

GREEN RIVER COMMUNITY COLLEGE
12401 SE 32nd Street
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FIFTH-YEAR
REGULAR INTERIM REPORT
FOR REAFFIRMATION OF ACCREDITATION

MARCH 4, 2008

Prepared for
Northwest Commission on Colleges and Universities

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Green River Community College 2008 Regular Interim Report for Reaffirmation of Accreditation

Introduction

Green River Community College's most recent full-scale evaluation study and site visit occurred in April 2003 and, in June 2003, the Northwest Commission on Colleges and Universities (NWCCU) reaffirmed Green River's accreditation. The evaluation team viewed the self-study and visit favorably, commending the college for its commitment to student success, faculty evaluation procedures, and its business strategy and procedures. The evaluation team did have several findings which resulted in five recommendations from NWCCU. The

Part A: Response to General Recommendations

Responses to the 2003 Accreditation Visit

1. The Evaluation Team recommends that the college develop a process to revise policies and procedures. Such a process must be developed and should be widely disseminated to the college community.

The Policies and Procedures Committee was established in fall 2003. This committee was responsible for developing a process to write and approve policies and procedures, determining the format to display and communicate policies to the college community and beginning the development process of key institutional policies that are either in practice or do not currently exist. In 2005, the coordination and oversight of the college's policy development and approval process was permanently assigned to the Director of Public Information. All approved policies and procedures are available to all faculty and staff as well as students on the college's web site. (<http://www.greenriver.edu/policies/policies/default.htm> for more details.)

2. The Evaluation Team recommends that Green River Community College identify and publish the expected learning outcomes for each of its degree and certificate programs where such outcomes do not currently exist, that it regularly and systematically assess student learning in all degree and certificate programs where such assessment does not currently exist, and that it provide evidence that its assessment activities lead to the improvement of teaching (2.B, Policy 2.2, and Eligibility Requirement 12).

Learning Outcomes

Following the 2003 visit, the college created a full-time Outcomes Research position. A Math Division instructor filled the position and worked in tandem with the Learning Outcomes Committee to fully address this recommendation. These individuals collaborated on writing a Learning Outcomes Assessment Strategic Plan that served as a working model for the next two years. They also worked with all instructional divisions on the following student learning outcomes initiatives.

In fall 2004, faculty subgroups identified definitions and measurable competencies for nine proposed campus-wide learning outcomes. In December 2004, a full faculty election was held to select which learning outcomes would be required for each of Green River's six degrees and also for certificates of 45 or more credits. Four outcomes were selected: Oral Communication, Critical Thinking, Responsibility, and Quantitative and Symbolic Reasoning. Oral Communication was also identified as a requirement for transfer degrees, and Human Relations was identified as an applied degree requirement. (Each learning outcome and its associated competencies are found in Appendix A.)

The first annual Summer Assessment Institute was launched in July 2004. The objective of the institute is to train faculty in assessment concepts and techniques, to conduct assessments of student learning.

To increase awareness of assessment results and to improve teaching and learning, the Learning Outcomes Committee revitalized all of its activities to focus on improving teaching and learning. For example, individuals submitting requests for project funding to the Learning Outcomes Committee must plan for and document teaching and learning improvements. In order to ensure dissemination of best practices, these results are compiled and reported on the committee's web site. This site contains detailed information related to student learning outcomes assessment tools and techniques, assessment results, improvements in teaching and learning, learning outcomes tracking, and current projects, etc.

The Learning Outcome Tracking System (LOTS) database was created during the 2003-2004 academic year to help faculty and administrators identify which learning outcomes the college's 1,250+ courses support. The user-friendly, online database allows instructors to identify how the campus-wide learning outcome competencies are addressed in their courses. Faculty classify the competencies from Level 0 to Level 3 depending on whether the competency is taught, practiced, and/or assessed.

Improvements to Teaching and Learning

Improvements to teaching and learning have been implemented across the college. In response to concerns regarding the mathematics placement exam, the Mathematics Division rewrote entrance exams for Math 070, Math 072, Math 097, and Math 107/124/156/170. Individual instructors in Math, Business, Philosophy, Reading, Early Childhood Education, Drafting Technology, Biology, and Accounting improved their assignment design techniques as a result of rubric development during the Summer Assessment Institute. Specific implementation goals were adopted by all institute participants.

Program Assessment and Improvement

Finally, to further enhance the effectiveness of the Program Assessment and Improvement process, the assessment document was revised in 2001 to provide more meaningful results to teaching and learning and with a stronger focus on improvements. All instructional programs complete the Program Assessment and Improvement process every five years.

3. The Evaluation Team recommends that:

- a. The library make resources readily available to all students and faculty at satellite campuses and all students enrolled in Distance Learning classes (5.C.1).
- b. The library adopts an assessment and improvement schedule with the results focusing on improvement of services (5.E.3).
- c. Media Services develop collection development policies, regulations, and procedures for systematic collection development of media and are available to the institution's constituents (5.B.3).

Satellite Campuses and Distance Learning Access to Resources

Holman Library began a document delivery pilot project with the Center at Enumclaw in fall 2004. The Enumclaw Center pilot project was a comprehensive effort that included many elements. The library staff used the PA&I process in 2004-05 to determine the needs of distance learning students and to modify the pilot activities as necessary to meet their special needs.

The document and item delivery system planned in the 2005 year is now fully functional. Students and faculty may request books, media, and photocopies of journal articles from either the Enumclaw or Kent campuses. As mentioned previously, the following page has been set up specifically for Enumclaw, Kent and the Green River Auburn Downtown Campus faculty and students to remotely request library materials <https://www.greenriver.edu/library/libinfo/remote.htm>

The library also made major revisions to its website to provide easier access to library resources; specifically library jargon (e.g., online catalog) has been replaced by user-friendly terminology (e.g., "Find books and more"). The college continues to assess the library's website for accessibility and usability, implementing standards that address screen readers and access for users with disabilities. In addition, since 2005, the library has added over \$100,000 major online databases to ensure that students and faculty, especially those utilizing e-learning, have access to e-books and full-text e-journal articles.

instructional unit on a 5-year repeating cycle. To address this recommendation, the library conducted its PA&I during the 2004-05 academic year. All library staff and faculty were involved. Along with reviewing internal statistics to identify any changes or trends the library also surveyed students to determine not only how well the college is serving its patrons who currently use the college's services, but more importantly, which patrons the library is not serving and why.

Overall the results from students who use the library were very positive about its services:

- 71.1% indicated library services meet their expectations
- A 64% satisfaction rate was reported for help from library staff in general
- 61% of users were either very satisfied or satisfied with help they received at the reference desk
- 22.5% indicated library services exceeded their expectations
- 21.1% and 18.2% of respondents, respectively, used the services of either the reference desk or a sexcoeither the reference

directly report to him; two instructional deans and one student services dean who reports to the Executive Vice President. The new Cabinet formed includes 3 staff in addition to the President's direct reports. The Cabinet meets monthly and serves in a advisory role to the President by offering differing viewpoints on a variety of issues of significant importance. In addition to attending the monthly meetings (held on the third Tuesday of each month), members participate in the college's annual planning and budgeting process, and attend the monthly meetings of the Board of Trustees. The Cabinet has met monthly since November 2004. Attendance and participation have been good and feedback is positive.

The college's annual planning and budgeting process is the area that has been revised in response to this recommendation. Each winter quarter, The Presi

Upon receipt of the recommendation in 2003, the college developed a multi-year forecast and began including that forecast as part of the college-wide budget process/package. This began in the annual cycle immediately following receipt of the recommendation. The multi-year forecast is now updated annually by the Business Office. The budget package, including the multi-year forecasts, is reviewed with the individual members of the Board of Trustees (typically prior to the June Board meeting) and then presented as a recommendation for Board approval consistent with the Order Delegating Authority.

In the capital area, the college has been preparing year forecasts for some time, consistent with the requirements for the capital requests made every year to the State Board for Community and Technical Colleges, the state Office of Financial Management, and the state legislature. These capital requests are an end-product of the Facilities Master Plan which is in turn driven by the college's Strategic and Instructional Plans. The Facilities Master Plan can be found on the Green River web site at www.greenriver.edu/MasterPlan. The latest version of the Facilities Master Plan can also be viewed in the on-campus exhibits, as can the latest version of the Instructional Plan.

Responses to the 2005 Based Interim Report

1. It is recommended that the college clearly define the educational assessment process as a whole, integrating tools and mechanisms that have been developed into a cohesive, systematic plan with regular timelines for completion. College-wide planning processes should be considered in establishing these timelines to ensure integration of educational assessment findings in college decisions (Standard 2.B.1).

Green River has implemented its comprehensive assessment plan. Developed by faculty and published via the Learning Outcomes website, the current assessment plan is designed to assess teaching and learning in courses, programs and at the college-wide level. The objective of the plan is to ensure that the full cycle of assessment is addressed, which includes identifying outcomes, measuring those outcomes, and responding by making adjustments to factors that impact teaching and student learning. It is important to note that while the college has made significant strides in assessment processes in the last five years, faculty have worked over many years and across disciplines to build and sustain a culture of assessment at the college. The assessment processes are the product of those first steps in prior years toward embracing campus-wide assessment to improve instruction.

Course-Level Assessment

Course-level assessment is systematically addressed at Green River. First, each Course Adoption/Revision form lists both course and campus-wide outcomes. This ensures that all courses embed at least one Campus-wide Outcome. To ensure that each instructor addresses course and campus-wide outcomes in their classes, each dean collects and retains a quarterly syllabus for each class.

The Learning Outcomes Committee also offers a variety of annual workshops designed to help faculty assess and improve their course materials and pedagogy. These activities disseminate concepts and skills that not only enable faculty to experiment with and evaluate pedagogy in their own courses, but also contribute to more informed and thorough program-level and campus-wide assessments.

- Summer Assessment Institute: Instructs faculty in assessment concepts and techniques. Faculty design and use a rubric to assess student work from their course(s) to determine patterns of strengths and weaknesses in student learning.
- Syllabus Workshop: Orients faculty on outcomes and how to prepare a strong syllabus. Faculty discuss the relationship between outcomes, assignments, and grading for their courses, and explore appropriate ways to communicate these to their students via the syllabus.

- Assignment Workshop: Helps faculty evaluate various sample assignments for content and form. Faculty reflect on how they can improve their own assignments.

Program-Level Assessment

The Program Assessment and Improvement process developed in 1998 to ensure that programs are current, well structured and excel in promoting student achievement. The process was revised in 2001 and again in 2005 to place greater emphasis on program effectiveness and assessment of student learning. The section on Learning Outcomes was revised and questions to ascertain whether or not improvements made as a result of assessment had any effect were added. The college assists faculty with the learning outcomes assessment section of the PA&I in a number of ways.

- Classroom and Program Assessment Research Specialist: The college funds a faculty member as an adjunct Classroom and Program Assessment Research Specialist who assists departments in designing and conducting assessment projects.
- Summer Assessment Institute: Even though all faculty may attend, faculty whose program are scheduled for the PA&I in the upcoming year are specifically encouraged to participate in these institutes.
- Stipends: Once a program/department completes the PA&I, faculty are offered either a stipend or additional departmental funds as compensation for completing the study. In addition, the LOC offers stipends for departments to complete an assessment project of their design. Departments submit an application for funding which describes the project details and how it addresses the full assessment cycle required for PA&I.

Campus-Wide Assessment

In fall 2005 faculty approved a process for assessing the outcomes across degrees and certificates. Each outcome receives focus individually, and goes through a three year cycle.

- Year One: a team of five faculty members from across degree programs assess student learning of the outcome; they report back their findings to all faculty.
- Year Two: faculty respond to the findings presented by the assessment team and develop and implement a strategy to improve their teaching and student learning of the outcome.
- Year Three: a faculty assessment team examines student learning of this outcome and reports whether the actions taken during the two led to improved student learning.

The assessment process is overseen

PART B: Questions related to other institutional changes

Standard One: Institution Mission and Goals, Planning and Effectiveness

Green River Community College continues to operate under a strategic planning model that was adopted in 1998. The model has two components: three-year strategic planning cycle and one-year operational planning cycle. Every three years the college analyzes its internal and external environments; reviews and/or revises its vision and mission; develops goals; and formulates an evaluation plan that includes core indicators of effectiveness. On an annual basis, the college completes an operational planning cycle that links unit level planning and resource allocation to the college mission and goals. The operational plan is assessed and communicated both internally and externally through the annual Report to the Community.

In 2004, the Board adopted the "Carver Policy Governance Model" and began the development and approval of policies on the governance process, board relationships, and executive limitations. The final piece was the development of "ends policies." At the same time, the college was revising its strategic plan. The Director of Research and Planning mapped the two processes in an effort to streamline reporting and noted several similarities. An effort was made to align the college's Strategic Plan and the Board's Ends Policies.

The college committed to adopting goals that focus on the benefits and impacts to students and the community, instead of focusing on college inputs. The characteristics of "ends" policy, the new college goals as defined by the Board, included "what will happen and for whom." Prior to the adoption of "ends" policies, college goals tended to focus on "how will happen and by whom."

The process to change college goals, and to revise the college vision and mission, included the involvement of all campus constituents: faculty, students and community members. Forums were held to discuss the transition to "ends policies" and to generate ideas and provide feedback on draft goals. In addition, the Board reviewed changes to the goals in its open meetings. In spring 2005, the Board approved five institutional goals:

1. Students will benefit from Green River's commitment to learning as its highest priority.
 - § Transfer students will meet the requirements for transfer to successfully pursue a baccalaureate degree
 - § Professional/Technical and Workforce students will master the skills sought by employers to be successful in the workplace
 - § Under-prepared students will demonstrate competency in reading, English, and math that prepares them for success in college-level courses
 - § Community members will have opportunities for life-long learning to enrich their lives personally, socially, and culturally
2. Members of our diverse communities will have reasonable access to affordable educational programs and services that meet their needs.
3. Under-represented students will be provided services that support their learning and promote student success.
4. The community will benefit from Green River's active participation in programs, events, collaborative partnerships, and entrepreneurial activities with government, business and community organizations.

5. The citizens of Washington will be ensured of Gr

- Natural Resources
- Associate in Pre-Professional
- Associate in Science-Option 1 in:
 - Biology Education
 - Chemistry Education
 - General Science Education
- Biology, Environmental Science, Chemistry, Geology & Earth Science
 - Associate in Science-Option 2 in:

science, social science, ESOL, and ABE/GED. Credit course offerings number around 40-45 per quarter and are determined by each instructional division with input from the Kent Campus staff. Students can complete a two-year degree at the Kent campus through a mixture of traditional classes and distance learning options. The expansion of the campus in Philadelphia will offer even more choices for students. For example, non-credit course offerings in Kent have a business/technical focus. Computer applications, network management, human resources, lean manufacturing, small business management, and medical billing are included in the non-credit program mix. Corporate training and small business counseling are also offered at the new Kent location.

Tutoring Services for Students

The Tutoring and Resource Center, the Math Learning Center, and the Writing Center work collaboratively to create and strengthen a network of academic support services.

Tutoring and Resource Center

The Tutoring and Resource Center provides tutoring services in many disciplines across campus. The center provides one-on-one tutor sessions, group tutoring, study tables, software tutoring, lending resources, and print resource materials that will assist students with testing skills, study skills, memory aides and more. Located on the second floor of the Holman Library, the Center maintains a bank of computers that offer self-tutoring software programs, individual computer tutoring, and research aides for homework help. It also provides tutor/study tables where students can earn documented study hours or can get assistance with their coursework. The Center serves ABE and ESOL students; the general student population; and special needs students referred by Disability Support Services. As a way to better capture the types of services students can access, a new tracking system was installed in the Center in fall 2007. The system allows the college to document which students use the service, what type of service(s) they access, and the duration of time spent. Data is intended to assist with budget and decision making processes at the college.

Math Learning Center

The Math Learning Center offers support services and resources for both students and instructors. This includes mathematics assistance, peer tutoring, mathematics video, supplementary texts, worksheets and activity sheets, and courseware. Mathematics tutorial software, as well as student workshops about mathematics success strategies, the use of graphing calculators, and specific mathematics computer applications. The Math Learning Center also has programs designed specifically for underrepresented students, which include: alternative testing, tutoring assistance, computer resources, textbooks and videos as well as a place to study and meet with other students and faculty.

Writing Center

Green River's Writing Center offers one-on-one and face consulting services for all Green River students at all stages of the writing process. Whether a student has a question about grammar and usage or needs help brainstorming ideas or focusing in essays, faculty and student tutors are available to provide support, with 20-25 minute focused tutoring sessions. Specifically, the Writing Center offers:

- Answers to specific questions about writing issues
- Facilitated discussion and problem solving
- Access to computers
- Access to online writer's resources
- Handouts on a variety of common writing problems and styles
- Library of writing textbooks and other reference books

In fall 2007, the Writing Center extended its hours from

Incidents Team; the Gay, Lesbian, Bisexual and Transgender Anti-Harassment Team; the Gender Incidents Team; and the Religious Bias Incidents, and the Disability Bias Team are five resources that Green River uses to address the problem of discrimination based on race, nationality, religion, gender, or sexual orientation. In addition, a crisis response team has been developed to handle specific incidents related to human crisis. This team works in tandem with the institutional Emergency Operations Team.

General Responsibilities

Multicultural Services

The department name was changed in 2004 from Multicultural Services to Diversity Services to reflect the services provided to all under-represented students. Recruitment and retention efforts for under-represented students have increased with a number of new programs and services. These include the Mentoring program and Washington Achievers academic initiative. The college continues to address diversity issues by collaborating with the Community Leadership, Education, & Outreach (CLEO) student leaders program to offer educational, retention, and inspirational diversity programs for students, faculty, and staff. Diversity Services works with student clubs and the faculty to create diversity awareness programs and opportunities that engage the college community in dialogue around diversity topics and training. Challenges include finding creative ways to educate the community on diversity issues and to recruit and hire diverse employees for the campus.

The Commencement Achievement Program (CAP) is in its second year. This program assists first year students and students of color in navigating the college system and its services. CAP links each student with a student Peer-Navigator whose knowledge of the campus and its resources connects students to the programs and services that enable them to reach their academic goals. This is a jointly funded program among the College Success Foundation, the State Success initiative, and the Associated Student Association of GRCC.

TRIO

This department continues to create educational opportunities for students who are first generation in college, have low income status, or who have disabilities. Participants receive academic advising, career planning, professional mentoring, and information about available resources. Field trips to 4-year institutions are provided, along with workshops and presentations on academic and college skills, and a small computer lab is available for participant use. Because the project is funded to serve only 200 students, advisors and support staff are able to develop in-depth understanding of each student's academic and personal needs and to provide individualized, intensive educational support services.

TRIO successfully completed a Department of Education re-funding process in 2005, securing funding to provide services through August, 2009. Given the program's consistently high performance and satisfaction rating of all stated objectives, continued funding can reasonably be expected. Additionally, the student population presents a high need for project services. Seventy-five percent of the student body is first-generation, and 40% is low-income (as defined by federal standards) and/or have disabilities that significantly impact their learning experience.

Challenges for TRIO include balancing the need for program services with limitations on who can be served, as prescribed by grant regulations. With additional use of the TRIO computer lab by DSS for testing, TRIO students who are receiving tutoring need to find alternative compatible available space.

Student Programs

The Community Leadership, Education & Outreach (CLEO) program continues to be recognized at the local and national levels for its leadership training and community service activities. This highly respected program has established Green River as a leader for student development programs throughout the Washington community college system.

Students complete a two-week training program at the beginning of the academic year and facilitate the college's student programming. The CLEO program promotes co-curricular activities and works collaboratively with faculty and staff to create a sense of community and pride at Green River. CLEO and the Associated Student Union partner to retain students through outreach activities, student tours, and other educational activities that support the mission of Green River. Qualified students learn valuable skills with hands-on experience in managing a program while at the same time earning money. Each

position assumes responsibility for planning, organizing, budgeting, and implementing activities to meet the varied needs of Green River students, faculty, staff, and surrounding communities.

Student Programs also supports the performing arts program, artists and speaker series, the fitness center, and the student radio stations at Green River. Over the past two years the Student Senate has been challenged with funding a new Portal and student email system for the college. The Senate is working collaboratively with Information Technology and other stakeholders on campus to implement the student email system in spring 2008.

The Assistant Director of International Activities has been working with community partners and organizations and the Green River Co-Op office to develop opportunities for Green River international students to volunteer in the community and to practice English skills while building job and co-curricular skills. All ASGRCC senators are encouraged to attend the Council for Unions and Student Programs Leadership Institute to gain skills such as ethics and integrity, professionalism, interpersonal communication, effective planning, and implementation and evaluation of leadership skills. Throughout the year in-service trainings for the senators are initiated in order to build their co-curricular skills.

Intercollegiate Athletics

Green River competes in the Northwest Athletic Association of Community Colleges (NWAACC), which is made up of 34 community colleges in Washington, Oregon, and British Columbia. The Green River Athletic department offers Baseball, Basketball, Golf, and Tennis for men, and Basketball, Fastpitch, Golf, Soccer, Tennis, and Volleyball for women. Two Green River coaches for tennis and women's basketball were honored at the NWAACC Hall of Fame ceremony.

Athletes are strongly encouraged to participate in academic support programs for their own benefit. Weekly tutoring and academic support report sheets are turned in to the Athletics Department for review. The overall GPAs of student athletes have improved since the 2003 report. In addition, a higher number of athletes have transferred to upper division athletic programs.

In 2003, the Athletic Director was funded through student activities fees but the position now receives 100% funding from the general fund. One challenge for the athletics program is to determine what additional sports should be added to create recruitment and retention efforts.

PeerJuggling and Health Services fosters student success and retention by teaching emotional coping techniques, informing and educating students on mental health and wellness topics, and developing effective self-care skills for optimal lifelong psychological and physical health. Short-term personal and crisis peerjuggling for students experiencing problems that threaten their

cost of off-site childcare (for students who are not eligible to send their children to the Center because of the age and capacity restrictions). These students cannot meet the financial obligations of going to school and providing childcare before, during, after school. The Childcare Center does not provide drop-in hours for children.

Women's Programs

A new Director of Women's Programs was hired in January 2007. Her professional background and knowledge were integral to the college receiving a second round of funding from the state to offer the Displaced Homemaker program (DHP) from 2007-2009. The DHP supports the needs of students who are single parents or have recently been displaced from their home environment. The program offers book-loans, bus passes, temporary food resources, and other support needs to students. The program has worked collaboratively with Workforce, WorkFirst, and the Opportunity Grant project to find resources to support student retention and academic success for this population. Additionally, the college received first-time grant funding in 2007 to Green River's Women's Program to support student childcare and childcare emergency funds (only two grants were offered within the state). The childcare grant is a partnership with the ASGRCC and supports student retention efforts.

Student Union Enterprises/Auxiliary Services

The Paper Tree Bookstore

The bookstore provides the necessary books and supplies to meet the academic needs of students and faculty. Additionally, the bookstore offers competitively priced books and supplies, and a variety of other services: faxes, ID cards, movie rentals etc. Because the bookstore is institutionally owned and all the profits remain on campus, student and faculty who support the bookstore help the campus in a variety of ways. The bookstore has seen tremendous growth in textbook sales, and the Green River website allows students to order textbooks as soon as they register for classes. This is a proven benefit to student success because books can be available the first day of the quarter without waiting in line. The faculty ordering system is evaluated each year to determine how to improve the availability of books the first week of the quarter. One challenge for the bookstore is to determine how Green River can provide books to students who are waiting for financial aid checks to be disbursed.

Food Services/Scheduling & Conference Services

A contractor change from Aramark to Compass Company (Chartwell's) was made three years ago. Sales have increased during the same time frame. Chartwell's has expanded its vegetarian options per student and staff demands. The food services contract will be up for bid in 2010. Food Services and Conference Services work together to provide catering for college and community events. These events include luncheons, banquets, parties, school and church dinners, weddings, and other community functions. Additionally, a student survey was completed in 2007. The survey results provided positive feedback regarding the Food Services provided at Green River. One challenge for Food Services is to offer additional hours of availability to students who take evening or weekend classes.

Improvements/Updates to Student Services

Advertising and recruitment

Under the direction of the Dean, an outreach office was established to provide leadership for campus efforts to improve the college's representation in the community. Student focus groups assisted in the redesign of promotional materials and student friendly improvements were made to the college's website. A highlight of the improved technology efforts has been the increased use of e-mail initiatives to keep students informed about campus programming, news, and other current events. Other planned improvements include the launch of a new student e-mail project by spring 2008.

Gator Athletic-Academic Preparation status report

The Gator Athletic-Academic Preparation (GAAP) program has evolved into a student service program to assist student athletes in persisting at Green River. Coordinated by the Athletic Director, the GAAP program provides face to face interaction for approximately 130 students on academic, social, and life skills issues. Collaborative efforts between the career advising center, counseling and health center, tutoring and resource center, and other student service departments are in place to assist student athletes in academic advising, financial aid, health and wellness, and academic success opportunities.

New Athletics Waiver Increase

In summer 2007, legislation by the Washington State Board for Community and Technical Colleges (WSBCTC), with the advice of the Northwest Athletic Association of Community Colleges (NWAACC) Presidential Advisory Board, approved the increase in merit based financial assistance for student athletes. Previously a student could receive \$200 per quarter per NWAACC regulations. The new policy allows an institution to provide 65% tuition assistance to a student based on the cost of 15 credits. This increase in aid will have a direct impact on the quantity and number of student athletes recruited to the institution, and will create improvements in the women's athletic teams' ability to fill their rosters.

Personnel Changes

In winter 2007, the college created a 75% permanent position for the assistant athletic director for the 2007-2008 academic year. This Student Program position was created in large part to accommodate the growing need to provide recreation options for campus residents, as well as meeting the growing needs of the athletic department. In fall 2007, the Physical Education Department added a permanent gym supervisor position to oversee the operation of growing evening classes and intramural activities.

Lindbloom Student Center Replacement

As noted in the 2003 interim report, the Lindbloom Student Center (LSC) underwent a major remodel which was intended to provide a larger space and better layout for offices. Since then, the building was put forward as needing replacement and in December 2007 the college submitted a Capitol Project Request for LSC Replacement to the State Board of Community and Technical Colleges. That request was not funded for 2009-11, but will be resubmitted after the following biennium. In May 2007, the Associated Student Union passed a student fee to supplement for their portion of a new Student Center, to be completed by 2012 regardless of state funding for the rest of LSC. This fee is currently being collected from students.

Enrollment

Table 1 below shows the enrollment figures for Green River since the 2003 accreditation visit.

Annualized FTEs and Enrollments	2002-03	2003-04	2004-05	2005-06	2006-07
State FTEs	5,549	5,504	5,275	5,333	5,167
Total FTEs	6,691	6,706	6,745	7,047	7,237
Headcount	12,337	12,508	12,621	12,837	13,051

¹ Excludes student-funded enrollment such as Continuing Education or enrollment in non-credit bearing courses.

Standard Four: Faculty

Faculty qualifications, selection, evaluation, and hiring

The college continues to give faculty the opportunity to recommend which new and replacement positions should be filled each year. These recommendations are discussed with the deans and the Executive Vice President, and consensus is usually reached (the President makes the final decision). The new faculty collective bargaining agreement (CBA) now commits the administration to hire 2, not 1, additional full-time faculty each year. This is rare in our state system. Faculty positions are now advertised earlier than at most peer colleges, and our CBA limits the require

As part of the 2006 contract negotiations, the Adjunct Faculty Advisory Committee (AFAC) was formed to work specifically with and for the adjunct faculty population. The committee's role is to advise on adjunct faculty issues and to assist with communication and training, including the following:

- § Adjunct office space and equipment
- § Adjunct faculty orientations
- § Adjunct faculty handbook
- § Adjunct faculty professional development
- § Adjunct faculty mentoring

The AFAC exists with the support of Green River Community College and the United Faculty. The AFAC consists of two Adjunct Faculty representatives selected by faculty as well as the Assistant Dean for Academic Education and the Assistant Dean for Professional Technical.

Academic freedom, scholarship, and artistic creation

Academic freedom is strongly supported at Green River. The Executive Vice President is personally involved in national efforts by recognized academic organizations to protect academic freedom from increasing attacks by extremist groups. Although faculty are not required to pursue research or artistic creation, a large number of them do so. Last year a new faculty lecture series began, featuring individual faculty research interests and achievement. The faculty (including adjuncts) control a large professional

Included in the governance process section are Board job descriptions and role of the chairperson, by-laws, and code of ethics. Also in this section is a policy reaffirming the Board's commitment to "Policy Governance," its governing style, and a policy on college facilities. Board-staff relationships, which are detailed in the second section of policies, clearly delineate the authority reserved for the Board and the role of the college President. A policy also sets forth how the President will be monitored and held accountable for the performance of the institution.

The section on executive limitations includes a series of policies that protect the integrity of the institution and hold the college President accountable to the Board in areas such as the treatment of employees, compensation and benefits, financial planning and forecasting, asset protection, communication, and emergency succession.

The most significant change to the campus was the adoption of "ends policies" by the Board. These outcomes include the vision, mission and goals of the college and focus outward to students and the community in general. Prior to the adoption of the "Policy Governance" model, the Board protected the integrity of the institution.

invitation to all employees asking for interest in serving on Cabinet is sent by the President's Office for

6) Create critical incidents plan. The Commission emphasizes the need for specific procedures for handling issues of harassment based on race, gender, religion, sexual preference, etc.

Each member of the Commission has identified one or more subcommittees upon which to serve. Members are accountable to the President for providing evidence of working collaboratively across campus, with various staff and faculty, to ensure that these goals are implemented college-wide.

Campus-Wide Leadership Implementation Teams

In an effort to address topics of student recruitment and persistence, the President formed a broad-based "Leadership Retreat" inviting over 100 employees for a series of one-day meetings during summer/fall 2007. Members of the group were recruited by the President. The purpose of the meetings was to inform and solicit the ideas, leadership and direction of the entire institution to develop strategies and plans to improve recruitment and retention of state-funded students. Groups met during the summer to identify problems and develop strategies for success. At the September 2007 meeting, Implementation Teams were formed around nine areas including data collection, gathering student information, quality interaction, campus processes, transitions, advising, marketing, and instructional support. Team leaders include both faculty and staff while members of each team represent a cross-section of college employees based on their interest in the topic. The recruitment of additional team members from across campus took place at the start of fall quarter. Teams spent the fall quarter 2007 working on short-term strategies before transitioning to longer-range strategies. Additional "Leadership Retreats" are being planned for 2008 and beyond. While helping to recruit additional students and better serve those currently enrolled, the "Leadership Retreat" and its subsequent work demonstrates how critical college decisions are made within the organization as opposed to solely by the administration.

In summary, the college has improved its process of governance, beginning with the Board clearly defining its own role and its expectations of the President and the entire institution, in the form of board-staff relationships and college outcomes. The Board

- TI Complex Replacement
- IV-D Expansion
- HS, SS, BI Replacement
- LSC Replacement
- SMT Renovation

The Kent Campus Phase II project and the LSC Replacement project are of particular note as they both have significant debt financing implications for the college. While the college has used some debt financing in the past, these two projects represent a significant increase in COP (Certificate of Participation) financing through the State Treasurer's Office. The planned resources for repayment are International Programs funds for the Kent Campus Phase II project and student self assessed fees for the student life portion of the LSC Replacement project. The plan for financing the Kent Campus Phase II project includes the use of local fund balances (\$7M) which will be the largest single use of local fund balances in the college's history.

The Running Start program funds full time equivalent

Humanities/Social Science/Business Education Complex and Trades Industry Complex (Replacements)
Two building replacement project have received state funding for either architectural design or pre-design (HS/SS/BI Complex and the TI complex) and are slated for construction in 2009 and 2011 respectively.

Kent Campus

The college also received approval to utilize state Certificates of Participation (COP) to fund the acquisition in 2009 of an additional 40,000 square foot condominium portion of a building at Kent Station adjacent to Kent Campus Phase I to house Kent Campus Phase II.

Lindbloom Student Center (LSC) Replacement

In spring quarter 2007, the student body voted to approve a student fee to fund a down payment and the subsequent debt service for a state COP to construct a replacement facility to house student life activities currently located in the Lindbloom Student Center. The student mandate will provide funds to pre-design a companion student life/student services facility in 2009-2011, followed by design and permitting in 2011-2013, and construction in 2013.

Science, Mathematics, and Technology (SMT) Building Renovation

The State Board for Community and Technical Colleges' Capital Request 2009-2011 biennium competition included a renovation request from Green River for the Science, Mathematics, and Technology Building. The SBCTC released on December 20, 2007, the rankings of the requests it received. Green River's request ranked second highest overall in the state among all requests.

Building Demolition

The demolition of replaced structures continues to provide environmentally sound opportunities to locate new buildings on existing building sites. The demolition of the ST complex in 2009 becomes the site for the HS/SS/BI replacement project. The demolition of the TI complex in 2013 and the HS/SS/BI complex in 2013 will provide an ideal building site for the student life/student services facility.

Capital Projects Overview

Table 8.1 below details capital projects that are completed, currently underway, in the design phase, and slated for the next capital request process.

TABLE 8.1: CAPITAL PROJECTS OVERVIEW

Building	Design	Construction	Occupancy	Gross Sq Ft
• Technology Center – New	2002	2003/2005	2005	31,250
• Student Housing – New	2003/2004	2004/2005	2005	101,800
• Kent Campus Phase I – New	2004	2004/2005	2005	22,192
• Science Building – Replacement	2003/2004	2005/2007	2007	76,000
• Student Success Center – Addition	2006/2007	2007/2008	2008	5,000
• PE – Renovation	2006/2007	2008	2008	33,990
• IVD – Addition	2007/2008	2008/2009	2009	5,000
• Kent Campus Phase II – New	2007/2008	2008/2009	2009	40,000
• HS/SS/BI – Replacement	2007/2009	2009/2011	2011	70,000
• TI – Replacement	2009/2011	2011/2013	2013	70,000
2009 Capital Request				
• SMT – Renovation	2009/2011	2011/2012	2012	54,000
• LSC – Replacement	2011/2013	2103/2015	2015	94,000 (est.)

In summary, the creation of new buildings, ~~and~~ utilization of vacated space resulting from programmatic moves, has allowed the college ~~to~~ retrofit to meet identified needs.

Standard Nine: Institutional Integrity

Green River remains committed to integrity and ~~high~~ standards. The college has ensured that all faculty and staff are trained on the state ethics polic

Campus-Wide Outcomes & Degree Outcomes

Campus-Wide Outcomes (Required for All Degrees)

1. Written Communication

Written Communication encompasses all the abilities necessary for effective expression of thoughts, feelings, and ideas in written form. This outcome includes abilities designed to help students:

- 1.1 Demonstrate use of a writing process.
- 1.2 Demonstrate a clear sense of purpose, focus, thesis, and design in writing.
- 1.3 Demonstrate the ability to develop an idea through the use of concrete examples and specific details.
- 1.4 Demonstrate audience awareness by appropriately modifying writing.
- 1.5 Demonstrate appropriate methods of integrating and documenting outside sources.
- 1.6 Demonstrate ability to use common tools of information research.
- 1.7 Demonstrate clear organization of thoughts in coherent written form.
- 1.8 Demonstrate appropriate choice of format, style, and tone for each particular writing assignment.
- 1.9 Use appropriate mechanics, grammar, and word usage based on American Standard Written English.
- 1.10 Improve the ability to evaluate, revise, edit, and proofread individual work and the work of others.

2. Critical Thinking

Critical thinking finds expression in all disciplines and everyday life. It is characterized by an ability to reflect upon thinking patterns, including the role of emotions on thoughts, and to rigorously assess the quality of thought through its work products. Critical thinkers routinely evaluate thinking processes and alter them, as necessary, to facilitate an improvement in their thinking and potentially foster certain dispositions or intellectual traits over time. This outcome includes abilities designed to help students:

- 2.1 Apply relevant criteria and standards when evaluating information, claims, and arguments.
- 2.2 Use appropriate reasoning to evaluate problems, make decisions, and formulate solutions.
- 2.3 Give reasons for conclusions, assumptions, beliefs, and hypotheses.
- 2.4 Seek out new information to evaluate and re-evaluate conclusions, assumptions, beliefs, and hypotheses.
- 2.5 Exhibit traits evidencing the disposition to reflect, assess, and improve thinking or products of thinking.

Degree/Certificate Outcomes
(Required for Some Degrees and Certificates)

1. Human Relations (AAA, AAS)

Human Relations encompasses personal quality foundation skills and interpersonal workplace abilities.

- 1.1 Demonstrates responsibility
- 1.2 Demonstrates self-worth
- 1.3 Demonstrates sociability in groups
- 1.4 Demonstrates self management
- 1.5 Demonstrates integrity/honesty
- 1.6 Participates as team member
- 1.7 Teaches/helps others
- 1.8 Exhibits leadership
- 1.9 Negotiates agreements
- 1.10 Appreciates and works with diverse groups

2. Oral Communication (AA, AS, AP-P)

Oral Communication encompasses all the abilities necessary for effective expression of thoughts, feelings, and ideas in oral form. This outcome is concerned with helping students:

- 2.1 Identify the role oral communication plays in academic, social, and professional endeavors.
- 2.2 Demonstrate increased confidence in oral communication skills.
- 2.3 Listen carefully and respond to questions appropriately.
- 2.4 Modify verbal and nonverbal communication appropriately given the purpose and the context of the communication.
- 2.5 Plan, prepare, and deliver a well-organized, logical oral presentation that demonstrates critical thinking skills.
- 2.6 Use appropriate presentation techniques (e.g. maintain eye contact, modulate voice, avoid distracting mannerisms, etc.).
- 2.7 Employ appropriate discussion, negotiation, conflict resolution, and cooperation skills to work with people from a variety of experiences and backgrounds to promote learning in class activities and group work.

Green River Community College
Core Indicators of Effectiveness
2006-07 to 2008-09

Goal: Student Learning – Transfer

Indicator	2006-07	2007-08	2008-09
1. Transfer to a 4-year institution within 6 months of graduation	57%	57%	57%
2. Transfer to a 4-year institution within 12 months of graduation	62%	62%	62%
3. Transfer to a 4-year institution within 18 months of graduation	67%	67%	67%
4. Transfer to a 4-year institution within 24 months of graduation	72%	72%	72%
5. Transfer to a 4-year institution within 30 months of graduation	77%	77%	77%
6. Transfer to a 4-year institution within 36 months of graduation	82%	82%	82%
7. Transfer to a 4-year institution within 42 months of graduation	87%	87%	87%
8. Transfer to a 4-year institution within 48 months of graduation	92%	92%	92%
9. Transfer to a 4-year institution within 54 months of graduation	97%	97%	97%
10. Transfer to a 4-year institution within 60 months of graduation	100%	100%	100%

Goal: Student Learning – Professional/Technical

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Goal: Student Learning – Under-prepared

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Goal: Student Learning – Continuing Education

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Goal: Student Access

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Goal: Community Involvement

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Institutional Goal: Financial Stewardship and Public Accountability

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