



Equity-Centered Strategic Visioning and Planning Steering Committee Meeting #3

November 16, 2020

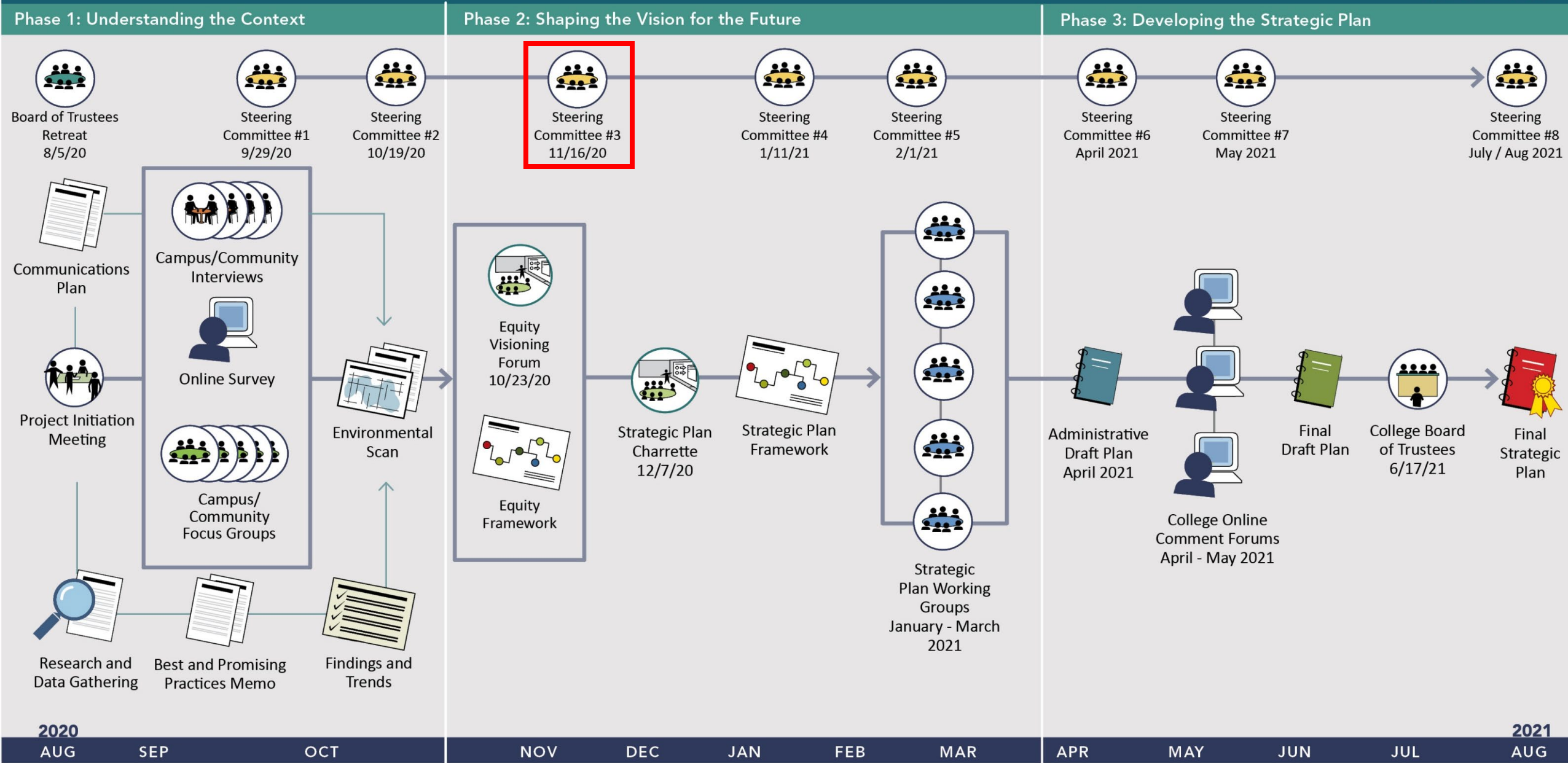
Agenda

- I. Welcome and Introductions
- II. Project Overview – Process Update and Communications Plan
- III. Equity Visioning Forum – Summary and Discussion
- IV. Draft Environmental Scan – Summary and Discussion
- V. Strategic Planning Charette – Draft Agenda and Discussion Groups
- VI. Next Steps



Project Overview

Update on Process and Schedule



Communications Plan: WHO



Target Audiences

- Internal Stakeholders
 - Board of Trustees
 - College Administrators
 - Faculty
 - Staff
 - Students
- External Stakeholders
 - Local Businesses and Business Groups
 - Service District Elected Officials
 - Neighbors
 - Institutional Partners (K-12)

Communications Plan: WHAT



Key Messages

- Plan is to be developed through a **clear, transparent process**, engaging all College constituencies, inviting all to participate.
- Process will strive for College-wide, **shared understanding** and ownership of the Plan.
- Final product should be an **expression of our values** and who we are as a College community.
- Document will be clear, **understandable to everyone** who reads it. It will be readily apparent how every new initiative fits with the Plan.
- Plan will be an **actionable** document with tangible, specific goals.
- The Plan will be all **inclusive**, align with, and drive all other Planning documents including annual budgets. Future budget decisions will reflect strategic directions as set forth in the Plan.
- Document should be **accessible**, available on-line, and easy to navigate.
- Intended to provide guiding principles for the next five years, but opportunity to re-visit and **update if needed** every year

Communications Plan: WHY



Communication Goals

- Raise awareness of Plan, **encourage public participation**
- **Encourage engagement** in Plan activities
- Articulate the **value** of the project and benefits to College community
- Reach **diverse audiences** of internal and external stakeholders
- **Fully transparent**, clear communication, with a feedback loop to verify input has been incorporated fairly
- Provide wide **variety of ways to give input**
 - Multiple opportunities in different formats
 - Encourage those who are reluctant to speak
- Clear, consistent, agreed upon **definitions of diversity, equity, inclusion**, other terms
- Language **clear, meaningful** and specific to Green River College
- **Promote successes** and completion of major milestones
- Build **broad, sustainable support** for the Plan across all communities of interest

Communications Plan: WHERE



Engagement Opportunities

- Board of Trustees Study Session
- Strategic Planning Committee Meetings
- Stakeholder Interviews
- Focus Groups
- Online Questionnaire – open until November 25
- Equity Visioning Forum
- College-Wide Charrette
- Strategic Plan Workgroups

Outreach

- Website
- E-Blasts
- College Newspaper



Equity-Centered Strategic Visioning and Planning

Equity Visioning Forum: Summary & Discussion



Synthesis from the Interviews and Focus Groups:

How can we further embed equity in the process and all aspects of our College?



- Start with evaluating status quo **processes and policies**
- Add a social equity lens to everything – how to **operationalize equity and evaluate success**
- Expand **connection to diverse communities**
- Partner inclusively with cultural communities, **consider cultural factors** affecting student enrollment and success
- Clarify gaps, reach out to all, empower participation, ask right questions to **ensure all voices, identities, experiences considered** in making decisions
- Make campus more **welcoming**; increase **staff and faculty diversity**

Synthesis from the Interviews and Focus Groups:

How can we further embed equity in the process and all aspects of our College?



- Consider services, programs and curricula **to close opportunity gaps and expand career options** for students
- **Ease navigation** into and through GRC system; remove barriers and biases to **create accessibility for all**
- Expand **pathways into college**, proactively **engage with diverse families** to communicate opportunities
- Ensure that all students, faculty and staff have **equitable support and resources**
- Provide **alternative modes and access** to all programs and resources.

Equity Visioning Forum

Goals:

- Discuss and brainstorm specific ideas that will help foster equity at Green River College
- Identify specific actions, processes, policies, and programs to address for opportunity areas

Date: October 23, 2020

Format: Presentations and interactive small group breakouts

Number of attendees: Over 200 participants including students, staff, faculty, and administration



GREEN RIVER COLLEGE EQUITY FRAMEWORK DISCUSSION

As part of the Equity Forum, participants will be asked to discuss and brainstorm specific ideas that will help foster equity at Green River College. Key to that discussion will be ideas for a definition of equity. The following draft definition has emerged from the discussion to date:

Every single person obtains what they need at Green River College to be successful in meeting their educational goals

The following discussion categories represent key areas of opportunity to embed equity at the College. These categories have emerged through early feedback from discussion with the Board of Trustees, the Steering Committee, and through interviews and focus groups with members of the campus community including students, faculty, staff, and administration.

Participants in the Equity Forum will be divided into self-assigned small breakout groups. Each group will discuss one of the following six topics and will include a facilitator to manage the conversation and a recorder to capture notes and key ideas. Each group will be asked to complete the following tasks:

ACTIONS

- Review and discuss the DRAFT definition of equity for Green River College, and propose modifications as desired.
- Address the opportunity statement for the assigned group and identify specific actions, processes, policies, and programs to address the topic at hand.
- For each proposed action, identify how success would be measured and what metrics and tracking mechanisms would be used. Consider both qualitative and quantitative measures.

DISCUSSION TOPICS

Group A: Closing the Opportunity Gap

People have a variety of educational needs and goals. The community that surrounds Green River College is very diverse, and many potential students will need a broad range of support services to be successful. And while programs are in place to address specific needs of low-income students, students of color, and other underserved groups, an educational gap - and subsequently, an opportunity gap - persists within these groups. For a variety of reasons, students from within these groups are less likely to achieve success in meeting their educational goals.

Group B: Increasing Faculty and Staff Diversity

It is important students of color and other members of underserved groups see staff that are reflective of their communities. A diverse faculty and staff will increase the educational richness of the institution. At Green River College, the racial diversity of faculty and staff is not generally reflective of the student body, particularly as this relates to African American and Latino students.

Group C: Creating a Welcoming Environment

Green River College's main campus is a beautiful and scenic academic setting. The people that new students see as well as the colors, language, symbols, landscaping, architecture, public art, and every element of the College's physical environment conveys both intentional and unintentional meanings. For students that don't have an academic tradition in their family or that are the first in their family to attend college, that setting can be often daunting and intimidating. A campus that feels welcoming to everyone will support every student and better prepare them for their educational journey.

Group D: Connecting to Community

Reaching and recruiting the most underserved students from the College's service district and the surrounding areas is challenging. Often, a viable approach mentioned is for the College to engage directly with the community to understand the needs and concerns of the potential students and the broader community. Community members and local community-based organizations want to connect with the College on a personal level, but those relationships have not always been fully developed. Community connections could open new opportunities to enrich College programs and provide valuable points of entry for all students.

Group E: Making the Connection with Local Business and Industry

Regional and local businesses and industries want to connect with the College but cannot always determine how to establish clear and sustainable working partnerships amidst myriad academic departments and support programs. Skilled workers are needed for a variety of businesses and industries, including logistics, cybersecurity, aerospace, health care, and many more. To be successful, students need flexibility and a range of options for pursuing these career / technical pathways.

Group F: Strengthening the Identity of Green River College

Local community members have expressed difficulty in identifying a "brand" or identity for Green River College. What makes Green River College different and the clear "college of choice" compared with other institutions?

OPPORTUNITY STATEMENTS

Every single person obtains what they need at Green River College to be successful in meeting their educational goals

Feedback on Equity Definition

- Our equity statement needs to be more **aspirational, exciting, and motivating**
- Concern expressed that faculty and staff appear to be left out of the definition; and it is not clear what “community” encompasses
- Statement is seen as too vague and broad; lacks directness, need a more **rigorous statement** with more specific intentionality; and does not strike the right tone
- The statement needs to take more direct aim at the problem of **institutional, systemic racism** and the need for social justice.
- Need to consider the implications of the terminology the statement is now using; revise to more **carefully convey our message**, while also making it more **student friendly in tone**
- Communicate **what equity means to us** and that how it is achieved will vary depending on the different need and goals of our students

Revised Equity Statement



Leading with racial equity and social justice, Green River College provides all students, faculty and staff with the access, resources, and services they need to achieve their educational, career and personal goals.

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OPPORTUNITY

A: Closing the Opportunity Gap

- A shift in **mindset** and attitudes is needed
- Recognize there is a difference between **equality and equity** and the distinction has implications for how we function as an educational institution
- Identify and address not only **visible barriers** to student success but also the **hidden** ones which are the most challenging
- Critical to develop **relationships with our students**, treat them as the individuals they are, and listen to what they are telling us
- There is an **overemphasis on testing** to the detriment of student learning; the current grading system does not serve the real educational needs of students
- The **financial aid process** is a barrier for students who need financial assistance the most

A: Closing the Opportunity Gap

- Proactively reach out to and help students who may be **struggling with multiple barriers**, both inside and outside the college
- Many students are unfamiliar with the college and its resources and do not know how to access the help and information they need
- **Website and technology barriers**
- Examine and **revise policies** to facilitate student success
- **Robust advising** is needed but we need the right model
- **Cohorts and mentor groups** provide the structure and support many students need



B: Increasing Faculty and Staff Diversity

- **Overhaul the hiring process**; consider best practices
- Rethink **credentials** that are required
- Reconsider where to post **job announcements** to diversify the applicant pool
- Allow remote interviews
- Require routine diversity **trainings** for all faculty and staff
- Need larger discussion about “**fit**”
- Transparent, **equity-based hiring practices**
- Need accountability for enforcement of rules and hiring practices
- What’s different now?
- Slow down all aspects of hiring to be more reflective of equity goals



C: Creating a Welcoming Environment

- The **first few weeks matter!** Bring services to students; easy to access
- Signage/wayfinding that communicates **land acknowledgement** in a variety of languages
- Friendly, welcoming signs: “**Welcome to Green River**”
- Allocate resources to **improve buildings** that serve under-represented students and associated programs (RLC building)
- Create a **Black Lives Matter** statement and feature it prominently
- More **inclusive onboarding** for faculty to better serve students
- More **training** and getting staff ready to respond to student questions
- Posters to **showcase diverse alumni** and highlights of their experience
- **Reflective curriculum** that acknowledges diverse histories and cultures
- An **ambassador** program for staff and students at all times



**Group D:
Connecting to
Community**

STATEMENTS

Reaching and recruiting the most underserved students from the College's service district and the surrounding areas is challenging. Often, a viable approach mentioned is for the College to engage directly with the community to understand the needs and concerns of the potential students and the broader community. Community members and local community-based organizations want to connect with the College on a personal level, but those relationships have not always been fully developed. Community connections could open new opportunities to enrich College programs and provide valuable points of entry for all students.

**Group E:
Making the
Connection with
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and Industry**

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**Group F:
Strengthening
the Identity of
Green River
College**

Local community members have expressed difficulty in identifying a "brand" or identity for Green River College. What makes Green River College different and the clear "college of choice" compared with other institutions?

D: Connecting to Community



- Create an **advisory committee** to discuss how processes and procedures connect with specific communities
- **Engage CBOs** that have similar educational missions to GRC; build intentional relationships (Year Up program)
- Connect students to business and industries; earn badges that are meaningful to local businesses
- How do we know what we don't know? Leverage **paid, peer mentors**
- Create **GRC ambassadors** to engage with their communities; hear directly from them on how to be more welcoming
- Make on-campus events **free and easy** to attend
- Many **resources** to share with community (campus radio advertisements)

E: Making the Connection Between the College and Local Business and Industry



- Create a **single point of contact** (internal and external)
- Address GRC culture of connecting with the community; intentional relationship-building
- Join **service organizations**, paid for by GRC
- **Time for faculty** to engage the community; go to and host events and fairs
- Create robust **alumni network**
- Maximize **advisory boards** that already exist
- More job fairs and business outreach to create internships
- **Testimonials** from students to share with the community
- Reach out to **parents** in K-12; **prisons** to engage them in classes
- Develop a **communications plan** to inform business and industry on program offerings

F: Strengthening the Identity of Green River College



- College is in **transitional state** which poses brand/identity opportunities and challenges
- Branding **what we do and who we are**
- Everyone sees themselves at GRC
- **Legacy and belonging** conveyed on website, branding and campus buildings
 - GRC has great reputation and word of mouth
- **Testimonials** and stories from students
- **Legacy mural** on campus to convey inclusive and generational identity
- Convey a **sense of community, family, equity and place** on public-facing materials





Draft Environmental Scan



Draft Environmental Scan



- **Part I:** Summary of Input from Campus Community Interviews and Focus Groups
- **Part II:** Summary of Input from Online Survey
- **Part III:**
 - **Part III-A:** Demographic and Economic Trends
 - **Part III-B:** Student Trends



Part I: Campus Community Interviews and Focus Groups



Campus Community Interviews and Focus Groups



Completed:

- Board of Trustees Retreat
- Steering Committee
- Executive and Administrative Retreats
- Eight Interviews with Key Communities of Interest
- Two Focus Groups – Internal and Students
- Equity Visioning Forum

Upcoming:

- External Community Members Focus Group - November 18, 2020



Part II: Online Survey



Online Survey



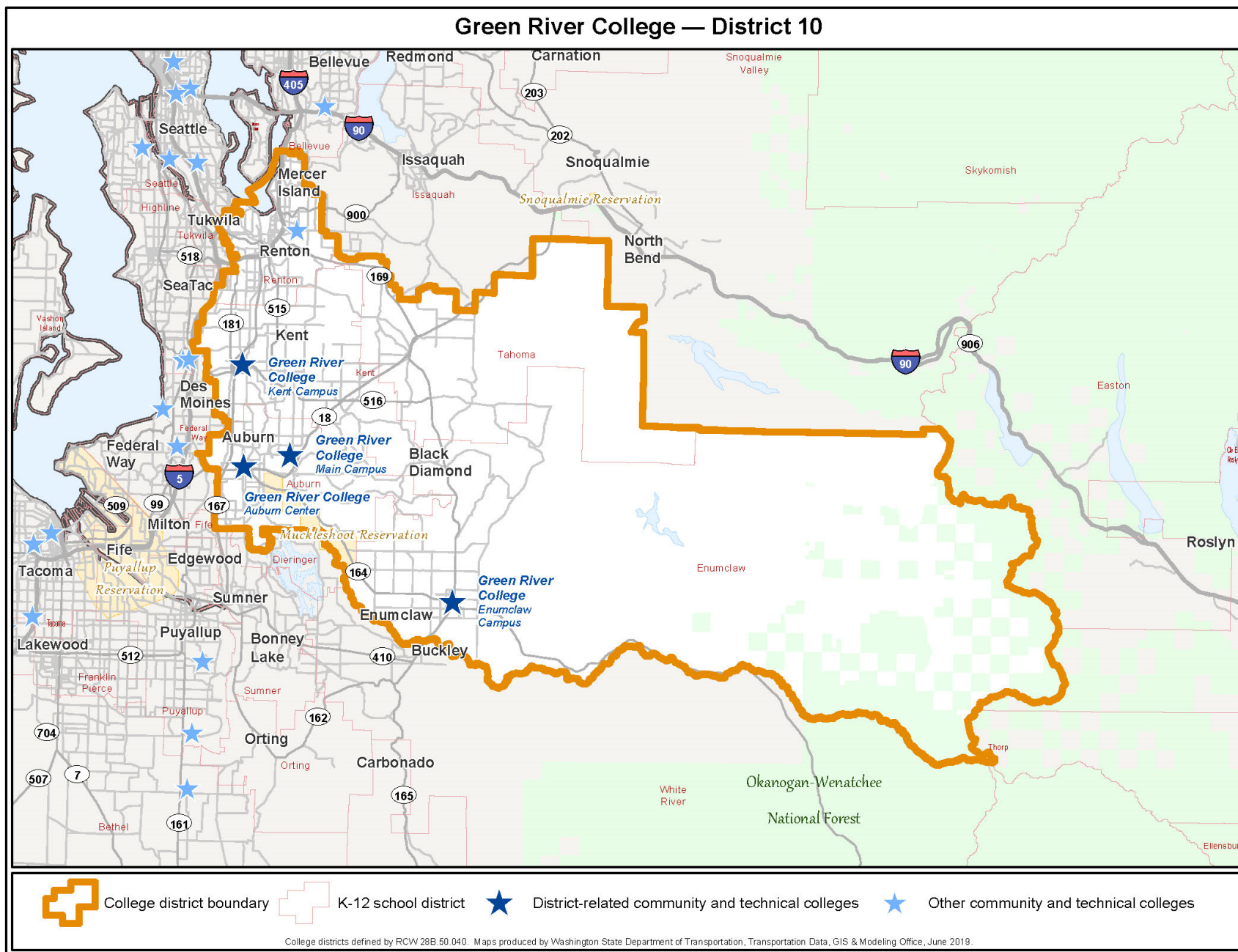
- Online survey is now open for input
- Link: <https://www.surveymonkey.com/r/WP7TXW8>
- Survey will close on November 25, 2020
- Please encourage your colleagues to help publicize the survey



Part III-A: Demographic & Economic Trends



Green River College District



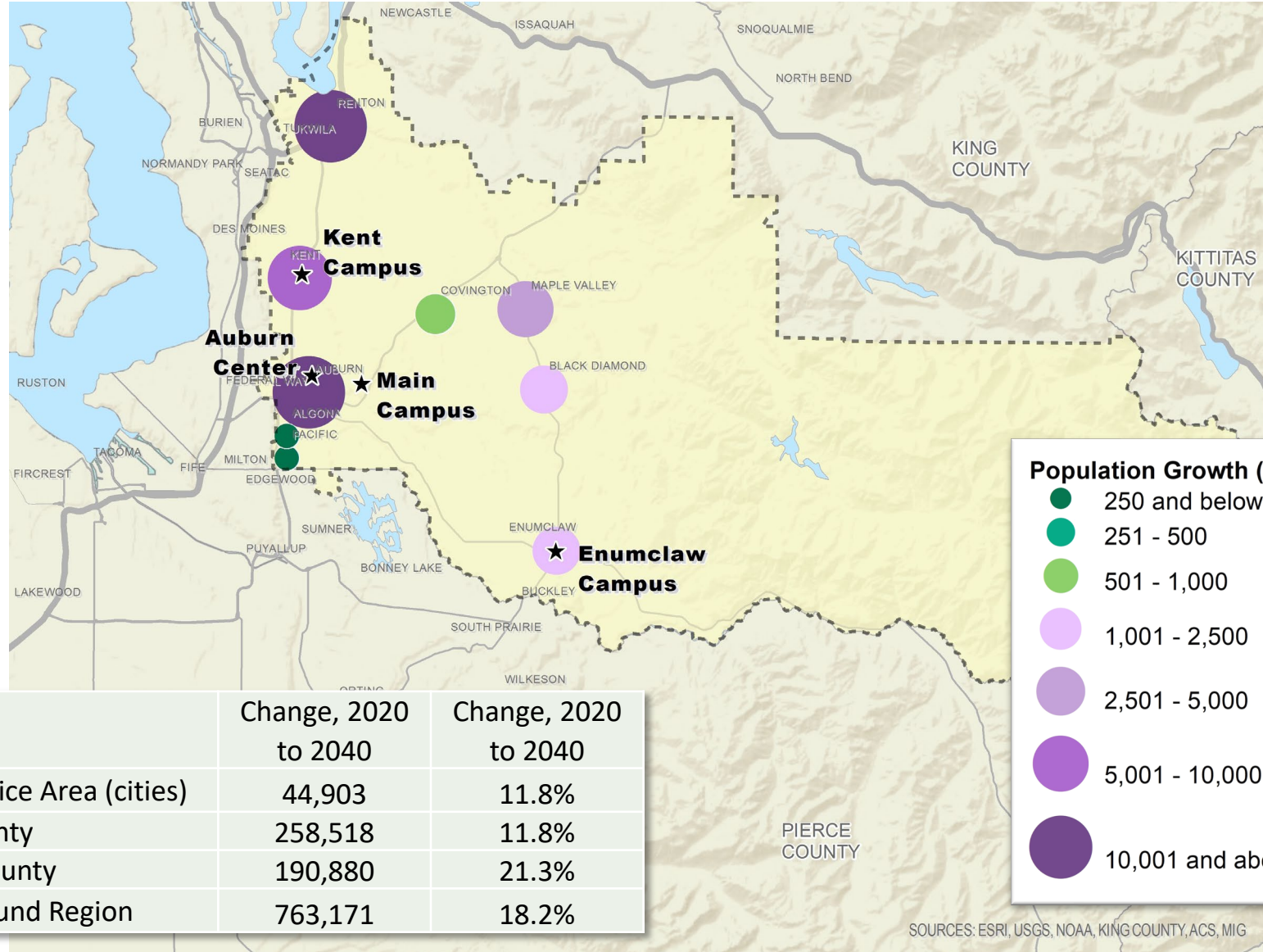
Projected Population Growth



The Green River
College Service Area
population will grow

11.8%
by 2040

The Puget Sound
Region is projected to
grow 18.2%



	Change, 2020 to 2040	Change, 2020 to 2040
GRC Service Area (cities)	44,903	11.8%
King County	258,518	11.8%
Pierce County	190,880	21.3%
Puget Sound Region	763,171	18.2%

SOURCES: ESRI, USGS, NOAA, KING COUNTY, ACS, MIG

Source: Puget Sound Regional Council

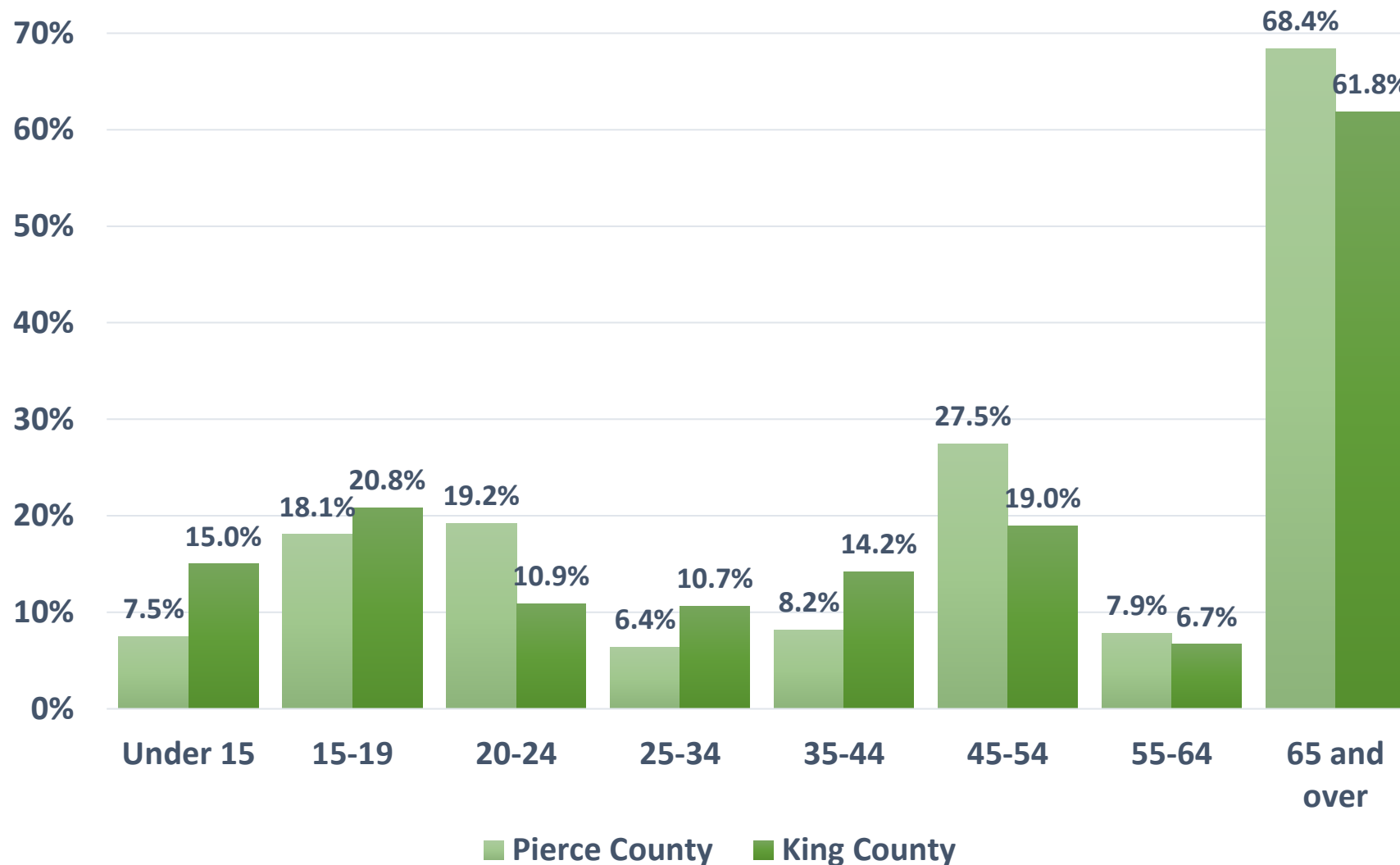
A Diverse and Growing Region



- King and Pierce Counties are experiencing a **growing population among all age groups, but especially among retirees.**
- By 2040, **one in five residents** will be over the age of 65.
- Southeast King county and the Green River College Service area are experiencing **increasing ethnic diversity** as lower income households of color move from more expensive Seattle and Tacoma to communities with more affordable housing.
- Increasing numbers of King County residents are immigrants. **One in four residents speak a language other than English**, and one in ten experience limited English proficiency.

Projected Population Growth by Age Group

King County and Pierce County, 2020 to 2040

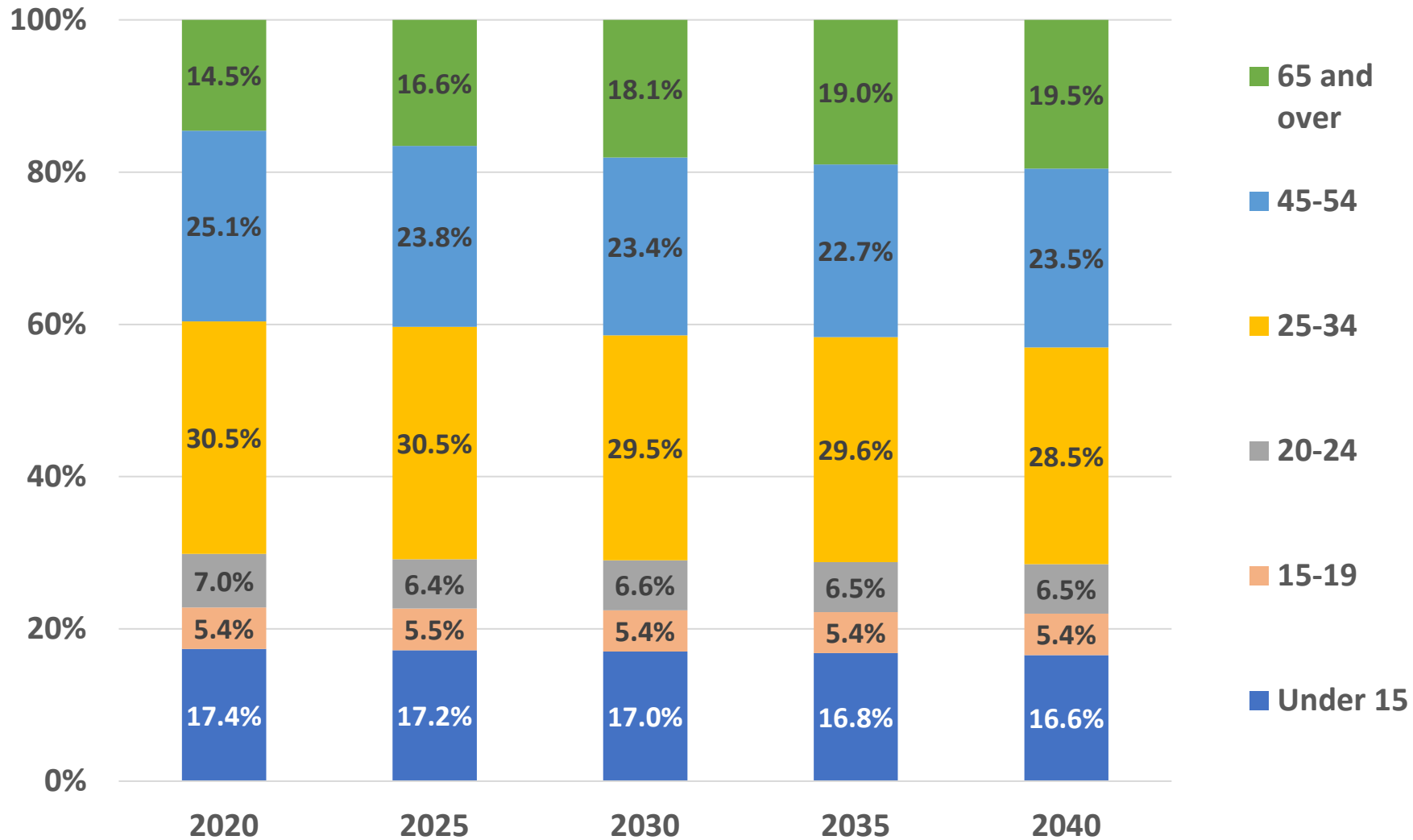


20.8%

growth among
high school age
residents in
King County by
2040,
61.8% growth
among seniors

Projected Population by Age Group

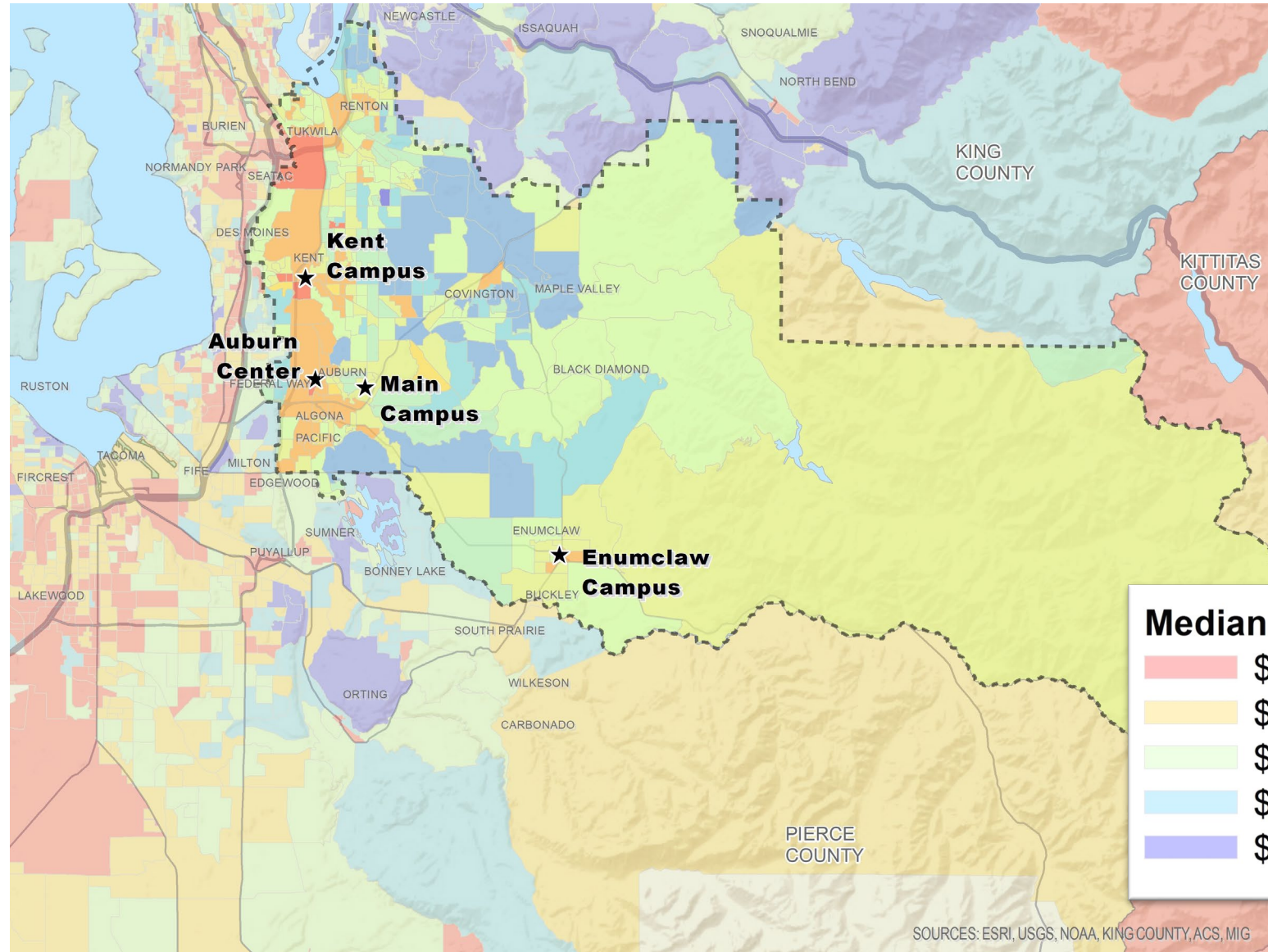
King County, 2020 to 2040



1 in 5

King County residents will be over the age of 65 by 2040

Median Income in Service Area Communities



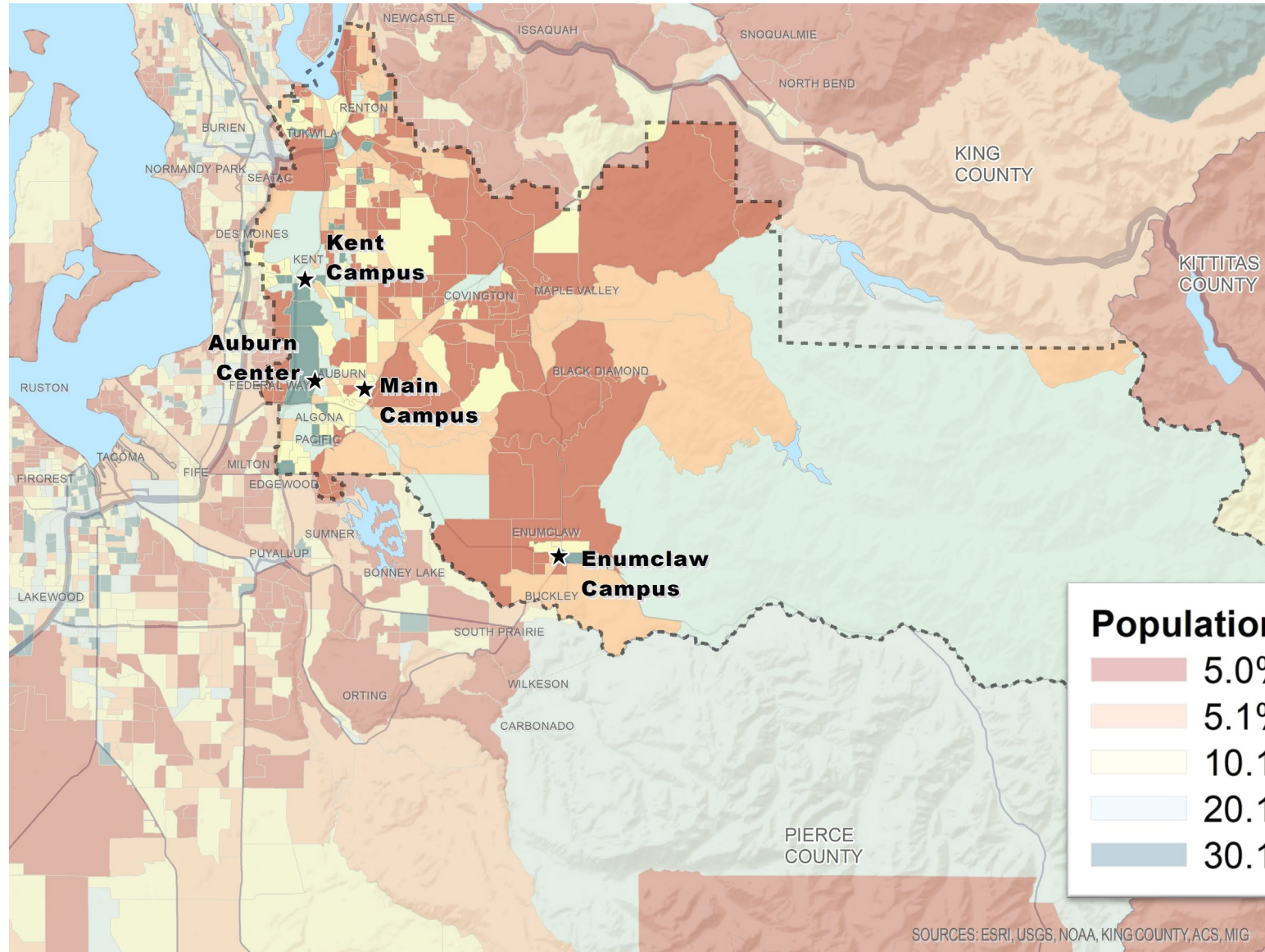
Many Service Area communities have median incomes that are

less than half

the King County median income of \$95,009

Median Income (2018)	
■	\$26,352 and below
■	\$27,012 - \$47,505
■	\$48,207 - \$95,009
■	\$95,804 - \$14,2513
■	\$145,156 and above

Low-income Populations in the Service Area



20% or more

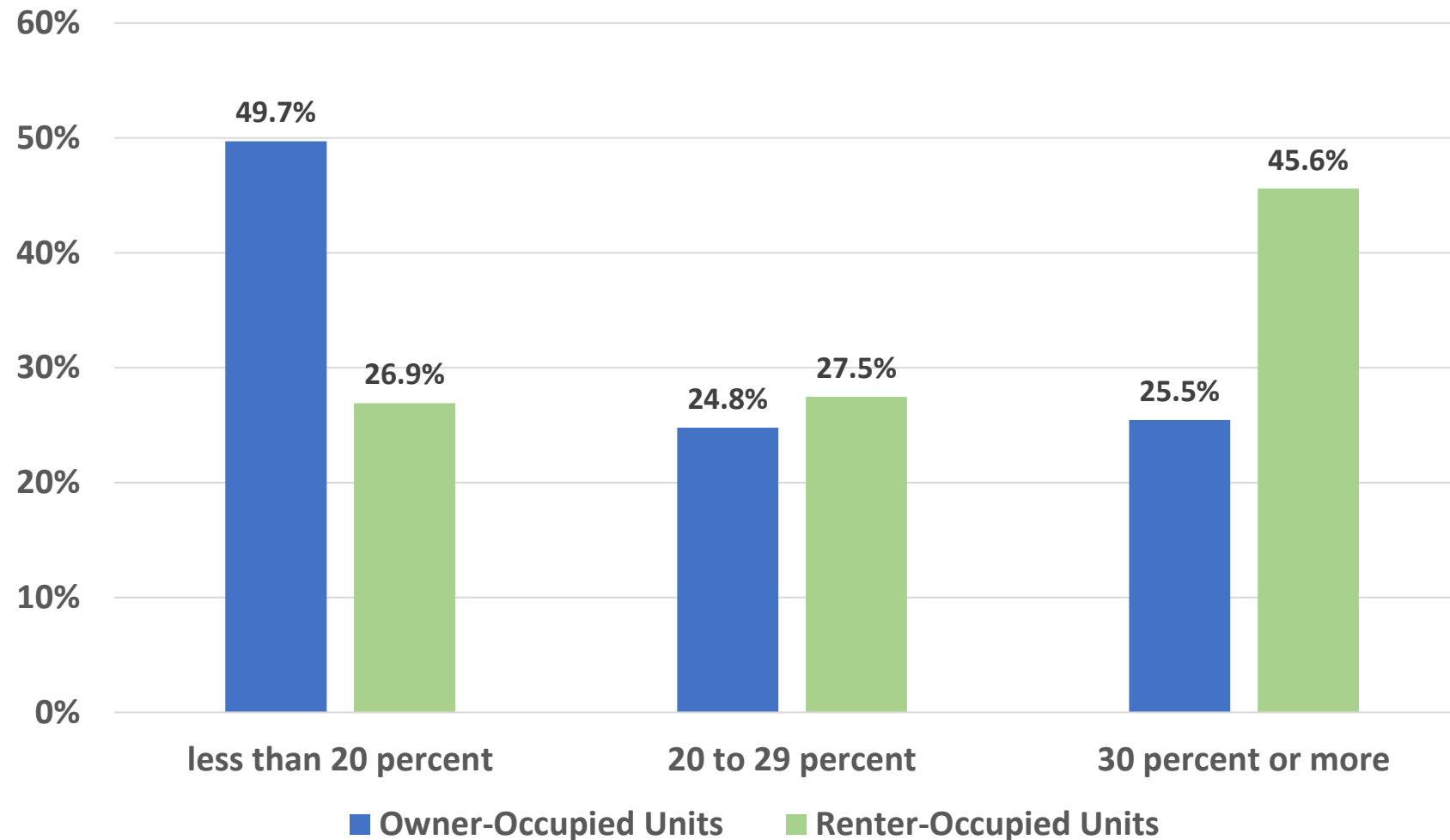
of residents
in many Service Area
communities
are low-income

Population Below Poverty Level

- 5.0% and below
- 5.1% - 10.0%
- 10.1% - 20.0%
- 20.1% - 30.0%
- 30.1% and above

Source: U.S. Census, American Community Survey, 2018

King County Housing Costs as Percent of Income

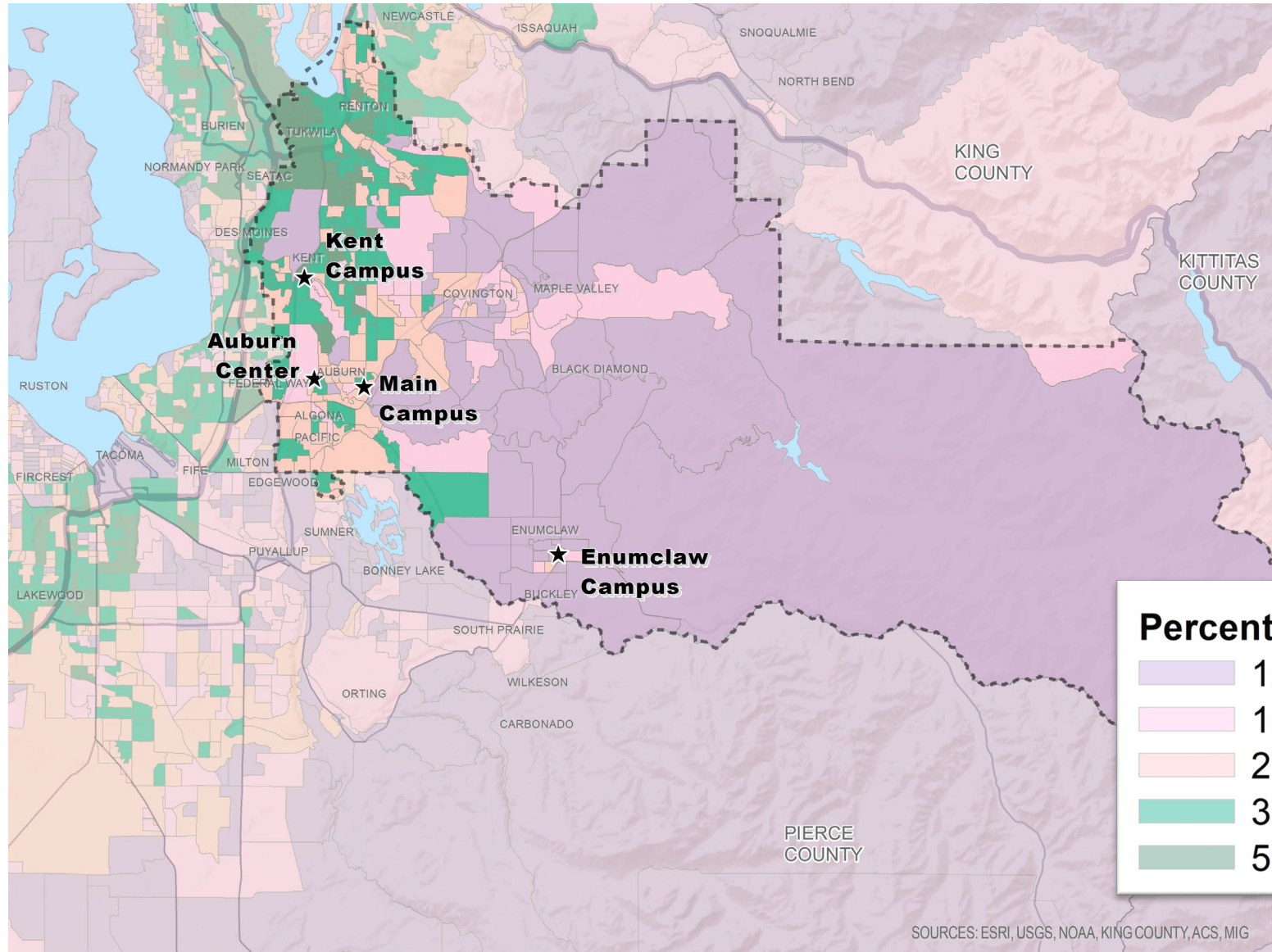


**Nearly
half**

of renters in King County experience housing cost burden, while only one-fourth of owners do

Similar rates of housing burden across the Puget Sound Region

Race and Ethnicity in Service Area Communities



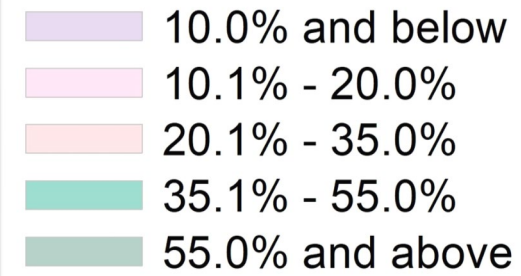
Green River's Service Area includes communities where more than half of residents are people of color

Nonwhite residents represent

81% of growth

in the Puget Sound Region since 2000

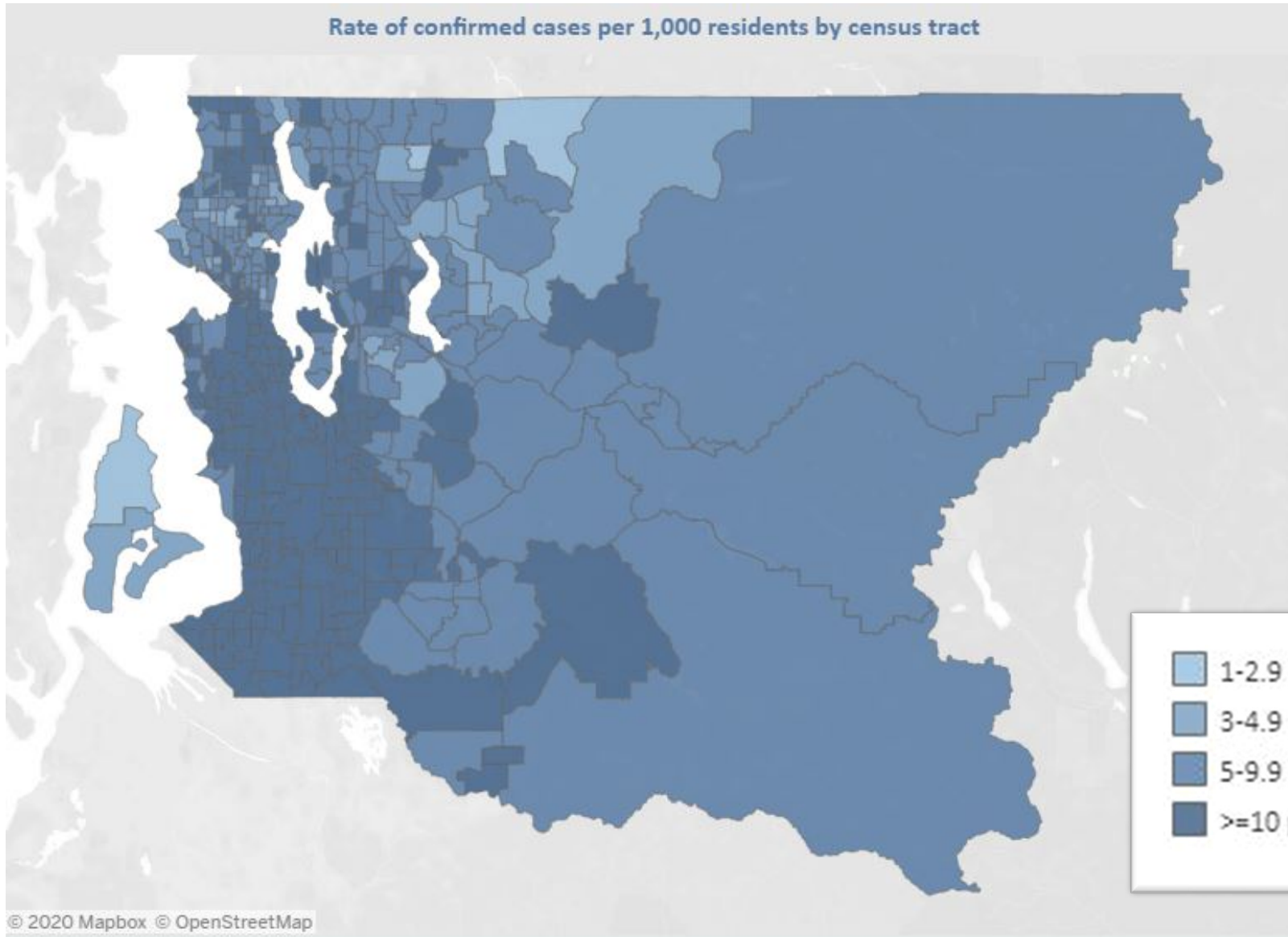
Percent Not White



SOURCES: ESRI, USGS, NOAA, KING COUNTY, ACS, MIG

Source: U.S. Census, American Community Survey, 2018

COVID Cases in King County

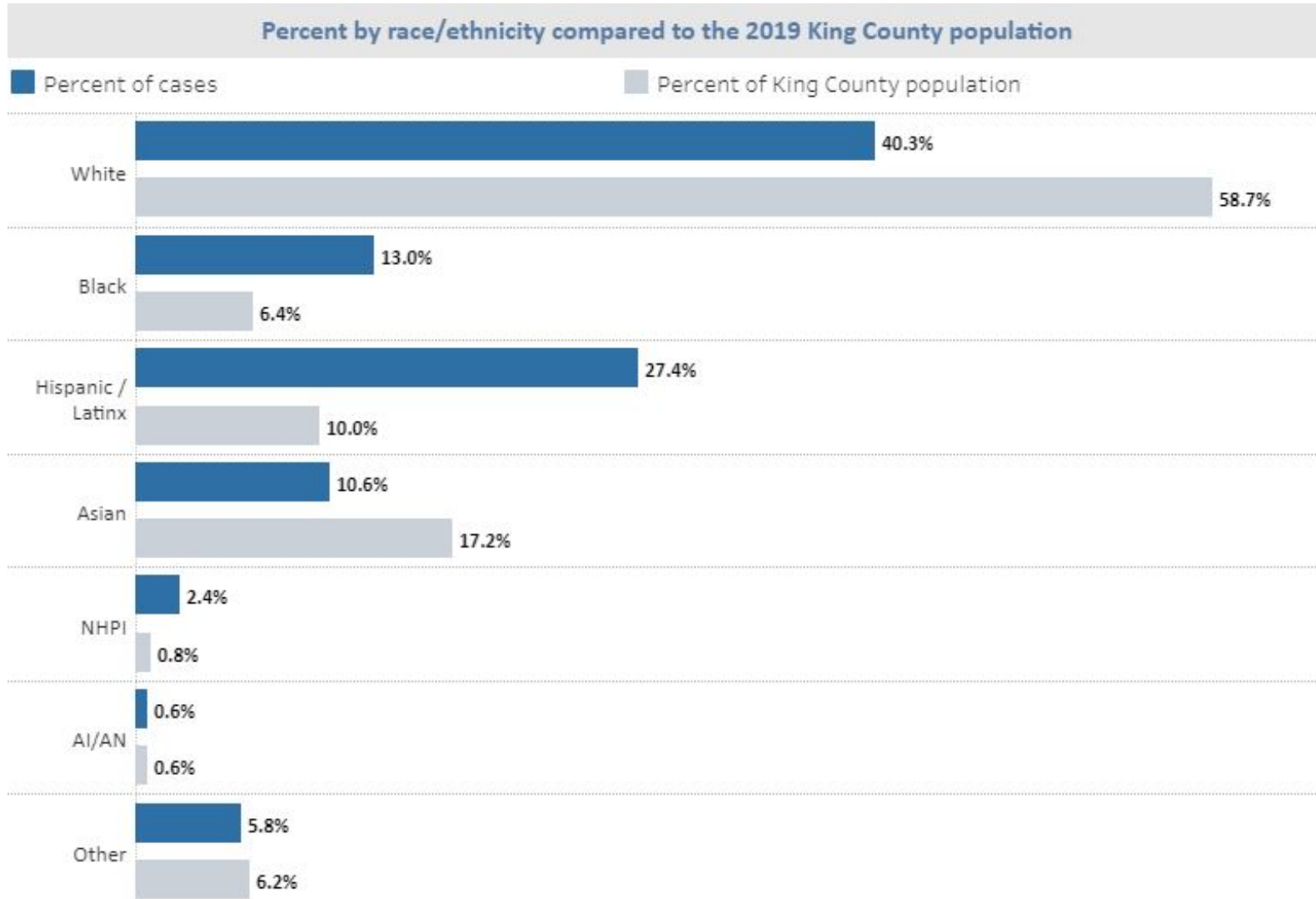


Green River's Service Area includes communities where the rate of confirmed COVID cases is

greater than 20

per 1,000 residents

COVID Cases by Race and Ethnicity



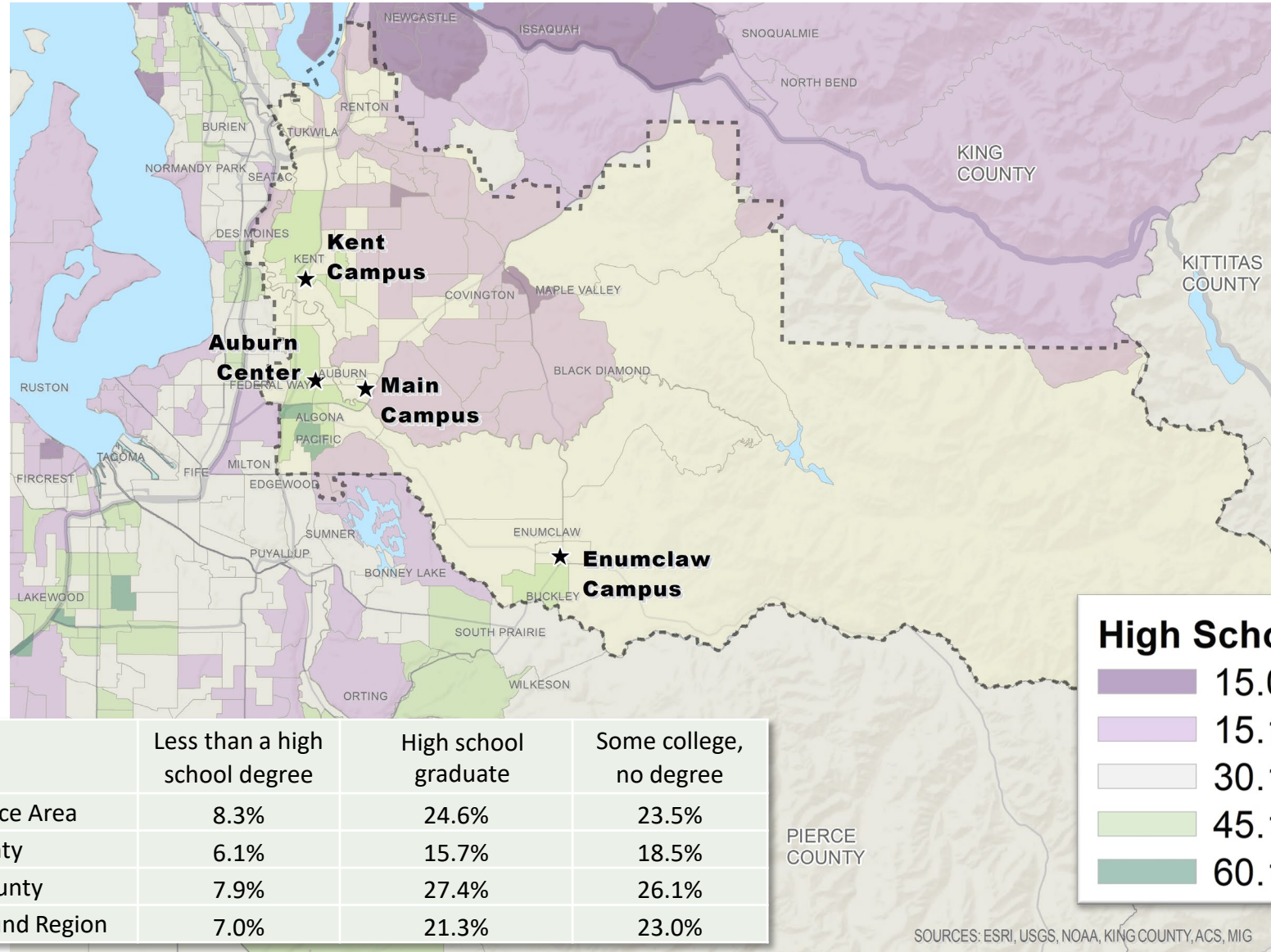
Black, Hispanic/Latino and Native Hawaiian/Pacific Islander residents are contracting COVID at

more than twice

the rate of their proportion of the King County population

Hispanic residents account for one in four cases, while they represent one in ten of King County residents

Educational Attainment: High School or Less



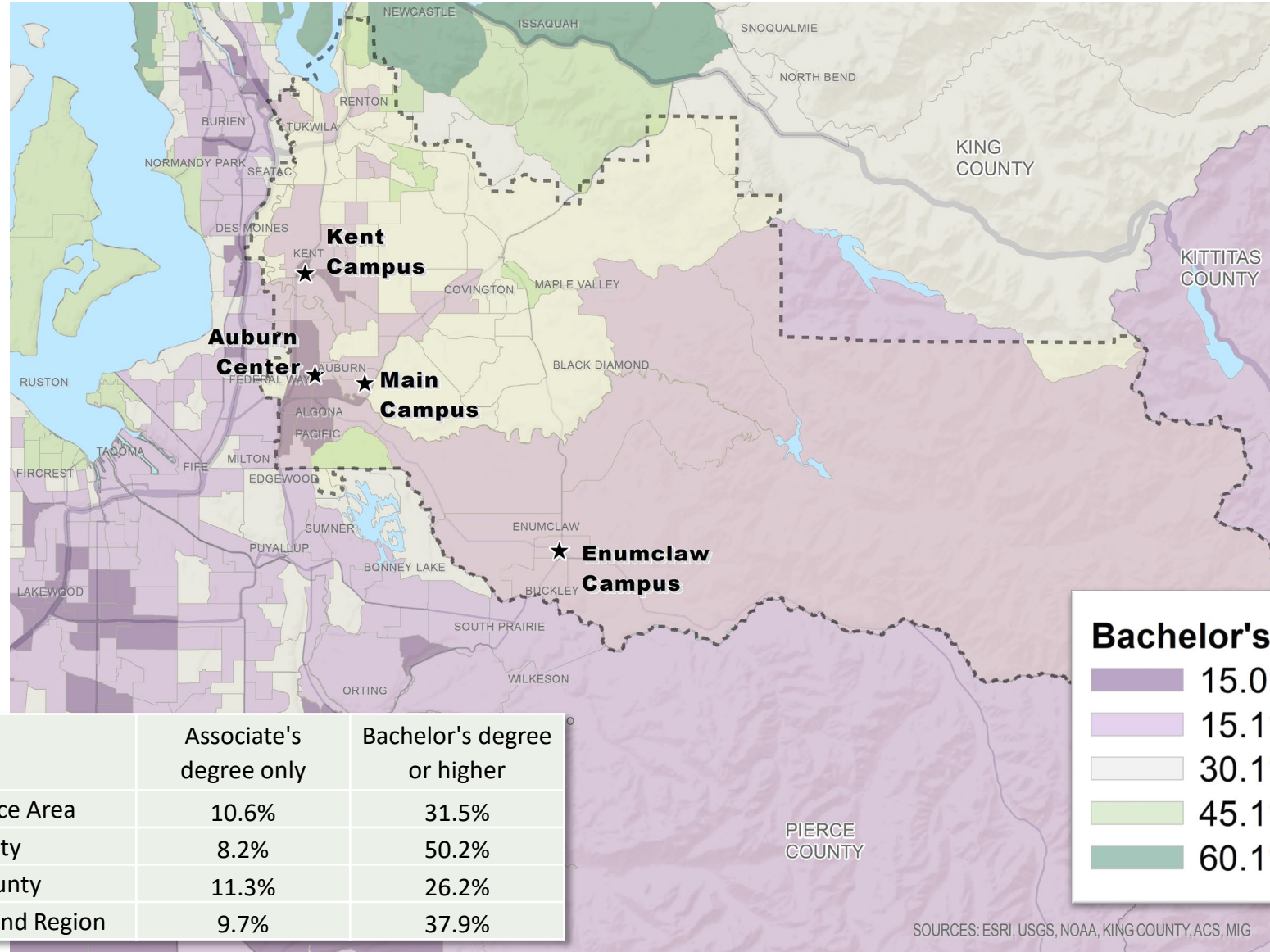
56.4%

of Service Area residents over the age of 25 have less than an associate's degree

1 in 12 have not finished high school level education

Source: U.S. Census, American Community Survey, 2018

Educational Attainment: Bachelor's or Higher



31.5%

of Service Area residents
over the age of 25 have at
least a Bachelor's degree

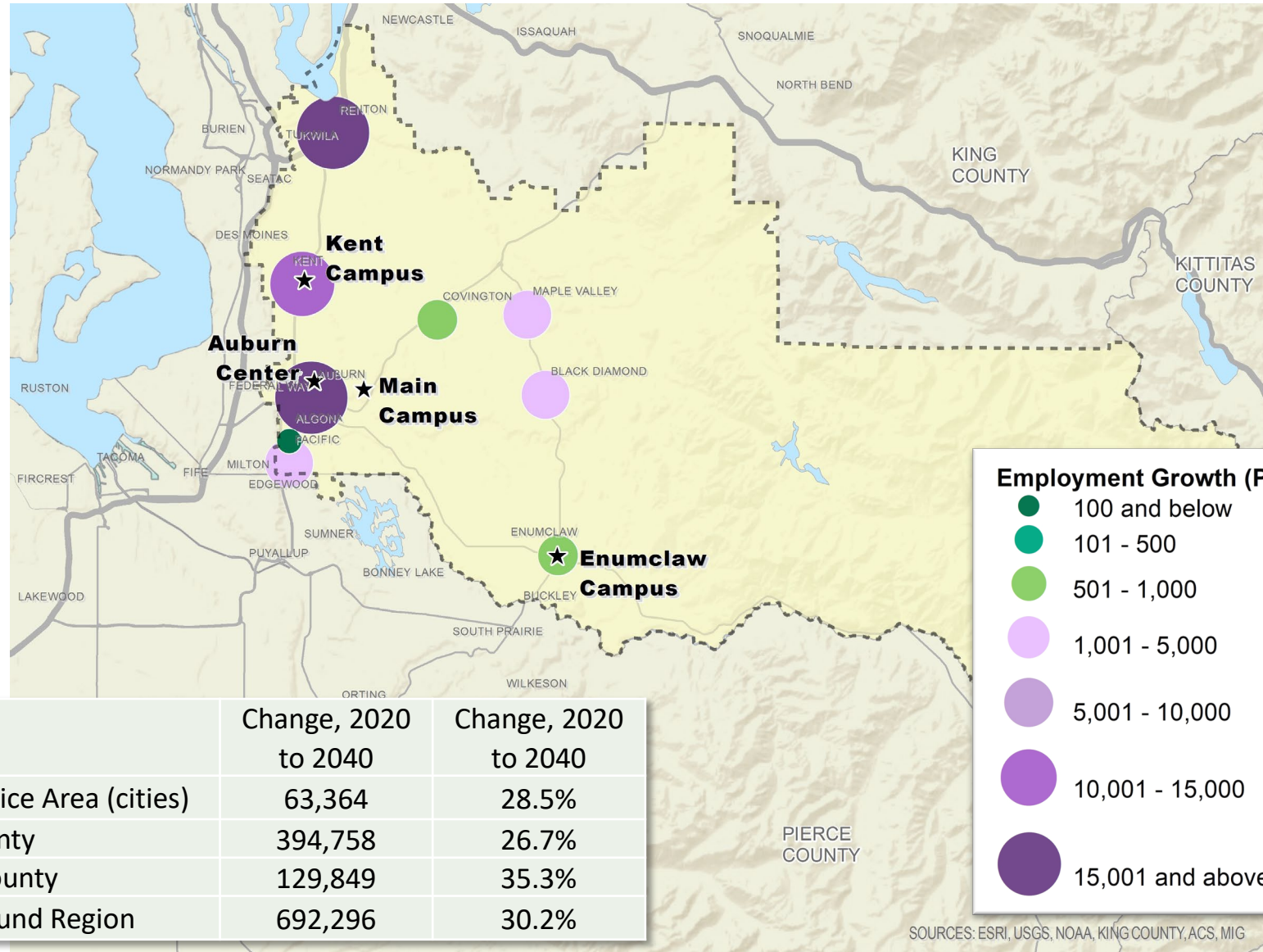
Half of all King County
residents hold a Bachelor's
degree or higher

Bachelor's Degree and Above

- 15.0% and below
- 15.1% - 30.0%
- 30.1% - 45.0%
- 45.1% - 60.0%
- 60.1% and above

Source: U.S. Census, American Community Survey, 2018

Projected Employment Growth



28.5%

growth in jobs between
now and 2040 in the
Service Area

The Puget Sound
Regional Council
projects 700,000 more
jobs in the region by
2040

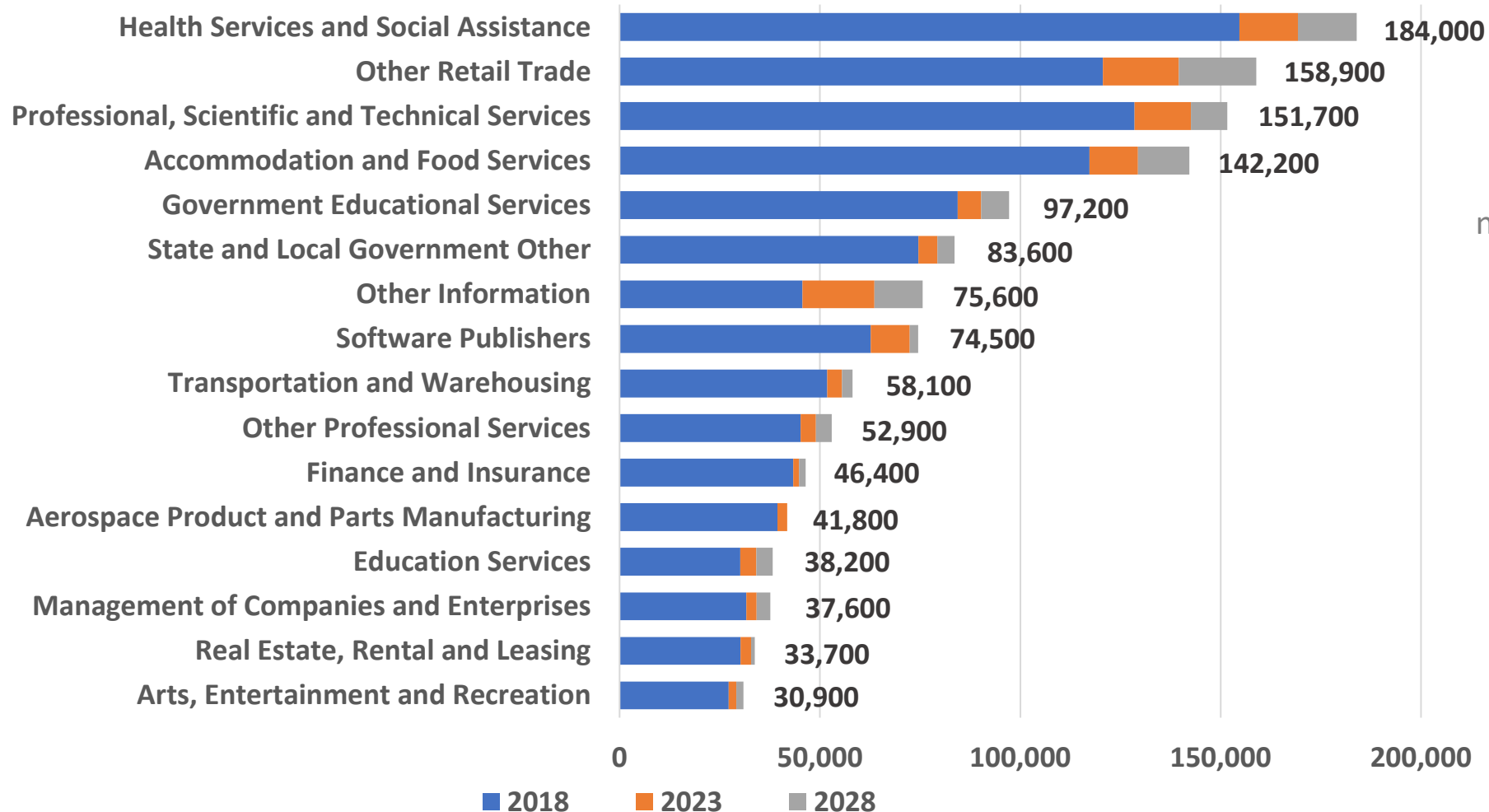
Source: Puget Sound Regional Council, 2018

Employment by Industry

King County, 2018 to 2028



Estimated Employment and Growth, Largest Industry Subsectors



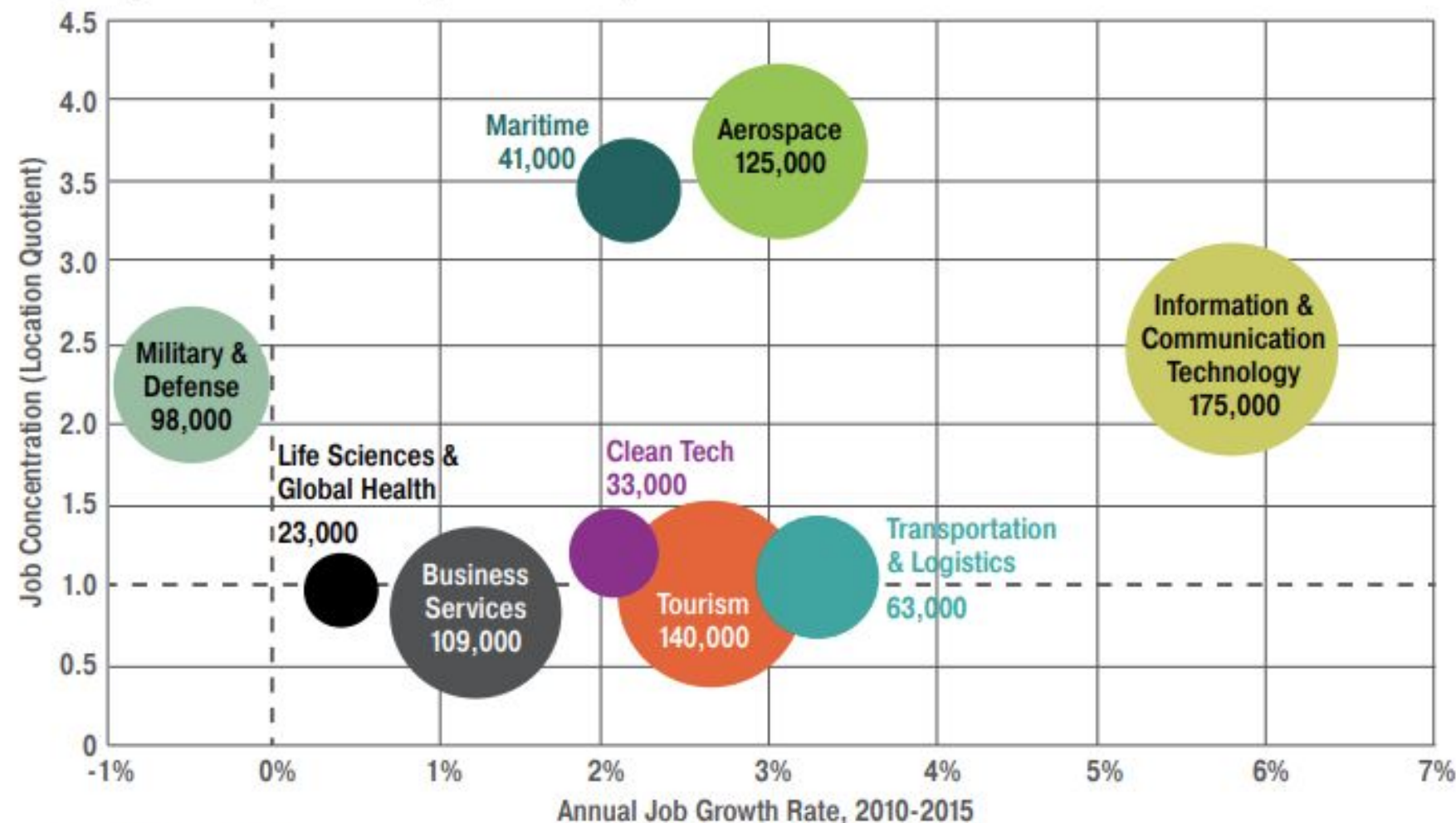
220,000

new jobs estimated in
key industry sectors
between now and
2028 in King County

Key Industry Sectors in the Puget Sound Region



Key Regional Export Industry Job Growth, 2010-2015



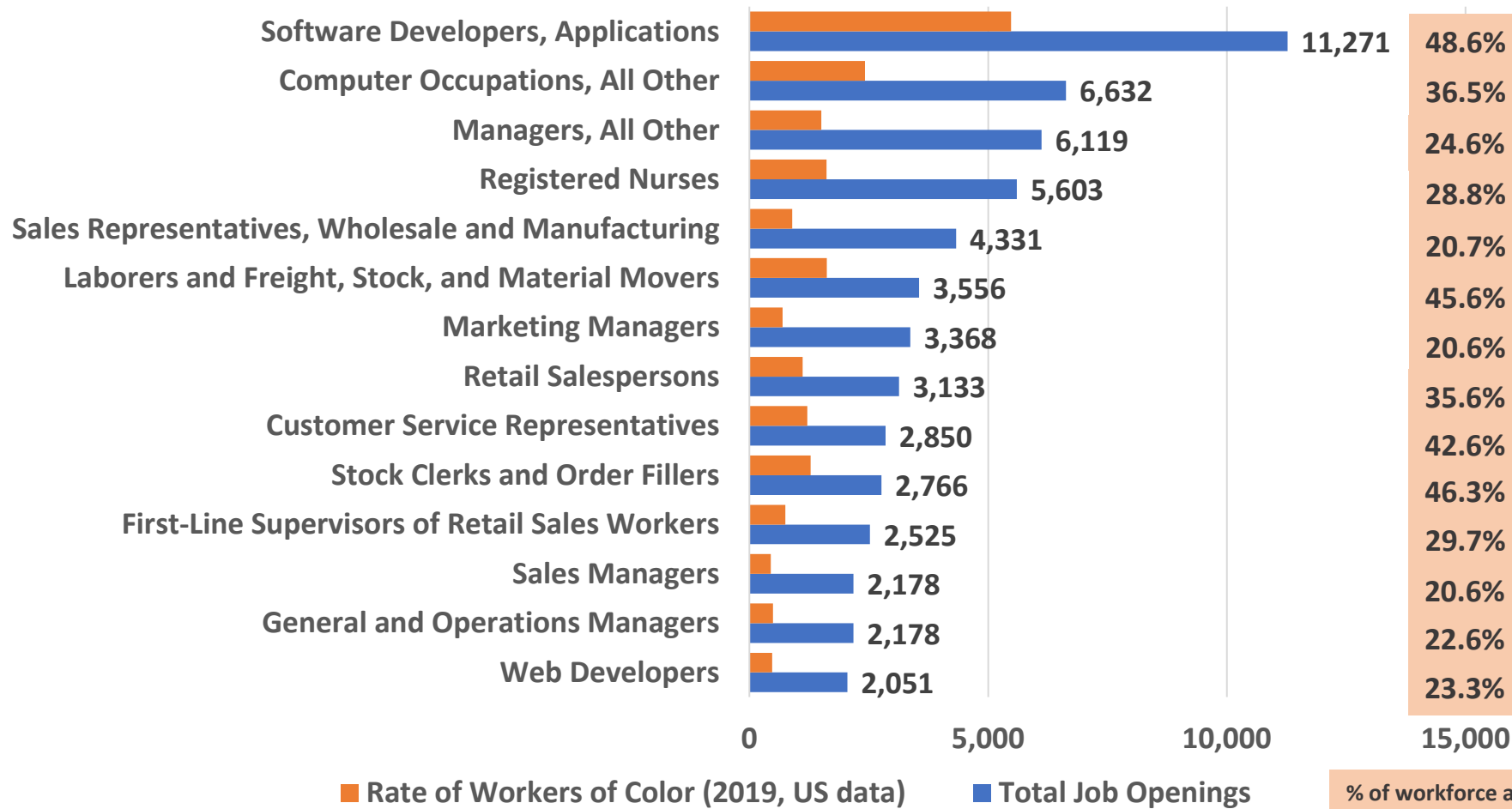
Source: EMSI, PSRC, DOD

High Demand Occupations

King County



Top Occupations with Most Job Openings, April to September 2020, and Related Rates of Employment in Field by Workers of Color



Job Market Demand (2020):

- Software and Web Developers
- Other Computer Occupations
- Registered Nurses
- Sales
- Distribution

Most In Demand Job Skills

King County



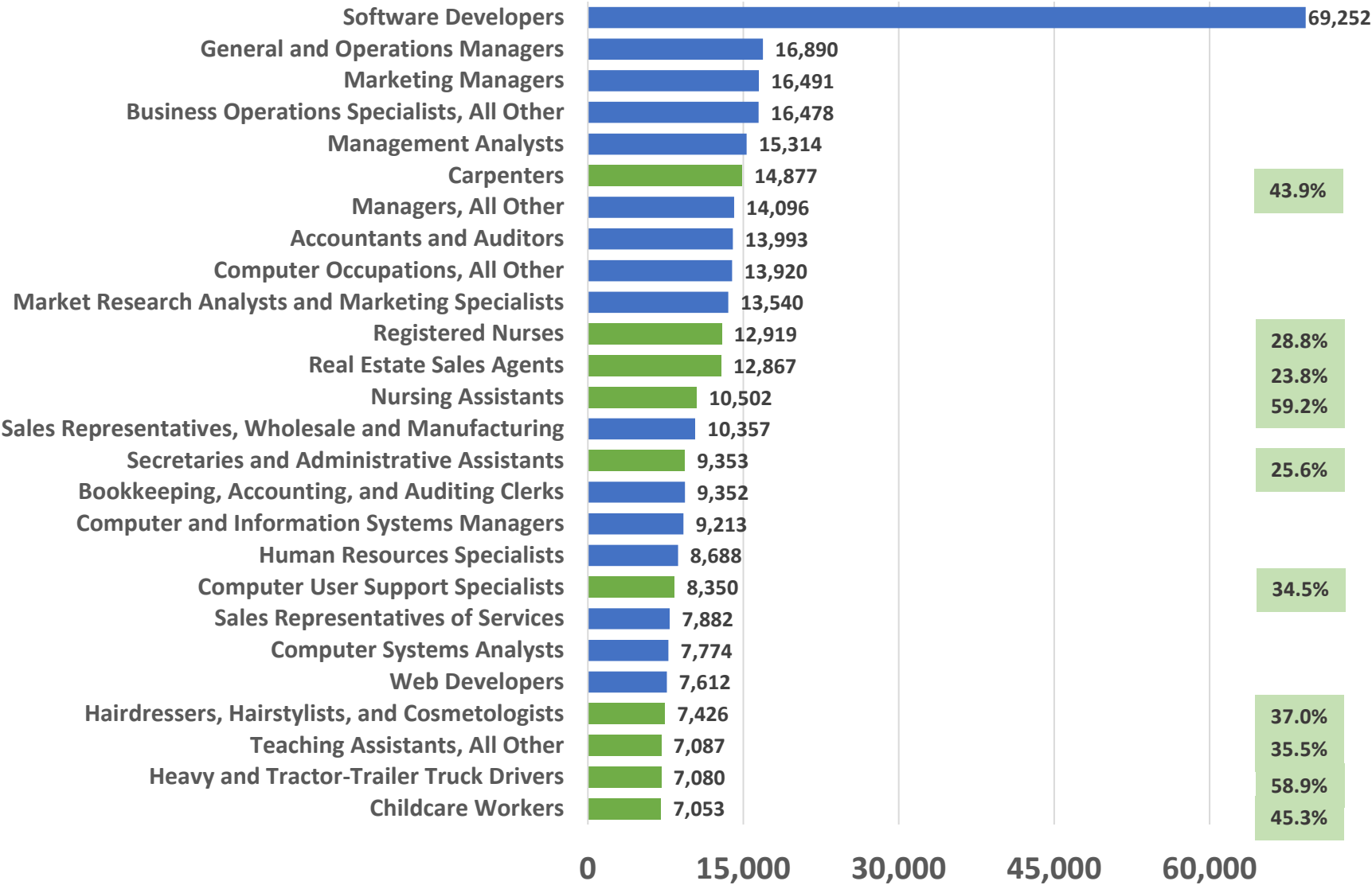
King County Job Postings by Skill,
July through October 2020

Skill or Competency	Job Postings
Customer Service	25,293
Microsoft Office and Productivity Tools	16,841
Sales	15,841
Scheduling	14,791
Project Management	12,015
Software Development Principles	9,858
Clerical Tasks	9,321
Budget Management	9,246
Business Process and Analysis	8,563
Supervisory Skills	8,426

King County Job Postings by Technical
Certifications, July through October 2020

Skill or Competency	Job Postings
Registered Nurse	6,493
Project Management Certification	2,314
Certified Public Accountant (CPA)	1,783
Project Management Professional (PMP)	1,189
Certified Nursing Assistant	1,069
Licensed Practical Nurse (LPN)	1,055
Certified Medical Assistant	1,043
Certified Information Systems Security Professional (CISSP)	874
IT Infrastructure Library (ITIL) Certification	854
Certified Teacher	830

Fastest Growing Occupations in King County Requiring Postsecondary Education, 2018 to 2028



Fastest growing include:

- Software Developers
- Other Computer Occupations
- Managers
- Marketing and Business Analysts
- Carpenters
- Registered Nurses
- CNAs

% of workforce are nonwhite, 2019

Requires AD or certificate

Requires BA or advanced degree

Source: Washington State Employment Security Department, September 2020; U.S. Bureau of Labor Statistics



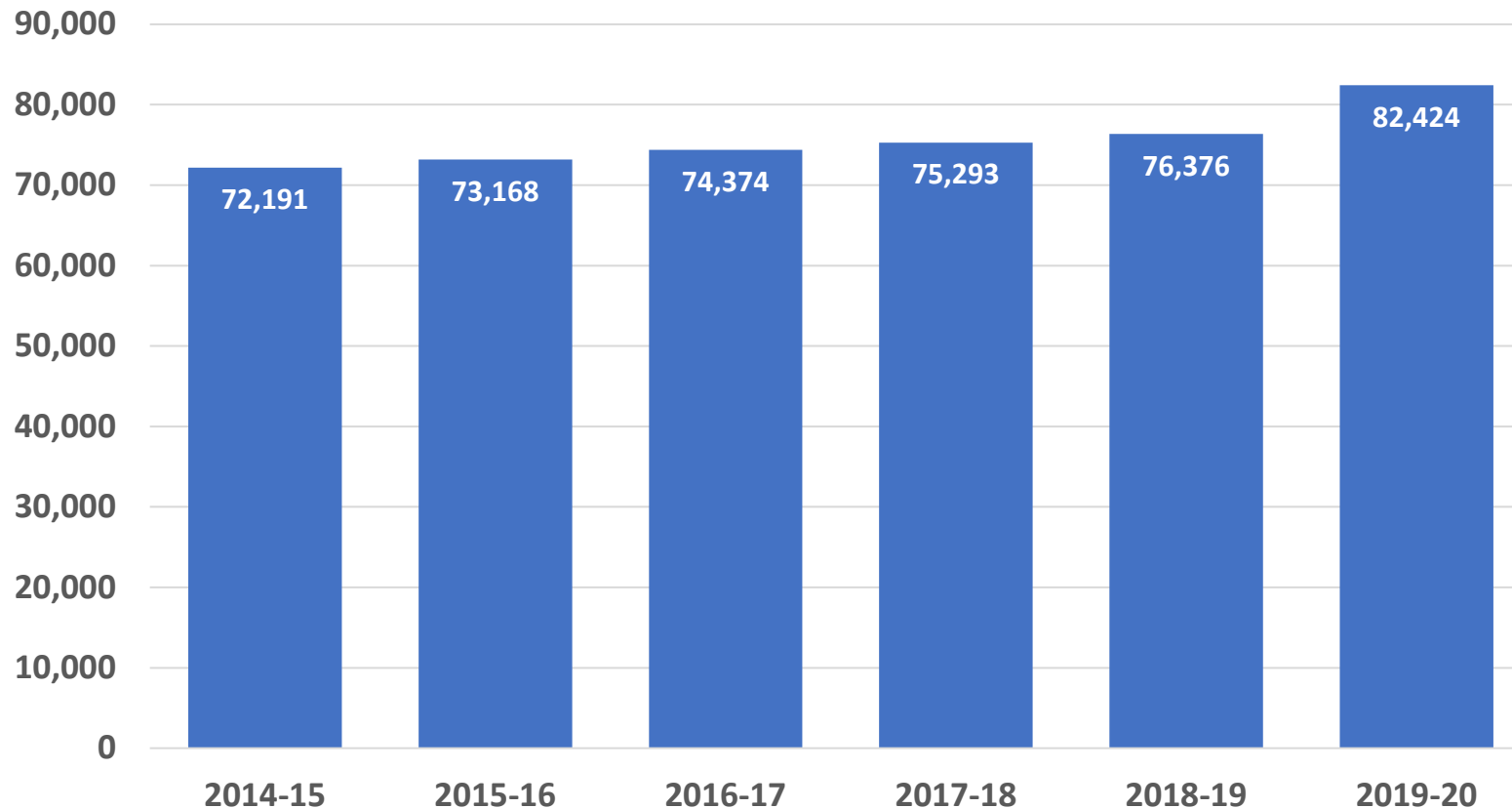
Part III-B: Student Trends



Student Enrollment



Total Student Enrollments



Total Green River
College class
enrollments have
grown

7.9%

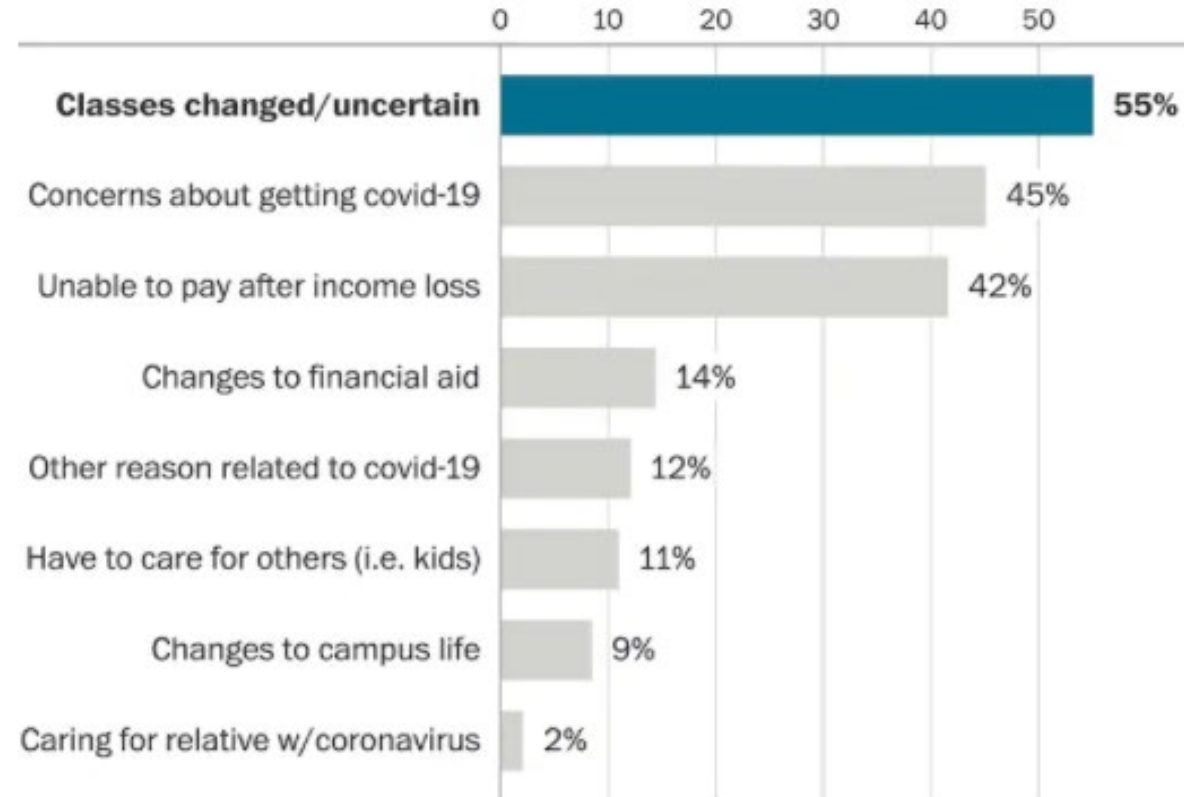
between
2018-19 and 2019-20,
and 14.2% since the
2014-15 academic year

Enrollment Declines Due to COVID-19



Why students aren't taking classes this fall

A U.S. Census survey of households with college students revealed that many dropped out of school this fall because they didn't want to take virtual classes, they were concerned about catching covid-19, or the family lost a job and income.



Note: Households could indicate multiple reasons for dropping out.

Source: U.S. Census Household Pulse Survey (Aug. 19-31)

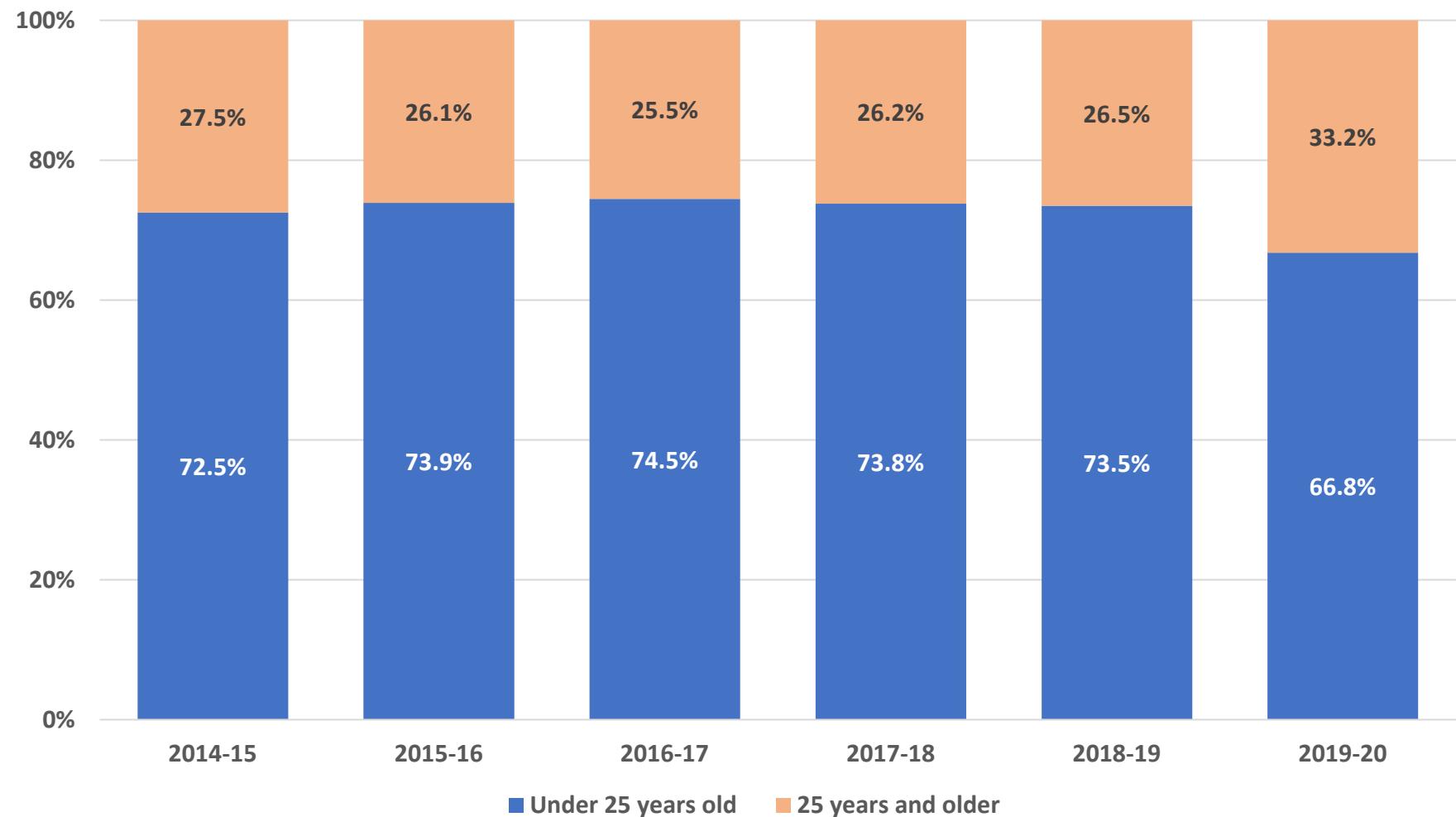
Nationwide,
community college
enrollments this fall
declined by

-18.9%

The largest first-time
student declines are
among Native American,
Black and Hispanic
students

In Washington, low-
income students are not
applying or enrolling

Students by Age Group



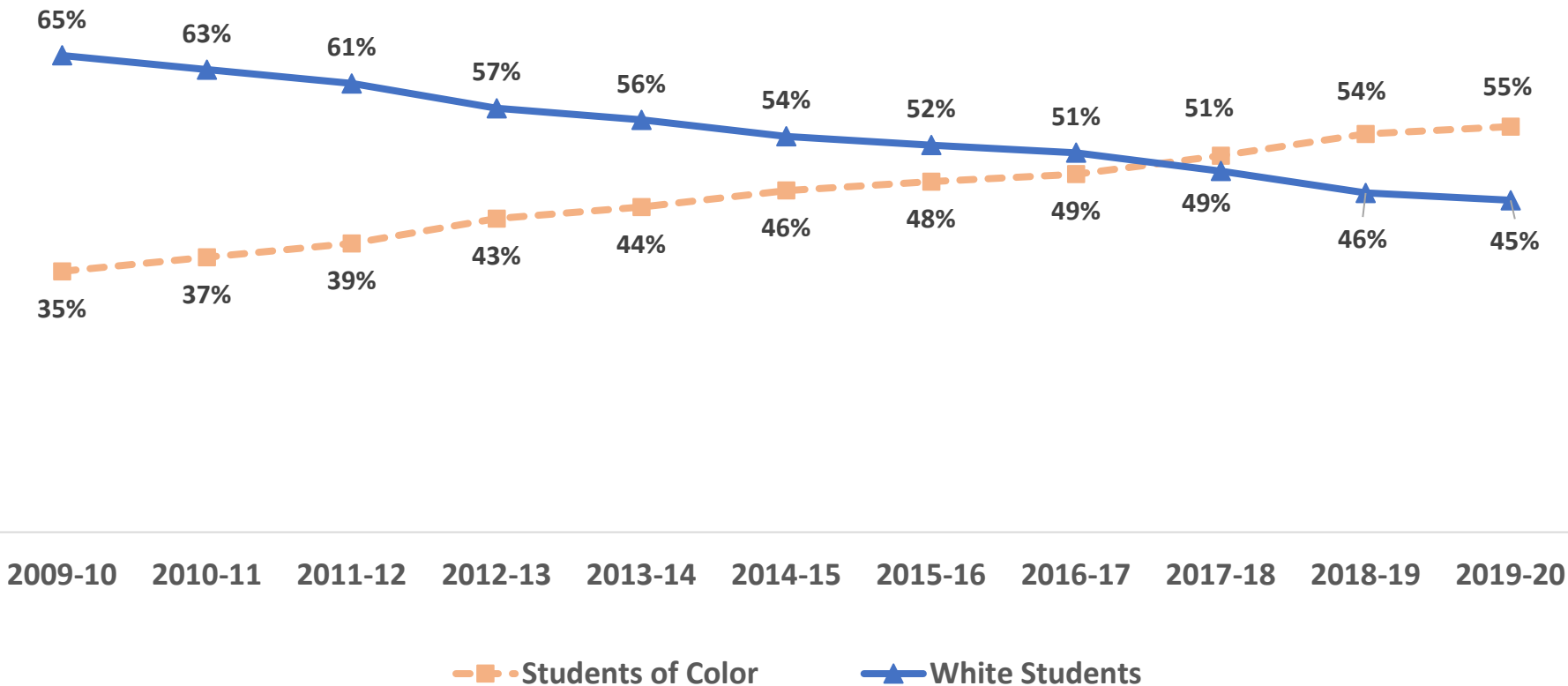
Two-thirds

of Green River College Students are under the age of 25

Most Students Enrolled at Green River are Students of Color



Rate of Students of Color and White Students at Green River College in State-Supported Education Programs, 2009-10 to 2019-20



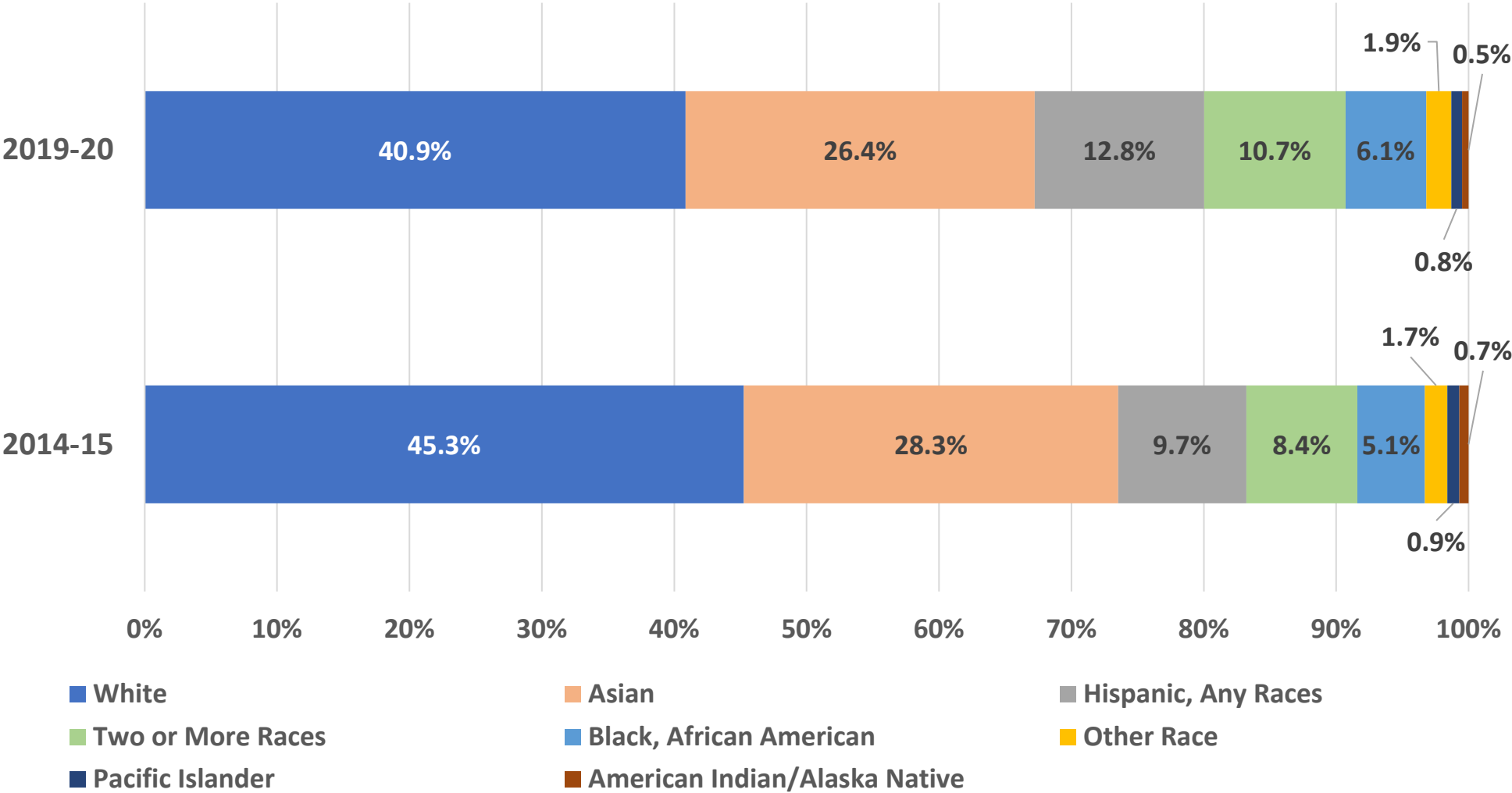
55%

of Green River College Students are students of color

Including international students: 59% are nonwhite

Race and Ethnicity of Green River Students

2014-2015 and 2019-2020 Academic Years



The proportion of students of color at Green River has increased by

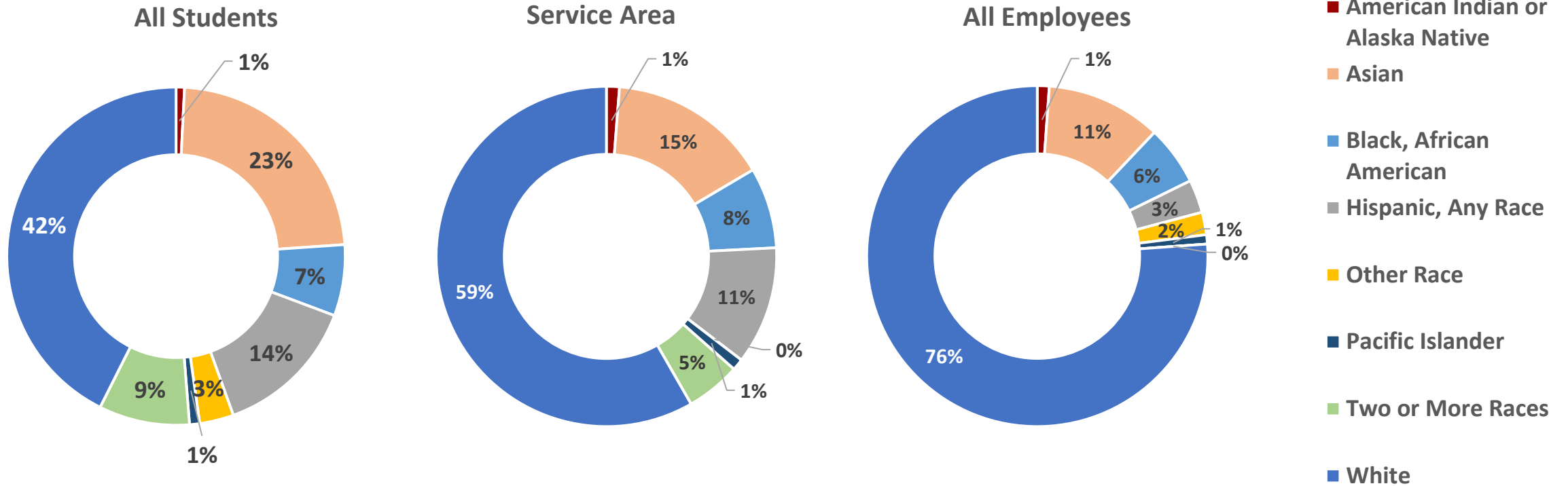
4.4%

in the last five academic years

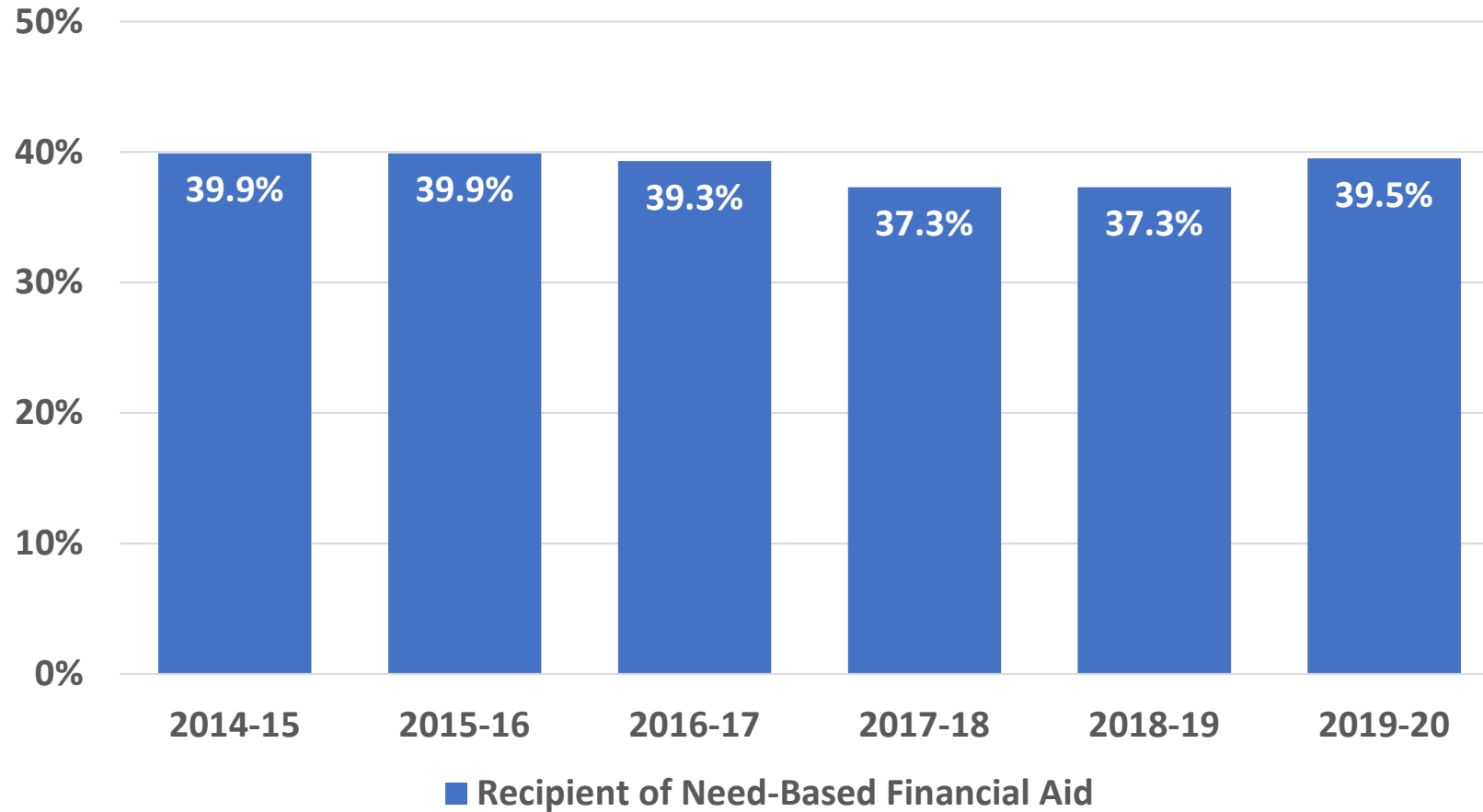
Most of this growth is among Hispanic and mixed-race students

Source: Institutional Effectiveness, SBCTC Data Warehouse

Race and Ethnicity of Students, Staff and Service Area, 2019-2020



Students Receiving Need-Based Financial Aid



**Two in
five**

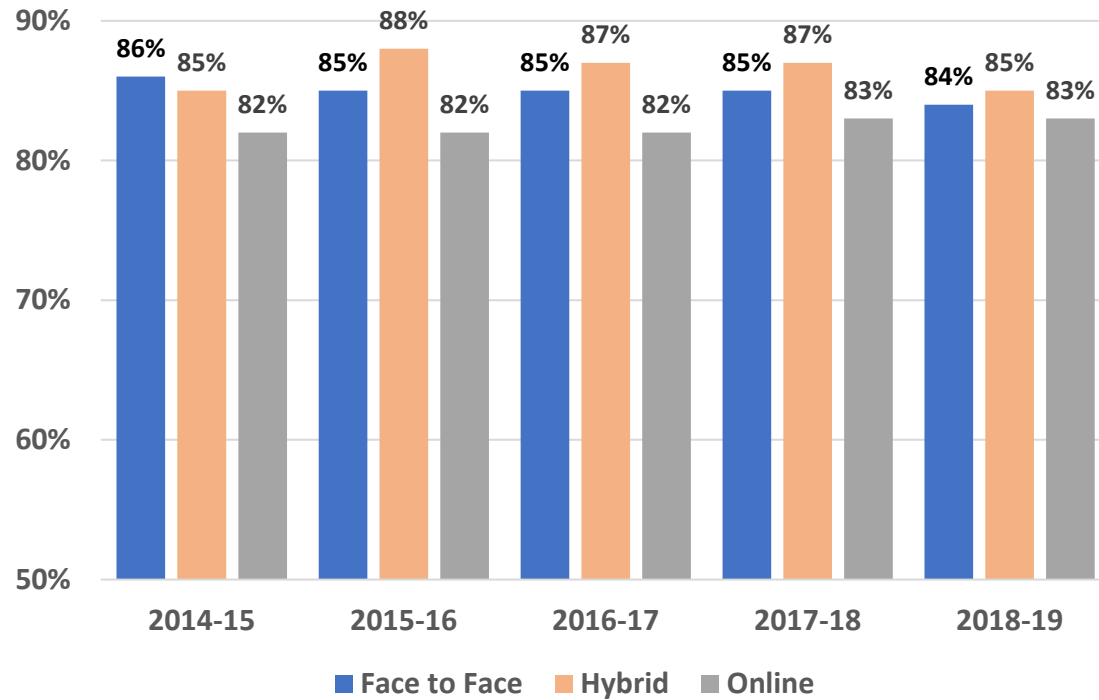
Green River
College
Students
receive
need-based
financial aid

Outcomes by Instruction Method

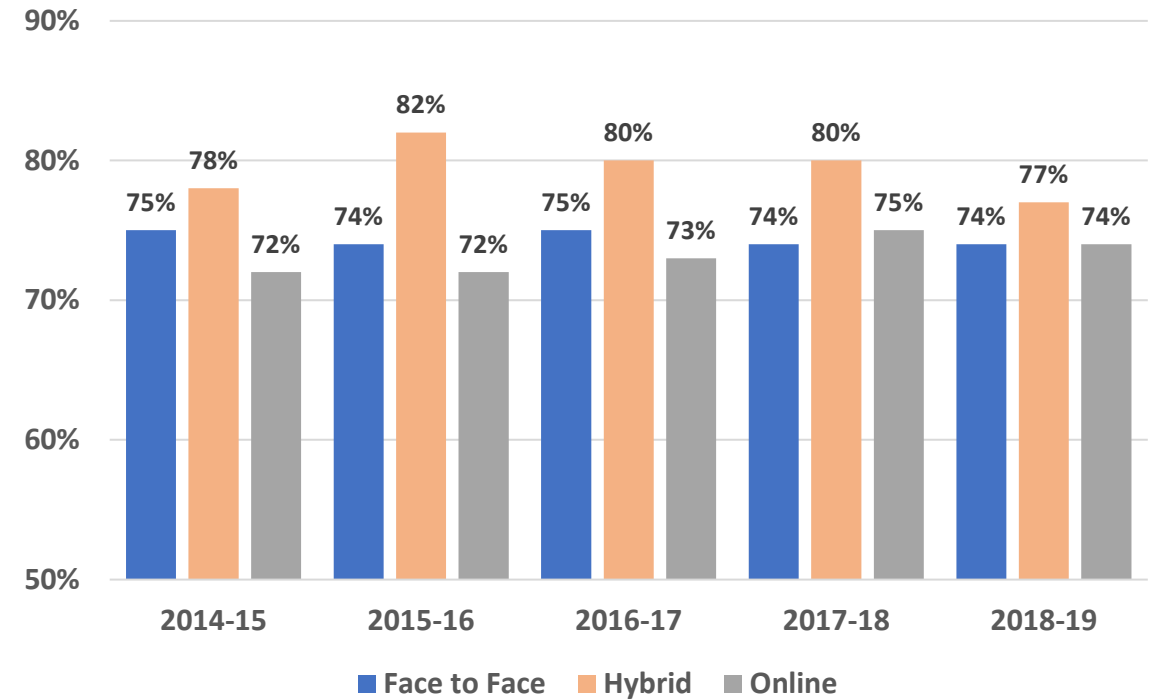
All Green River Students



Completion Rates, All Students



Success Rates, All Students

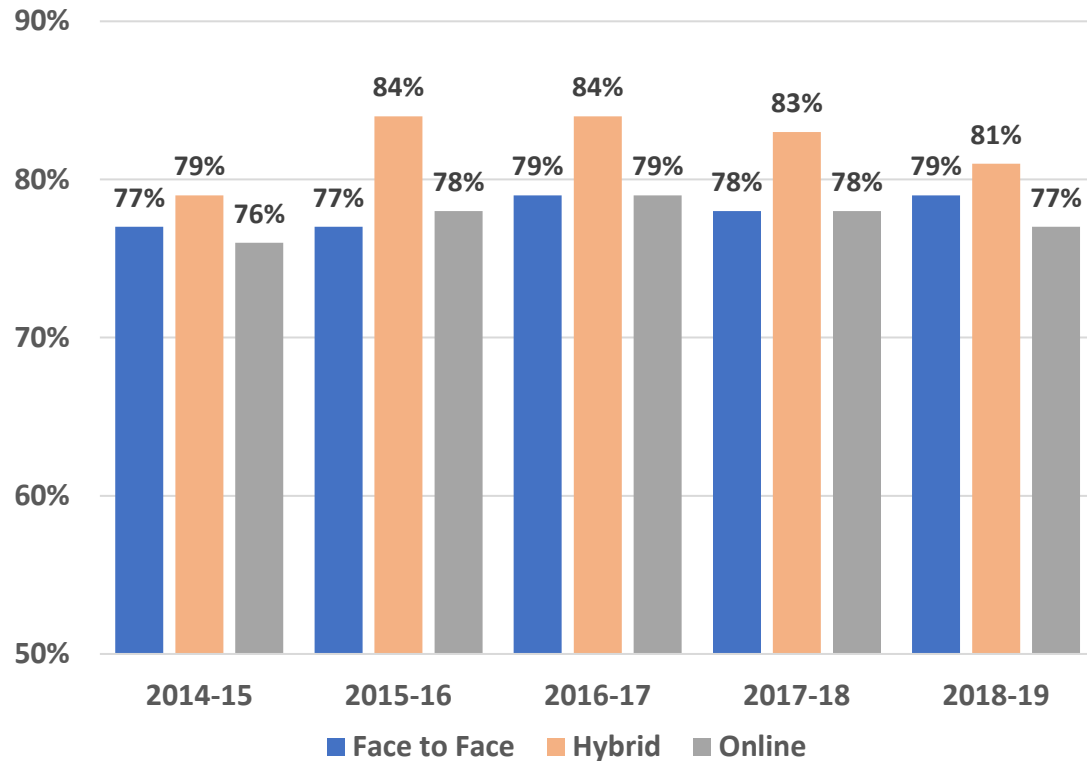


Outcomes by Instruction Method

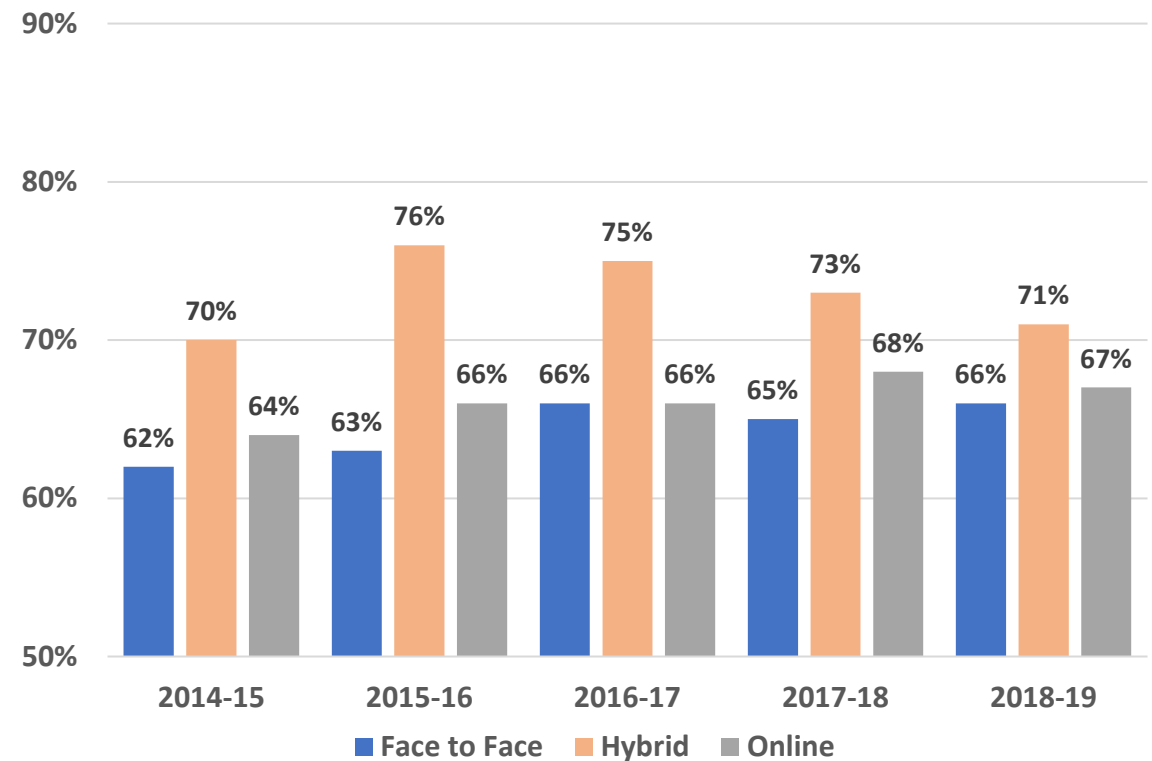
Among Historically Underserved Students of Color



Completion Rates,
Historically Underserved Students of Color



Success Rates,
Historically Underserved Students of Color



Source: Institutional Effectiveness, SBCTC Data Warehouse

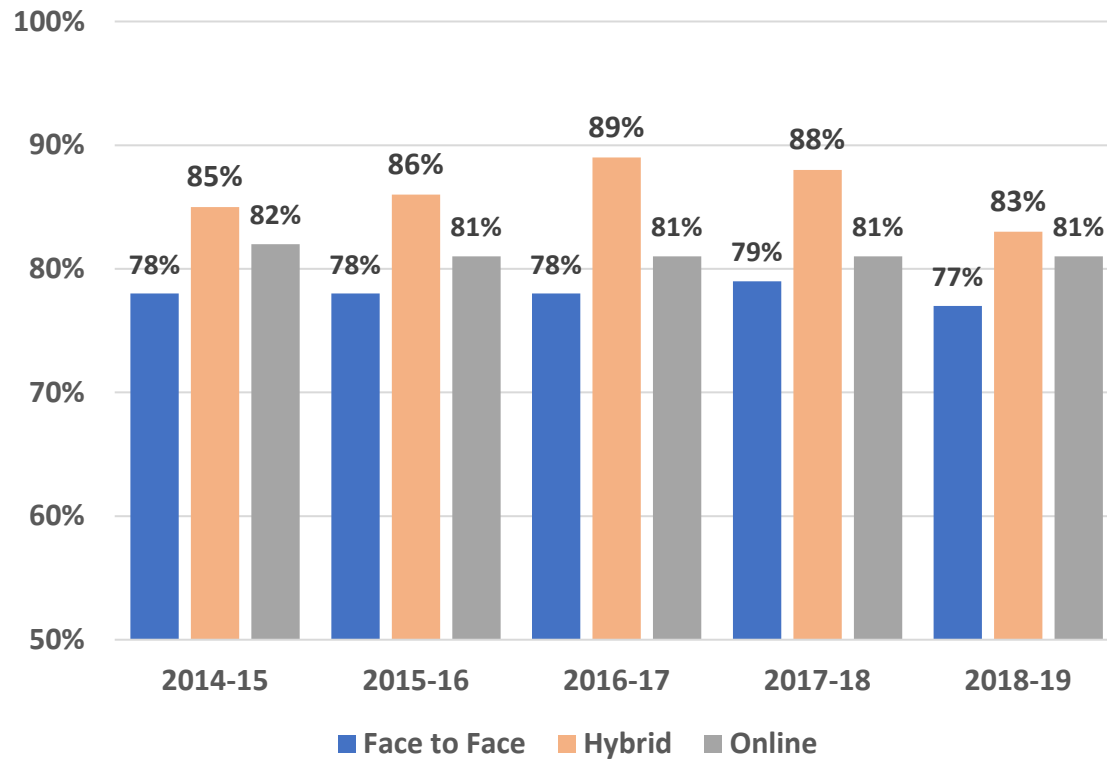
Note: Historically Underserved Students of Color are defined as Black or African American, American Indian or Alaska Native, Hispanic, or Pacific Islander.

Outcomes by Instruction Method

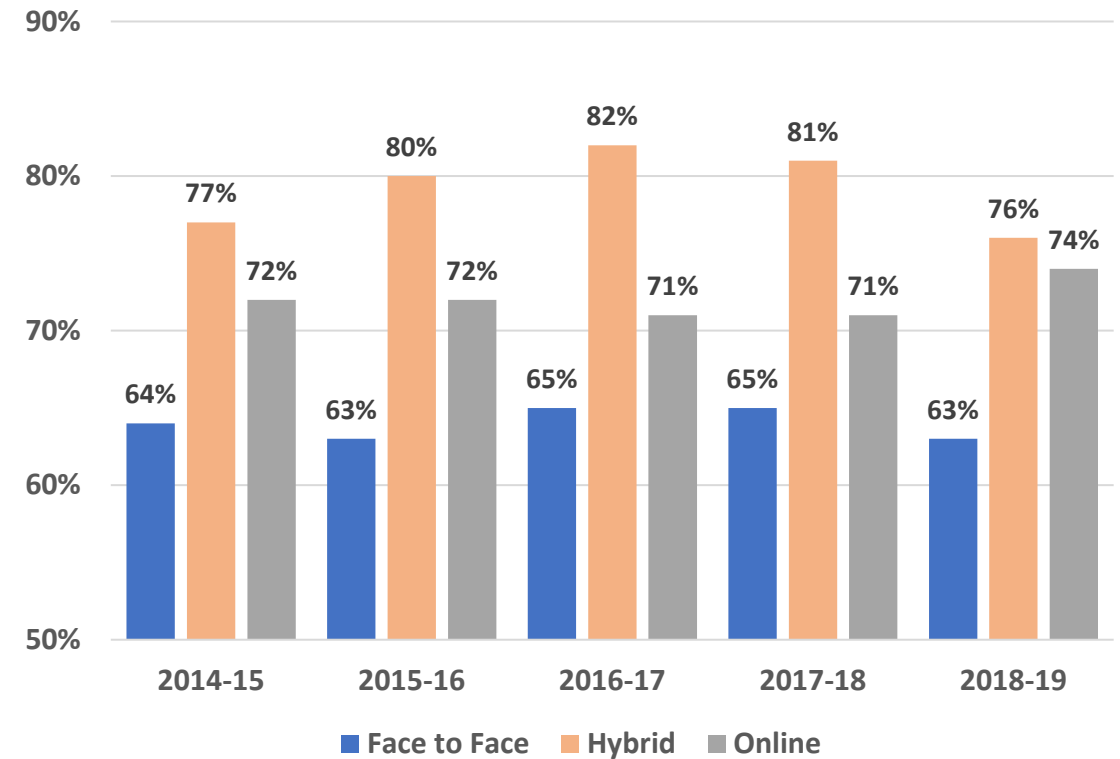
Among Historically Underserved Low-Income Students



Completion Rates,
Historically Underserved Low-Income Students



Success Rates,
Historically Underserved Low-Income Students



Source: Institutional Effectiveness, SBCTC Data Warehouse

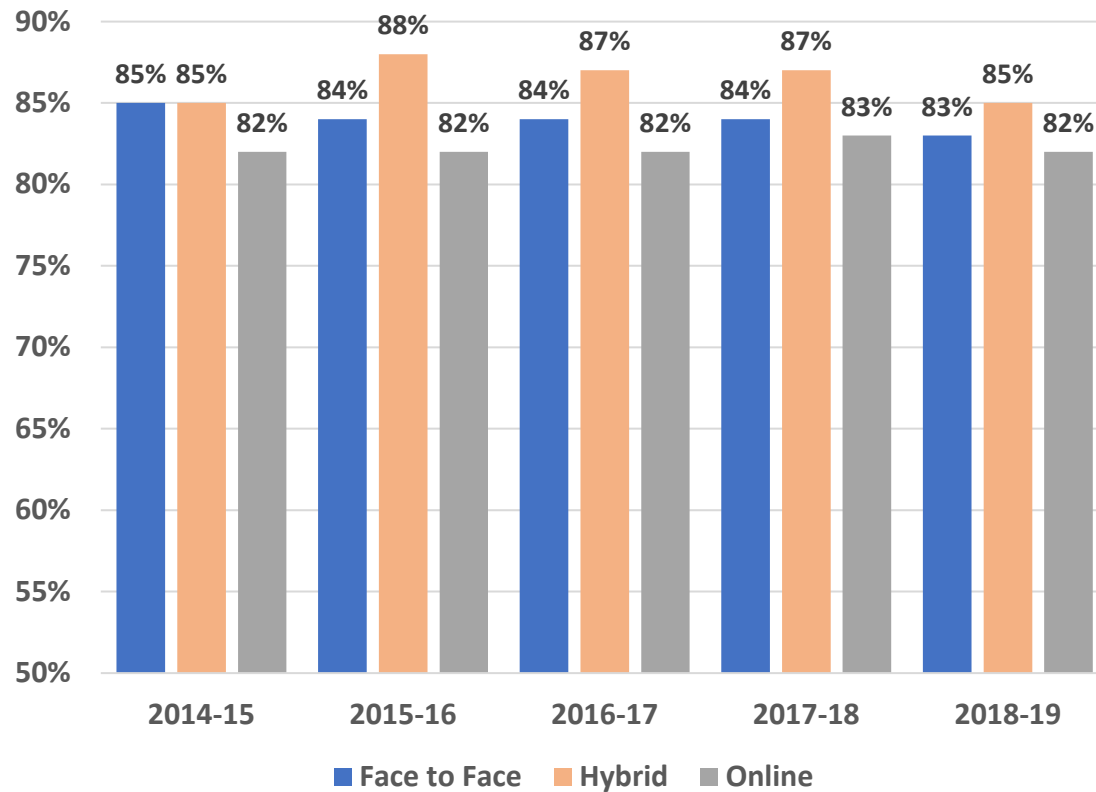
Note: Historically Underserved Low-Income Students reside in census block groups in the lowest socioeconomic status (SES) quintile.

Outcomes by Instruction Method

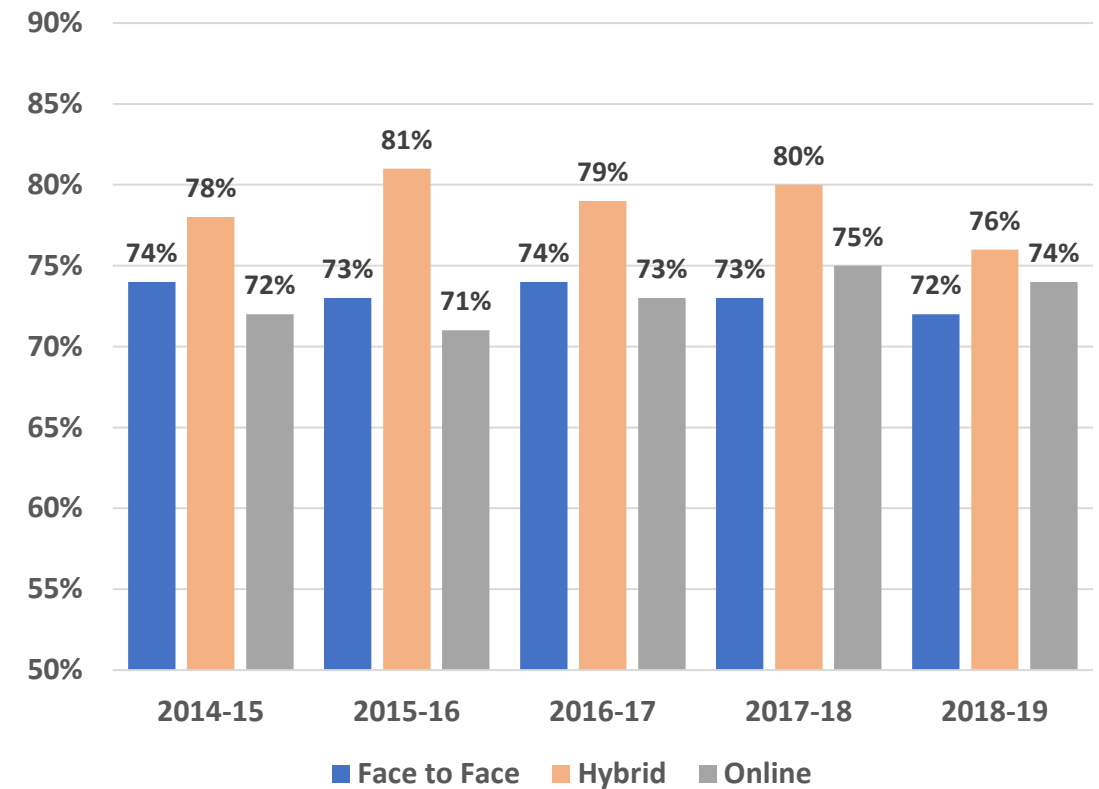
Among First-Generation Students



Completion Rates, First-Generation Students



Success Rates, First-Generation Students



Student Achievement Initiative (SAI)

Performance Funding Points

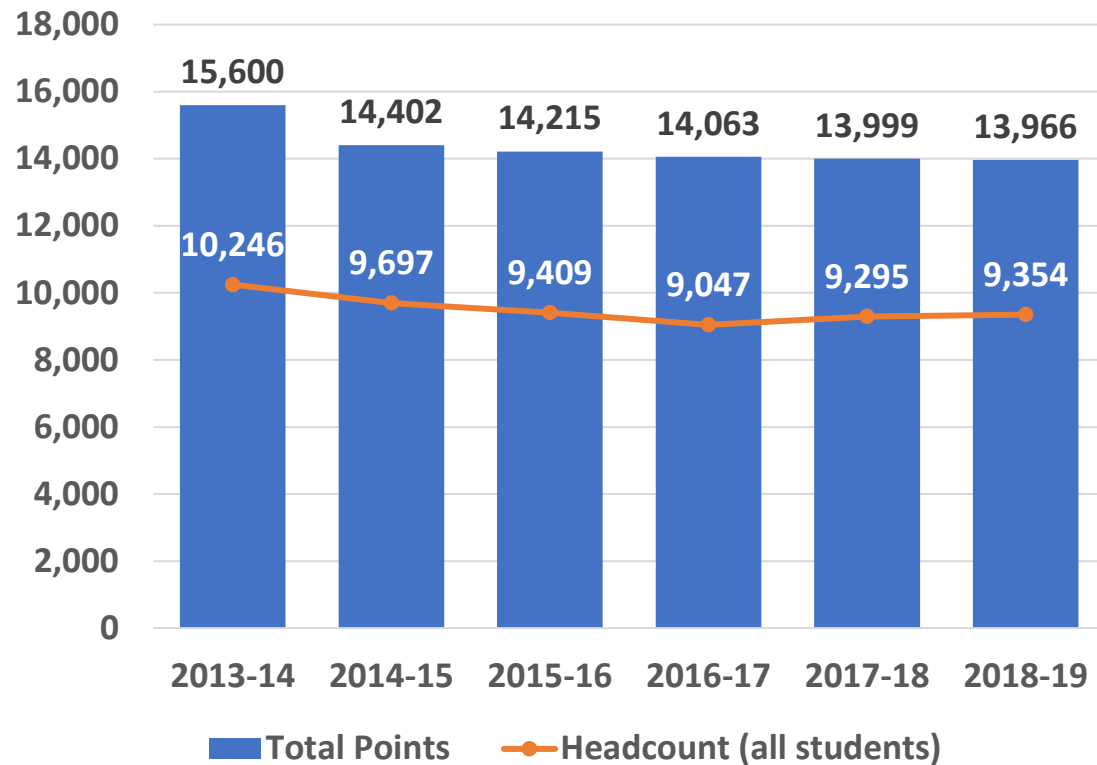


- **SAI: Performance funding system** for Washington state's system of community and technical colleges.
- **Colleges receive points with funding attached when students reach key academic milestones**, such as finishing college-level math, completing first year, earning a certificate or degree.
- Funding is based upon three metrics:
 - ✓ **Total points less Completion points**
 - ✓ **Completion points**
 - ✓ **Performance Points per Student (basic skills and award seeking students)**

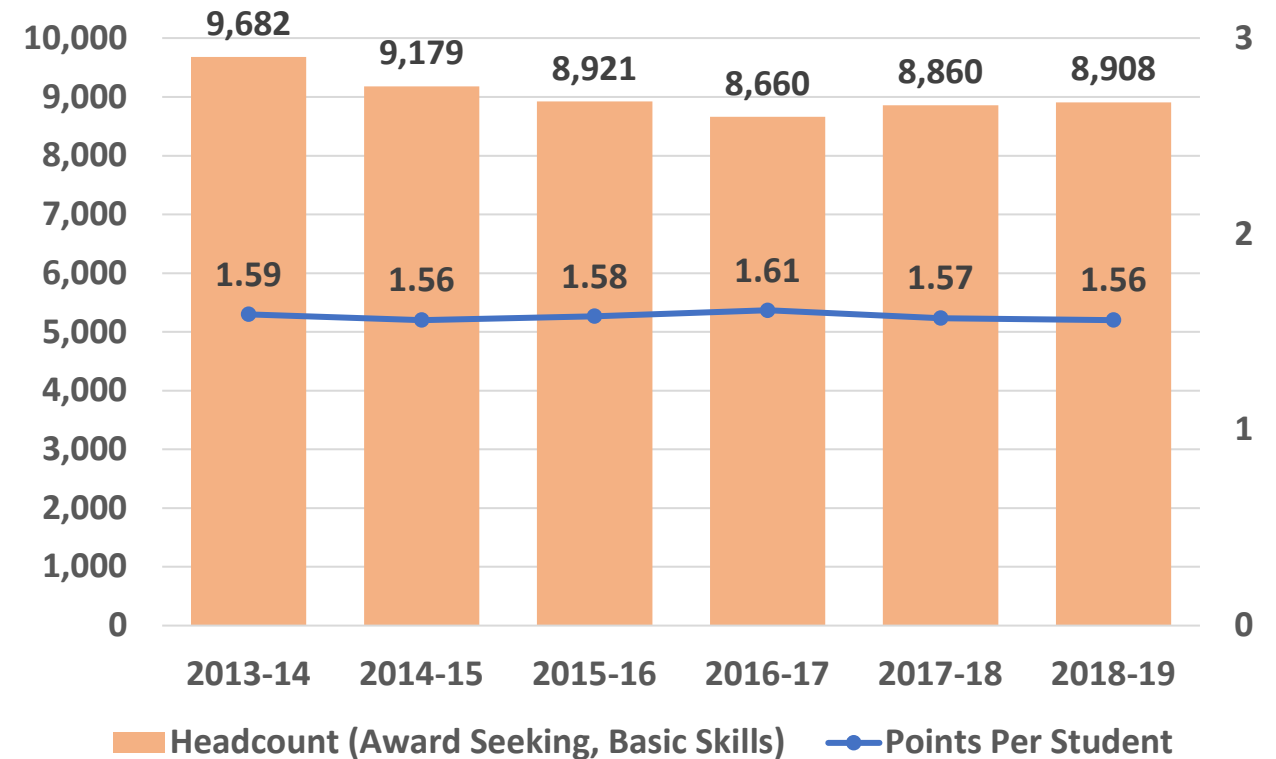
Student Achievement Initiative Performance Funding Points



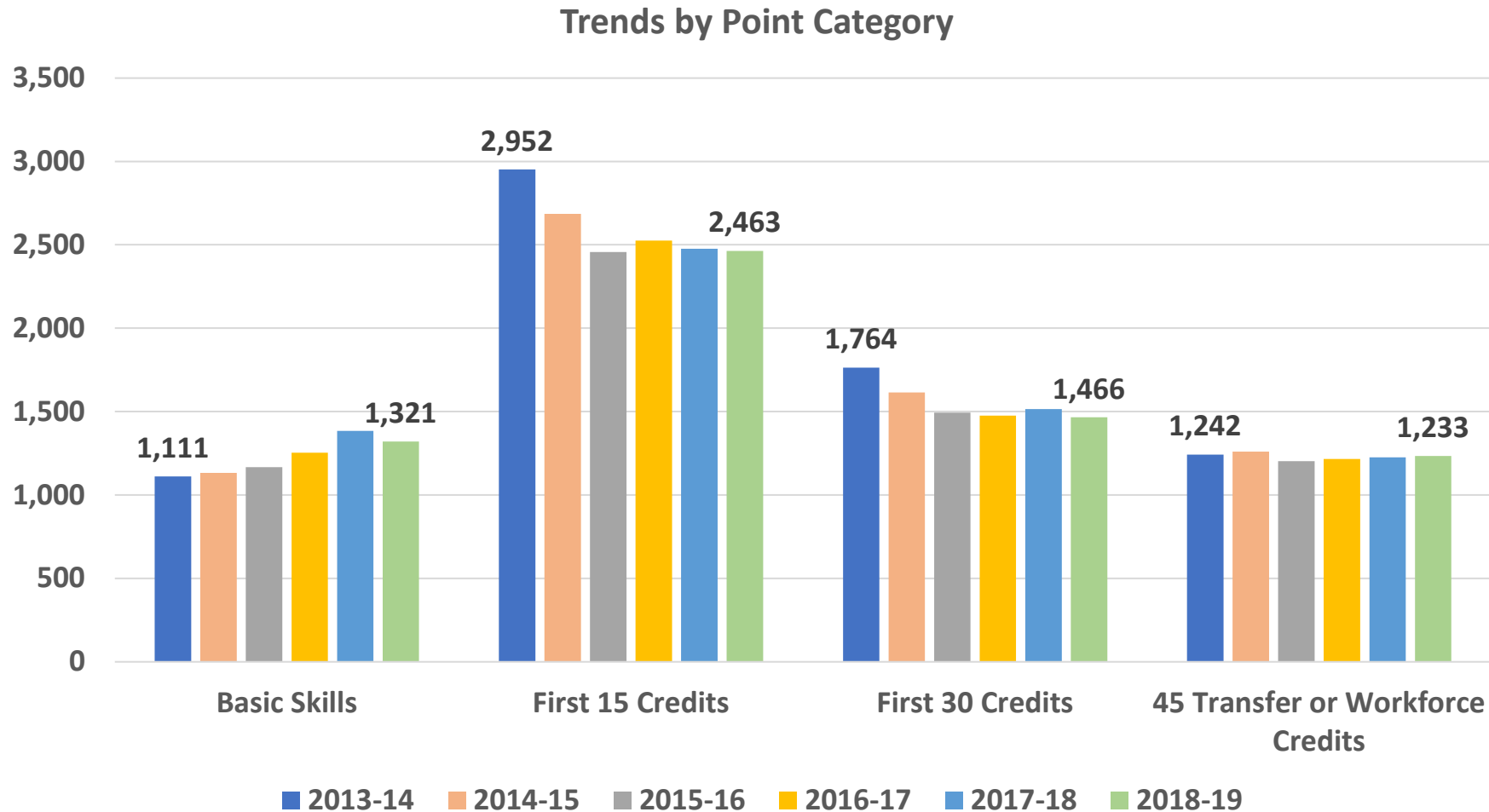
Total Points and Headcount



Performance Points Per Student (Award Seeking and Basic Education Students)



Student Achievement Initiative Performance Funding Points



Green River College
is among the

top ten

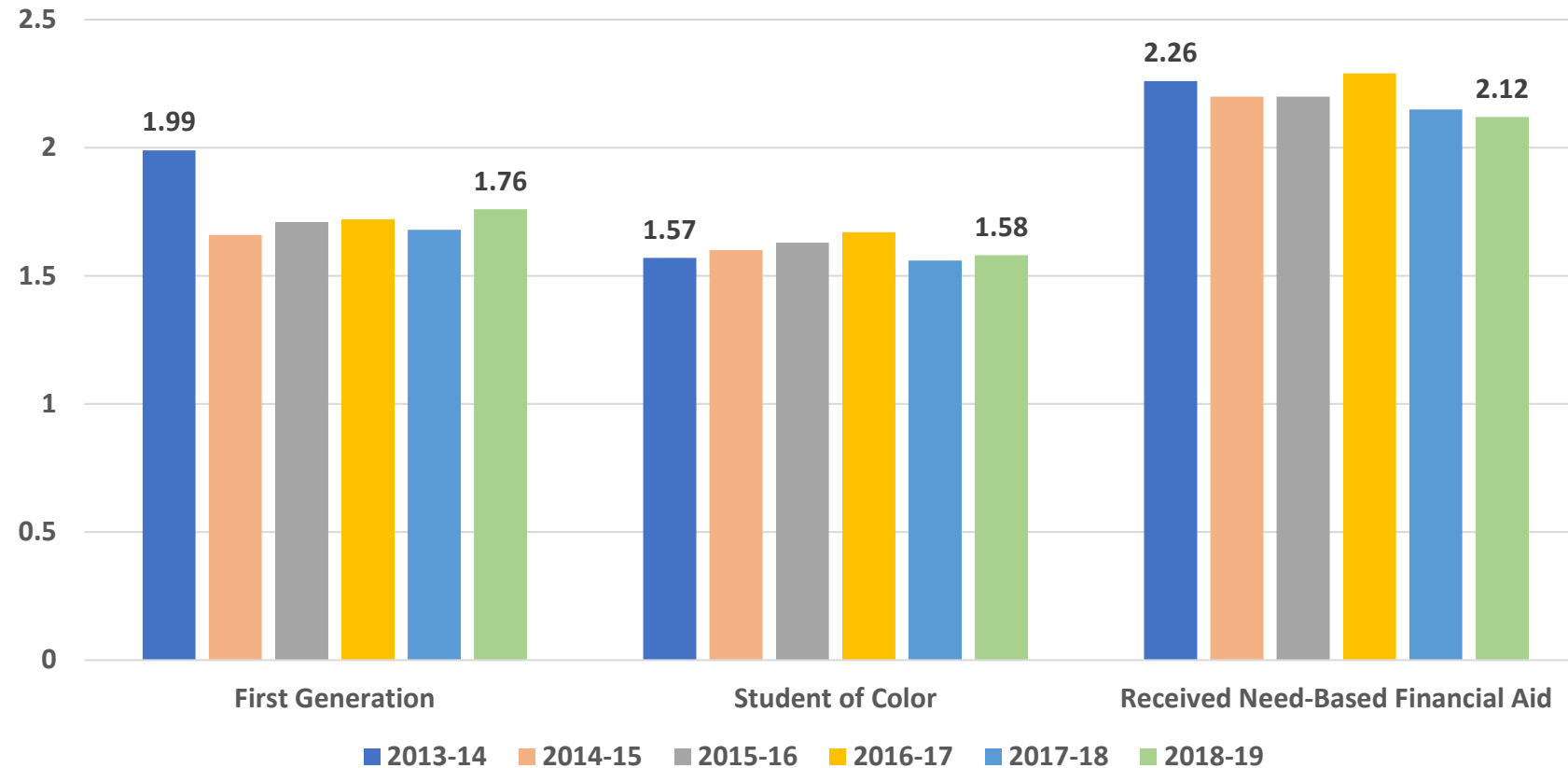
Washington
Community and
Technical Colleges
for performance
points related to
first 15 and first 30
credits, and transfer
or workforce
credits

Student Achievement Initiative

Performance Funding Points per Student



Performance Funding Points per Student,
Trends by Student Demographics



Green River College
receives an average of

**1 point
more per
student**

among those who
receive need-based
financial aid than for
students who do not
receive aid



Strategic Planning Charette

Agenda and Format

Strategic Planning Charette Agenda



December 7, 2020

- | | | |
|--------------|-------------|--|
| 12:30 | I. | Welcome and Introductions |
| 12:40 | II. | Environmental Scan and Emerging Themes |
| 1:00 | III. | Breakout Discussion Groups |
| 2:15 | V. | Presentation of Ideas from Break Out Groups |
| 3:15 | VI. | Next Steps |
| 3:30 | | <i>Close</i> |

Strategic Planning Charette Agenda



Preliminary Discussion Topics	
1. Closing the opportunity gap	7. College transfer programs
2. Increasing faculty and staff diversity	8. Career and technical programs
3. Creating a welcoming environment	9. Facilities
4. Connecting to the community	10. Support services
5. Making the connection with local business and industry	11. Organizational structure and processes
6. Strengthening the identity of Green River College	12. Other



Next Steps

November 16, 2020

Next Steps

- **Next Steering Committee Meetings**
 - Meeting #4: January 11, 2021, 2:00 – 4:00 p.m.
 - Meeting #5: February 1, 2021, 2:00 – 4:00 p.m.



Equity-Centered Strategic Visioning and Planning Steering Committee Meeting #3

November 16, 2020