Strategic Plan and Assessment

July 1, 2013 to June 30, 2020

for

Green River Community College

Report of the
Strategic Planning and Assessment Team

March 25, 2013

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Planning Process

The strategic planning and assessment process involved representatives from all four Green River campuses and a diverse group of faculty, staff, students and community members. These individuals developed the plan in several steps over a period of six months.

Purpose

The primary purpose of the process was to develop an updated Strategic Plan and Assessment for Green River Community College for the seven-year period from July 2013 to June 2020. The Strategic Plan and Assessment serves to purposefully, systematically, and comprehensively link planning and assessment for the accreditation framework for the College under the policies of the Northwest Commission on Colleges and Universities (NWCCU). The Strategic Plan and Assessment will need continuous updating to account for the changing external (e.g. economic and social context of the region and state) and internal (e.g. results of annual College assessment) environments. With those changes adopted, the Strategic Plan and Assessment should guide the Eqnn—gigøu"qxgtcnn"fktgevkqp"hqt"vjg"pgzv"ugxgp"{gctu0"

Involvement

Those directly involved in the planning process included Green River Community College Board of Trustees, central administrative leadership, a strategic planning and assessment team, and a strategic planning and assessment steering committee. The following individuals and groups were involved in the strategic planning and assessment process.

President

The President of Green River served as the primary contact for the project facilitator in setting expectations, determining committee participation guidelines, and guiding development of the strategic plan and assessment process and report.

Board of Trustees

The Green River Board of Trustees had early involvement in the strategic planning and assessment process through a retreat dedicated to the high-level review of the results of the environmental scan. The 2012 Environmental Scan examined external and internal context of the College to identify the major planning assumptions (i.e. growth, resources), priorities (i.e., challenges, opportunities, aspirations), and mission statement considerations that should be addressed in the strategic planning and assessment process. The members of the Board of Trustees[1] who participated in the planning retreat were as follows:

> Mark Albertson (in-coming)
> Tom Campbell, Chair
> Linda Cowan
> Sherry Gates (out-going)
> Pete Lewis

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[1] Trustee Claudia Kauffman was absent due to illness.

Hank Galmish, Faculty Member and Chair of Instructional Council, Green River Community College
Joyce Hammer, Dean of Transfer Education, Green River Community College
Gail Hanlon, Classified Staff, Program Coordinator, Enrollment Services, Green River Community College

review the results of the previous meeting and to plan the next meeting and

Charge

The charge to the Strategic Planning and Assessment Team by the President of Green River Community College was as follows:

> The responsibility of the Strategic Planning and Assessment Team is to engage in a planning process that leads to completion of a new Strategic and Assessment Plan for 2013 through 2020. The plan will incorporate the following goals:

(1) Refine and update the Green River mission statement
(2) Identify core themes, objectives and indicators
(3) Develop a Green River Community College Strategic and Assessment Plan for 2013 through 2020

Specifically, the plan will include the following elements: mission, vision, core themes, objectives and indicators of achievement with a seven-year time horizon and initial strategies for the first year. It will be based upon current and historical data derived from College sources, economic studies, student evaluations, market analyses and best practices in higher education.

The Strategic and Assessment Plan is expected to accomplish the following:

> Address the long-term vision established by the Board of Trustees
> Review and affirm the mission and values of the College
> Establish the core themes that together constitute the mission of the College
> Set achievable and verifiable objectives for each of the core themes
> Establish the criteria by which mission fulfillment can be evaluated and asserted
> Provide a framework for the evaluation and continuous improvement of the College as set forth in the standards of the NWCCU
> Serve as a visible guide for each member of the College as they contribute to mission fulfillment

The planning process will include a series of four Strategic Planning and Assessment Team meetings between October 2012 and January 2013. The final planning document is expected to be completed by February 28, 2013. The process is guided by the Green River Strategic and Assessment Steering Committee and a 50-person Strategic and Assessment Planning Team made up of College Trustees, administrators, faculty, staff, students and community representatives. As representatives of these groups, team members are encouraged to disseminate information to their various networks and to encourage feedback in the process.

Process

The planning process occurred through a series of steps organized as follows:

Phase 1: Environmental scan
Phase 2: Preparation for strategic planning and assessment process
Phase 3: Implementation of strategic planning and assessment process
Phase 4: Closure and follow-up on strategic planning and assessment process

and number of participants was as follows: Focus Group 1 (10), Focus Group 2 (9), Individual Interviews (5), Auburn Senior Center (6), Auburn Area Chamber Ex Committee (5), Leadership

Phase 3   Implementation of Planning Process

This phase involved one Board of Trustees meeting and four Strategic Planning and Assessment Team meetings. The timeline for this phase was September 2012 for the Board of Trustees meeting and October 2012 to January 2013 for the Strategic Planning and Assessment Team meetings. Each of the Planning and Assessment Team meetings included review of related exemplary planning practices used in similar educational institutions; the Environmental Scan Report; and related accomplishments, plans and initiatives at Green River pertaining to each of the planning and assessment elements addressed. The details of these major activities are as follows:

Board of Trustees Meeting

Assumptions, Priorities, and Mission Considerations ó Focus of this meeting was on review of

resource use. The results of the Board of Trustees meeting and information gathering to support the strategic planning and assessment process (including the Environmental Scan report) were used as appropriate in the planning process. Also, consideration was given to any feedback

information related to the strategic planning and assessment process and asked for their feedback with a paper survey regarding their opinions and recommendations directly related to the draft mission, vision and values statement. The responses were tallied into one document and provided to the Strategic Planning and Assessment Steering Committee and the larger Strategic Planning and Assessment Team.

Strategic Planning and Assessment Team Meeting #4

<u>Initiating Actions, Implementation Considerations, and Review of Draft Strategic and Assessment Plan</u> ó The focus at this meeting was reviewing the overarching strategies and core indicators of achievement developed at the Strategic Plan and Assessment Team meeting #3 and then moving to high-leverage strategies that should be undertaken in Year 1 of the plan, July 1, 2013 through June 30, 2014.

Addressing the first year of the Strategic and Assessment Plan served multiple purposes:

(1) Provide an action plan for each overarching strategy
(2) Check the realism and feasibility of each overarching strategy in relation to core themes, core objective and associated core indicators of achievement (including attention to primary source of resources for each initiating action (e.g., existing, reallocation, external grants and contracts, partnerships, College foundation)
(3) Link action plans and accountability processes
(4) Provide the basis for thinking about follow-up implementation consideration that would be needed to ensure successful implementation of the Strategic Plan and Assessment.

A second focus of the meeting was on the follow-up action areas that should be considered to ensure the successful implementation of the Strategic Plan and Assessment. These areas could include internal and external communications, leadership development and organizational changes. Last, this meeting was used to review the draft Strategic and Assessment Plan as a purposeful, systematic, integrated, comprehensive and achievable plan to guide direction for the College over the next seven years.

The results of the Board of Trustees meeting and information gathering to support the strategic planning and assessment process (including the Environmental Scan report) were used as appropriate in the planning process as well as any feedback concerning the strengths and ujqtveqoŋkpiu"qh"vjg"Eqnŋgigøu"ewttgpv"uvcvgogpvu"cpf"rtqeguugu"tgncvgf"vq"eore indicators of achievement and overarching goals and strategies, and implementation of prior strategic plans.

A panel of Green River students shared their backgrounds, experiences at Green River, and hopes, dreams, aspirations and directions for the College over the next seven years and ways for the College to reach them. The panel was composed of Elaha Bashidaza, 1.5 years at Green River, initiated studies with Running Start Program and now seeking Associate of Arts in medical field, born in Kabul, Afghanistan; Rosalinda Castro, 2.5 years at Green River, seeking Associate of Arts, born in Tacoma, Washington; Hani Mohamed, 1.5 years at Green River, seeking Associate of Arts in Public Health, born in Nairobi, Kenya; and Ty Somerville, 1.5 years at Green River, seeking Associate of Arts in Public Affairs, born in Yonkers/Brooklyn, New York, currently serving as President of Affiliated Student of Green Community College; and chaired by Dr. Deborah Casey, Vice President of Student Affairs at Green River.

Phase 4   Closure and Reporting

This phase occurred during January and February 2013 and brought the process for developing Iggp"Tkxgtøu"Uvtcvgike"Rncp"cpf"Cuuguuo gpv"hqt"4235"vjtqwij"4242"vq"c"enqug.

Finalize Strategic Plan and Assessment Report

The Strategic Planning and Assessment Steering Committee, aided by additional representatives from the Strategic Planning and Assessment Team, completed a final review and approval of the Strategic Plan and Assessment report. The final review was based on email feedback on a complete draft report from the Strategic Planning and Assessment Team.

Deliver Final Report

The final Strategic Plan and Assessment report was delivered to Iggp"Tkxgtøu president in a narrative digital form prior to February 28, 2013. A file of pictures taken during the planning process was also provided for use in the narrative report to produce a final form of the Strategic Plan and Assessment. The latter process was the responsibility of Green River Community College.

Availability for Strategic Plan and Assessment Presentation

The project facilitator was available as a resource or as part of a presentation team to present the report to the Board of Trustees or another event as needed. One such meeting was planned.

Timeline

The planning process occurred on the following meeting schedule:

9/25/12	Board qh"Vtwuvgguø"Tgvtgcv"ó Review of Planning Process, Strategic Assumptions, Priorities, Mission Considerations
10/16/12	Planning and Assessment Team ó Mission, Core Values and Core Themes
11/28/12	Planning and Assessment Team -- Review Progress, Vision, and Core Objectives
12/19/12	Planning and Assessment Team -- Review Progress, Core Indicators of Achievement, and Overarching Strategies
1/23/13	Planning and Assessment Team ó Initiating Actions, Implementation Considerations, Review of Draft Strategic Plan and Assessment Report
2/11/13 to 2/15/13	Draft Strategic Plan and Assessment Report available for review electronically by Strategic Planning and Assessment Team
2/27/13	Meeting of Steering Committee and added representatives from the Strategic Planning and Assessment Team to finalize Strategic Planning and Assessment Report
2/28/13	Submit Strategic Plan and Assessment Report to Green River President

The meetings of the Strategic Planning and Assessment Team were approximately six hours in ngpivj"cpf"cnn"qeewttgf"qp"Iggp"Tkxgt"Eqo o wpkv{"Eqnngigøu"o ckp"eco rwu"qp"Ngc"Jknn0

comprehensive and intensive student support services (e.g., financial aid, advising, tutoring, child care).

8. **Partnerships** -- the College will need to create partnerships that increase growth for both the College and the partners (e.g., must be mutually beneficial to College and partner, involve close examination of workforce needs in geographic service area and plan programs to eliminate gaps).

9. **Infrastructure** ó the College will need to act in ways that demonstrate that its infrastructure (e.g., up-to-date information technology; quality and maintenance of buildings, furnishings, and equipment; shared role of faculty and staff in creating its culture -- identity, sense of pride, marketing) are critical to its success.

Priorities

The Board of Trustees next turned their attention toward what they considered the most important priorities (i.e., needs, issues, challenges, opportunities, aspirations) that should be addressed in the planning process to ensure it was relevant to the future context of the College. The priorities set forth by the Trustees as guidance to the Planning and Assessment Team were as follows (in rank order of importance):

1. **Adequate funding** ó planning should address how to ensure adequate, long-term funding for the College (e.g., higher student enrollment, respond to performance-based funding, resource solicitation, enlarge foundation funding, market sector identification)

2. **Completion rates** ó planning should point to a clear definition of student completion rates, appropriate comparative goals (e.g., state, national), and ways to increase these rates (e.g., internships and work study opportunities)

3. **Innovation** ó planning should foster and support innovation (e.g., capitalizing on leadership talents, investing in professional development for faculty and staff) as characteristic of the Collegeøu"ewnvwtg"cpf"cevkqpu"*g0i0."ewntural change as needed, use of information technology, exhibit learning successes and share with community and dg{qpf."rtqitc o u."ngctpkpi"rtqeguugu."õvjkpm"vcpmö"+

4. **Partnerships** ó planning should ensure that the College takes full advantage of partnerships (e.g., state and federal, legislative, businesses, be a change agent) through increased interaction with existing partners and building new, closer and more intense relationships with the communities it serves

5. **Align K-12 with higher education** ó planning should result in clear and more coherent pathways from K-12 education through higher education (e.g., expectations for rigor and high achievement at all levels, efficient use of resources for students and educational systems)

6. **Image as destination**   planning should foster the image/identity of the College as a first-choice destination for students and potential College partners

7. **Diversity** ó planning should view and take advantage of cultural diversity as an asset to the College (e.g., indigenous/local, multi-cultural, international and careful segmentation and identification of value to the College) and that the College becomes an asset to all diverse groups

8. **Faculty/staff cohesiveness** ó planning should recognize the value of and foster the cohesiveness of all of the Collegeøu"hcewnv{"cpf"uvchh"cu"c"College resource

9. **Veterans** ó

Recommendations

Following are the recommendations of the Strategic Planning and Assessment Team as the

6. **Global awareness** ó we foster citizen responsibility by cultivating a global perspective on critical issues and challenges affecting our community and the world
7. **Stewardship** we strive to maintain sound financial management, increase effective and efficient operations, develop state-of-the-art infrastructure (to include staffing, technology and facilities), and be forthcoming and transparent in accountability for resource use
8. **Innovation** ó we seek to encourage, create and adopt innovative perspectives, policies and practices that will help achieve the Cqnngigøu" okuukqp
9. **Campus environment**-- we preserve the safety, ecology and sustainability of our campus environment

Core Themes[7]

The core themes of Green River Community College are (not listed in order of priority ó all are important):

College transfer education provide programs and services that prepare learners for transition to and success in further degree programs

Career and technical education provide programs and services that prepare learners for professional and technical career readiness, transitions and advancement

College readiness education provide pre-college programs and services that prepare learners for successful transition to college

Continuing and community education provide programs and services that reflect a commitment to

Core Objectives

Access ó increase student access through availability of needed classes, advising, collaboration among programs and alternative educational strategies with special attention to diverse student populations

Core Indicators
1. Number and percent of students with a learning plan coordinated to achieving their educational goals
2. Number and percent of transfer pathways available in multiple modalities and formats [relates to Equity]
3. Number and percent of College learning resources available in multiple languages [relates to Equity]
4. Relation of College demographics to community demographics and associated gaps [relates to Equity]
5. Identification and monitoring of strategies designed to address gaps in College and community demographics [relates to Equity]
6. Affordability qh"vjg"Eqnmgigøu"gfwecvkqpcn"rtqitco u"in terms of cost per credit in relation to cost per credit in nearby public four-

2. Students experience efficiency in transfer in terms of time to transfer and number of credits that transfer
3. Number of students transferring into four-year college and university educational programs in high-demand employment fields
4. Number of transfer students who are successful in completing degrees at four-year colleges and universities in high-demand employment fields

Collaboration   increase external collaboration with four-

Equity increase accommodation for our students and communities with diverse needs

Core Indicators:
The core indicators for the core objective of Equity will be applied as appropriate to the indicators for each of the other objectives for this core theme ó access, success, responsiveness and collaboration as in relation to diverse student and community needs. These indicators will address: (1) proportional representation of diverse students in terms of access and success indicators, and (2) inclusive and equitable treatment of diverse students and communities in terms of responsiveness and collaboration indicators.

Responsiveness ó increase pace of response to current and emerging employment needs of business and industry and student interests

Core Indicators:
1. Number and percent of programs in high-demand employment fields as defined by Workforce Development Council
2. Number of program completers in relation to projected labor market demand in related employment field (local, regional, or state)
3. Number of program completers who are employed in a related employment field

Collaboration ó increase partnerships with K-12 schools, business and industry, community, and College alumni to improve awareness of programs and funding

Core Indicators:
1. Number of partnerships with K-12 schools, business and industry, and community
2. Information on where/how students learned about educational program of interest

Core Theme: College Readiness Education provide pre-college programs and services that prepare for successful transition to college

Core Objectives

Access -- increased student access by strategically locating classes and wrap-around services throughout the community

Core Indicators:
1. Number of students in community-based classes
2. Number and variety of locations for community-based classes
3. Number of community-based organizations/partnerships
4. Extent of wrap-around student services for college readiness in terms of frequency, time commitment and type of service

Success -- students will demonstrate needed competency in reading, writing, mathematics, and technology that prepare them for success with their identified goals and/or college-level courses in a reduced amount of time

Core Indicators:
1. Number and percent of students who meet their stated educational goals
2. Number and percent of students who move from pre-college to college level classes

Core Indicators:
1. Number of new offerings per year geared to diverse or underserved populations
2. Number of classes per year offered at a non-College site
3. Number of informational events provided to campus and community to increase knowledge of continuing education

Success ó increase student success in terms of meeting their needs, continued enrollment, and positive recommendations to others and pathways to enrollment in credit-bearing and certificated learning

Core Indicators:
1. Number and percent of repeat students over three years
2. Number and percent of continuing education students that would refer others
3. Number of community events conducted to determine needs

Equity -- increase accommodation for our students and communities with diverse needs

Core Indicators:
The core indicators for the core objective of Equity will be applied as appropriate to the indicators for each of the other objectives for this core theme ó access, success, responsiveness, and collaboration as in relation to diverse student and community needs. These indicators will address: (1) proportional representation of diverse students in terms of access and success indicators, and (2) inclusive and equitable treatment of diverse students and communities in terms of responsiveness and collaboration indicators.

Responsiveness ó increase opportunity for community members to enrich their lives personally, socially, culturally and professionally through relevant and renewing life-long learning

Core Indicators:
1. Number of new classes offered
2. Target populations for new classes

Overarching Strategies[11]

The overarching strategies for Green River Community College for 2013 through 2020 are as follows (not in priority order, all are important):

Improve student access/progression/success ó improve student access, progression and success through high-quality teaching and tutoring, supportive mentoring and advising, comprehensive financial aid, holistic services, and meaningful accountability in a welcoming and inclusive environment.

Expand partnerships ó increase and strengthen internal and external relationships among campus programs and branches, K-12 schools, four-year colleges and universities, business and industry, civic organizations and local communities**.**

Improve strategic enrollment and retention management ó improve strategic enrollment and retention management for each of the College's core themes to expand and effectively use College assets, programs, campuses, baccalaureate opportunities and services to increase student success.

Cultivate equity and diversity ó ensure a campus environment where all students feel valued, respected and supported by facilitating activities, programs and education that honor, celebrate and embrace diversity.

Improve fiscal stability ó increase fiscal stability of the College through development of enhanced and diverse revenue streams and efficient use of resources.

– **Expand professional development**   expand professional development opportunities relating to instruction, curriculum, assessment, advising, use of technology, student services and leadership.

Improve communications and marketing ó strengthen communications and marketing strategies through development of a comprehensive brand and united voice that will enhance the Cqnngigøu"kocig"nqecn{."tgikqpcn{."pcvkqpcn{cpf"kpvgtpcvkqpnly.

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[11] Overarching strategies represent the actions that will significantly move the College from its present state of affairs towards its vision in light of its mission, core values, core themes, core objectives, and core indicators. They are overarching in the sense that they address all or some of the core themes at the institutional level. They respond vq"vjg"swguvkqp."õYjcv"continuing and new actions should the College take? The overarching strategies provide direction for more operational and tactical (i.e., shorter term, more detailed, by sub-units) planning.

Relation of Overarching Strategies to Core Themes

The overarching strategies listed above are designed to be broad and address all or multiple core

Improve strategic enrollment management ó improve strategic enrollment management for each of the College's core themes to expand and effectively use College assets, programs, campuses, baccalaureate opportunities and services to increase student success.

Initiating Actions	Time Schedule

Implement the Strategic Enrollment Management Plan in alignment with the

Closing

This report describes: (1) the planning process and context that was used to develop a Strategic Plan and Assessment for Green River Community College for 2013 through 2020, and (2) the recommended content of the Strategic Plan and Assessment. The planning process involved many groups that represented the College Trustees, administrators, faculty, staff and students; eq o o wpkvkgu"ugtxgf"d{