



# **Year One Self-Evaluation Report**

**Prepared for the  
Northwest Commission on Colleges and Universities**

**Green River Community College  
March 1, 2014**

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## **Institutional Overview**

Green River Community College is a two-year public college centrally located between Seattle and Tacoma in Auburn, Washington. It began as an outgrowth of the Auburn School District, which, in 1945, started an adult evening education program. The state legislature approved the startup of a community college in 1959. By 1963, the State Board of Education approved the establishment of Green River Community College. Since 1965, the College has been located on its current site—a heavily wooded hilltop campus of 250 acres. As community needs expanded, the College added branch campuses in downtown Kent (1986) and in Enumclaw (1996).

Dr. Eileen Ely has served as the president since 2010. Dr. Ely was raised in the College's district and had even attended the College for a brief period. She served as president of Western has prngnt a( e)4(x)-10e(c)4(r)-3(i)-2(e)2(nc)4(e)d4( s)-k hill sentntn t College



## Preface

### Brief Update on Institutional Changes Since the Last Report

The NWCCU approved Green River's substantive change request in October 2013, which gives Green River Community College candidacy status to offer their new Bachelor of Applied Science program in Information Technology. A fully enrolled program was launched in Winter Quarter 2014.

Over the past three years, Student Affairs (formerly Student Services) has been restructured to address current and future needs of the division. Additional responsibility and support areas were assigned to the Vice President of Student Affairs, and the two dean structure (i.e., Dean of Student Success and Retention, and Dean of Enrollment and Completion) became inadequate to meet the needs of a growing division. Consequently, a third dean position (Dean of Campus Life) was added.

Several major modifications in the last year reflect Student Affairs changes which meet current and future needs:

Student Affairs focus on service learning improved collaboration with Instruction  
director of Campus Veteran Resources was hired to provide leadership and direction for  
Green River's growing veteran student population  
intentional focus about diversity, equity and inclusion has led to further collaboration  
additional resource shifts required dedicated leadership from Student Affairs in  
transitioning to a new statewide data system

Overall, this new, enhanced structure supports the access and retention of our students and has increased interactions among departments. The result is a "student-centered" and "learning-centered" approach to student learning and support. This leadership team of Student Affairs purposely collaborates closely with instructional leaders, developing intentional and responsive college-wide initiatives to improve and simplify services that lead to student success.

Since the 2008-2009 Academic Year, the fiscal climate has been uncertain with state budget reductions and the looming threat of each year bringing more – either in normal budget cycles or emergency cuts. Fortunately, so far in 2013-14, no cuts in state funding have occurred. However, the College is still vigilant and continuing its strategy of being conservative with budgeting and using revenues from non-state-supported areas such as Running Start and International Programs to supplement operating expenses. This strategy will continue to play an increasingly significant role for the College to offset the severity of any future state budget cuts.

## **Response to Recommendations/Issues Requested by the Commission**

Green River received two commendations and five recommendations at the end of its Year Seven Peer Evaluation in July 2013. [The NWCCU Year Seven Peer Evaluation](#)



Starting in August 2013, the Board of Trustees, in collaboration with the Executive Director of Marketing and Communications, has conducted major revisions of Board Policy on a monthly schedule. Per the request of the NWCCU, the Addendum of this Year One Report contains further information on this recommendation.

**Recommendation 4.**

# Chapter One: Mission, Core Themes, and Expectations (Standard 1)

## Executive Summary of Eligibility Requirements 2 and 3

### ER 2. Authority

Green River is a publicly funded comprehensive community college and is authorized to operate as an institution of higher education by the State of Washington under the Community College Act of 1967 (revised as the Community and Technical College Act of 1991). Green River is approved to award associate degrees and certificates as a higher education institution under the Revised Code of Washington (RCW 28.B.50). The NWCCU has granted the College candidacy status for the Bachelor of Applied Science degree, following approval by the State Board of Community and Technical Colleges under the Revised Code of Washington (RCW 28B.50.810).

### ER 3. Mission and Core Themes

Green River's mission statement was adopted by the Board of Trustees under [Board Policy CO-1](#) in 2013. The mission guides the College in its planning and operations. The College's four core themes derive from the mission statement and represent the educational interests of its students and community. The core themes were adopted by the Board of Trustees in 2013.

## Standard 1.A Mission

### 1.A.1 - Mission Statement

The Green River Community College mission statement is:

It is the mission of Green River Community College to provide quality education and training for the community. The college is committed to the highest standards of academic excellence and to the development of the individual student. The college is committed to the highest standards of academic excellence and to the development of the individual student. The college is committed to the highest standards of academic excellence and to the development of the individual student.

## **1.A.2 - Interpretation of Fulfillment of the Institution's Mission**

Green River defines fulfillment of its mission by demonstrating an acceptable level of performance of its core themes, individually and collectively. Table 1A2-1 shows the College's four core themes with their definitions as described below and in the [2013-2020 Strategic Plan](#).

### **Table 1**

In general, enrollment and cohort based indicators use a five-year baseline average to compare the seven implementation years of mission fulfillment and the College Strategic Plan. Deviations from this five-year baseline heuristic are a result of data availability and collection issues. This report discusses each deviation in Section 1.B of this report, as well as the status of development of each core indicator and its respective baseline.

Table 1A2-2 shows the baseline points derived from each core theme's weighting of the mission



The College's four core themes comprise the key functional areas that support the College mission as defined by the [College Outcomes \(CO\) board policies](#) and the [College Strategic Plan](#):

<b>Core Objective I.A Access</b> – increase student access through availability of needed classes, advising, collaboration among programs and alternative educational strategies with special attention to diverse student populations.				<b>Points</b> Achieved Points out of 10.2
<b>Indicator</b>	<b>Description</b>	<b>Baseline</b>	<b>Target</b>	<b>Points</b>
I.A.1	Number and percent of students with an educational plan coordinated to achieving their educational goals.	Under development.	Target under discussion with CTE Council.	Achieved Points out of 2.55
I.A.2	Number and percent of transfer pathways available in multiple modalities and formats.	Inventory of degree and transfer pathways (12), plus degrees and transfer pathways in traditional, hybrid, & online formats (to be determined).	Target under discussion with CTE Council.	Achieved Points out of 2.55
I.A.3	Number and percent of College Transfer learning resources available in multiple languages.	Under development.	Target under discussion with CTE Council.	Achieved Points out of 2.55
I.A.4	Relation of College Transfer demographics to community demographics and associated gaps.	Five-year baseline compared to US Census & K-12 School District Population.  College Transfer Students (excluding International Students): 63% White, 31% of Color, 6% Not Reported.  Service Area Population: 61% White, 39% of Color.  K-12 Population: 46% White, 54% Of Color.	Target under discussion with CTE Council.	Achieved Points out of 2.55
<b>Rationale for Indicators for I.A. Access.</b> These indicators measure holistically access with respect to the changing demographics of the College’s service area – in addition to service to these students via academic plans and pathways.				

<b>Core Objective I.B. Success</b> increase student retention, completion, transfer rates, and proficiency in four-year programs for all students with special attention to diverse student populations.				<b>Points</b> Achieved Points out of 10.2
<b>Indicator</b>	<b>Description</b>	<b>Baseline</b>	<b>Target</b>	<b>Points</b>
I.B.1	Number and percent of students who successfully transfer to a four-year college or university.	4-Year Baseline (2007-2008 to 2010-2011 cohorts allowing for 150% transfer time): 35% (n=17,006).	Target under discussion with CTE Council.	Achieved Points out of 3.4

I.B.2

Grade point average (GPA) of College

transfer stu -0 0 20b20 [(609 0 Td ( )T1.152 Ptq 238s )]TJ Et1 Tw 0 -1.13Tj 0 Tc 0 Tw 1.2[TJ ET4



**Indicator**

<b>Core Objective I.E. Collaboration</b> – – increase external collaboration with four-year baccalaureate institutions involving transfer pathways including course requirements, advising, and curriculum changes relevant to evolving career fields and improve and increase efficiency of internal collaboration to prepare students to be transfer ready.				<b>Points</b> Achieved Points out of 10.2
<b>Indicator</b>	<b>Description</b>	<b>Baseline</b>	<b>Target</b>	<b>Points</b>
I.E.1	Number of four-year colleges and universities and educational programs where the College’s students transfer.	11 public and private universities in Puget Sound area as baseline, where Green River students transfer. Percentage of direct transfer agreements with these universities.	Increase of number of direct transfer agreements per time period as determined by the CTE Council.	Achieved Points out of 3.4
I.E.2	Number of College partnerships with four-year colleges and			

<b>Core Objective II.A Access – remove barriers to enrollment in career and technical programs and provide relevant training opportunities.</b>				<b>Points</b> Achieved Points out of 5.8
<b>Indicator</b>	<b>Description</b>	<b>Baseline</b>	<b>Target</b>	<b>Points</b>
II.A.1	Number and percent of students who complete their education profile package (e.g., financial aid application, enrollment application, placement, transcripts).	Under development.	Target under discussion with C&T Council.	Achieved Points out of 2.9
II.A.2	Number and percent of students whose time to complete programs aligns with the published program completion time.	Under development. Current status. Certificates/degrees divided into categories: less than 45 credits, 45-90 credits, & more than 90 credits.1.141 TD [(C)4(&)6i		

<b>Core Objective II.C. Equity</b> – increase accommodation for our students and communities with diverse needs.				<b>Points</b> Achieved Points out of 5.8
<b>Indicator</b>	<b>Description</b>	<b>Baseline</b>	<b>Target</b>	<b>Points</b>
II.C.1	Disaggregation of students by special populations.	Age, Gender, Ethnicity, Disability, Socio-Economic Status disaggregation of Success & Access indicators and baseline cohorts.	Increase differential success rates per year with aspirational goal of equal success rates to white students by end of seven-year strategic planning cycle. Target increase to be discussed with C&T Council.	Achieved Points out of 2.9
II.C.2	Survey students from special populations with respect to student engagement & satisfaction.	Normed baseline surveys to be scheduled and run with two to three-year iterations & comparison to the baseline surveys.	To be determined after baseline analysis and discussion with C&T Council.	Achieved Points out of 2.9
<b>Rationale for Indicators for II.C. Equity.</b> A combination of quantitative and qualitative analysis will determine whether improvements in the Equity objective are achieved.				
<b>Core Objective II.D. Responsiveness</b> – increase pace of response to current and emerging employment needs of business and industry and student interests.				<b>Points</b> Achieved Points out of 5.8
<b>Indicator</b>	<b>Description</b>	<b>Baseline</b>	<b>Target</b>	<b>Points</b>
II.D.1	Number and percent of programs in high-demand employment fields as defined by Workforce Development Council.	2012-2013 Workforce Development Council (WDC) list of high demand employment fields.	Target increase to be discussed with C&T Council.	Achieved Points out of 2.9
II.D.2	Number of program completers in relation to projected labor market demand in related employment field (local, regional, or state).	Under development. 5-year baseline of number of graduates vs. 5-year local, state, and national labor market projections in C&T program fields.	Target increase to be discussed with C&T Council.	Achieved Points out of 2.9
<b>Rationale for Indicators for II.D. Responsiveness.</b> The holistic evaluation of the two core indicators measure job demand of C&T programs. The programs’ ability to meet job demand measures responsiveness in C&T education.				

**Core Objective II.E. Collaboration** – increase partnerships with K-12 schools, business

**Core Objective III.A Access** – increased student access by strategically locating classes and wrap-around services throughout the community.

**Points**  
Achieved  
Points out of  
2.4

<b>Indicator</b>	<b>Description</b>	<b>Baseline</b>	<b>Target</b>	<b>Points</b>
III.B.2	Number and percent of students who move from pre-college to college level classes.	Five-year cohort average baseline under development. Current baseline 78% (n=2845). Parameters being checked & may be changed.	Target under discussion with CRE Council.	Achieved Points out of 0.8
III.B.3	Number and percent of basic skills students transitioning into classes in other college areas within one year, including pre-college education, Career and Technical Education, and College Transfer Education.	Five-year cohort average baseline under development. Current baseline 13% (n=15,744). Parameters being checked & may be changed.	Target under discussion with CRE Council.	Achieved Points out of 0.8

**Rationale for Indicators for III.B. Success.** All of the above indicators measure transition from Basic Skills to other college areas, job placement, high school equivalency or life skills – which are the primary

<b>Core Objective III.D. Responsiveness</b> – increase variety and innovativeness in strategies to attain basic skills and the clarity, availability and navigational literacy for transition pathways to College programs.				<b>Points</b> Achieved Points out of 2.4
<b>Indicator</b>	<b>Description</b>	<b>Baseline</b>	<b>Target</b>	<b>Points</b>
III.D.1	Number of students indicating high confidence in coping with the College's culture and learning opportunities.	Develop, pilot, and run baseline survey. Future survey to be compared with baseline survey every two to three years.	Target increase to be discussed with CRE Council.	Achieved Points out of 0.48
III.D.2	Number of students completing high school exiting credentials.	Under development. Five-Year cohort of entering students with intent to complete credential.	Target under discussion with CRE Council.	Achieved Points out of 0.48
III.D.3	Number of pathways to basic skills attainment.	Under development. Four pathways identified so far.	Target under discussion with CRE Council.	Achieved



Indicator	Description	Baseline	Target	Points
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**Core Objective IV.A Access** – increase access by offering diverse learning opportunities at multiple locations on and off campus and providing guidance to assist in taking advantage of these opportunities.

**Points**

Indicator	Description	Baseline	Target	Points
IV.B.2	Number and percent of continuing and community education students that would refer others.	Baseline: 90% of 100 randomly sampled student satisfaction surveys per year.	More than 90% = Exceeds Expectations 85% -90% = Meets Expectations Less than 85% = Below Expectations	Achieved Points out of 0.53
IV.B.3	Number of outreach events and needs analyses conducted to determine needs.	Baseline: 4 annual events.	MamiV6 6.28 50.52	

<b>Core Objective IV.D. Responsiveness</b> – increase opportunity for community members to enrich their lives personally, socially, culturally and professionally through relevant and renewing life-long learning.				<b>Points</b> Achieved Points out of 1.6
<b>Indicator</b>	<b>Description</b>	<b>Baseline</b>	<b>Target</b>	<b>Points</b>
IV.D.1	Number of new classes offered.			

<b>Indicator</b>	<b>Description</b>	<b>Baseline</b>	<b>Target</b>	<b>Points</b>
IV.E.3	Number of offerings that qualify or apply to maintaining professional certification/license or enhance post-degree/certificate skills.	2012-2013 inventory of certification/licenses course or series of courses offerings. (includes WETRC, CCE business and technology courses, SBAC courses, CCE real estate and continuing professional education courses).	More than 50% = Exceeds Expectations 45%-50% = Meets Expectations Less than 45% = Below Expectations	Achieved Points out of 0.53

## **Conclusion**

The 2014 Standard One report describes Green River Community College's implementation of its 2013-2020 Strategic Planning process, as well as its alignment with the seven-year accreditation cycle. The detailed measurements of the core themes' core objectives depict a continuous improvement and learning cycle. The core theme councils, as well as the Continuous Improvement Committee, provide participatory development and evaluation of the core themes and mission fulfillment. These bodies form the analytic and evaluative areas of participatory governance.

The time taken reviewing and revising the core theme indicators, as part of the learning process of planning and implementation, will position the college well in its seven-year cycle of self-evaluation — especially during the first two implementation years of 2013-2014 and 2014-2015. The mission, core themes, and core objectives provide a strong framework for this assessment and continuous improvement cycle.

**Appendices**

**Addendum**  
**Responses to Recommendations 2 and 3 of the 2013**  
**NWCCU Response to Comprehensive Year Seven Evaluation Report**

**Response to Recommendation 2. The evaluation team recommends that the College clarify and operationalize its system of governance with particular attention to communication regarding process and decision-making with all college constituencies (2.A.1).**

The College has taken the following steps to operationalize its system of governance. On November 21, 2013, the Green River Community College Board of Trustees adopted a resolution calling for the development of a participatory governance model:

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COMMUNITY COLLEGE DISTRICT NO. 10  
RESOLUTION NO. 2013-2014/1

RESOLUTION FOR THE  
DEVELOPMENT OF A PARTICIPATORY GOVERNANCE MODEL

~~WHEREAS, the Board of Trustees of Green River Community College in the year 2011 adopted Resolution 2011-2012/1 and Resolution 2012-2013/1 and Resolution 2013-2014/1 and Resolution 2013-2014/2 and Resolution 2013-2014/3 and Resolution 2013-2014/4 and Resolution 2013-2014/5 and Resolution 2013-2014/6 and Resolution 2013-2014/7 and Resolution 2013-2014/8 and Resolution 2013-2014/9 and Resolution 2013-2014/10 and Resolution 2013-2014/11 and Resolution 2013-2014/12 and Resolution 2013-2014/13 and Resolution 2013-2014/14 and Resolution 2013-2014/15 and Resolution 2013-2014/16 and Resolution 2013-2014/17 and Resolution 2013-2014/18 and Resolution 2013-2014/19 and Resolution 2013-2014/20 and Resolution 2013-2014/21 and Resolution 2013-2014/22 and Resolution 2013-2014/23 and Resolution 2013-2014/24 and Resolution 2013-2014/25 and Resolution 2013-2014/26 and Resolution 2013-2014/27 and Resolution 2013-2014/28 and Resolution 2013-2014/29 and Resolution 2013-2014/30 and Resolution 2013-2014/31 and Resolution 2013-2014/32 and Resolution 2013-2014/33 and Resolution 2013-2014/34 and Resolution 2013-2014/35 and Resolution 2013-2014/36 and Resolution 2013-2014/37 and Resolution 2013-2014/38 and Resolution 2013-2014/39 and Resolution 2013-2014/40 and Resolution 2013-2014/41 and Resolution 2013-2014/42 and Resolution 2013-2014/43 and Resolution 2013-2014/44 and Resolution 2013-2014/45 and Resolution 2013-2014/46 and Resolution 2013-2014/47 and Resolution 2013-2014/48 and Resolution 2013-2014/49 and Resolution 2013-2014/50 and Resolution 2013-2014/51 and Resolution 2013-2014/52 and Resolution 2013-2014/53 and Resolution 2013-2014/54 and Resolution 2013-2014/55 and Resolution 2013-2014/56 and Resolution 2013-2014/57 and Resolution 2013-2014/58 and Resolution 2013-2014/59 and Resolution 2013-2014/60 and Resolution 2013-2014/61 and Resolution 2013-2014/62 and Resolution 2013-2014/63 and Resolution 2013-2014/64 and Resolution 2013-2014/65 and Resolution 2013-2014/66 and Resolution 2013-2014/67 and Resolution 2013-2014/68 and Resolution 2013-2014/69 and Resolution 2013-2014/70 and Resolution 2013-2014/71 and Resolution 2013-2014/72 and Resolution 2013-2014/73 and Resolution 2013-2014/74 and Resolution 2013-2014/75 and Resolution 2013-2014/76 and Resolution 2013-2014/77 and Resolution 2013-2014/78 and Resolution 2013-2014/79 and Resolution 2013-2014/80 and Resolution 2013-2014/81 and Resolution 2013-2014/82 and Resolution 2013-2014/83 and Resolution 2013-2014/84 and Resolution 2013-2014/85 and Resolution 2013-2014/86 and Resolution 2013-2014/87 and Resolution 2013-2014/88 and Resolution 2013-2014/89 and Resolution 2013-2014/90 and Resolution 2013-2014/91 and Resolution 2013-2014/92 and Resolution 2013-2014/93 and Resolution 2013-2014/94 and Resolution 2013-2014/95 and Resolution 2013-2014/96 and Resolution 2013-2014/97 and Resolution 2013-2014/98 and Resolution 2013-2014/99 and Resolution 2013-2014/100~~

- Board leadership, through policy, clarification of roles, encouragement of collegiality, and
- Presidential leadership, through broad college-wide involvement in shaping of the system, and
- Faculty, staff, and student leadership, through active participation.

WHEREAS, effective governance provides for decision making by the appropriate person or body within the College after solicitation of, and taking due account of, input from those with relevant expertise or information, including all stakeholders through their representative organizations; and

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In addition, two new board policies are under development, with College constituent participation. The policies will address civility among College constituents and participatory governance (see **Response to Recommendation 2** in this section of the Year One Report). After the major re

## Appendix A. List of Acronyms

3DC	Design, Development and Deployment Council
A	Associate
AA	Associate in Arts
AAA	Associate in Applied Arts
AAS	Associate in Applied Science
AAS-T	Associate in Applied Science-Transfer
AB	Associate in Business
ABE	Adult Basic Education
ACE	American Council of Education
ACL	Access Control Lists
AD	Administration
ADA	American with Disabilities Act
ADDA	American Design Drafting Association
AEAC	Washington State Adult Education Advisory Council
AEE	Associate in Elementary Education
AFA	Associate in Fine Arts
AFL	American Federation of Labor
AFP	Association of Fundraising Professionals
AM	Associate in Math Education
AOTA	The American Occupational Therapy Association, Inc.
AP	Advanced Placement
AP-P	Associate Pre-Profess

CAP.....Capital Projects  
CAP.....Commencement Achievement Program  
CAPTE.....Commission on Accreditation in Physical Therapy Education  
CAR.....Course Adoption/Revision  
CASE.....Council for Advancement and Support of Education  
CASAS.....Comprehensive Adult Student Assessment Systems  
CAT.....College Articulation and Transfer  
CC.....Child Care Center  
CC.....Commencement Committee  
CC.....Copier Committee  
CCA.....Campus Corner Apartments  
CCA.....Student Housing  
CCE.....Continuing and Community Education  
CCCC.....



IDC.....In-Service Day Committee (All Campus)  
 IT.....Information Technology  
 ITC.....Information Technology Commission  
 IV .....McIntyre International Village  
 L&I.....Labor and Industry  
 LC .....Legislative Committee  
 LC .....Lindbloom Student Center  
 LOC .....Learning Outcomes Committee  
 LOTS .....Learning Outcomes Tracking System  
 LU .....Latinos Unidos  
 ODEI.....Office of Diversity, Equity & Inclusion  
 OEB .....Occupational Education  
 OG.....Opportunity Grant  
 MAC .....Master Achiever Center  
 MC .....Maintenance Center  
 MLC.....Math Learning Center  
 MOU .....Memorandum of Understanding  
 MRP .....Major Related Program  
 NAEYC.....National Association for the Education of Young Children  
 NASA.....Native American Student Association  
 NCRA .....National Court Reporters Association (NCRA)  
 NWACC.....Northwest Athletic Association of Community Colleges  
 NWCCU.....Northwest Commission on Colleges and Universities  
 OSPI.....Office of the Superintendent of Public Instruction  
 PA .....Bleha Center for the Performing Arts  
 PA .....Peer Advocate  
 PA&I.....Program Assessment and Improvement  
 PAC.....Program Advisory Committees

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RPC.....Research and Planning Commission  
RS.....Running Start  
RSRPC.....Reallocated Space and Room Priorities Committee  
RTI.....

WC ..... Writing Center  
WC ..... Written Communication  
WDA ..... WorkFirst Delivery Agreement  
WDC ..... Workforce Development Council  
WEC ..... Workforce Education Council  
WELA ..... Washington Executive Leadership Academy  
WETRC ..... Washington Environmental Training Center  
WFSE ..... Washington Federation of State Employees  
WFT ..... WorkFirst  
WISHA ..... Washington Industrial Safety and Health Act  
WKF ..... Workforce  
WNCC ..... Western Nebraska Community College  
WRT ..... Worker Retraining  
WSCR ..... Washington State Capital Request  
WSLAD ..... Washington State Law against Discrimination  
WSSSC ..... Student Services Commission  
WSCTC ..... Washington State Community and Technical Colleges  
WT ..... Washington Environmental Training Resource Center