

FEBRUARY 2022

MID-CYCLE REPORT

Submitted to the Northwest Commission on Colleges and Universities by:

Grays Harbor College
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GRAYS HARBOR
COLLEGE

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Institutional Report Certification Form

On behalf of Grays Harbor College, I certify that:

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

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

Grays Harbor College

(Name of Institution)

Dr. Edward Brewster

(Name of Chief Executive Officer)

Edward J. Brewster

(Signature of Chief Executive Officer)

2/8/2022

(Date)

Preface

Accreditation Update

Grays Harbor College's accreditation was reaffirmed in 2019 based on its spring 2019 Year-Seven Mission Fulfillment and Sustainability Evaluation. This visit resulted in five recommendations that required improvement:

1. *The Commission recommends that Grays Harbor College develop a realistic financial forecasting plan to include evaluation of financial resources to ensure short term solvency and anticipate long-term obligations. This process should include appropriate opportunities for participation by college constituencies.*
2. *The Commission recommends that Grays Harbor College expedite the process for development and utilization of regular and documented review, with revision as necessary, of policies, particularly those related to financial planning, budget development, and oversight and management of financial resources.*
3. *The Commission recommends that Grays Harbor College integrate the multiple planning processes to facilitate prioritization of resource allocation and the use of institutional capacity.*
4. *The Commission recommends that Grays Harbor College fully implement student learning outcomes assessment across all degrees and programs, including the general education program, and use the assessment results to inform planning and improvement.*
5. *The Commission recommends that Grays Harbor College engage in systematic, participatory, self-reflective assessment of its accomplishments, and documents and evaluates its planning processes to ensure institutional effectiveness.*

In 2020, the Commission accepted the College's ad-hoc report—without visit—on Recommendation #1 fulfilling this recommendation. The other four recommendations are addressed in the addendum at the end of this report. Since its comprehensive visit in 2019, Grays Harbor College (GHC) has also submitted three Financial Resource Review reports to The Northwest Commission in fall 2019, fall 2020, and fall 2021. The fall 2019 and fall 2020 reports were subsequently accepted, while fall 2021 has been submitted and GHC is awaiting notification on this report.

Update on Institutional Changes

Since the spring of 2019, Grays Harbor College has been through significant changes in personnel, finances, and enrollment. During the 2019-20 fiscal year there were budget reductions that resulted in the elimination of several faculty, staff, and administrative positions. A new vice president for administrative services was hired in the fall of 2019. Additionally, the emergent COVID-19 pandemic caused an enrollment decline from winter to spring quarter 2020 of -14%, whereas a typical decline from winter to spring is -11%. During this time the College shifted to all remote instruction for a short period of time and then moved to remote/hybrid instruction with a limited number of hands-on programs in-person that adhered to the appropriate health and safety protocols. At the end of spring quarter 2020 the College president made the decision to retire early due to personal circumstances. An interim president was hired, in addition to a new vice president of instruction beginning in the summer 2020.

The impact of the pandemic continued through fall 2020 resulting in a year-over-year enrollment decline of -14% from fall 2019 to fall 2020. Fall 2020 instruction remained primarily remote, except for programs requiring in-person contact. Also, in fall 2020, the vice president of student services resigned to take a position out of state. An interim vice president was hired beginning winter 2021, and a new permanent vice president of student services was hired and began work in the summer of 2021. Fall of 2021 saw an additional decline in enrollment of -13% compared to fall 2020, for a two-year enrollment loss of almost -25%, even though 50% of GHC's fall 2021 instruction had some in-person component.

Despite all of the challenges, the College continues to improve service to students through a combination of remote and in-person instructional and student services. Faculty changed their class delivery to adapt to the pandemic restrictions. All other employees of the college changed their work modality over time, from all remote to a combination of in-office and remote work. In spite of these challenges, students and employees have made the necessary adjustments to continue with the work of the College in helping students achieve success.

Further challenges this year were the result of a change in the administrative computing system. This included implementation of new software operating systems in the student, finance, and human resource functions of the College. Preparation for this changeover required many employees to work overtime for the past year. Additionally, during the lead up to the software conversion, GHC's chief executive for information technology (CEIT) accepted a position at a college closer to his home. As a result, GHC had a new CEIT coming aboard the same week that the College's new software system went live, creating additional challenges for IT during this time. The transition continues to be challenging for the entire college as all employees learn how to navigate this new IT system.

This year the College has continued work on its Guided Pathways implementation, designed to improve the support to students from first contact through completion of their goals. Furthermore, the t has participated in training to establish and implement policy to improve efforts in diversity, equity, and inclusion (DEI) for all members of the college. Those efforts have been enhanced by funding from the legislature to develop a plan for DEI, including surveying students and employees and providing training to the college community. The college planning efforts have continued, including the use of data in implementing the five College Priorities and in the development of a College Plan for increasing student enrollment. Many plans are in motion to increase the effectiveness of the College in all of the priority areas included in the College Plan.

Institutional Overview

College Profile

Grays Harbor College (GHC) is a public, comprehensive community college with three Bachelor of Applied Science Degrees. The College is one of 34 community and technical colleges in the state of Washington. Among the oldest community colleges in Washington, Grays Harbor College marked its 90th year in 2020. The College is governed by the Washington State Board for Community and Technical Colleges and administered by a five-member board of trustees, appointed by Washington State's governor. Approximately 54% of the College's effort (FTEs by Course Intent) is from academic transfer courses, 31% from workforce, 7% from pre-college math, English, and reading, and 9% from Basic Education for Adult Learners.

GHC serves College District 2, which includes Grays Harbor and Pacific Counties in southwestern Washington, and includes Washington Legislative Districts 19 and 24. [Figure 1] Within this 3,000-square-mile district, numerous rural communities combine for a total population of approximately 99,000 people¹. In keeping with the College's commitment to open access throughout its service area, the College operates two community education centers in Pacific County: one in Raymond, WA (REC), and one in Ilwaco, WA (CEC). Additionally, the College offers its CDL program at a site in Satsop, WA and offers education to incarcerated individuals at the Stafford Creek Correctional Center in Aberdeen, WA.

Student Profile

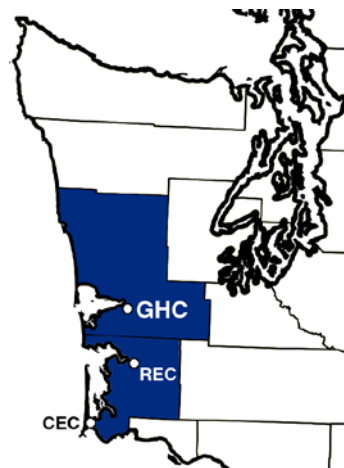
In fall 2020, GHC served 1,741 state-funded students, 404 Running Start (dual-enrollment) students, 475 incarcerated students, and 44 contract training students for a total headcount of 2,664. In spring 2021 the College awarded 520 degrees and certificates. This fall approximately 57% of the College's effort (FTEs by Course Modality) was online, with 23% being remote (ITV or Zoom), 15% being hybrid (combination of in-person and remote), 4% web-enhanced, and 3% fully face-to-face.

Excluding incarcerated students, approximately 62% of GHC's students are female, and 47% of all students were economically disadvantaged. In fall 2021, the College has a population that is 59% white, 17% Latino/Hispanic, 11% reporting two or more races, and 7% not reporting. Additionally, the College has 2.5% of students reporting as American Indian/Alaska Native, 2% African American, 1.5% Asian, and less than 1% Pacific Islander.

Programs

Grays Harbor College has 45 academic programs which award 18 distinct certificates of completion or achievement (CA, CC), 10 distinct Associates in Arts and Sciences (AA or AS) degrees with two different science tracks, 14 distinct Associate in Applied Science and Associate in Technology Degrees (AAS, AAS-T, AT), and 3 distinct Bachelor of Applied Science Degrees (BAS). The Certificates of Completion or Achievement (CA, CC) include many options from Technology and Nursing to Business, Human Services, Criminal Justice and Early Childhood education. The Associates of Art and Science (AA or AS) degrees cover general education, native pathways, management, nursing, and business while also offering two specific science tracks. GHC's career and technical education (CTE) programs award Associate in Applied Science and Associate Technology Degrees (AAS, AAS-T, AT) and are designed primarily for students whose goal is to enter the field of study after completion. Degrees in this area include Technology, Nursing, Business, Human Services, Criminal Justice and Early Childhood education. The College has three discrete Bachelor of Applied Science Degrees (BAS) in Forest Resource Management, Organizational Management, and Teacher Education. The BAS courses are designed for practical market-driven careers where the requirements for the job have advanced beyond the associate's level.

Figure 1 - Grays Harbor College and Educational Center Locations



¹ For comparison, as of the 2020 Census, the Olympia-Lacey-Tumwater metropolitan area has a combined population of 134,481. ([WA OFM Population Estimates](#), 11/30/2021, retrieved 12/7/2021)

Section 1 – Assessment of Institutional Effectiveness

The mission of the College states: “Grays Harbor College inspires our students and enriches our community by providing positive growth through learning.” This is consistent with the authority granted by the Washington State Legislature to offer Transfer, Workforce, Bachelor of Applied Science, Basic Education for Adults, and Continuing Education programs. The College Plan includes five College Priorities [Figure 2] which are grounded in the mission and allow the College to engage the college community in assessment and improvement of institutional effectiveness.

Figure 2 - Grays Harbor College's Five College Priorities

College Priority #1	College Priority #2	College Priority #3	College Priority #4	College Priority #5
Enrich student learning	Promote student faculty and staff success	Foster a diverse, equitable, and inclusive learning environment	Ensure effective, efficient, and sustainable use of college resources	Strengthen community connections and partnerships ²

GHC applied the lessons learned from its last strategic plan to improve its 2019-2026 College Plan. Specifically, the College Planning Committee developed guiding principles to ensure that the College Plan was: (1) **meaningful**, in that it would reflect and move the work of the college divisions forward; (2) that it would be **simple**, so that anyone could look at the plan and understand what a successful outcome would look like; and (3) it would **engage** the college community by blending with the existing committees and work of the College. This was discussed with the college community throughout plan development and explained in-depth at the September 2020 Kick-Off Event where College Priority Work Group 2 was featured as an example of the progress made on the College (Strategic) Plan. [Appendix 1: Aligning for Mission Fulfillment]. In 2021, the “Strategic Plan” became the “College Plan,” to help reinforce the concept of shared responsibility for planning and to support the Planning Committee’s mantra: *plan what we do and do what we plan*.

Assessing the College’s effectiveness in fulfilling its College Priorities is a central part of the planning process, which is led by the College Planning Committee (CPC). The College Priorities (CPs) are supported not only by work groups (one assigned to each priority), but also by budget and enrollment planning along with department plans from operational areas. The College’s planning process provides direction to the Governance Process and allows for assessment of priorities that lead to change and improvement. The process follows the basic principles of continuous improvement: plan, do, check, act.

Plan: Defining College Priorities

In October of 2019, GHC’s board of trustees adopted its new seven-year Strategic Plan—now called College Plan—made up of a mission, a vision, and five priorities. The plan was the result of a seven-month

² Please note that in January 2022, GHC changed the focus of College Priority #5 from “Strengthening community connections and partnerships” to “Strengthen enrollment, partnerships, and pathways to student achievement”. This change is discussed in the “Moving Forward” section of this report, but is not reflected in the rest of the report or supporting documents as the change was made too close to the due date of the report to be incorporated.

process known as *Envision the Future*. The *Envision the Future* campaign included many opportunities for input from employees, students, community members, and the board of trustees. This process is explained in detail in the College’s 2019-2026 College Plan. [Appendix 2: GHC 2019-2026 College Plan; Appendix 3: Envision the Future Campaign]

Once the high-level elements of the College Plan such as Mission, Vision, and College Priorities were adopted, college priority work groups were formed. These working groups made up of faculty, staff, and students spent over a year deciding on the objectives, indicators, and metrics for the five College Priorities. [Appendix 4: CP Membership List] Collaborating with Institutional Research and Reporting, the work groups reviewed disaggregated data from multiple data sources relevant to their priority. Together they identified indicators of success and metrics to measure these indicators. Priority indicators and metrics, as well as other supporting data, are displayed in in-depth Tableau dashboards that are available on the College’s intranet and summarized in a Summary Scorecard that is designed to be shared with the College Community. [Appendix 5: Example Internal Dashboard-CP#3; Appendix 7: CP Summary Scorecards]

Each dashboard includes information about the priority, definitions, and data sources, as well as the metric data and in some cases other supplemental data supporting the priority. As appropriate to the data, the dashboards contain options for disaggregating data—this is discussed further in Section 2 below.

Once established by the work groups, the objectives, indicators, and metrics were shared with the CPC. The Committee, which includes at least one lead from each college priority work group, was able to help identify overlaps in the plans and connect those folks who need to work together. Additionally, the CPC was able to identify gaps where connections still needed to be made. For example, it was determined that the new Guided Pathways Director would serve on CP #2 to better connect the work of the College’s Guided Pathways efforts with the College Priority #2 Action Plan.

Do: Implementation of the College Plan

Each spring, each College Priority develops or updates their Annual Action Plan for the upcoming year. Each Action Plan has Strategies, Action Items, a Timeframe, and Deliverables that they expect to achieve in the year ahead. These action plans are tied to the College Priority Objectives and provide a road map for reevaluating priorities during the year and thereby attempting to move the needle on the indicators of institutional effectiveness. [Appendix 8: CP Action Plans – Fall 2021] Action Plans are overseen by the work group. In some cases, members of the work group take on specific strategies or activities. In other cases, work group members take on the task of coordinating with a department or another group to ensure that a strategy or activity is completed. At GHC’s All-College Day in February of 2021, engagement with the implementation of the college plan was discussed, and each employee had the opportunity to select two priority work group sessions to attend. [Appendix 9: Implementing Our College Priorities presentation] These sessions, led by members of the work groups, asked employees to interact with the Priority Work Plans by: 1) sharing information to help inform potential gaps in the strategies & activities supporting the plan; 2) discussing how their work connects to the strategies and activities identified; and 3) identifying strategies that need college-wide attention.

In addition to the college priority work groups, GHC’s administrative units are also considering how the work of their divisions will align with College Priorities and Action Plans. For example, for the 2021-2023 academic years, the Instructional Division has identified three goals that align with the College Priorities [Appendix 10: Instructional Division 2021-2023 Goals]

Check: Data-Informed Review of Objectives and Indicators

In implementing their action plans, GHC's five college priority work groups are responsible for working with the director of institutional research and reporting to monitor the results of their progress. Monitoring occurs both at the strategy level and at the indicator level. At the indicator level metrics are measuring progress towards desired priority objectives, i.e. outcomes. These metrics, which can be found on the Summary Scorecard, are reviewed regularly by the CPC as well to ensure ongoing institutional effectiveness. As noted above, each College Priority has a Summary Scorecard where the College can view progress toward the targets set for each metric as well as access to their own Tableau dashboard with multiple options for viewing and breaking down the data associated with their Priorities' metrics.

However, assessing the metrics on the Summary Scorecard is not enough to guide the effort of the work groups, as they are lagging indicators. Assessment of strategies and activities in the Annual Action Plans is also employed as a tool to allow work groups to monitor leading indicators such as how many people might be involved in an event or activity, how many activities are offered, etc. Strategy-level indicators, in contrast to indicator-level metrics, are leading indicators used by the work groups to help determine if a groups actions are moving the College in the right direction. Narrative reports from the work groups were added to the planning cycle in December 2021 to help share information among the work groups and the Planning Committee. [Appendix 11: CP Narrative Updates – December 2021]

The College Planning Committee, in conjunction with the work groups, reports out to the College Community at college-wide workdays, events, and to the board of trustees. When areas of concern are identified, either because something did not work as expected or because there is larger than desired gap between current and target data, the data is discussed so that the College can understand where things are not working as desired.

Act: Using Data to Inform Decision-Making

As data becomes available for each metric, college priority work groups review their progress toward their objectives and determine where more work is needed, where changes should be made to improve institutional effectiveness, and if any additional data or other information is needed to understand progress toward the metrics. As GHC moves into this phase of the cycle, with over 65 people involved, this will be a huge step forward for the College. Closing the loop will help solidify the College's commitment to the continuous improvement cycle established by the College Plan. [Appendix 4: College Priority Membership List]

In addition to impacting decision-making within the planning process, the College Plan informs overall governance at GHC as well. By having well thought-out priority plans developed by cross-functional teams, the College Priorities are useful in guiding decision-making throughout the College. [Appendix 12: GHC Governance and Decision-Making Model] For example, the Executive Team organizes their weekly discussions by the College Priorities, shares updates with the campus by priority, and makes every effort to consider the objectives of the College Priorities in decision-making. As noted above, divisions, such as Instruction, are beginning to organize their work around the priorities. College Priorities also play a role in informing budget development and supporting strategic enrollment management. The College Priorities impact budget development by serving as criteria for new budget allocation requests and reallocation of funds, as discussed in Recommendation 3 below.

Section 2 – Student Achievement Measures

Identifying Measures of Student Success

Grays Harbor College incorporates multiple measures of student achievement into its ongoing reflection and self-improvement efforts. Many of these measures are incorporated into College Priorities 2 and 3: 2) promote student, faculty, and staff success; and 3) foster a diverse, equitable, and inclusive learning environment. These measures cover the entire student lifecycle, from course-level completion to degree or certificate completion, as well as beyond the student’s time at GHC to employment and/or transfer to a 4-year institution.

Many of these measurements are broken down into categories of Historically Underserved Students of Color (HU-SOC) and Non-Historically Underserved Students of Color (Non-HU-SOC). HU-SOC students include students who self-report a race or ethnicity of Black/African American, Latino/Hispanic, American Indian and Alaska Native, and Pacific Islander, which includes Hawaiian.

GHC understands that issues of diversity, equity, and inclusion are varied and complex, and that combining students into a group like this flattens and homogenizes a wide variety of unique student experiences. While understanding how this form of aggregation can be problematic, GHC chooses to use this distinction on the scorecard and high-level metrics for the following reasons:

- Through analysis of local data, Historically Underserved Students of Color are disadvantaged over their Non-HU-SOC peers in many areas.
- Categorizing by HU-SOC matches the reporting used by the Washington State Board for Community & Technical Colleges (WA SBCTC) in their measurements. By closing equity gaps for HU-SOC students, GHC is in alignment with the goals and efforts of the state-wide CTC system.
- At GHC, annual populations in some of the racial and ethnic groups contained in the HU-SOC grouping are small (less than 10 individuals). This is a way to present data publicly, without showing personally identifiable data. This aligns with GHC’s commitment to data security and FERPA regulations.

However, more granular breakouts of data by specific race/ethnicity or by two or more demographic markers are available to employees on the internal college website, or by request to college priority work groups and other college stakeholders.

At the beginning of the student journey, GHC looks at course completion rates for all students, course completion rates broken down for Historically Underserved Students of Color, and GPA.

Measures of student persistence and retention on GHC’s scorecard include attainment of 15³ and 45 college-level credits within the student’s first year at GHC. These measures speak to both student retention and student success because the student needs to be present and enrolled full-time in at least three quarters and successfully complete their courses to obtain and count the 45 credits. The scorecard also contains a metric for completion of a degree or certificate within 3 years—150% of time—from the

³ GHC is on the quarter system, and 15 credits are considered one full-time quarter’s worth of course credits. However, for financial aid purposes, a student is full-time if they are enrolled in 12 or more credits.

student's first quarter. These metrics come from the Washington State Board for Community and Technical College's (WA SBCTC) First-Time Entering Cohort dataset and dashboard (FTEC).

Using data from the state-wide FTEC dataset comes with many benefits:

- GHC can easily compare the performance of its students both to the WA Community and Technical College (CTC) system as a whole, and to selected in-state peer institutions.
- Data from the FTEC dataset is used by the WA SBCTC to measure state-wide progress on Diversity, Equity, Inclusion Initiatives, and Student Achievement and Progress, including state-wide Guided Pathways work. By using this data for college planning, GHC is again aligning its priorities with those at the state level.

For post-graduation success, GHC uses measurements of transfer to a 4-year Institution by year 4 and Employment by year 4, starting from the student's first quarter. Again, data for these measurements comes from the WA SBCTC FTEC dataset, with the benefits listed above.

The College Priority Groups were heavily involved in the selection of metrics for inclusion on the College's Summary Scorecard. The College Priority Groups decided on objectives and then worked to define indicators that would tell the College when those objectives had been met. The process of reviewing data and developing metrics included many hours of asking in-depth questions, gathering and analyzing disaggregate data, and developing instruments to collect data where none was available. During this process, the priority groups worked with the chief executive of institutional effectiveness and college relations (CEIECR) as well as the director of institutional research and reporting (DIRR) to identify available data that could be used to measure the objectives and indicators that had been defined.

As an example of this work, College Priority 2 (Promote student, faculty, and staff success) defined an objective of "Employees will engage in purposeful work set in a positive environment with dedicated resources". The two indicators of success they defined were:

1. The College provides purposeful work, creates and maintains a positive environment, and provides needed resources for employees to complete their work.
2. Employees help students reach their educational goals.

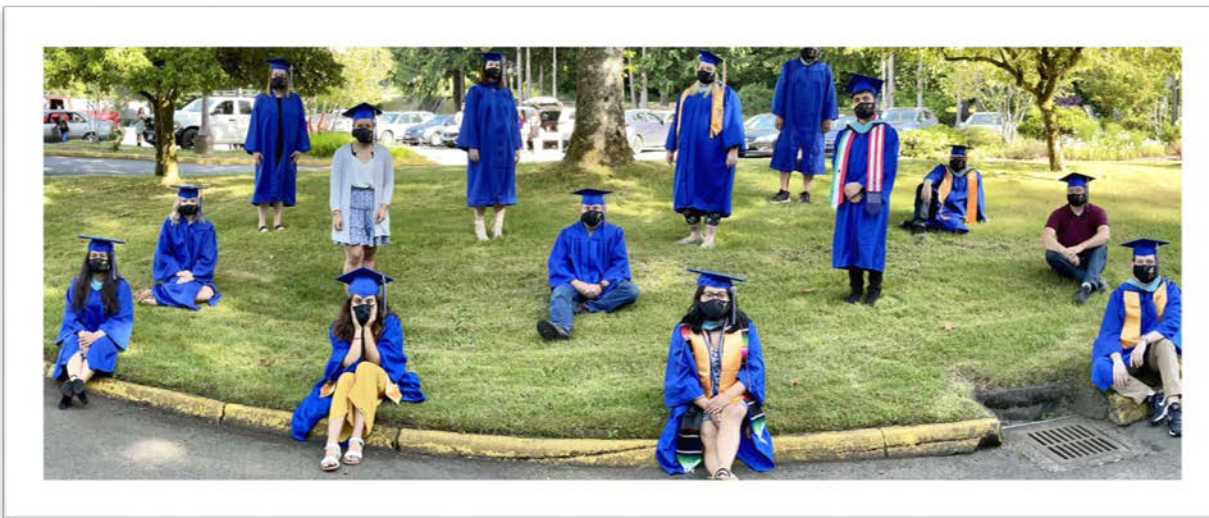
Working with CEIECR and the DIRR, it was determined that some of the information from the College's 2018 administration of the PACE (Personal Assessment of the College Environment) climate survey could inform indicator #1. However, the College had not collected any data that specifically played into indicator #2. It was felt that some of the data from the College's routine administration of the Community College Survey of Student Engagement (CCSSE) could inform the work on indicator 2, but that none of it was suitable to measure progress towards that goal.

The work group, CEIECR, and DIRR collaborated on creating a survey question to address this issue. and it was added to the annual spring graduate survey beginning in spring of 2020 and will be asked on an ongoing basis. A similar process happened with Priority #3, where a question about student belonging was also added to the graduate survey in 2020, and will be asked of all students again on the winter 2022 CCSSE administration.

These brief paragraphs do a poor job of capturing the richness of the conversations that have happened within the college priority work groups since the year-seven visit in 2019. There have been many back-

and-forth conversations to get to indicators that are meaningful to GHC in terms of where the College is at right now. It has been a wonderfully participatory process with involvement from across the College.

The deep discussion that went into identifying the indicators of success took the work groups longer than expected, however, this time was necessary to help everyone feel assured that the metrics identified would be able to provide the work groups with both leading and lagging indicators and had enough meaning to guide the improvement efforts of the College. The collaborative nature of this process ties back to the guiding principles that this process and the metrics chosen should be **meaningful** and should **engage** the college community.



Pictured: Grays Harbor Graduates from the Class of 2021 gathering outdoor to celebrate success!

Scorecard Dashboards

These measures of progress and completion are presented in a series of dashboards which are available to all college employees on the college intranet site. Dashboards are currently available for College Priorities #2, #3, and #4, and dashboards for Priorities #1 and #5 are being developed. [Appendix 5: Example Internal Dashboard – College Priority #3]

For each metric, the dashboards generally have:

- A scorecard graph, showing progress over time towards the institutional effectiveness target, as well as peer comparisons, where applicable and available. [Figure 3]
- An overview dashboard, to provide context and information for setting targets.
- A breakout view to allow disaggregation by selected demographic markers. These demographic markers include HU-SOC status, age group, first generation status, and Pell receipt status as a proxy for socioeconomic status. [Figure 4] Other breakout options are available, depending on what makes sense for that particular metric.
 - For example, GPA and Course Completions have breakouts based on course characteristics (modality, course level, etc.) available in addition to the demographic breakouts.

Figure 3 - Scorecard graph with peer measures

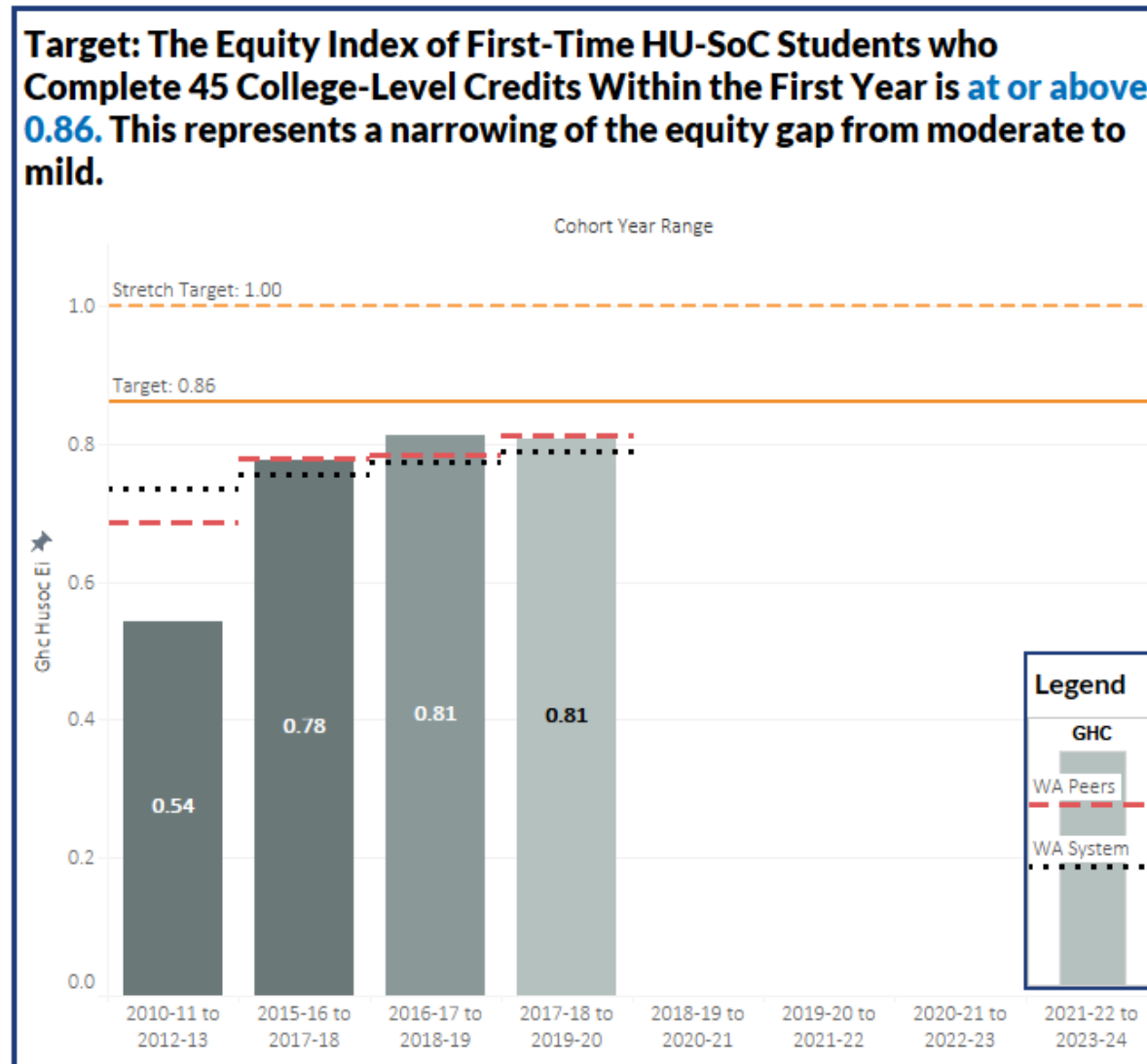
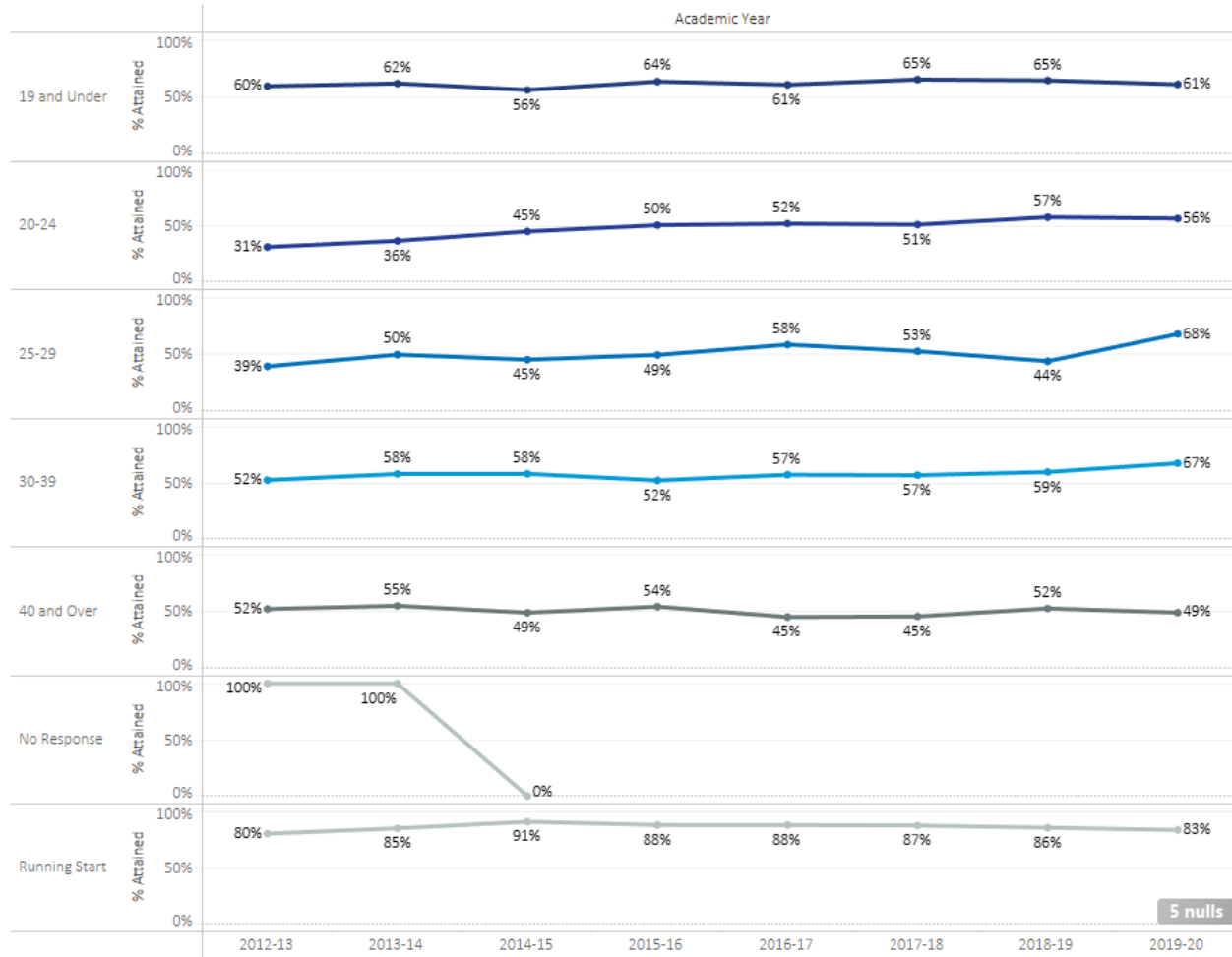


Figure 4 - Internal Dashboard Demographic Breakout Example

Breakout for 3.1.1 & 3.2.1: Attainment of 15 or 45 College-Level Credits (FTEC)

15-45 Disaggregation



Directions:
Use the drop-down boxes below to choose the metric (15 or 45 College-Level Credits within the first year) and the demographic breakout you wish you examine. The graphs will update automatically.

Choose Metric:
15 College-Level Credits

Choose Demographic:
Age Group w/ Running Start

Breakout Legend:

- 19 and Under
- 20-24
- 25-29
- 30-39
- 40 and Over
- No Response
- Running Start

Data is from the SBCTC First Time Entering Cohort (FTEC) database. Cohort Year is the year of the student's first enrollment at GHC.

As of July 28, 2020, data is pending final update for 2019-20. Values for the last year displayed may change slightly once that update is received.

5 nulls

Rates and Equity Indexes

As part of the stated objective to make the metrics as easy to understand as possible, many of the scorecard metrics take the form of a rate (e.g.: X% of students successfully did Y within Z years) or an Equity Index.

An Equity Index comes from diversity and equity work done by the [USC Center for Urban Education](#)⁴. Mathematically, the Equity Index is a ratio that compares the percentage of the target group represented in the group of successful students (e.g.: % of all students earning a degree or certificate who are HU-SOC) to the percentage of the target group in the whole population (e.g.: % of HU-SOC students in the base cohort).

If the target group is represented in the successful population at the same rate as in the cohort population, then the ratio will be at or very close to 1.0. Values below 1.0 mean there is an inequity—i.e., the target group is under-represented in the population of successful students, while values over 1.0 would mean the target group is over-represented in the population of successful students.

Looking at both rates of success and equity index measures allows college staff to get a high-level view of how students are doing, and how GHC is progressing on closing equity gaps. Where available, rates and Equity Index values are calculated both for GHC and for GHC's in-state peer colleges, allowing for external comparisons. While the college scorecard usually contains one or the other for a certain metric, both are available on the dashboards to provide additional data to college priority work groups.

Comparison with Peers

In-State Peers

Grays Harbor College is fortunate to be part of the Washington system of Community and Technical Colleges, which is comprised of 34 colleges over 31 districts throughout the state of Washington.

Within the Washington (WA) SBCTC Community and Technical College (CTC) System, GHC has identified 5 colleges that serve as GHC's peer colleges:

- Big Bend Community College, Moses Lake, WA
- Centralia College, Centralia, WA
- Lower Columbia College, Longview, WA
- Peninsula College, Port Angeles, WA
- Walla Walla Community College, Clarkston, WA

These colleges were selected based on size (GHC is one of the smallest colleges in the WA CTC system); service to a rural population (the total population of GHC's two-county service area is smaller than that of the combined Olympia/Lacey/Tumwater metropolitan area); offering of Bachelor of Applied Science degrees; and providing educational offerings to incarcerated students (Grays Harbor College, Centralia College, and Walla Walla Community College each serve at least one correctional institution).

⁴ Bensimon, E. M., Hao, L., & Bustillos, L. T. (2006). [Measuring the state of equity in higher education](#). In P. Gándara, G. Orfield & C. Horn (Eds.), *Leveraging promise and expanding opportunity in higher education*. Albany: SUNY Press.

As shown in Figure 3 above, where available, data from GHC’s WA Peers as well as the entire WA CTC system are noted on the year-to-year scorecards. The red dashed line represents the equity index calculated for GHC’s five Washington Peers and the black dotted line represents the equity index calculated for the WA CTC system. On the live dashboard, the user can mouse over the line to get more information about the exact value, as well as the number of students who went into the calculation. This comparison allows GHC employees to understand both how the College is doing in meeting its internal targets, and where the College is compared to the other primarily 2-year degree-granting institutions in Washington state.

Out-of-State Peers

Identifying out-of-state/national peers and then getting comparable data has been an ongoing challenge for GHC. While GHC recognizes the use of IPEDS as a national dataset, the College has found that the way IPEDS defines its cohorts is not useful for internal metrics and goal setting. However, IPEDS is useful in narrowing down colleges based on location, headcount, FTE, and Carnegie Classification.

Oregon

The community and technical colleges in Oregon are not organized into one state-wide organization as in Washington, but some collected progress and completion data is available on a central state website.

Further exploration of the data is needed to see how comparable it is to data from the WA SBCTC.

Potential peer colleges from Oregon based on location, headcount, and FTE include:

- Clatsop Community College, Astoria OR
- Southwestern Oregon Community College, Coos Bay, OR
- and Blue Mountain Community College, Pendleton, OR

California & Colorado

Additionally, GHC is looking at the community college systems in Colorado and California, where data may be available on other small, rural community colleges. Both of these states have state-affiliated Community and Technical College Systems, with central reporting and data available to the public.

As with data from the Oregon colleges, the methodology may not exactly match the Washington State Board for Community and Technical College’s data, but GHC should be able to use the system data to provide an external reference for certain progress and completion measures. As of this writing, potential individual peer colleges from CA and CO have not yet been identified.

Next Steps

Once peer colleges have been identified and agreed upon by the college priority groups, IPEDS graduation rates and outcome measures data can be used to provide an external benchmark to compare GHC’s IPEDS rates to those of other colleges, providing some triangulation of data when used in conjunction with data available from the state sites.

GHC is also considering the possibility of partnering with in-state peers to exchange data with out-of-state peers. If some or all of the 6 WA colleges—Big Bend, Centralia, Grays Harbor, Lower Columbia, Peninsula, and Walla Walla—can come to an agreement, and collectively identify 3-to-5 out of state colleges that

would serve as peers for the group, the colleges could pool data and offer it to the out-of-state colleges in exchange for their data, to mutually provide relevant peer comparison data for all parties.

Disaggregated Measures

As shown in Figure 4 above, the college priority dashboards—available to all employees on the internal, employee-only website—disaggregate all the student success measures by HU-SOC status, age group, gender, first generation status, and Pell status. Pell status is used as a proxy for socioeconomic status. To protect personally identifiable data, dashboards only allow employees to explore success by disaggregating along a single demographic marker.

Upon request, more complex disaggregation—such as combining two or more demographics markers—are available. As mentioned above, screenshots of the complete College Priority #3 dashboard can be found in Appendix 5: Example Internal Dashboard – CP #3.

As an example of the work this data has enabled, a team comprised of members from both College Priority #2 (Promote student, faculty, and staff success) and Priority #3 (Foster a diverse, equitable, and inclusive learning environment), dug into the data around attainment of 45 college-level credits within the first year. This cross-priority team identified that while HU-SOC were reaching 15 college-level credits in year one at rates like Non-HU-SOC, there is a much larger gap in the attainment of 45 college-level credits in year one. They wanted to understand more fully which specific students had barriers in place preventing them from reaching that 45-credit milestone.

They worked with the director of institutional research and reporting to disaggregate the data in multiple ways, including more granular race/ethnicity categories, as well as examining the intersection of race/ethnicity with gender, age group, and other demographic markers. Ultimately, the team discovered that one of the larger gaps in HU-SOC student achieving 45 college-level credits was found in the College's Running Start population.

While small annual headcounts for the HU-SOC Running Start population can make the percentages slightly erratic, the gap in achieving 45 college-level credits between HU-SOC and Non-HU-SOC Running Start students was 10% or more. At the state level, the gap is slightly narrower but more consistent, around 5-7% in most years. This is a significant issue with many levels. The high schools approve which students are eligible for Running Start, as well as how many college credits that student may take per quarter. College action plans are still in development but will need to involve both the College and the high schools to make sure any systemic barriers that may be contributing to the gap are removed while addressing the issue and closing the equity gap.

Disaggregated Peer Comparison Data

Peer comparisons and disaggregated data are combined in a [dashboard](#) on GHC's external website. [Appendix 6: Progress & Completion Metrics – In-state Peer Comparison] Figure 5 below contains an example from this dashboard, showing attainment of 15 college-level credits for students from GHC, GHC's five WA Peer colleges, and the entire WA CTC system. Attainment rates are disaggregated by HU-SOC, age group, gender, full/part-time status (12 credits), and low-income status as determined by Pell eligibility or receipt. Breakouts by race/ethnicity are available on a separate tab within the dashboard, shown by Figure 6.

Because GHC is so small, certain breakouts become personally identifiable. To protect personally identifiable information, 5 years of data are combined, and any category where there were less than 10 students is redacted. This allows the College to make race/ethnicity data available to the public, while still abiding by FERPA and protecting students' information.

This dashboard contains information on:

- Attainment of 15 and 45 college level credits within year one*
- Attainment of college-level math and English by the end of year one
- Retention of first-time students from first fall to first winter quarter
- Retention of first-time students from first fall to second fall
- Completion of a degree or certificate by the end of year three*
- Transfer to a 4-year institution by the end of year four*
- Employment attained by the end of year four*

To further inform college planning efforts this disaggregated data contains metrics beyond what is on the College's Summary Scorecard. Items marked with an asterisk (*) are represented on the College Scorecard.

In many areas, GHC is on par with both in-state peers and the WA CTC system, and in some cases a little ahead. Two areas where GHC has fallen behind are in completion by year three and transfer by year four. Twenty-nine percent of GHC students in the first-time cohorts complete a certificate or degree by year three compared to 27% of first-time students at the system level. However, GHC's peers have a 35% completion rate by year three. Looking at first-time students who transfer to a 4-year institution by year 4, 22% of first-time GHC students transfer, compared to 25% of all first-time students in the system, and 27% of first-time students from the 5 peer institutions. However, when looking at rates of employment by year four, the rate of employment for GHC's students is equivalent to the WA CTC system rate, and ahead of students from the peer institutions. This data appears to indicate that GHC students may be place bound, and that it is easier for them to stay here and get work, than it is for them to transfer to a 4-year university. More research needs to be done to make sure that this hypothesis is accurate.

Looking at specific demographic breakouts, there is no one demographic that seems disadvantaged across all metrics. For example, full-time students, and students receiving need-based aid are not attaining 15 and 45 college level credits at the same rates as their peers. However, those groups are attaining college-level math at equivalent—or even higher—rates than first-time students from GHC's peer colleges and the WA CTC System. Further work is needed to understand what systemic barriers might be affecting these specific demographic groups so that they can be addressed.

GHC has worked diligently to get data concerning student success into the hands of all employees. Having reliable information available informs college planning both at the institution and division level. As the College works to *plan what we do, do what we plan*, the widespread availability of data allows for data-informed decision making across the College and continues the work of fostering a culture of evidence.

Figure 5 - Disaggregation of 15 College-Level Credits & Comparison with In-State Peers

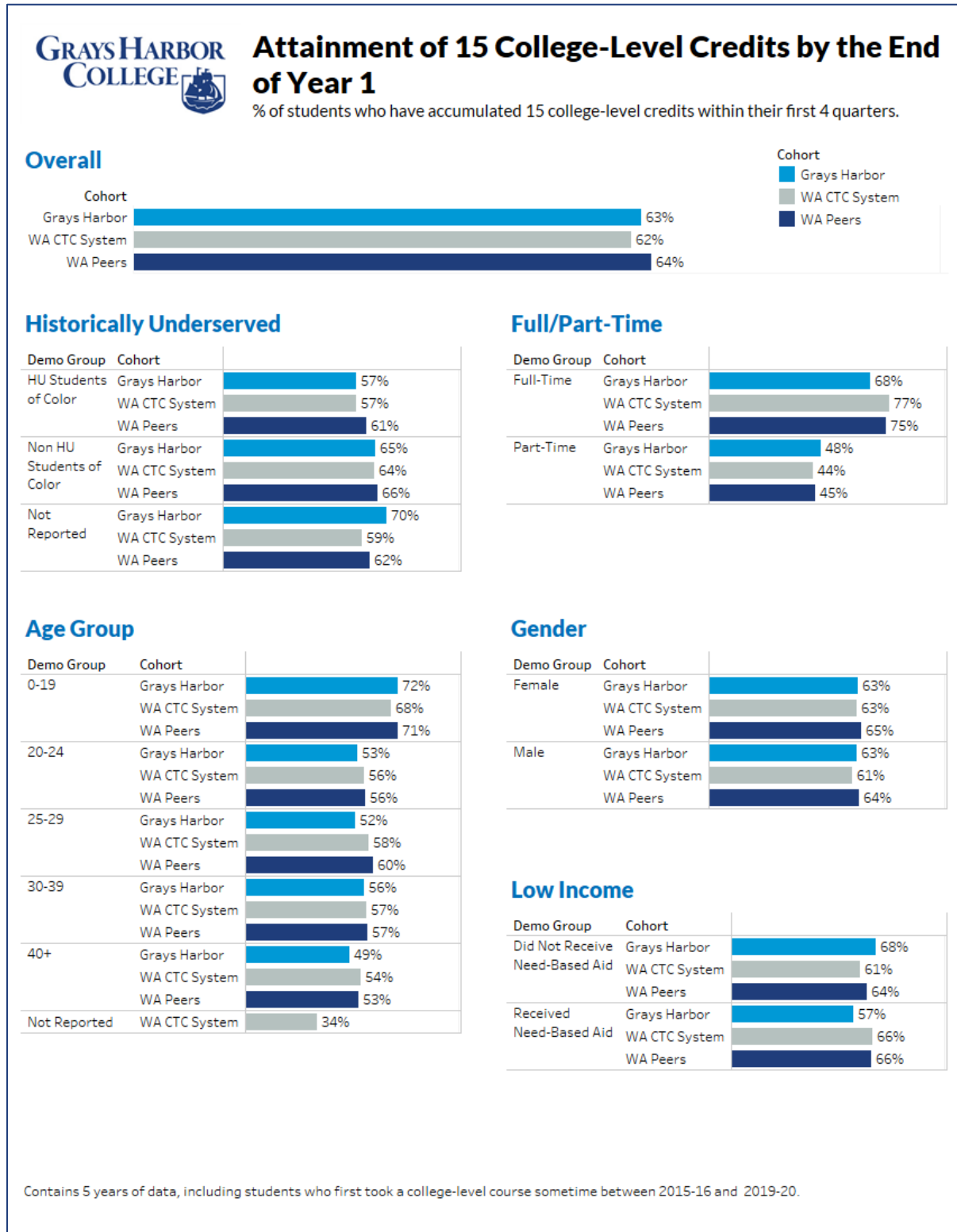
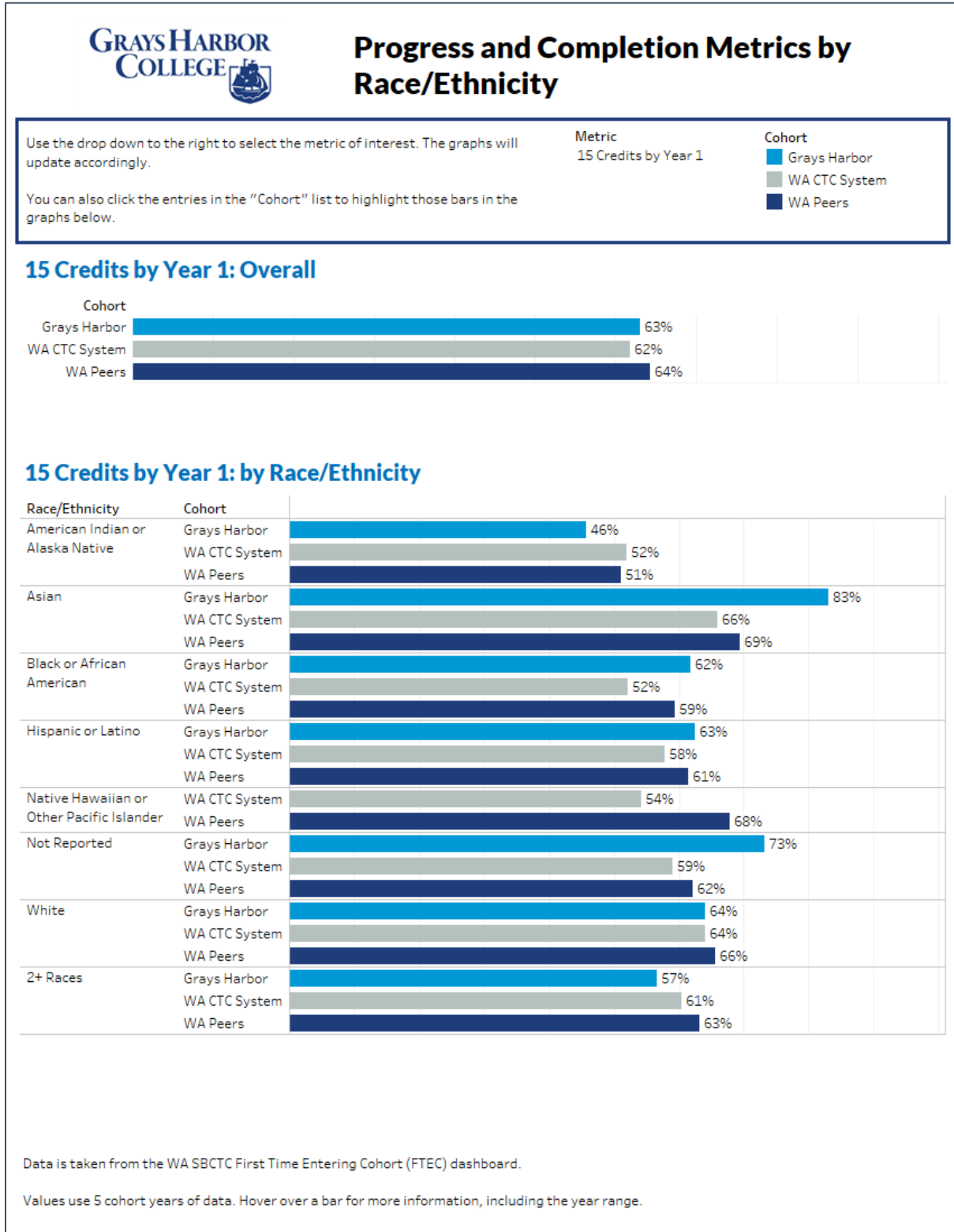


Figure 6 – In-State Peer Comparison & Disaggregation by Race/Ethnicity



Section 3 – Programmatic Assessment

Instruction Division

Overview: Comprehensive Program Review and Continuous Improvement Planning

In addition to the Student Achievement data from Section 2, the College also utilizes program specific information to guide a comprehensive, programmatic assessment. Building on the work of previous program review initiatives, an expanded annual data report provides the foundation for a program review and reflection, while the Continuous Improvement Plan (CIP) guides data-informed decision making and strategic action initiatives. Rather than a three-year cycle, as was past practice, programs will now be able to monitor annual progress while CIP planning determines timelines and success indicators. A comprehensive programmatic assessment uses student achievement data, learning outcome review, Guided Pathways curriculum mapping, assessment of student learning, budget management, and documentation revisions to assess mission fulfillment. Grays Harbor College is in the early stages of implementing the revised programmatic assessment process. Programs are currently at varying stages of the program review process, program learning outcomes assessment, and continuous improvement planning. The CIP process is also used for the Programmatic Assessment process as demonstrated below.

Comprehensive Program Review Process

GHC's Comprehensive Program Review (CPR) process consists of two parts: 1) the review of program-specific data from various sources, and 2) completion of a Continuous Improvement Plan report.

Part One: Review Annual Data

Data reviewed annually as part of the CPR process will include, but should not be limited to, the following:

1. Course completion rates – disaggregated (students earning a grade in the “A,” “B,” and “C” range)
2. Program degree and certification completion
3. Program and Course Enrollment
4. Faculty/adjunct credential review and faculty load
5. Curriculum mapping and Student learning outcomes: Program/Desired Student Ability (DSA) assessment
6. Job placement and/or transfer rates
7. Advisory board recommendations and Industry alignment
8. Industry/Market demand/future projections
9. Catalog and website review (see all catalog requirements in NWCCU Standards. Course and program descriptions, credit/contact hours, schedule alignment, pre-requisites, required course sequences, etc.)
10. Cost per FTE, course fee review, and operational budget management

Part Two: Complete Continuous Improvement Plan (CIP)

After reviewing the available data (see Part One), the program completes a Continuous Improvement Plan (CIP) document that contains the sections outlined below. The purpose of this document is to call out key observations from the data, document work done to date, and lay out a plan for the next academic year.

The CIP asks faculty to complete the following sections:

Summarize the project

In less than 100 words, summarize the CIP by answering the questions below.

1. *What is the focus of this CIP plan?*
2. *What problem(s) have been identified?*
3. *What actions will be taken for improvement?*
4. *What is the proposed cost or budgetary needs?*

Timeline and Action

Map out the timeline for implementation and key milestones.

Who are the collaborating partners that need to be identified at each stage?

Indicators of Success

When will you know the CIP plan worked? In other words, what are the indicators of success?

Baseline Data

What data, information, or research from the program review supports the CIP plan?

Comparative Data

Document comparative data to support timeline milestones.

Conclusions, Future Action, Reflection

What conclusion can be drawn from the results? What action will be taken based on the results?

Examples of Program Review Using the CIP

Example 1: Re-establish Comprehensive Program Review (CPR)

Summarize the project

The focus of the Programmatic Assessment project is to re-establish a regular program review and improvement planning process for instructional programs. In 2018-19 through 2019-21 a review process utilizing a student demographic and course completion data set was created but lacked Program Learning Outcome (PLO) assessment and continuous improvement planning.

A 3-year program rotation was created in 2019-20 but got off track due to administrative turnover. Moving forward, a robust data set will be delivered to each program annually for programmatic and student learning outcomes assessment. The rotation cycle will be revised. Support from the divisional deans/chairs and additional administrative assistant support is needed. Other budgetary needs will be based on programmatic planning.

Timeline and Action

AY 2021-22	AY 2022-23	AY 2023-24
<ul style="list-style-type: none">• Establish new data set criteria for a Comprehensive Program Review (CPR).	<ul style="list-style-type: none">• Continue building Comprehensive Program Review data set for programs focusing on data items 5, 9, & 10 from Part One (above).	<ul style="list-style-type: none">• Assess Programmatic Assessment CIP and revise as needed.• Onboard remaining programs.

AY 2021-22	AY 2022-23	AY 2023-24
<ul style="list-style-type: none"> • Hire or re-assign administrative assistant support. • Establish five programs for CPR. • Division chairs/faculty analyze operating budgets and begin website review. • Revise program rotation cycle. • Align CPR with DSA Pre-Pilot reporting and Recommendation 4 planning. • Work with programs on assessment of student learning and curriculum maps. 	<ul style="list-style-type: none"> • Continue working with programs on assessment of student learning and curriculum maps. • Onboard five additional programs. 	

Indicators of Success

When will you know you know the CIP plan worked? In other words, what are the indicators of success?

By the end of 2021-22:

- At least five programs will pilot the CPR process and initiate CIP plans fall 2022.
- Division chairs will review operating budgets and course fees and begin initial analysis aligning with 2022-23 budget planning.

By the end of 2022-23:

- At least 10 programs in CPR with CIP plans. Data sets 5, 9, & 10 will be established. (See Part One on page 22.)

By the end of 2023-24:

- All programs in CPR with CIP plans including program learning outcome assessment.

Baseline Data

What data, information, or research from the program review supports the CIP plan?

1. Program review: student demographics and course completion. Focus on review.
2. Rotation cycle: 2019-20.

Comparative Data

Document comparative data to support timeline milestones.

Milestones will be measured beginning in summer 2022.

Conclusions, Future Action, Reflection

What conclusion can be drawn from the results? What action will be taken based on the results?

This section will be completed in summer 2024, once all instructional programs are on the CIP process.

Example 2: Continuous Improvement Plan - Natural Resources/Forestry

Summarize the project

The focus of the Natural Resources (NR) CIP is to increase enrollment, completion, and transfer to internal BAS in Forest Resources Management (BASF) program; decrease equity gaps; review program outcomes and PLO assessment process. Baseline data suggested areas of improvement and necessary program assessment. Strategies include:

- Address lower completion rate in the introductory course/provide student support/inclusive pedagogy.
- Develop marketing/recruiting campaign to emphasize BAS to align with the market demand.
- Revise program outcomes and update for industry alignment. Update website and recruiting materials. Create curriculum maps and assessments for PLO.
- Establish Prior Learning Assessment (PLA).
- Address budgetary needs including student support, career coaching, and marketing.

Timeline and Action

AY 2021-22	AY 2022-23	AY 2023-24
<ul style="list-style-type: none"> • CPR • Establish CIP • PLO / Curriculum Map: DSA Pre-Pilot • Marketing plan / GP • Update curriculum 	<ul style="list-style-type: none"> • Initiate PLA • Marketing • NR100 strategies • PLO: DSA Pilot • connect w/HS • Update Website • CRP in curriculum 	<ul style="list-style-type: none"> • Review/revise CIP • Continue PLO assessment/improvement • Assess CIP results

Collaborating Partners include the GHC marketing department, Student Services, Tutoring, Career Coaching, and Guided Pathways as well as partners from local high schools and the program Advisory Board.

Indicators of Success

When will you know you know the CIP plan worked? In other words, what are the indicators of success?

- Increase Natural Resources (NR) FTE to 20 and headcount to 60 (100 and 200 level classes). Increase BAS-Forestry (BASF) FTE to 15 and headcount to 18 (300 and 400 level classes).
- Increase completion rate (grades in the “A”, “B”, or “C” range) in NR101 to 75%.
- Increase course enrollment rate (fill rate) in NR to 80%, and in BASF to 75%.
- Updated PLOs and assessment plans (utilizing data to improve student outcomes).
- Increase NR Certifications, AAS completion, and transition to Forestry BAS above 2019-20 baseline.

Baseline Data

What data, information, or research from the program review supports the CIP plan?

Data marked “Program Review” below can be found in the Annual Program Review Data Report. [Appendix 13: Continuous Program Review Annual Data for Natural Resources/BAS-F Programs]

- **FTE/Headcount:** For years 2018-19, 2019-20, and 2020-21:

- NR FTE 15, 15, 17 & Headcount⁵ 37, 46, 49
- BASF FTE 12, 13, 9 & Headcount 14, 16, 13 (Program Review)
- **Completion Rate (grades in the “A”, “B”, or “C” range) FOR NR 101:** 68% in 2020-21 (Program Review)
- **Course Enrollment/Capacity:** For selected courses in NR and BASF from 2018-19 through 2020-21 are below desired enrollment rates (fill rates) of 75% for NR (15 courses), and 55% for BASF (12 courses). (Program Review)
- **Equity:** In 2020-21, Overall completion rates (grades in the “A”, “B” or “C” range) for NR courses by Historically Underserved Students of Color was 72% / while the rate for Asian/White, Non-Hispanic students was 88%. (Program Review)
- **Program Outcomes:** Review and Revise Outcomes, program mapping, and analysis. Update Website
- **Program Level Student Learning Assessment:** Fall 2021 preliminary assessment for information literacy and oral communication meet target of ≤20% scoring at or below baseline. (DSA Pre-Pilot)

Comparative Data

Document comparative data to support timeline milestones.

This will be reviewed annually and at the end of the 2023-24 CIP cycle.

Conclusions, Future Action, Reflection

What conclusion can be drawn from the results? What action will be taken based on the results?

This will be reviewed annually and at the end of the 2023-24 CIP cycle. The first review is scheduled for spring 2022

Example 3: Continuous Improvement Plan – English

Summarize the project

The focus of the English program CIP is to increase transfer-level English completion in the first year, address equity gaps in student success, and review PLO assessment processes. Baseline data points to areas of improvement. Assessment of student learning is effective at the section/class level, but needs development at the course/program level. Strategies include:

- Redesign co-requisite courses in ENGL95 and ENGL&101, and READ80/90 and ENGL60.
- Develop Transitions/pre-college guided pathways to include Composition I in 1st year of all pathways, develop an emphasis in English guided pathway.
- Diversify course offerings. Professional development on culturally responsive pedagogy.
- Develop, align, and assess PLO/DSAs.

Professional development and co-requisite redesign efforts will require funding as well as increased tutoring services and student support. Funding is available through Guided Pathways. The Writing Center will be able to support tutoring, but it will be important to collaborate with the Writing Center and Student Services around potential need to ensure funding as need for service increases.

⁵ Unique students enrolled in the program.

Timeline and Action

AY 2021-22	AY 2022-23	AY 2023-24
<ul style="list-style-type: none"> • Revise/align PLO and DSA • DSA Pre-Pilot • Establish guided pathways • Co-req redesign 95/101 • Transparent assignments • Gender in Literature • Professional Development 	<ul style="list-style-type: none"> • PLO/DSA Pilot • Implement GP • Pilot co-req 95/101 • Co-req READ80/90 ENGL60 • Foster English GP • Update website • CRP / Professional Dev. • Review course offering 	<ul style="list-style-type: none"> • PLO/DSA Assessment cycle • Review annual schedule to align w/GP • Co-req READ80/90 ENGL60 • CRP / Professional Dev.
Review/assess Spring 2022	Review/assess Spring 2023	Review/assess CIP Spring 2024

Indicators of Success

By end of 2023-24:

- PLO/DSA: category assessments show that less than 20% of student work is at or below the baseline
- Equity: Decrease equity gap to less than 10 percentage points (stretch < 5)
- At least two courses each year focused on underrepresented populations in ENGL or Humanities. All courses include inclusive strategies and CRP. As examples, the College may create a new course in Mexican American Literature and/or modify an existing American Literature course to be more culturally responsive.
- Increase movement of students starting in ENGL 95 → ENGL&101 from 53% to 60%
- Increase movement of students starting in ENGL 60 → ENGL&101 from 32% to 40%
- Increase % of students completing Transfer-level English to >60%

Baseline Data

DATA POINTS and Reports:

- **DSA Pre-Pilot in Fall 2021:**
 - 117 Unique Students, 225 Outcomes in 2 DSA categories: Information Literacy and Critical Thinking⁶
 - Current Results of Pre-Pilot for English Courses: (% of students scoring at or below the baseline. Target is < 20%)
 - Information Literacy: 18% (% based on results for all Information Literacy outcomes)
 - Information Literacy 3: 15% (% based on results for outcome 3)
 - Information Literacy 4: 7% (% based on results for outcome 4)
 - Information Literacy 6: 23% (% based on results for outcome 6)
 - Critical Thinking: 23%
 - Inquiry and Analysis: 23%

⁶ The [AAC&U VALUE rubrics](#) are used to evaluate the learning outcomes. “Information Literacy 3” represents the 3rd outcome on the Information Literacy rubric. There are several rubrics that measure critical thinking, including Inquiry and Analysis (IA). A specific outcome for IA was not recorded on the survey.

- **Equity:** Completion Rates (grades in the “A”, “B” or “C” range) for ENGL courses in 2020-21 (Program Review Data)
 - Historically Underserved Students of Color had a completion rate (grades in the “A”, “B” or “C” range) of 63%
 - Asian and White, Non-Hispanic students had a completion rate (grades in the “A”, “B” or “C” range) of 76%
 - Course Specific Rates (all students) Include:
 - ENGL095: 67%
 - ENGL&101: 68%
 - ENGL&235: 69%
- **2020-21 Courses:**
 - W21
 - 208 British Literature
 - 244 American Literature
 - SP21
 - 209 British Literature
 - 233 Children’s Literature
 - 275 Gender Literature
- **Successful completion of ENGL&101 (“A”, “B”, or “C”) within 5 quarters by students who started in pre-college English (Pre-college English Dashboard):**
 - ENGL 095: 49% (students starting in ENGL095 between 2018-19 through 2019-20)
 - ENGL 060: 29% (students starting in ENGL060 between 2018-19 and 2019-20)
- **Completion of College-Level English within the first year ([Public Disaggregation Dashboard](#)):**
 - Overall: 45% (First-time students in 2015-16 through 2019-20)
 - HU-SOC: 42% (First-time students in 2015-16 through 2019-20)
 - Non-HU-SOC: 46% (First-time students in 2015-16 through 2019-20)

Baseline data can be found in: [Appendix 6: Progress & Completion Metrics – In-state Peer Comparison], [Appendix 14: Continuous Program Review Annual Data for English Department], and [Appendix 15: Instruction Pre-College English Dashboard].

Comparative Data

Document comparative data to support timeline milestones.

This will be reviewed annually and at the end of the 2023-24 CIP cycle.

Conclusions, Future Action, Reflection

What conclusion can be drawn from the results? What action will be taken based on the results?

This will be reviewed annually and at the end of the 2023-24 CIP cycle. The first review is scheduled for spring 2022.

Student Services Division

Overview

The Division of Student Services strives to employ a high-touch, proactive approach to student outreach, persistence, and completion. The Guided Pathways initiative serves as the framework that the College is

utilizing to redesign the student experience from application to graduation. The division seeks to enhance operational effectiveness and foster a culture of continuous improvement across the division through high-impact models, evidence-based best practices, and department review processes. Two essential practice areas of Guided Pathways that the Student Services Division is currently focused on for improvement are advising and new student intake.

Examples of Program Review

Example 1: Advising

The College, through Guided Pathways investments, has hired a director-level position that will oversee academic advising and the College's Guided Pathways initiative, as well as additional student success navigators with the goal of implementing an advising model that is mandatory and intrusive for all credential-seeking students.

On both the 2020 and 2021 Graduation Surveys, when asked "for each of the following college services you used during your time at GHC, please indicate the extent to which the employees in this area were helpful in providing you with the tools and/or information necessary to achieve your goals," the average scores for "placement testing" and "program advising from faculty" were close to "somewhat helpful" (on a scale of 1-Not at all helpful to 4-Very helpful).

Additionally, when respondents were asked about barriers to success while at the college, 7% of graduates indicated that "Navigating College Processes" was a significant barrier, and 9% of respondents indicated that "Degree planning and/or understanding transfer requirements" was a significant barrier (2020 & 2021 Graduation Survey Results combined).

What makes advising efforts unique at GHC is that once an initial educational plan is developed for students during entry advising, students are then assigned a faculty advisor in the major area they have declared. Faculty are asked to continue to meet with the students throughout the duration of their time at GHC, though ongoing advising is not mandatory. To implement an intrusive advising model and ensure a warm handoff between entry and faculty advisors, systems and processes are being developed that require both student services and instructional personnel to proactively guide students in entering and staying on a pathway.

Example 2: New Student Intake

New student intake and onboarding processes are also being revamped as a major component of the College's Guided Pathways efforts. New student enrollment at GHC is down more than 200 students since 2018. While the COVID-19 pandemic plays a role here, GHC realizes that the complexity of choices that new students face in navigating the college entry processes and information systems can be barriers to accessing education. The focus on this aspect of the student experience is part of a comprehensive approach to systemically redesign the college, from initial contact to enrollment through to degree or certificate completion.

A reimagined approach to the new student onboarding experience, through the lens of Guided Pathways, provides all students with the type and intensity of support they need to identify and select the best pathways to achieve their educational and career goals. One of the core aims of Guided Pathways is to invest students in their own success through clear indicators of progress, and early successes. These have

the added benefit of creating a sense of belonging in the student. Detailed program maps are a key part of the redesign, and will inform comprehensive education and financial plans for all students.

An analysis of current entry processes and procedures identified the following issues: steps are not innovative or forward-thinking; communications are generally outdated; it is a manual process and often not timely; the current process is low-touch and primarily reactive, waiting for the student to initiate contact or the next step. To implement a high-touch, proactive approach to new student intake, the Guided Pathways Committee is using the four principles of the Guided Pathways model as a framework for developing the future state of the entry process. An emphasis is being placed on identifying the steps students need to take and the communications incoming students need. Once those are identified, the College will work on delivering information when students need it, and how to proactively move students through the enrollment process.

Due to the COVID-19 pandemic, the College has experienced a significant decline in enrollment. Along with the previously mentioned decrease in new students, GHC is seeing college-level students enrolling in fewer credits—% of full-time students has dropped nearly 10% since fall 2018—and a significant decrease in the population of students ages 19 and under. To compliment the efforts around the college entry process, GHC is also overhauling outreach and recruitment efforts. This work includes increasing K-12 partnerships and expanding dual-credit options for high school students.

Another critical component of the redesign is the College’s new student orientation experience, which is not currently mandatory. A group of staff from the Student Support Center, Student Life and Office of the Vice President of Student Services are working together to redesign the College’s orientation activities with an emphasis on introducing students to college support networks and programs, financial literacy, and career exploration.

Section 4 – Moving Forward

GHC will ensure it is prepared for a successful Year-Seven Comprehensive Evaluation by continuing to build on the assessment and improvement efforts it has developed to support student success. The following are four important areas of focus that Grays Harbor College has identified as areas of improvement in preparation for the Year-Seven report and visit.

Focus Area 1: Elevate Enrollment Management and Guided Pathways Work to Support Fiscal Sustainability

As noted earlier, it is the philosophy of the College that institutional planning and the work done by the employees of the College should be closely aligned—i.e., *plan what we do and do what we plan*. Since GHC’s current college priorities were developed, the College has experienced substantial changes to the environment primarily related to the COVID-19 pandemic. The environmental changes have caused a substantial drop in enrollment at the College. During this same period there have been significant restrictions on community events which are at the heart of the work of College Priority #5. In an effort to align the real-world realities the College is currently facing with the formal College Priorities and the work being done by college employees, GHC has made the bold step to institutionalize a focus and emphasis on increasing student enrollment and retention. To create a clear path for the College to *plan what we do and do what we plan* related to enrollment and retention, College Priority #5 is being changed to focus

entirely on enrollment and retention. Key to the enrollment and retention strategies being developed for the new College Priority #5 will be the work of Guided Pathways and many of the objectives of the other four college priorities.

This decision, made in early 2022, was not made lightly. However, the Executive Team and the College Planning Committee felt it was crucial to ensure the entire college was behind the decision. To engage everyone in the challenge of low enrollment, at GHC's All College Day on February 4, 2022, just days before this report was finalized, Grays Harbor College faculty and staff were asked by GHC's President Ed Brewster to face some challenging realities about the enrollment decline the College had experienced since the beginning of the pandemic in the spring of 2020. Out of this, the College Community agreed to replace the current College Priority #5 with a College Priority #5 focused on Strategic Enrollment Management and Guided Pathways. The current planning and work to *strengthen community connections and partnerships* will continue as a subset of this priority, however, the primary focus of the new priority #5 is increasing enrollment. The individuals who have been doing work for the old College Priority #5 are being given the opportunity to refocus on any of the current college priorities.

GHC's planning committee along with the leads from the new College Priority #5, – Strengthen enrollment, partnerships, and pathways to student achievement, are already beginning to move the new work group through the planning phase, set objectives indicators, and metrics, and develop and implement an action plan over the next couple of months. This will put a much-needed focus on increasing enrollment to support fiscal sustainability. However, documents in this report referencing College Priority #5 and information throughout this report reflect the old College Priority #5 as this report was already largely developed before the change was made.

Focus Area 2: Advance College Planning fully through the “Check” and “Act” Phases

Some of the college priority work groups are further ahead than others in the implementation of the action plans and use of results. However, all have made significant strides toward implementation. GHC is committed to developing its College Priorities through the continuous improvement model of *plan, do, check, act*. Many employees and students who have participated thus far have learned valuable skills in data analysis and plan implementation, and the College sees this learning as a step toward having a sustainable institutional planning and assessment process.

With the exception of the newly revamped College Priority #5, each college priority work group has established Action Plans for the 2021-22 academic year and metrics on the Summary Scorecard to further institutional effectiveness and guide continuous improvement. College priority work groups reviewed their action plans and scorecards in December and will continue with implementation throughout the year. In spring quarter 2020, Action Plans will be updated for the upcoming 2022-23 academic year. College-wide meetings will continue to be a venue for reviewing progress on the College Plan, and for engaging employees and students with opportunities to participate in the Annual Action Plans. Regular reports on College Plan progress will continue to be provided to the board of trustees. Work groups will continue to check their progress and act to revise their plans as needed to meet the targets and support institutional effectiveness. Now that these practices have been established, the College Planning Committee is dedicated to consistency in using information and data for ongoing improvement. Additionally, building on the momentum gained during the inclusive development process, GHC will

continue to communicate with employees, students, and the community about the College Priorities and Institutional Effectiveness.

Focus Area 3: Accomplish the Rebuilding Process for Systematic Programmatic and Student Learning Outcomes Assessment

Grays Harbor College is strategically implementing a process for student learning outcomes assessment to ensure that it becomes the foundational practice of each program, including general education. We will continue this year with the Desired Student Ability (DSA) Pre-Pilot to develop signature assignments and establish an easy-to-use reporting system. Next year Instruction will transition to the DSA Pilot focusing on signature assignment revision, rubric alignment, and establishing an accurate baseline. Individual programs will learn how to use the results to make programmatic changes. Future years, starting with academic year 2023-24, will be a comprehensive approach to using the results to improve student learning across programs.

Once student learning outcomes assessment is established through curriculum design in Instructional Programs, the Instructional and Student Services Divisions will blend initiatives like Guided Pathways, high impact practices, and extra-curricular activities to further enhance cognitive and affective student learning allowing outcomes assessment to become a systematic function of the College.

Additionally, the Instructional and Student Services Divisions of Grays Harbor College are committed to continuing their efforts toward systematic programmatic assessment. Instruction will have all of its divisions/ programs participate in the Comprehensive Program Review (CPR) process including a review of program specific data and completion of a Continuous Improvement Plan. Student Services will complete its work on student advising and new student intake, and assess the impact of this work on student retention and success. Once these are completed additional areas of review will be identified.

Focus Area 4: Expand Peer Comparison Data and Continue Development of Disaggregate Data for Deeper Understanding

GHC has made significant strides in developing relevant and user-friendly dashboards and other data sources to support student achievement, student success, and the College Priorities. As mentioned in Section 2, the College has utilized an equity index to better understand equity gaps, as well as peer comparison data to have a broader context for the progress and success of GHC's students. Next steps in this area include continuing to identify and obtain peer data from colleges outside of Washington State and working to build additional dashboard views that allow for data exploration by all employees. The College will continue to provide disaggregated progress and success metrics while protecting student information.



MID-CYCLE REPORT

February, 2022

ADDENDUM

[BACK TO CONTENTS PAGE](#)

Recommendation 1 – Financial Resources

Recommendation 1: The Commission recommends that Grays Harbor College develop a realistic financial forecasting plan to include evaluation of financial resources to ensure short term solvency and anticipate long-term obligations. This process should include appropriate opportunities for participation by college constituencies. (2010 Standards 2.F.1, 2.F.2, 2.F.3; 2020 Standards 2.E.1, 2.E.2, 2.E.3)

This recommendation was fulfilled via an Ad-Hoc Report—GHC was notified by the Northwest Commission on Colleges and Universities in a letter dated July 22, 2020. [Appendix 16: NWCCU Letter Dated July 22, 2020]

Recommendation 2 – Review of Policies

Recommendation 2: The Commission recommends that Grays Harbor College expedite the process for development and utilization of regular and documented review, with revision as necessary, of policies, particularly those related to financial planning, budget development, and oversight and management of financial resources. (2010 Standards 2.A.6, 2.A.30, 2.F.3; 2020 Standards 2.E.1, 2.E.3)

Board Policy and Administrative Procedure Review

The Grays Harbor College Board of Trustees (Board) is the legal authority for Community College District No. 2 as stipulated by [RCW 28B.50.140](#). As such the board is responsible for the policies, operations, and fiscal integrity of the Grays Harbor College district. The College has a Board Operational Policy (OP) 201 that establishes a College Council as a shared governance model to review and pre-approve policies, and to approve administrative procedures. [Appendix 17: Operational Policy 201] The College Council is comprised of representatives of the Associated Student Government, Faculty and Staff Unions, and Executive Management. The College has a Board Administrative Procedure 101.01 that governs the development and approval of operational policies and procedures. [Appendix 18: Administrative Procedure 101.01] In July of 2021, the College established Operational Policy 108 which creates a schedule for reviewing board operational policies and administrative procedures. [Appendix 19: Operational Policy 108] Based on OP 108, the College reviews operational policies and administrative procedures on a five-year cycle with specific Executive Team members responsible for the review of specific sections. [Appendix 20: GHC Policy Review Schedule] As part of the review cycle, policies and procedures are updated to incorporate any pertinent changes in applicable state law, federal law, and industry practices. All approved Operational Policies and Administrative Procedures are posted to the GHC web site.

As of this writing, GHC has completed its review and update of all policies and procedures, with the exception of those in the 600 and 700 series. The 600 and 700 policy series are slated for review this year but have been on hold so that anticipated changes do not appear to interfere with a representation petition filed by the American Federation of Teachers Washington on behalf of all professional staff employees of Grays Harbor College. When this matter has been resolved a full review of the 600 and 700 policies will resume.

Financial Policy Review

Related to financial planning, budget development, and oversight and management of financial resources, the College has updated and established several processes, operational policies, and administrative

procedures. Operational Policy 503 *Financial Management* describes the board delegated authority to the president to establish and control a proper accounting system consistent with the rules of regulatory bodies, good business practices and applicable state statutes, and to develop and submit to the board for approval a proposed budget of revenues and expenditures for each ensuing fiscal year. [Appendix 21: Operational Policy 503]

Operational Policy 530 *Financial Stability and Solvency* explains the board's direction to the College to use sound financial management to maintain sustainable debt obligation and accumulate sufficient operating reserve to ensure the College has financial stability and solvency to carry out its mission. As part of measures for the College's long-term fiscal health and sustainability, Operational Policy 530 establishes a board restricted 10% operating budget reserve and a board required threshold of 3% annual debt obligation payment. [Appendix 22: Operational Policy 530]

Administrative Procedure 503.01 *Accounting and Budgeting* outlines the principles that provide a framework for budget planning, prioritization and resource allocation, and the step-by-step processes and procedures to be followed to develop and prepare the College's budget. Administrative Procedure 503.01 also describes the fiscal oversight practices currently in place at the College. Specifically, on a quarterly basis but after the academic calendar census date, the president submits a budget status report to the board reviewing the performance of actual revenues and expenditures compared to targets projected in the approved budget through the vice president of administrative services. When actual revenues are below projected targets, the president is expected to implement measures necessary to align expenditures to anticipated revenues. Further, monthly, after the closing of the accounting records, budget reports are generated and made available to budget managers for their review to ensure there are no unexpected charges, ensure that expected charges are booked, and the budget categories of Salaries & Wages, Benefits, Goods & Services, Travel and Equipment are on target to not exceed the allocated amounts. [Appendix 22: Administrative Procedure 503.01]

Other current fiscal oversight and financial planning activities at the College involve internal control evaluations and risk assessments. In accordance with State Administrative and Accounting Manual policy 20.15.30.b⁷ *Required Written Annual Assurance by the Internal Control Officer*, the College has established Operational Policy 526 *Internal Control*, requiring the College's Internal Control Officer (ICO) to coordinate the college-wide effort of evaluating internal controls, reporting on reviews, improving control activities, and periodically conducting and/or overseeing a comprehensive review of the internal control structure of the College to determine if it is adequately addressing identified risks. [Appendix 24: Operational Policy 526] The ICO provides written assurance to the president of the College and the board of trustees that the required risk assessments and the necessary evaluative processes have been performed.

The College has an Enterprise Risk Management Committee dedicated to implementing enterprise risk management processes. This committee has been generating an inventory of functions and assessing key risks associated with the functions. Membership of the committee is comprised of representatives from each of the executive management functional areas and the vice president of administrative services who is the College ICO. In September 2020, the College adopted the Washington State Board for Community and Technical Colleges (SBCTC) Fiscal Health Risk Analysis tool. This tool enables the assessment of the risk of fiscal insolvency. The Enterprise Risk Management Committee and the ICO have incorporated the

⁷ Policy 20.15.30.b can be found in <https://www.ofm.wa.gov/sites/default/files/public/legacy/policy/20.15.pdf>

SBCTC Fiscal Health Risk Analysis tool into the risk management and internal control processes of the College, and this is monitored through a metric on the College Scorecard.

[Audit results](#) provide a measure of Grays Harbor College's fiscal oversight and management of financial resources. The College is subject to an annual independent audit and periodic Accountability Audit by the Washington State Auditor. The external independent audit professionals are required by audit standards to disclose any reservations about the College's fiscal oversight and management of financial resources. The College goes through annual independent financial statement audits. In addition, the College goes through independent accountability audits every five years. These independent financial and accountability audits provide another layer of independent oversight of College operations and management of financial resources.

Recommendation 3 – Integrated Planning & Resource Allocation to Maximize Institutional Capacity

Recommendation 3: The Commission recommends that Grays Harbor College integrate the multiple planning processes to facilitate prioritization of resource allocation and the use of institutional capacity. (2010 Standards 3.A.1, 3.A.4; 2020 Standards 1.B.1, 1.B.3, 1.D.3)

Review of Resource Planning & Allocation Methods

Subsequent to receiving Recommendation 3 from NWCU in 2019, the College has reviewed its budget planning and development practices and looked at how its resource prioritization and allocation for the annual operating budget connect to the multiple planning processes at the College. The College established and implemented actions to resolve the following holdups that disabled the connection of resource prioritization and allocation to the College Plan.

1. Budget resource planning was not driven by student enrollment planning.
2. Processes and procedures documentation were inadequate for consistent budget planning and development.
3. Principles that provide a framework and ideals for budget prioritization and resource allocation were at best not documented and sometimes non-existent.
4. Interaction with college constituents regarding resource prioritization and allocation was infrequent.
5. There was no systematic mapping of departmental budget requests and resource allocation to priorities in the College Plan.

Actions Implemented to Connect Resource Prioritization and Allocation to the College Plan

1) Synchronized budget resource planning with student enrollment planning.

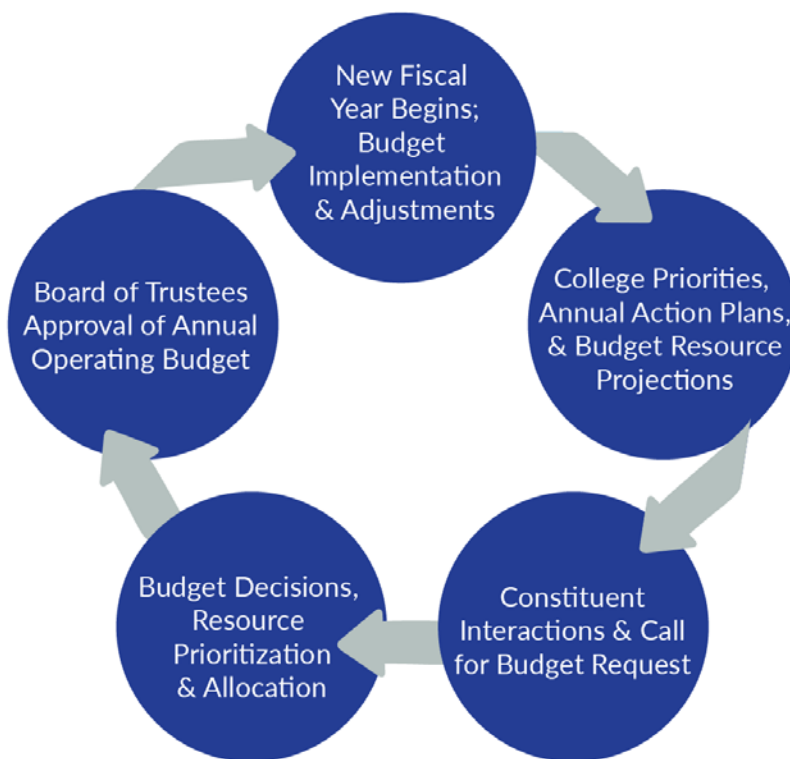
The College currently fuses budget resource planning with student enrollment planning. Specifically, the College now uses projected student enrollment as the driver for tuition and fees revenue estimates. The College's current budget resources forecasting approach is a collaborative effort involving the Executive

Team, Strategic Enrollment Management Committee, Institutional Effectiveness, Institutional Research, Enrollment Services and the Budget Office. Through enrollment planning, a projected enrollment number for fall in the next fiscal year is collaboratively decided as the driver for estimating revenue targets for tuition and fees in the annual operating budget. After the fall academic calendar census date, the performance of actual enrollment and revenues are compared to the projected enrollment and estimated revenue targets. When actual enrollment and revenues are below the projected targets, the College effects necessary course corrections to adjust the annual operating budget.

2) Documented processes and procedures for consistent budget planning and development.

The College has adopted and implemented Administrative Procedure 503.01 *Accounting and Budgeting* to improve consistency in budget planning and development. Figure 7 shows the budget planning and development cycle now in use at the College.

Figure 7 - Budget Planning & Development Cycle



3) Established principles as framework and ideals for budget prioritization and resource allocation.

The College currently has specific principles as framework and ideals for budget prioritization and resource allocation. The overarching principle is to align the annual operating budget to the five priorities in the College Plan. As noted in Figure 2, the priorities in the 2019-2026 College Plan are:

- College Priority #1: Enrich student learning.

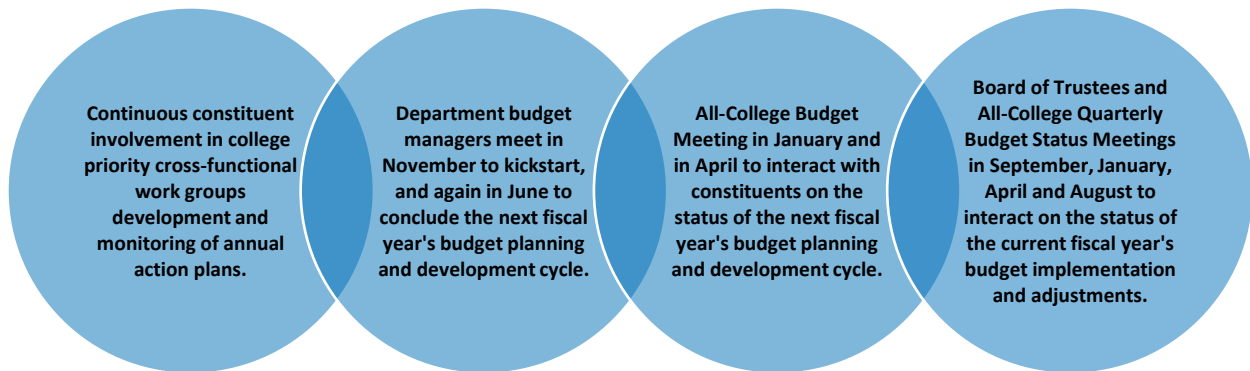
- College Priority #2: Promote student, faculty, and staff success.
- College Priority #3: Foster a diverse, equitable, and inclusive learning environment.
- College Priority #4: Ensure effective, efficient, and sustainable use of college resources.
- College Priority #5: Strengthen community connections and partnerships².

In addition to the College Priorities, other principles for planning and developing the annual operating budget include: i) maintain fiscal sustainability through resource allocation decisions, ii) take a long-term perspective, and iii) develop, prepare, approve, and implement the annual operating budget in a manner that will ensure transparency, consultation, and involvement of broad college constituencies.

4) Enhanced transparency, consultation, and involvement of college constituents in resource prioritization and allocation.

Embedded in the current budget planning and development cycle are frequent interactions with college constituents to enhance transparency and increase consultation with and involvement of broad college constituents in resource prioritization and allocation. Figure 8 shows how college constituents are currently involved in resource prioritization and allocation and in the planning and development of the operating budget.

Figure 8 - College Constituent's Involvement in Resource Prioritization and Allocation



5) Mapped departmental budget requests, resource prioritization, and budget allocation decisions to College Priorities.

The College has developed and implemented a standardized budget request form that maps departmental budget requests to College Priorities through a series of budget resource prioritization questions. Specific questions include the amount requested, whether the request is one time or ongoing, issues addressed by the request, how the request ties to College Priorities, how the request ties to the department's priorities, and the outcomes that will be achieved with the request. [Appendix 25: Budget Request Form]

After receiving the completed departmental budget request templates, the Budget Office prepares a spreadsheet to summarize and collate the budget request information. The collated budget request information in the spreadsheet is intentionally designed to align each budget request item to one or more College Priorities. Sufficient information is included in the spreadsheet that makes the spreadsheet a valuable tool for the executive management team to make budget resource allocation decisions on the nature of each budget request item and how the budget request item connects to College Priorities for the annual operating budget. [Appendix 26: Budget Request Spreadsheet]

Recommendation 4 – Student Learning Outcomes Assessment

Recommendation 4: The Commission recommends that Grays Harbor College fully implement student learning outcomes assessment across all degrees and programs, including the general education program, and use the assessment results to inform planning and improvement. (2010 Standards 4.A.3, 4.A.6, 4.B.2; 2020 Standards 1.C.5; 1.C.6, 1.C.7, 1.D.4)

College-Wide Desired Student Ability Assessment Plan

College Priority #1, Enriching Student Learning, is measured through the assessment of the college-wide desired student abilities (DSAs). The DSAs have been incorporated into the Workforce Education program outcomes and are the framework for the general education curriculum. GHC's desired student abilities include:

- **Critical Thinking**
Demonstrate the ability to analyze and synthesize information, problem solve and make informed decisions, and create and formulate aesthetic responses.
- **Literacy**
Demonstrate literacy skills through critical reading and listening and communicate ideas in written, oral, and visual formats.
- **Information Literacy**
Access and evaluate information resources and utilize appropriate technologies, including campus resources, to solve problems and make sound decisions.
- **Quantitative Reasoning**
Demonstrate the ability to apply quantitative and numerical information to analyze, evaluate, explain, or solve problems.
- **Social and Personal Responsibility**
Develop an awareness and responsiveness to diversity and commonality among cultures, multiplicity of perspectives, ethical behaviors, and health and wellness issues.

Faculty participate in professional development opportunities like the [October 2021 Assessment Institute](#), through [Indiana University and Perdue University](#) (UIPUI), and annually at all-college planning days. This year's fall faculty in-service day again reinforced assessment of student learning and mapping out the Comprehensive Assessment Plan for the 2022-23 academic year. [Appendix 27: Instructional Division Meeting presentation]

Grays Harbor College engages in assessment of student learning across all degrees and programs. Expanding on previous initiatives that established the institutional learning outcomes (Desired Student Abilities) and modeled Transparency in Learning and Teaching (TILT), the college is progressing toward an effective system of student learning assessment and quarterly data collection to evaluate the quality of learning at the course, program, and institutional level. A consistent collection of quantifiable indicators of student achievement across multiple programs will inform continuous improvement planning and monitor results.

Assessment of student learning has been a topic of discussion at GHC for several years. Successful assessment initiatives have been implemented and student learning is always the focus. During the 2020-21 academic year, faculty from the strategic priority workgroup and other faculty shared potential obstacles to implementing a comprehensive assessment plan:

- Lack of consistent reporting process.
- Lack of follow-up making it seem like the work was a waste of time.
- Unclear explanation for reason behind assessment reporting.
- No sharing of data.
- Not including part-time instructors / low faculty participation.

Moreover, a fall 2020 faculty survey to learn about current instructor's knowledge, opinion, and experience with assessment of student learning, indicates that of the 32 participants, 14 responded that they have none, very little, or some training in assessment. Only 14 participants responded that they had ever participated in a full institutional assessment plan and of the 14, eight described the plan as either a waste of time, too complicated, or lacking data follow-up. The good news is that 28 people responded that their attitude toward assessment was "positive: a necessary part of teaching and learning."

The goal of the DSA Pre-Pilot is to establish a process for reporting, sorting, and sharing at the programmatic and institutional level. Faculty are responsible for designing evaluation methods for their courses that align with the course, program, and DSA learning outcomes using the AAC&U VALUE rubrics to evaluate the quality—or degree of—student learning. Faculty report the results of each outcome through an online survey. The survey provides a platform for sorting results by Desired Student Ability, distribution, program, and course. After reporting the results, faculty take a reflective post-survey. [Appendix 28: DSA Pre-Pilot Assignment and Preliminary Results]

During spring 2021, there were 64 outcome entries and 17 faculty participants. Even though the Pre-Pilot focused on the reporting process rather than the results, many participants commented on the value of the assessment. Results from the post-assessment survey indicate that the reporting was straightforward, easy, and made sense; however, sorting the data proved to be more complicated than expected, as a result, the survey was modified for fall 2021. The reflection survey provided valuable feedback including:

- "Rubric encouraged me to think a bit more deeply about my criteria for success."
- "We are getting it done. It might lead to better assignments with broader and deeper learning outcomes – more projects."
- "It provided a wonderful opportunity to reflect on how my class assessments align with the DSA's."

The results from fall 2021 are positive. There were 1,916 outcome entries recorded from 36 participating faculty. Again, faculty commented on the effectiveness of the reporting process and provided feedback for improvement. Changes implemented from the spring 2021 survey improved the sorting process and will allow for better dissemination of the results. Comments on the reflection survey support the value of assessment of student learning. Feedback from faculty who did not participate is also exceptionally helpful and will direct the plans for professional development during the winter and spring quarters. Although the DSA Pre-Pilot focused on process, the results from fall 2021 are providing preliminary, quantifiable indicators of student achievement.

GHC will continue with the DSA Pre-Pilot through the 2021-22 academic year to improve methodologies for collecting indicators of student achievement. Proceeding with a full year of the DSA Pre-Pilot will increase participation and allow faculty the time and space to learn the reporting process; become familiar with the AAC&U VALUE rubrics; align course, program, and DSA learning outcomes; and design inclusive and transparent key assignments. The 2022-23 academic year the DSA Pilot will transition to focus on establishing a baseline for institutional and programmatic assessment of student learning across multiple programs.

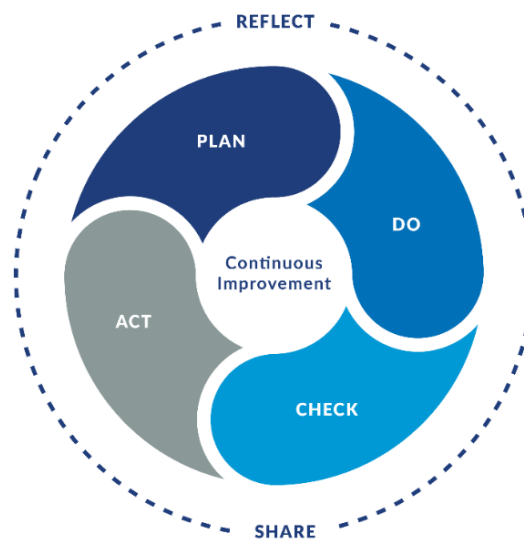
Recommendation 5 – Assessment of Accomplishments & Evaluation of Planning

Recommendation 5: The Commission recommends that Grays Harbor College engage in systematic, participatory, self-reflective assessment of its accomplishments, and documents and evaluates its planning processes to ensure institutional effectiveness. (2010 Standards 5.A.1, 5.B.2; 2020 Standards 1.B.1, 1.B.3)

Planning Guides Decision-Making and Provides a Framework for Institutional Assessment

Figure 9 - GHC's Continuous Improvement Cycle

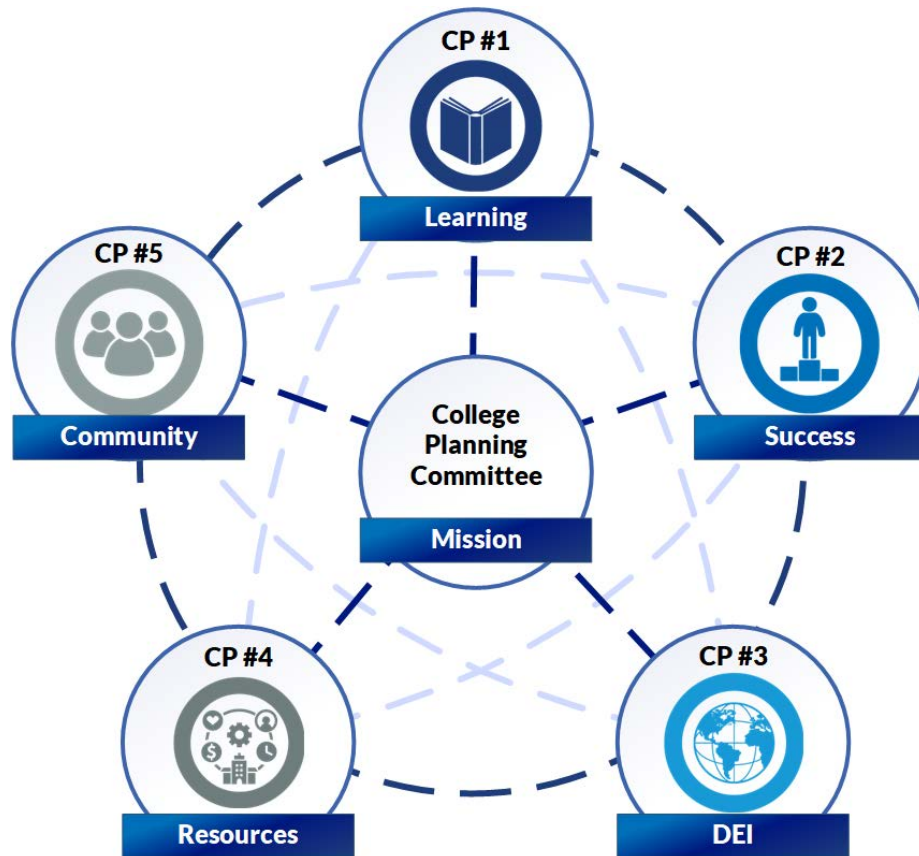
As discussed above in Section 1, GHC uses the college planning process to engage in regular, systematic, participatory, self-reflective, and evidence-based assessment of its accomplishments at the institutional level. The five College Priorities allow GHC to clearly define and evaluate institutional effectiveness using the basic assessment process: plan, do, check, act, and focus on continuously improving student learning, student achievement, and support services. [Figure 9]



The College Planning Committee, made up of the College's Executive Team, plus two faculty, two exempt staff, one classified staff, two students, and one trustee, periodically examines effectiveness of the various aspects of the planning process. At the end of every seven-year cycle there is

a review and update of the College Mission, Vision, and College Priorities. The College Planning Committee also serves as the coordination and oversight committee for institutional-level planning with the five college priority work groups reporting to the Planning Committee. Working collaboratively these groups are responsible for the achievement of the College Plan, which is GHC’s institutional-level plan. [Figure 10]

Figure 10 - College Planning Committee and College Priority Work Group Connections



College Planning plays multiple roles in the governance and decision-making processes of the College [Appendix 12: GHC Governance & Decision-Making Model]. As discussed above in Recommendation 3, College Priorities inform and are integrated with budget development by serving as criteria for new budget allocation to departments, functions, and programs within the College. [Appendix 25: Budget Request Form] Similarly, the decision-making process enacted by the Executive Team, the College Council, and the College Divisions considers the College Mission, Vision, and College Priorities in their proceedings.

In addition to the examples of budget alignment discussed in Recommendation 3 above, GHC is working to align its daily activities toward the priorities. For example, GHC’s Executive Team frames their weekly meeting agendas in terms of the College Priorities, and action items are subjected to discussion and questions about how they support the College Plan. Discussion with staff and faculty about departmental alignment with College Priorities and College Mission are ongoing. As noted above in Section 1, for example, the Instructional Division has aligned their bi-annual goals with the College Plan. Additionally, as noted in the Moving Forward section of this document, CP#5 has been refocused to address enrollment management, as this has become a critical function for the college in a time of declining FTE. In all of this

work, the idea is to come back to the College Planning Committee’s original mantra that the College *plan what we do and do what we plan* as depicted in Figure 11. An important part of this, as the College has learned over the last three years, is to allocate or reallocate resources to support the work that is planned.

Figure 11 - Planning Committee’s Mantra



Assessment of Accomplishments via a Systematic, Participatory, and Self-Reflective Process

The five College Priorities have objectives, indicators, and metrics that allow the College to assess progress toward Institutional Effectiveness. Figure 12 is an example of a Summary Scorecard, showing the metrics, baseline data, targets, and status for each objective in College Priority 4 which is to *Ensure Effective, Efficient, and Sustainable Use of College Resources*. [Appendix 7: College Priority Summary Scorecards]

As discussed above in Section 2, data is collected and assessed regularly to support the Summary Scorecards as well as the Annual Action Plans. After assessing the data, the college priority work groups identified areas needing improvement and developed specific action plans they believe will achieve results. Over time, the priority work groups, which include more than 65 faculty, staff, and students, as well as the Planning Committee, will continue to use the selected indicators to assess accomplishments and evaluate the overall planning process to ensure institutional effectiveness. As part of this, College Priority Dashboards have been established for each priority to ensure easy access to the data, and are located on the College’s intranet for all employees to view. [Appendix 5: Example Internal Dashboard – College Priority #3] Dashboards contain the data to support the summary scorecards and additional data points and options that allow for a deeper understanding. The College priority work groups monitor specific data points throughout the year to inform activity planning. The review of metrics is ongoing as data for the various metrics becomes available. Most of the institutional data is provided in the fall for the prior year, but some qualitative data, such as survey results, will come in as results are processed.

Updates on progress about the College Priorities are regular topics at the College’s twice-yearly all-college gatherings. As mentioned in Section 1, in the winter of 2021, implementation of the College Priorities was discussed with the College Community at All-College Day. Employees had the opportunity to break out

and hear about the plans of two of the five priorities, based on their own interest. [Appendix 9: Implementing Our College Priorities presentation] Despite being held via Zoom, these sessions were well attended, and feedback was meaningful to the work groups. A couple of work groups even added new members as a result of the information shared. This winter/spring, employees will have the opportunity to attend monthly brown-bag sessions led by each priority work group. These will be informal gatherings led by members of the work group and designed to answer questions and collect feedback. Additionally, the College's board of trustees receives regular updates about the College Priorities through their monthly reports from the president and vice presidents. The board meets each July to review College Plan progress and to update their own action plan to support the College Priorities at their annual retreat.

Assessing GHC's Planning Process to Ensure On-going Institutional Effectiveness

Following the conclusion of its 2013-2020 Strategic Plan, GHC's College Planning Committee (CPC) engaged in an analysis of the planning cycle. From this analysis came some guiding principles that the CPC agreed to keep at the forefront while developing and implementing the 2019-2026 College Plan. Some key lessons from the 2014-2019 process included the need to make planning objectives and measures easier to understand and the need to share the information more readily with all constituents. After significant discussion, the CPC determined that, in addition to following the basic assessment cycle, the planning process should be simple, meaningful, and engage the college community. The College Planning Committee periodically considers how to ensure alignment between the work of the College and its College Priorities at their monthly meetings. The saying *plan what we do and do what we plan* has become familiar language to the College's Planning Committee and among several of the College's other committees, including the Executive Team. The CPC takes every opportunity it can to make the College Priorities familiar to the College Community. College-wide events, meetings, and campus updates include the College Priorities. Furthermore, posters found both in the main areas of the College's buildings and on the doors of classrooms, as well as graphics on the television screens in the larger buildings display the Mission, Vision, and College Priorities throughout the campus and its educational sites.

As mentioned in Section 1, at the end of the 2014-2019 Planning cycle, the CPC also conducted a full review of the College's Mission, Vision and Strategic Priorities—now called College Priorities—through a campaign called “Envision the Future”. The committee followed a timeline of input gathering, input sharing, discussion, and board approval that took approximately eight months and included open forums, surveys, and other input gathering sessions with employees, students, board members, and community leaders. [Appendix 3: Envision the Future Campaign] The result was a revised set of Mission, Vision and Strategic (College) Priorities. These Priorities were not a significant departure or break with the past, but rather a refocusing of college efforts to highlight student learning, student achievement and a diverse and inclusive learning environment. Going through an inclusive process to get to the Mission, Vision, and Priorities served to raise awareness about the College Plan and the role of the entire college community in the planning process. This has been a significant step forward in the College Planning Committee's goal to align daily work with the College Priorities. Additionally, having the priority work groups develop the metrics for the new plan has deepened the understanding of the impact of planning across several areas of the College.

Figure 12 - College Priority #4 Summary Scorecard



College Priority 4: Ensure effective, efficient, and sustainable use of college resources
Version: 12/31/2021

LEGEND: ★ Target Met ▲ Showing Progress
 ◆ Static/Minimal Change ▼ Moving Away from Target

Objective 1: Optimize use of resources to sustain college operations				
1.1 Achieve a positive trend over time toward higher education fiscal health ratio targets				
METRIC	BASELINE	CURRENT	TARGET	STATUS
Primary Reserve Ratio (excluding pension) is at or above 0.2 .	0.13	0.20	≥ 0.2	★
Net Operating Revenue Ratio is at or above 0.0 .	-0.13	-0.02	≥ 0.0	▲
Return on Net Assets Ratio (excluding pension) is at or above 0.0 .	-0.02	-0.001	≥ 0.0	▲
Board of Trustees reserve is at or above 10% of operating budget.	10%	10%	≥ 10%	★
Objective 2: Innovate to enable growth for fiscal viability to support the college mission				
2.1 Diversify revenue sources through strategic enrollment management and external opportunities to optimize growth potential				
METRIC	BASELINE	CURRENT	TARGET	STATUS
GHC's % Reliance on State Allocation funds is 28% or lower .	29%	28.7%	≤ 28%	▲
GHC's Tuition Generating FTE is 1,274 or higher (3-yr Avg.)	1,237	1,126	≥ 1,274	▼
2.2 Use SBCTC Fiscal Health Risk Analysis tool to promote sound financial practices				
METRIC	BASELINE	CURRENT	TARGET	STATUS
GHC's risk analysis score from SBCTC Fiscal Health Risk Analysis tool is 13.2% or lower . (lower % = less fiscal risk)	13.2%	13.2%	≤ 13.2%	★

LEGEND: ★ Target Met: ★ Showing Progress: ▲ Static/Minimal Change: ◆ Moving Away from Target: ▼

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⁸ Appendix documents can be found in a separate Adobe PDF file.



GRAYS HARBOR COLLEGE

Grays Harbor College does not discriminate on the basis of race, color, national origin, sex, disability, sexual orientation, creed, religion, marital status, veteran status, genetics, or age in its programs, activities, and employment. The following person has been designated to handle inquiries regarding the non-discrimination policies:

Title II/Section 504 Coordinator - Darin Jones, Chief Executive of Human Resources
Grays Harbor College
1620 Edward P. Smith Drive
Aberdeen, WA 98520
360-538-4234

Title IX Coordinator – Kari Collen, Dean Of Student Access And Success
Grays Harbor College
1620 Edward P. Smith Drive
Aberdeen, WA 98520
360-538-4121