheets, with relatable examples and reassurance for continuous support and collaboration as colleagues sought to identify the information needed and work through the requests with their teams. Emails, SharePoint, and Teams were the most frequently used means of communication throughout the 15 or so months. The IE team was trained to collect and monitor the information flow as well as to participate in information sufficiency reviews; their help was invaluable. The key providers for this report included the President's Office, Board Chair, Student Affairs, Instruction, IT, Facilities, Human Resources, Finance, College Relations, and EDI, to name a few. A full list of the collaborators together with other statistics will be shared with the college for acknowledgements and appreciation. This process was highly participatory as the report literally depended on the generous provisions of information and documentation by the providers.

Acknowledgements

Acknowledgements of peer institutions and NWCCU Liaison

The ALO wishes to gratefully acknowledge some peer colleges whose reports were helpful to us as we cross-checked the sufficiency of GRC's evidences. These were, the university of Puget Sound, and the following SBCTC colleges - Edmonds, Bellevue, South Puget Sound and Whatcom.

The ALO is deeply grateful to Dr. Teresa Rivenes, who was generous enough to read and offer encouragement and suggestions to strengthen the GRC draft. Her kind words significantly inspired the even amidst unexpected transitions mid-report.

Appendix

¹ Evidences are also available in the Box folder as appendices, in case some do not open here. They are also available on the [GRC website](#):

Green River College developed a structured set of appendix files for the PRFR submission, organized into three document types: These are available in BOX.

1. Green River College PRFR Report Appendix – [Standard].pdf

2. Appendix – [File Name] (stand-alone appendix files for larger items)

Each NWCCU standard (e.g., 2.A.1, 2.A.2) includes both a Type 1 (Summary) and Type 2 (Full Appendix) document. Files that are too large to embed within these formats are provided separately as Type 3 stand-alone appendices.

- Type 1 (Summary) documents present evidence as attachments.
- Type 2 (Full Appendix) documents display evidence in full text. Each includes a table of contents for navigation; please use the “Contents” function in the upper-left corner of the PDF viewer to jump to specific sections.

The screenshot shows a PDF viewer interface. At the top, there is a toolbar with various icons for navigation and editing, including a search icon, a magnifying glass, a pencil, a eraser, a text tool, a font size selector, a language selector, and a search bar labeled "Ask Copilot". The page number "1 of 219" is displayed in the top right corner.

On the left side, a "Table of Contents" sidebar is open, showing a list of sections with a magnifying glass icon next to the "Table of Contents" header. The sections listed are:

- 2.A.1 EV.#1 / Section 1
- 2.A.1 EV.#2 / Section 2
- 2.A.1 EV.#4 / Section 4
- 2.A.1 EV.#5 / Section 5
- 2.A.1 EV.#6 / Section 6
- 2.A.1 EV.#7 / Section 7
- 2.A.1 EV.#8 / Section 8
- Additional Evidences / Section 9

The main content area on the right displays the title "Green River College PRFR Re" and the section "2.A.1 The institution demonstrates an effective gov or other governing body(ies) composed predomina contractual, employment relationship, or persona institution. Such members shall also possess clea responsibilities. Institutions that are part of a com centralized board, or related entities shall have, wi and clearly defined contractual authority, roles, ar addition, authority and responsibility between the delineated in a written contract, described on its v and provides the NWCCU accredited institution wi mission."