GRAYS HARBOR COLLEGE

Year Three Report

March 2014

Prepared for the Northwest Commission on Colleges and Universities

NWCCU Revised Standards and Process

Contents

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Institutional Overview

Among the oldest two-year community colleges in Washington State, Grays Harbor College marked its 80th year in 2010. Conceived by a group of Aberdeen citizens in 1929 and incorporated on August 7, 1930, the college held its first day of classes on September 28 of that year. The college operated as a private institution until 1945, when the Aberdeen School District assumed control and provided financial stability.

That affiliation continued until 1967, when the State Legislature created the public community college system and designated Grays Harbor and Pacific counties as the college's service district. With that legislation came the college's charge of providing open access to academic transfer, workforce education, adult basic skills and community education opportunities. *(Eligibility Requirements 1, 2)*

In keeping with the college's commitment to open access throughout its service area, the college operates three community education centers in the two-county district. These include the Riverview Education Center, which is in a college-owned building in Raymond that was renovated in 2001; the Columbia Education Center in Ilwaco in Southern Pacific County, which began operations in a leased building in 1997 and moved to a new college-owned facility in 2006; and the Whiteside Education Center in downtown Aberdeen, which opened in 1998 and provides easily accessible space for the college's adult education programs.

Within this 3,000-square-mile district, numerous rural communities combine for a total population of approximately 94,000 people. Grays Harbor College provides much needed educational services to this southwestern corner of Washington.

While 81% of the population in the college's service area is white, the student population has a broader cultural mix, with 27.2% students of color. The median age of students at GHC (26.4) is higher than the system average (25.8). 38% of students have children; 16% of those are single parents. Full-time or part-time workers comprise 29% (no change) of the student population compared to a system average of 42%. 77% of students in eligible programs receive need-based financial aid, compared to the system average of 48%. GHC ranks first in the 35-college system in its percentage of students receiving aid. Student demographic data at GHC compared to the state community college system average are presented in *Chart 1.0.1.*[i]

Comparative Demographic Data by % of Students

- Female students, GHC — 60%
- Female students, system — 57%
- Disabled students, GHC — 7.70%
- Disabled students, system — 5.70%
- Need-based aid, GHC — 74%
- Need-based aid, system — 47%
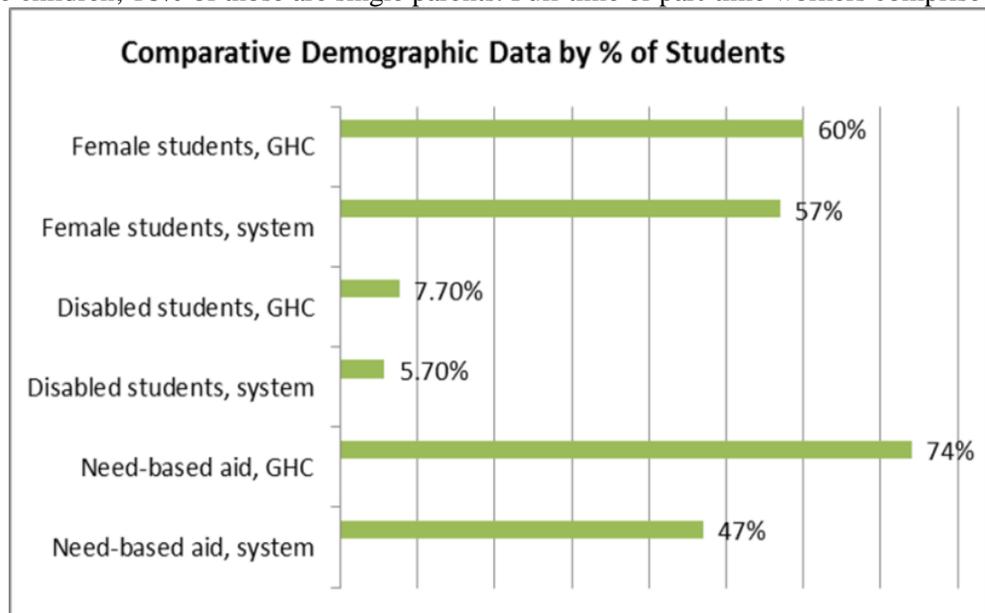
Chart 1.0.1

In the 2011-12 school year, Grays Harbor College served 3311 state supported students, or 1803 full-time equivalent (FTE) students. A majority of students (66%) enroll in on-campus day classes at the main campus. A variety of courses are also offered in the evenings, at the community education centers, and at other locations; 8% of enrollments are in these areas. E-Learning now represents 33% of all FTE with 54% of e-Learning FTE enrolled fully online. Others are enrolled in hybrid courses (36% of all e-Learning no change), which combine various in-class and online learning techniques. Interactive television, offered at the off-campus centers, makes up the remaining 10% of e-Learning FTE. Full-time students represent 87% of college FTE with part-time students making up 13%. *Chart 1.0.2* shows the college's enrollment distribution.[ii]

Enrollment Distribution 2011-2012

- Academic courses
- Workforce courses
- Basic Skills courses
- Pre-college courses

44%
26%
15%
15%

Chart 1.0.2

Fall quarter enrollment has declined since the fall of 2009 by 17%, with 9% of that loss from 2012 to 2013. Several factors have contributed to this enrollment reduction including a decrease in high school graduates in the college catchment area, the diminishing numbers of displaced workers returning to school, declining population, and tuition increases of 44%.

In addition to the decline in enrollment, state funding has been decreased by about 30% over the past four years, resulting in the elimination of positions and a reduction in the number of course offerings. Several initiatives are in progress both to enroll additional students and to concurrently improve the retention and success of all students.

Grays Harbor College offers numerous Associate degrees. Associate in Arts and Associate in Science-Transfer degrees are designed to transfer to the 22 four-year colleges and universities within Washington State; other degrees offered include Associate in Business, Associate in Pre-Nursing, Associate in Applied Science-Transfer, Associate in Science (non-transfer), Associate in Applied Science and Associate in Technology.

Certificate programs are also available in a variety of workforce education programs. Through the Adult Basic Education program, the college offers an extensive schedule of math and English basic skills and developmental education courses, English as a Second Language, high school completion, and General Educational Development testing and certificates. Lifelong learners in the district are also served with a varied selection of community service courses.
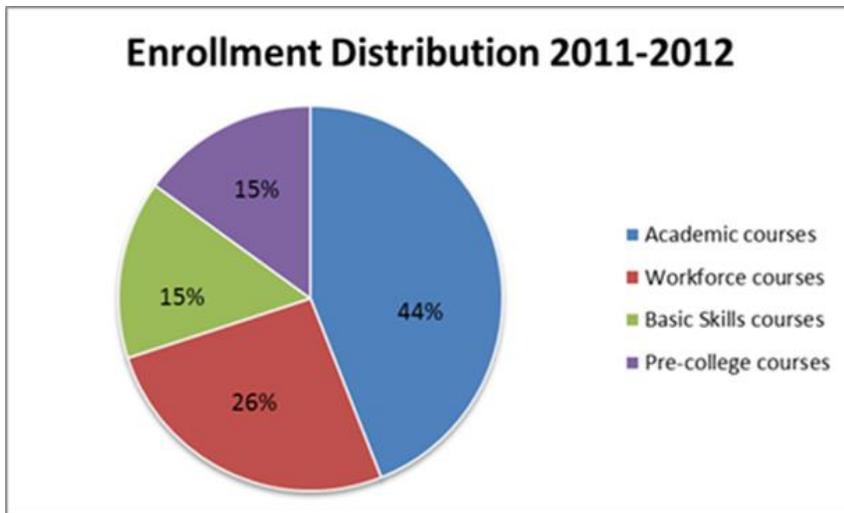
As the only higher education institution in the two-county area, GHC works to provide opportunities for residents to pursue four-year degrees without leaving their jobs, families and homes. Toward that end, the college has entered into partnerships with The Evergreen State College, City University, and Brandman University, and is exploring other alternatives for students to complete baccalaureate degrees.

In 2010, the Washington State Legislature gave the State Board for Community and Technical Colleges authority to approve community and technical college applied baccalaureate degree programs. To better serve the needs of its community, Grays Harbor College is preparing a Statement of Need for the State Board for Community and Technical Colleges, the first step in developing a Bachelor of Applied Science degree that links with GHC's Human Services, Criminal Justice, and Business Management programs.

Over the years, the college's district has been dramatically affected by economic downturns in the timber and fishing industries; the area was gradually beginning to regain strength when the current economic crisis hit. Unemployment rates continue to be among the highest in the state and businesses and industries exist in unsettled conditions. The college takes very seriously its role in helping the broader community to meet both immediate and longer-term challenges.

NORTHWEST COMMISSION ON COLLEGES AND UNIVERSITIES

BASIC INSTITUTIONAL DATA FORM

Information and data provided in the institutional self-evaluation are usually for the academic and fiscal year preceding the year of the evaluation committee visit. The purpose of this form is to provide Commissioners and evaluators with current data for the year of the visit. After the self-evaluation report has been finalized, complete this form to ensure the information is current for the time of the evaluation committee visit. Please provide a completed copy of this form with each copy of the self-evaluation report sent to the Commission office and to each evaluator.

To enable consistency of reporting, please refer to the glossary in the 2003 Accreditation Handbook for definitions of terms.

Institution: Grays Harbor College

Address: 1620 Edward P. Smith Drive

City, State, ZIP: Aberdeen, WA, 98520

Degree Levels Offered: ☐ Doctorate ☐ Masters ☐ Baccalaureate ☒ Associate ☐ Other

 If part of a multi-institution system, name of system: _____

Type of Institution: ☒ Comprehensive ☐ Specialized ☐ Health-centered ☐ Religious-based
☐ Native/Tribal ☐ Other (specify) _____

Institutional control: ☐ Public ☐ City ☐ County ☒ State ☐ Federal ☐ Tribal
☐ Private/Independent (☐ Non-profit ☐ For Profit)

Institutional calendar: ☒ Quarter ☐ Semester ☐ Trimester ☐ 4-1-4 ☐ Continuous Term
☐ Other (specify) _____

Specialized/Programmatic accreditation: List program or school, degree level(s) and date of last accreditation by an agency recognized by the United States Department of Education. (Add additional pages if necessary.)

Program or School	Degree Level(s)	Recognized Agency	Date
Nursing	Associate	National League for Nursing Accrediting Council	October 2005

Revised February 2011

Full-Time Equivalent (FTE) Enrollment (Formula used to compute FTE): 15 Credits = 1 FTE; (Enrollment * Course Credit/15)

Official Fall __2012*____ (most recent year) FTE Student Enrollments

Classification	Current Year Dates: Fall 2013	One Year Prior Dates: Fall 2012	Two Years Prior Dates: Fall 2011
Undergraduate	1535 State/2017 All Funds	1510 State/1991 All Funds	1671 State/ 2154 All Funds
Graduate			
Professional			
Unclassified			
Total all levels	1535 State/2017 All Funds	1510 State/1991 All Funds	1671 State/ 2154 All Funds

Full-Time Unduplicated Headcount Enrollment. (Count students enrolled in credit courses only.)

Official Fall __2012*____ (most recent year) Student Headcount Enrollments

Classification	Current Year Dates: Fall 2013	One Year Prior Dates: Fall 2012	Two Years Prior Dates: Fall 2011
Undergraduate	1728 State/2454 All Funds	1742State/2476 All Funds	1959 State/ 2711 All Funds
Graduate			
Professional			
Unclassified			
Total all levels	1728 State/2454 All Funds	1742State/2476 All Funds	1959 State/ 2711 All Funds

Note: Fall 2013 FTE and Headcount data is not official or complete until the end of the quarter.

Numbers of Full-Time and Part-Time Instructional and Research Faculty & Staff and Numbers of Full-Time (only) Instructional and Research Faculty & Staff by Highest Degree Earned. Include only professional personnel who are primarily assigned to instruction or research.

Total Number   Number of Full Time (only) Faculty and Staff by Highest Degree Earned

Rank	Full Time	Part Time	Less than Associate	Associate	Bachelor	Masters	Specialist	Doctorate
Professor	60	80	3	4	7	39	0	7
Associate Professor								
Assistant Professor								
Instructor								
Lecturer and Teaching Assistant								
Research Staff and Research Assistant								
Undesignated Rank								

Mean Salaries and Mean Years of Service of Full-Time Instructional and Research Faculty and Staff. Include only full-time personnel with professional status who are primarily assigned to instruction or research.

Rank	Mean Salary	Mean Years of Service
Professor	$53,965	12.6
Associate Professor		
Assistant Professor		
Instructor		
Lecturer and Teaching Assistant		

Research Staff and Research Assistant		
Undesignated Rank		

Financial Information. Complete each item in the report using zero where there is nothing to report. Enter figures to the nearest dollar. Auxiliary and service enterprises of the institution (housing, food service, book stores, athletics, etc.) should be included. The institution's audit materials should be an excellent reference for completing the report.

Fiscal year of the institution: June 30; these figures are unaudited; refer to Eligibility Requirement 19, page 24.

Reporting of income: Accrual Basis   X   Accrual Basis

Reporting of expenses: Accrual Basis   X   Accrual Basis

BALANCE SHEET DATA

ASSETS	Last Completed FY Dates: FY 6/30/13	One Year Prior to Last Completed FY Dates:6/30/12	Two Years Prior to Last Completed FY Dates:6/30/11
CURRENT FUNDS			
Unrestricted			
Cash	7,842,268	6,767,761	6,735,867
Investments	3,123,759	3,122,870	1,667,516
Accounts receivable gross	574,292	502,858	484,452
Less allowance for bad debts	(21,696)	(21,696)	(21,696)
Inventories	169,663	266,732	266,732
Prepaid expenses and deferred charges	0	0	0
Other (identify)	0	0	0
Due from	930,337	1,339,024	1,411,160
Total Unrestricted	12,618,623	11,977,549	10,544,031
Restricted			
Cash	0	0	0
Investments	0	0	0
Other (identify)	0	0	0
Due from	0	0	0
Total Restricted	0	0	0
TOTAL CURRENT FUNDS	12,618,623	11,977,549	10,544,031
ENDOWMENT AND SIMILAR FUNDS			
Cash	0	0	118,322
Investments	0	0	1,455,354
Other (identify)	0	0	0
Due from	0	0	0
TOTAL ENDOWMENT AND SIMILAR FUNDS	0	0	1,573,676
PLANT FUND			
Unexpended	0	0	0
Cash	0	0	0
Investments	0	0	0
Other (identify)	0	0	0
Total unexpended	0	0	0
Investment in Plant			
Land	177,724	177,724	177,724
Land improvements	521,334	549,423	577,512
Buildings	35,788,861	37,071,805	38,394,121
Equipment	765,563	431,329	443,827
Library resources	136,394	105,002	146,575
Other (identify)	0	0	0
Total investments in plant	37,389,876	38,335,283	39,739,759
Due from	0	0	0
Other plant funds (identify)	0	00	0
TOTAL PLANT FUNDS	37,389,876	38,335,283	39,739,759

OTHER ASSETS (**LONG-TERM OBLIGATIONS OFFSET ACCOUNT**)	1,231,692	1,117,351	1,123,049
TOTAL OTHER ASSETS	1,231,692	1,117,351	1,123,049
TOTAL ASSETS	51,240,191	51,430,183	52,980,515

BALANCE SHEET DATA (continued)

LIABILITIES	**Last Completed FY** **Dates:6/30/2013**	**One Year Prior to Last Completed FY** **Dates:6/30/2012**	**Two Years Prior to Last Completed FY** **Dates:6/30/2011**
CURRENT FUNDS			
Unrestricted			
Accounts payable	205,994	201,459	178,824
Accrued liabilities	681,250	656,433	696,035
Students' deposits	233,130	200,154	195,989
Deferred credits	0	0	0
Other liabilities (identify)	0	0	0
Due to	(350,981)	187,880	575,425
Fund balance	0	0	0
Total Unrestricted	769,393	1,245,926	1,646,273
Restricted			
Accounts payable	0	0	0
Other (identify)	0	0	0
Due to	0	0	0
Fund balance	0	0	0
Total Restricted	0	0	0
TOTAL CURRENT FUNDS	769,393	1,245,926	1,646,273
ENDOWMENT AND SIMILAR FUNDS			
Restricted	0	0	0
Quasi-endowed	0	0	0
Due to	0	0	0
Fund balance	0	0	0
TOTAL ENDOWMENT AND SIMILAR FUNDS	0	0	0
PLANT FUND			
Unexpended		0	0
Accounts payable	0	0	0
Notes payable	0	0	0
Bonds payable	0	0	0
Other liabilities (identify)	0	0	0
Due to	0	0	0
Fund balance	0	0	0
Total unexpended	0	0	0
Investment in Plant			
Notes payable	0	0	0
Bonds payable	0	0	0
Mortgage payable	0	0	0
Other liabilities (identify)	0	0	0
Due to	0	0	0
Other plant fund liabilities (identify)	0	0	0
TOTAL INVESTMENTS IN PLANT FUND	0	0	0
OTHER LIABILITIES – SICK & VACATION LIAB Long-term vacation and sick leave liabilities, and offset account to State appropriation due to/from	1,258,976	1,157,558	1,163,256
TOTAL OTHER LIABILITIES	1,258,976	1,157,558	1,163,256
TOTAL LIABILITIES	2,028,369	2,403,484	2,809,529
FUND BALANCE	49,211,822	49,026,426	50,170,986

CURRENT FUNDS, REVENUES, EXPENDITURES, AND OTHER CHANGES

REVENUES	Last Completed FY Dates:6/30/2013 Draft IPEDS data	One Year Prior to Last Completed FY Dates:6/30/2012	Two Years Prior to Last Completed FY Dates:6/30/2011
Tuition and fees	4,648,609	4,924,195	4,910,220
Federal appropriations	0	0	0
State appropriations	10,317,663	10,565,272	11,784,977
Local appropriations	0	0	0
Grants and contracts	13,760,109	14,195,549	14,819,718
Endowment income	0	0	38,797
Auxiliary enterprises	1,080,436	1,176,969	1,234,919
Other (identify) includes investment income, event and facility rentals, donations, fundraising income, etc.	792,384	898,934	941,969
EXPENDITURE & MANDATORY TRANSFERS			
Educational and General			
Instruction	8,551,591	7,318,478	10,300,395
Research	0	0	0
Public services	0	0	0
Academic support	1,112,542	996,153	1,366,852
Student services	2,459,345	1,934,728	2,109,002
Institutional support	2,980,643	3,019,301	3,055,780
Operation and maintenance of plant	1,298,317	1,340,398	1,803,962
Scholarships and fellowships	9,733,533	10,181,198	10,352,511
Other – Includes depreciation, and some institutional grants	1,602,534	1,544,518	1,951,912
Mandatory transfers for:			
Principal and interest	0	0	0
Renewal and replacements	0	0	0
Loan fund matching grants	0	0	0
Other (identify)		0	0
Total Educational and General	27,738,505	26,334,774	30,940,414
Auxiliary Enterprises			
Expenditures	1,495,670	1,710,338	1,688,769
Mandatory transfers for:			
Principal and interest	0		
Renewals and replacements	0		
Total Auxiliary Enterprises	1,495,670	1,710,338	1,688,769
TOTAL EXPENDITURE & MANDATORY TRANSFERS	29,234,175	28,045,112	32,629,183
OTHER TRANSFERS AND ADDITIONS/DELETIONS (identify)	0	0	0
EXCESS [deficiency of revenues over expenditures and mandatory transfers (net change in fund balances)]	1,365,026	3,715,807	1,101,417

INSTITUTIONAL INDEBTEDNESS

TOTAL DEBT TO OUTSIDE PARTIES	Last Completed FY Dates:	One Year Prior to Last Completed FY Dates:	Two Years Prior to Last Completed FY Dates:
For Capital Outlay	0	0	0
For Operations	0	0	0

Domestic Off-Campus Degree Programs and Academic Credit Sites: Report information for off-campus sites <u>within the United States</u> where degree programs and academic coursework is offered. (Add additional pages if necessary.)

Degree Programs – list the <u>names</u> of degree programs that can be completed at the site.
Academic Credit Courses – report the <u>total number</u> of academic credit courses offered at the site.
Student Headcount – report the <u>total number (unduplicated headcount)</u> of students currently enrolled in programs at the site.
Faculty Headcount – report the <u>total number (unduplicated headcount)</u> of faculty (full-time and part-time) teaching at the site.

PROGRAMS AND ACADEMIC CREDIT OFFERED AT OFF-CAMPUS SITES WITHIN THE UNITED STATES

Location of Site Name City, State, ZIP	Degree Programs	Academic Credit Courses	Student Headcount	Faculty Headcount
Columbia	AA Liberal Arts	11	15	6
Riverview	AA Liberal Arts	11	24	8

Stafford Creek Correctional Center
    Welding Technology
    Technical Design
	Certificate of Completion
	Certificate of Completion
		19
		7
			62
			50
				1
				1

Programs and Academic Courses Offered at Sites Outside the United States. Report information for <u>sites outside the United States</u> where degree programs and academic credit courses are offered, including study abroad programs and educational operations on military bases. (Add additional pages if necessary.)

Degree Programs – list the <u>names</u> of degree programs that can be completed at the site.
Academic Credit Courses – report the <u>total number</u> of academic credit courses offered at the site.
Student Headcount – report the <u>total number (unduplicated headcount)</u> of students currently enrolled in programs at the site.
Faculty Headcount – report the <u>total number (unduplicated headcount)</u> of faculty (full-time and part-time) teaching at the site.

PROGRAMS AND ACADEMIC CREDIT COURSES OFFERED AT SITES OUTSIDE THE UNITED STATES

Location of Site Name City, State, ZIP	Degree Programs	Academic Credit Courses	Student Headcount	Faculty Headcount
None				

Preface

In accordance with the Northwest Commission on Colleges and Universities (NWCCU) accreditation process, this Year Three Report represents an overview and analysis of the mission and core themes of Grays Harbor College and the means used to assess mission fulfillment, as well as discussion and analysis of the college's resources and capacity.

Institutional Changes Since the Last Report

The **governance** system has not changed since the 2011 full self-study and review process. The inclusive process of committee participation across the district has continued.

Topics Requested by the Commission

In April 2012, Grays Harbor College completed a Year One Self-Evaluation Report. The Commission presented two recommendations following the Peer Evaluation of that report. Below is a summary of the college's compliance and progress to date on those recommendations.

1. **It is recommended the College continue the significant work it has started to articulate outcomes or institutional accomplishments that represent an acceptable threshold or extent of mission fulfillment. (Standard 1.A.2)**

Grays Harbor College continues its efforts to align all planning around our mission and core themes. As part of this effort, the college is incorporating Student Achievement Initiative data to help establish mission fulfillment. The underlying rationale for accountability and performance funding of the Student Achievement Initiative is twofold:

- The initiative leads to improved educational attainment for students, specifically the goal of reaching the "tipping point" and beyond.
- The initiative allows colleges sufficient flexibility to improve student achievement according to their local needs.

In addition, the college has hired a new Chief of Institutional Effectiveness, Research, and Planning to enhance data collection, analysis and use in implementing a culture of evidence throughout all planning and decision-making.

A detailed explanation how Grays Harbor College defines an acceptable threshold and extent of mission fulfillment is found in Chapter 1.

2. *It is recommended the College continue efforts to establish meaningful, assessable, and verifiable indicators of achievement that form the basis for evaluating accomplishment for all of its core theme objectives. (Standard 1.B.2)*

All core theme indicators have been reassessed. In the core themes of academic transfer, workforce preparation, and basic skills, the college has adopted indicators directly from the Student Achievement Initiative. The Washington State Community and Technical Colleges' Student Achievement Initiative has as its Principles for Measurement the following:

- Performance measures recognize students in all mission areas (GHC's Core Themes 1-3 parallel the system's mission areas of academic transfer, workforce preparation and basic skills) and reflect the needs of the diverse communities served by colleges.
- Performance measures must measure incremental gains in students' educational progress irrespective of mission area.
- Measures are simple, understandable and reliable, and valid points in students' educational progress.
- Measures focus on student achievement improvements that can be influenced by colleges.

Grays Harbor, along with 15 other two-year institutions in the state of Washington, is an "Achieving the Dream" college. Achieving the Dream (ATD) institutions are implementing the Achieving the Dream Student-Centered Model of Institutional Improvement and creating a culture of evidence in which data and inquiry inform broad-based institutional efforts to close achievement gaps and improve student outcomes overall. ATD in Washington has adopted Student Achievement Initiative measures as the basis for determining the success of strategies implemented to increase student success and completion.

In the area of service to community, the college has reexamined and revised the goals and has also developed a much smaller number of indicators that are meaningful, assessable and verifiable. These new indicators will provide information that can pinpoint areas to address for improvement.

GRAYS HARBOR COLLEGE

Chapter One: Mission, Core Themes, and Expectations

Section I: Executive Summary of Eligibility Requirements 2 and 3

Eligibility Requirement 2: Authority

Title 28B.50 RCW (Revised Code of Washington), Community and Technical Colleges, designates Grays Harbor College as a community college and authorizes the college to offer lower-division undergraduate education programs including academic transfer, workforce education, and basic skills programs. Grays Harbor College is one of 34 institutions of higher education under the governance of the Washington State Board for Community and Technical Colleges.

Eligibility Requirement 3: Mission and Core Themes

The mission of Grays Harbor College highlights the college's commitment to serving the educational interests of its students regardless of their higher education goals. The specific terms of GHC's mission statement are approved by the Board of Trustees following meaningful discussion and revision by various campus constituencies.

The core themes, objectives and outcomes presented in this report express the mission and goals of the college as approved by the board of trustees. The indicators included describe how effectively the college fulfills its intentions and express the ways in which the college experience affects the lives of students and the larger community. The specific terms of these themes, objectives, outcomes and indicators are adopted following collaborative work among all campus constituencies.

The mission of Grays Harbor College was developed in its current form in 2008 through an inclusive process. The college mission was revised to reflect clearly the college's four core themes of academic transfer, workforce preparation, basic skills, and service to community, in consideration of the new standards being developed by the NWCCU. The Board of Trustees adopted the final version in March 2009. Following the board's approval, the Accreditation Steering Committee, with detailed input from the Instructional Council and Division Chairs group, used the newly revised mission, vision, and values to develop the four core themes with their attendant objectives, outcomes and indicators, which would provide the structure for the 2011 self-study process.

After substantive discussion of potential changes, the mission and core themes articulated in the 2011 self-study were left unchanged, as they were determined to comprehensively represent the purpose of the college as stated (see *Mission, Vision, Values*). Although the four core themes of the mission remain unchanged from the 2011 Comprehensive Self-Study, the objectives, outcomes and indicators within each core theme have been updated based on data reviewed since the April 2011 Comprehensive Peer Evaluation. The discussion of each core theme in Section II of this chapter includes:

- an overview of the core theme

- key objectives (outcomes) that constitute fulfillment of the core theme

- indicators that comprise measurable means of gauging achievement of objectives, and

- a rationale for the inclusion of the particular set of indicators chosen

Additionally, the college has articulated operational definitions and relationships among the various components involved in institutional self-study. Beginning with the holistic, institutional level of mission,

the college derived its four abstract core themes. Achievement of mission within each of the core themes is determined theoretically through examination of broad objectives, which are analyzed and evaluated on the applied level through measurable indicators of achievement specific to each objective. Thus the college's fulfillment of mission is gauged through close examination of measurable factors leading to reliable evaluation of the extent to which both specific outcomes and broad objectives are met within each core theme of the mission. A graphic representation of these operationalized relationships appears below (*Figure 1.1.1*).

Mission
Core themes linked to mission
Mission fulfillment analyzed and evaluated

Core Themes
Broader objectives linked to the mission's core themes
Core theme achievement analyzed and evaluated

Objectives
Specific outcomes linked to broader objectives
Objective achievement analyzed and evaluated

Indicators
Measurable factors of mission fulfillment identified
Data collected and analyzed

Figure 1.1.1

Section II: Mission *(Standard 1.A)*

Mission Statement *(Standard 1.A.1)*

Grays Harbor College provides meaningful education and cultural enrichment through academic transfer, workforce preparation, basic skills, and service to community. This mission is widely published, appearing on the college's website, in its catalog, and in postings across campus.

Interpretation of Mission Fulfillment *(Standard 1.A.2)*

Grays Harbor College defines mission fulfillment as meeting or exceeding the thresholds for the objectives within each of the four Core Themes: Academic Transfer, Workforce Preparation, Basic Skills, and Service to Community. The Core Themes are mission-based and are defined through their corresponding objectives, indicators of achievement, and thresholds. Individually and collectively, the Core Themes manifest essential elements of the mission. Further, they collectively encompass the mission.

Each Core Theme includes two major objectives, as well as multiple means for assessing achievement of those Objectives. The Core Theme Objectives are outcome statements, while the indicators define the tools or methodologies for assessing the degree to which the Objectives are met. Thresholds determine the minimal acceptable level of achievement; in short, taken together, the thresholds provide the measure for mission fulfillment. As *Table 1.2.1* indicates, Core Themes1, 2, and 3 share the same major objectives, while Core Theme 4 has its own major objectives:

Mission, Core Themes, and Objectives			
Grays Harbor College provides meaningful education and cultural enrichment through . . .			
Academic Transfer	**Workforce Preparation**	**Basic Skills**	**Service to Community**
Students demonstrate high rates of achievement.			The college community engages in cultural and personal enrichment.
Students demonstrate high rates of progress and completion.			The college community engages in lifelong learning.

Table 1.2.1

Units throughout the college develop action plans with objectives that align with the Core Theme objectives, creating a scaffold for mission fulfillment. As the college pursues mission fulfillment, the Executive Team and the Board of Trustees review progress on a monthly basis through Core Theme Progress Reports. This ongoing review of Core Themes, Objectives, Indicators, and Thresholds provides a framework for assessing the data that measure mission fulfillment.

Articulation of Acceptable Threshold of Mission Fulfillment (Standard 1.A.2)

Mission fulfillment is achieved when the college is meeting or exceeding the thresholds for the objectives within each of the four Core Themes: Academic Transfer, Workforce Preparation, Basic Skills, and Service to Community. A scorecard is used for each of the Core Themes so college performance can be evaluated at a glance. A sample Scorecard is included in the Appendix of this report. The overall framework for the Mission Fulfillment Threshold appears below (*Table 1.2.2*). The Core Theme Progress Reports include an analysis of threshold attainment, including disaggregated data and a trend analysis of longitudinal data.

The College uses the following definitions for the planning and evaluation process to provide focus and consistency:

> *Mission* defines the fundamental purpose of the college, succinctly describing why it exists and what it does.

> *Core Themes & Objectives* manifest the essential elements of the college's mission and *collectively* encompass that mission.

Indicators are meaningful, assessable, and verifiable measures of achievement; they are the basis for evaluating accomplishment of the Core Theme Objectives.

Thresholds define the acceptable minimum for mission fulfillment in each objective and indicator.

Core Theme Progress Reports are institution/board-level summary reports showing progress toward Core Theme achievement.

Institutional Strategic Priorities represent time-sensitive focus areas for the college derived from the Mission, Vision, Core Themes, and Environmental Scan.

Thresholds for Mission Fulfillment

▲	=Above state average = Increasing (CT4)	♦	=At or near state average = Holding steady (CT4)	▼	=Below state average = Decreasing (CT4)

Core Theme 1: Academic Transfer

Objective 1: Students demonstrate high rates of achievement

Objective 2: Students demonstrate high rates of progress and completion

Core Theme 2: Workforce Preparation

Objective 1: Students demonstrate high rates of achievement

Objective 2: Students demonstrate high rates of progress and completion

Core Theme 3: Basic Skills

Objective 1: Students demonstrate high rates of achievement

Objective 2: Students demonstrate high rates of progress and completion

Core Theme 4: Service to Community

Objective 1: The college community engages in lifelong learning

Objective 2: The college community engages in cultural and personal enrichment

Table 1.2.2

Section III: Core Themes *(Standard 1.B.1)*

Grays Harbor College has identified four core themes as fundamental elements of the college's mission:

- **Academic Transfer**
- **Workforce Preparation**
- **Basic Skills**
- **Service to Community**

These core themes represent GHC's purpose as a public community college dedicated to serving the diverse needs of this large rural district, and in fact, they are drawn directly from the college's mission statement.

Each core theme is a manifestation of an essential element of the mission that guides institutional planning and allocation of resources across the major systems of the college: governance, personnel, instruction, student support, library, technology, finance and facilities. Further, each core theme provides its own distinct means of realizing the college's five Desired Student Abilities: disciplinary learning, literacy, critical thinking, social and personal responsibility, and information use. *(Standard 1.B.1, Eligibility Requirement 3)*

Core Theme 1: Academic Transfer (Standard 1.B.2)

One key element of GHC's mission is the preparation of students who intend to continue their education by transferring to a four-year college or university.

The primary transfer degree offered at GHC, the Associate in Arts (AA) degree, meets the requirements for the Direct Transfer Agreement (DTA) under the guidelines of the Inter-College Relations Commission (ICRC). It comprises three major components:

- General college requirements (18 credits)
    - ✓ writing skills (10 credits)
    - ✓ quantitative skills (5 credits)
    - ✓ physical education (3 credits)

- Distribution requirements (45 credits)
    - ✓ social sciences (15 credits)
    - ✓ humanities (15 credits)
    - ✓ sciences (15 credits)

- Specified and general elective coursework (30 credits)

Other academic transfer degrees offered at GHC include a direct-transfer associate degree in business and several direct-transfer associate in science degrees. Requirements for these degrees are similar, but not identical, to those for the AA degree, and meet all ICRC guidelines.

Specific objectives, outcomes and indicators of achievement for Core Theme 1: Academic Transfer appear in *Table 1.3.1* below.

CORE THEME 1: ACADEMIC TRANSFER
OBJECTIVE 1: Students demonstrate high rates of achievement.
Indicators of Achievement: **1.1** Percentage of students successfully completing the highest pre-college math course **1.2** Percentage of students successfully completing the highest pre-college writing course **1.3** Percentage of students successfully completing both pre-college math and quantitative reasoning within the same academic year **1.4** Percentage of students successfully completing pre-college and college-level writing within the same academic year **1.5** Percentage of students achieving success in course-level outcomes **1.6** Percentage of students achieving success in program-level outcomes **1.7** Percentage of students achieving success in institution-level outcomes (desired student abilities)
OBJECTIVE 2: Students demonstrate high rates of progress and completion.
Indicators of Achievement: **2.1** Percentage of students earning 15 college-level transfer credits **2.2** Percentage of students earning 30 college-level transfer credits **2.3** Percentage of students earning 5 college-level quantitative reasoning credits **2.4** Percentage of students earning 45 college-level transfer credits **2.5** Percentage of students completing an associate degree

Table 2.3.1

Core Theme 2: Workforce Preparation *(Standard 1.B.2)*

A second key element of GHC's mission is the preparation of students who intend to enter the workforce upon achieving their educational goals at the college. Grays Harbor College offers Associate in Applied Science – Transfer (AAS-T) and Associate in Applied Science (AAS) degrees in accounting, business management, criminal justice, energy technology, forestry technician, health sciences, human services, industrial control systems technology, and office technology; Associate in Technology (AT) degrees in automotive technology, carpentry, diesel technology, and welding; and certificates of completion/ achievement in the above degree areas plus commercial truck driving, early childhood education, medical records office assistant, medical coding and medical transcription. Specific objectives, outcomes, and indicators of achievement for Core Theme 2: Workforce Preparation appear in *Table 1.3.2* below.

CORE THEME 2: WORKFORCE PREPARATION
OBJECTIVE 1: Students demonstrate high rates of achievement.
Indicators of Achievement: **1.1** Percentage of students successfully completing the highest pre-college math course **1.2** Percentage of students successfully completing the highest pre-college writing course **1.3** Percentage of students successfully completing both pre-college math and quantitative reasoning within the same academic year **1.4** Percentage of students successfully completing pre-college and college-level writing within the same academic year **1.5** Percentage of students achieving success in course-level outcomes **1.6** Percentage of students achieving success in program-level outcomes **1.7** Percentage of students achieving success in institution-level outcomes (desired student abilities)
OBJECTIVE 2: Students demonstrate high rates of progress and completion.
Indicators of Achievement: **2.1** Percentage of students earning 15 college-level vocational credits **2.2** Percentage of students earning 30 college-level vocational credits **2.3** Percentage of students earning 5 college-level quantitative reasoning credits **2.4** Percentage of students earning 45 college-level vocational credits **2.5** Percentage of students completing a vocational certificate or degree

Table 1.3.2

Core Theme 3: Basic Skills *(Standard 1.B.2)*

A third component in GHC's mission is providing basic skills instruction for adults in the community: developmental education, adult basic education (ABE), English as a second language (ESL), general educational development (GED), and student success. Grays Harbor College offers English language courses for non-native speakers as well as courses in reading, writing, and mathematics for adult learners who have not completed a high-school diploma or who need to refresh their skills. Specific objectives, outcomes, and indicators of achievement for Core Theme 3: Basic Skills appear in *Table 1.3.3* below.

CORE THEME 3: BASIC SKILLS
OBJECTIVE 1: Students demonstrate high rates of achievement.
Indicators of Achievement: **1.1** Percentage of students making CASAS level gains/achieving success in course-level outcomes **1.2** Percentage of students who started in Basic Skills successfully completing both pre-college math and quantitative reasoning within the same academic year **1.3** Percentage of students who started in Basic Skills successfully completing pre-college and college-level writing in the same academic year
OBJECTIVE 2: Students demonstrate high rates of progress and completion.
Indicators of Achievement: **2.1** Percentage of students who started in Basic Skills earning 15 college-level credits **2.2** Percentage of students who started in Basic Skills earning 30 college-level credits **2.3** Percentage of students who started in Basic Skills earning 5 college-level quantitative reasoning credits **2.4** Percentage of students who started in Basic Skills earning 45 college-level credits **2.5** Percentage of students who started in Basic Skills completing a vocational or academic certificate or degree

Table 1.3.3

Core Theme 4: Service to Community *(Standard 1.B.2)*

The fourth component of GHC's mission is providing relevant and meaningful service to meet the professional, civic, cultural, and educational needs of the community at large.

Grays Harbor College offers a variety of programs designed to provide adult learners with opportunities to develop or enhance skills needed to be successful in their professions, as well as programs designed to provide learners of all ages with the opportunity for personal growth and enrichment.

As the only institution of higher education in the two-county area, GHC takes very seriously its mission to broaden the experiences and enrich the lives of the larger community through offerings designed to heighten civic awareness as well as both curricular and extra-curricular programs in the creative and performing arts.

Beyond this, the college is committed to a variety of community partnerships, through which it maintains its role as a model of service, stewardship, and good citizenship. Specific objectives, outcomes, and indicators of achievement for Core Theme 4: Service to Community appear in *Table 1.3.4:*

CORE THEME 4: SERVICE TO COMMUNITY
OBJECTIVE 1: The college community engages in cultural and personal enrichment.
Indicators of Achievement: **1.1** Percent of attendees/participants in cultural events/classes who are satisfied/very satisfied **1.2** Proportion of individuals attending cultural events at GHC compared to population in the service district **1.3** Donations and sponsorships of artistic/cultural events and programs
OBJECTIVE 2: The college community engages in lifelong learning.
Indicators of Achievement: **2.1** Percent of participants in community service/community special interest courses who are satisfied/very satisfied **2.2** Percent of participants in continuing education/professional development courses who are satisfied/very satisfied **2.3** Percent of community partners who are satisfied/very satisfied with GHC's response to their training needs

Table 1.3.4

Rationale for Measurability of Achievement in Core Theme Objectives
(Standard 1.B.2)

Grays Harbor College strives to align all planning around the institution's mission and core themes within a culture of evidence. As part of this effort, the college incorporates Student Achievement Initiative data into the essential indicators of achievement that gauge mission fulfillment. SAI data are reliable measures linked to an initiative that leads to improved educational attainment for students, specifically the goal of reaching the "tipping point" and beyond, while allowing colleges sufficient flexibility to improve student achievement according to their local needs.

Overall fulfillment of mission is determined when each abstract element of mission (core theme) is analyzed and evaluated based on multiple theoretical values (objectives), each of which is in turn applied to multiple specific desired results. These objectives are measured via the variety of meaningful data points described above (indicators of achievement). The specific threshold scores for these outcomes and objectives will be derived through measuring achievement of these indicators using the rubric presented in *Table 1.2.2* (see page 14). The culture of evidence that has resulted in this process of analysis and evaluation encourages the recursive evaluation structure shown in *Figure 1.1.1* (see page 12).

The indicators of achievement (detailed metrics) for each objective within the preceding core theme tables serve as specific measures of mission fulfillment as described in *Table 1.3.5* below.

RATIONALE FOR MEASURABILITY OF ACHIEVEMENT IN CORE THEMES 1-3		
Core Themes	**Indicators**	**Rationale**
OBJECTIVE 1: Students demonstrate high rates of achievement.		
1 & 2	Percentage of students successfully completing the highest pre-college math course Percentage of students successfully completing the highest pre-college writing course	SAI momentum points
1, 2, 3	Percentage of students successfully completing both pre-college math and quantitative reasoning within the same academic year Percentage of students successfully completing pre-college and college-level writing within the same academic year	SAI momentum points
1 & 2	Percentage of students achieving success in course-level outcomes Percentage of students achieving success in program-level outcomes Percentage of students achieving success in institution-level outcomes (desired student abilities)	Faculty assessment of content-specific, skills-based achievement within courses, programs, and degrees/certificates
3	Percentage of ABE students making CASAS level gains/ achieving success in course-level outcomes	SAI momentum points, faculty assessment
OBJECTIVE 2: Students demonstrate high rates of progress and completion.		
1, 2, 3	Percentage of students earning 15 college-level transfer or vocational credits Percentage of students earning 30 college-level transfer or vocational credits	SAI momentum points
1, 2, 3	Percentage of students earning 5 college-level quantitative reasoning credits Percentage of students earning 45 college-level transfer or vocational credits Percentage of students completing a certificate or degree	SAI momentum points

RATIONALE FOR MEASURABILITY OF ACHIEVEMENT IN CORE THEME 4	
Indicators	**Rationale**
OBJECTIVE 1: The college community engages in cultural and personal enrichment.	
Percent of attendees/participants in cultural events/classes who are satisfied/very satisfied Proportion of individuals attending cultural events at GHC compared to population in the service district Donations and sponsorships of artistic/cultural events and programs	Community assessment of engagement & satisfaction
OBJECTIVE 2: The college community engages in lifelong learning.	
Percent of participants in community service/community special interest courses who are satisfied/very satisfied Percent of participants in continuing education/professional development courses who are satisfied/very satisfied Percent of community partners who are satisfied/very satisfied with GHC's response to their training needs	Community assessment of engagement & satisfaction

Table 1.3.5

MISSION

Grays Harbor College provides meaningful education and cultural enrichment through . . .

Academic Transfer

Workforce Preparation

Basic Skills

Service to Community

Chapter Two – Standard Two: Resources and Capacity

Section I: Executive Summary of Eligibility Requirements 4 through 21

Eligibility Requirement 4: Operational Focus and Independence

Grays Harbor College is a public, comprehensive community college that offers associate degrees and certificates for students pursuing academic transfer or workforce preparation. The president of the college leads the institution with guidance from the board of trustees and assistance from the executive team. The college is sufficiently independent, organizationally and operationally, to be held accountable and responsible for meeting the Commission's standards and eligibility requirements.

Eligibility Requirement 5: Non-Discrimination

The college's articulated statements of vision, mission, and values uphold respect for all individuals. Two of GHC's stated values directly address non-discrimination: "Access to educational opportunities" and "Respect for diversity of people, ideas, culture and the environment." The policies and procedures of the college operationalize these values.

Eligibility Requirement 6: Institutional Integrity

Grays Harbor College adheres to established ethical standards in all of its operations and relationships. As state employees, all college personnel are governed by Chapter 42.52 of the Washington Administrative Code (WAC) regarding ethical conduct, and the Human Resources office maintains ongoing training in this area. Ethical conduct of faculty is addressed in the collective bargaining agreement between the Grays Harbor College Federation of Teachers and the board of trustees, and fair treatment of students is guaranteed in the college's policies and procedures.

Eligibility Requirement 7: Governing Board

The Grays Harbor College board of trustees, as the governing board, establishes broad institutional policies while investing in the college president the responsibility to implement and administer these policies. The board has five voting members, none of whom have any contractual or employment relationship or personal financial interest with the college.

Eligibility Requirement 8: Chief Executive Officer

College President Dr. Ed Brewster was appointed by the board of trustees to execute and administer the policies of the college as his full-time responsibility. Neither Dr. Brewster nor any other member of the college's administration chairs – or serves as a voting member on – the board of trustees.

Eligibility Requirement 9: Administration

Aside from Dr. Brewster, the college employs a chief academic officer, a chief student services officer, a chief financial officer, a chief human resources officer, a chief information technology officer, a chief campus operations officer, and a chief of institutional effectiveness, research and planning. Together, these eight administrators make up the Executive Team (E-Team), which works collaboratively to fulfill the college's mission and support its core themes.

Eligibility Requirement 10: Faculty

The college employs full-time and part-time faculty sufficient to achieve its educational objectives. The Office of Instruction, together with the instructional divisions, actively seeks the most highly qualified candidates for available positions. National searches are the norm for full-time tenure-track positions; applicants for part-time positions are screened by qualified full-time faculty and administrators for appropriate qualification. Regular evaluation of all GHC faculty is required by the collective bargaining agreement between the Grays Harbor College Federation of Teachers and the college to ensure the integrity of academic programs wherever offered and however delivered.

Eligibility Requirement 11: Educational Program

The content and rigor of all educational programs are consistent with the college's mission and core themes. All courses, programs, and degrees have clearly identified student learning outcomes that lead to institutional outcomes. These outcomes are directly tied to content and are appropriate to their respective fields of study.

Eligibility Requirement 12: General Education and Related Instruction

The college's transfer associate degrees include substantial and coherent general education requirements as both prerequisites and essential elements of the programs. All other degree programs, and certificate programs of 45 quarter credits or more, include related instruction with identified outcomes in communication, computation, and human relations.

Eligibility Requirement 13: Library and Information Resources

The John Spellman Library provides consistent access to information resources for all students in all programs, wherever offered and however delivered. In cooperation with faculty, library personnel maintain the currency, depth, and breadth of all materials, whether physical or electronic.

Eligibility Requirement 14: Physical and Technological Infrastructure

Grays Harbor College students, staff, and faculty have access to high-quality physical campuses as well as the technological systems necessary for mission fulfillment. The college's physical and technological infrastructure provide students the support they need to succeed in their educational goals, faculty the opportunity to engage in professional development, and staff the tools necessary to ensure smooth provision of support services.

Eligibility Requirement 15: Academic Freedom

Grays Harbor College maintains an atmosphere in which intellectual freedom and independence are nurtured for both faculty and students. These freedoms are guaranteed in both the faculty collective bargaining agreement and in college policy regarding student rights and responsibilities.

Eligibility Requirement 16: Admissions

Admission information is published prominently on the college website as well as in the online college catalog. Materials available through these sources specify the qualifications and characteristics appropriate to college programs; college policy ensures that the institution adheres to its published guidelines in practice.

Eligibility Requirement 17: Public Information

Grays Harbor College publishes and maintains a website as well as an online general catalog through which students, prospective students, and the larger community can access current and accurate information regarding mission and core themes, admission requirements and procedures, grading policies, program and course information, relevant details about administrators and faculty, a student code of conduct, student rights and responsibilities, tuition and fees, refund policies and procedures, financial aid, and the academic calendar.

Eligibility Requirement 18: Financial Resources

Grays Harbor College funding is derived from several sources, primarily state allocations based upon FTE enrollment targets and specific programs operated by the college. The Finance Division of the SBCTC prepares a single operating (and capital) budget request for the entire community and technical college system and allocates funds to the individual colleges. The college also receives local revenues in the form of tuition and fees from students, contract revenue from Running Start enrollment, grant program funds and grant administrative overhead, and facility rentals.

Budgets are **planned and developed** annually through an inclusive process that incorporates input from all campus units (via each chief and vice president) and review by the Executive Team *(Standard 2.F.2)*. The E-Team also reviews requests for new positions and new expenditures brought forward by campus units. A balanced budget in accordance with expected revenues is then presented to the Board of Trustees for final adoption. Budget planning considers historical averages, tuition and fee rates, and state allocations, and is realistic and conservative with respect to expected revenues.

During the recession all colleges received significant cuts in state funding – approximately 30 percent. This was partially offset by increased enrollment and tuition collection during the peak years of the recession. Enrollment increased substantially for many colleges, including Grays Harbor, due to high unemployment and specific funding programs benefiting the unemployed. With a somewhat healthier economy and shifting demographics, enrollment is down over the last two years and the college is currently in a recovery year to meet enrollment band targets.

A key strategic focus over the last two years has been to increase student enrollment and success. The Executive Team, with Board approval, made a calculated decision to use college reserves to fund enrollment and student success initiatives over the last two years, as State funding cuts have not been fully restored. The college is beginning to see positive trends in enrollment due to these initiatives. The Executive Team has developed a draft three-year plan that will reduce and then eliminate spending from

reserves. The college's policy is to maintain a minimum of 15% of the prior year's operational budget in reserves. As of the end of the last fiscal year, reserve balances are significantly higher than the 15%.

Eligibility Requirement 19: Financial Accountability

Grays Harbor College is currently not in compliance with Eligibility Requirement 19; it is anticipated that the college will receive a recommendation in response to the Year Three report.

In the past, the college has been audited for accountability and compliance on a two-year cycle by the Washington State Auditor's Office (SAO), with the last audit period July 1, 2006 to June 30, 2008. Around 2010 the SAO transitioned to a high-level risk-based approach for audits of the community and technical colleges as well as some of the general state agencies. The larger two-year colleges continue to be audited, while smaller and lower-risk colleges, such as Grays Harbor College, are not subject to a separate audit. However, all of the colleges provide annual data electronically at year end for payroll and certain expenditures; these data are subject to computer aided analytical testing by the SAO, which annually determines the state-wide and college-specific high-level risk areas. The SAO will perform additional audit procedures in these areas; colleges send data to SAO electronically when requested.

Because GHC is a sub-agency of the State of Washington, the college's financial information is included in the State of Washington's Comprehensive Annual Financial Report (CAFR), prepared by the State Office of Financial Management, and audited by the SAO. The SAO, when requested, will issue the college a letter of coverage that describes this inclusion in the annual CAFR; this letter is in turn provided to grantors and other parties as requested.

To ensure compliance with Requirement 19, the State Board for Community and Technical Colleges is working with the SAO to develop a plan and timeline to perform individual audits for all thirty-four colleges in the state system. The tentative timeline is for Grays Harbor College to have a financial audit for the fiscal year ending June 30, 2014, which will be completed in spring 2015. As the State Auditor is an elected official and reports to the public, auditors in the SAO are considered to be independent and are professionally qualified personnel in accordance with generally accepted auditing standards.

Eligibility Requirement 20: Disclosure

The college accurately discloses to the Commission all information required to carry out its evaluation and accreditation functions.

Eligibility Requirement 21: Relationship with the Accreditation Commission

Grays Harbor College accepts the standards and related policies of the Commission and agrees to comply with these standards and policies as currently stated or as modified in accordance with Commission policy. Further, the college agrees that the Commission may, at its discretion, make known the nature of any action, positive or negative, regarding the institution's status with the Commission to any agency or members of the public requesting such information.

Section II: Governance *(Standard 2.A)*

System of Governance *(Standard 2.A.1-3)*

Grays Harbor College is a public community college in Washington State, serving District 2, which includes Grays Harbor and Pacific counties. Within this district, institutional governance is delivered by multiple representative entities, each with distinct policies and processes. The Board of Trustees sets overall policy for the institution and delegates administrative authority to the president. The Executive Team provides administrative leadership and comprises the president and his direct-reports (three vice presidents and four chief officers). The President's Cabinet includes representatives of all college constituencies, including faculty, students, classified staff, vice presidents and chief officers. Members of this group bring issues and concerns from their areas and work with the president to revise and review operational policies. Input is sought from President's Cabinet before the Board of Trustees adopts new or revised policies. Instructional Council, which includes all division chairs, two vice presidents, three deans and two associate deans, addresses curriculum and academic policy issues. Numerous other campus committees disseminate information and serve in an advisory capacity for key administrators and the president. The council of the Associated Students of Grays Harbor College is responsible for student governance *(Standard 2.A.1).*

As one of 34 community and technical colleges within the Washington State Board for Community and Technical Colleges (SBCTC) system, GHC receives oversight, coordination and support services from that state agency according to the Community and Technical College Act of 1991 (revised). The Revised Code of Washington (RCW) section 28B.50 is the primary statute for the state's community colleges. SBCTC has a nine-member board, appointed by the governor, to set overall policy and direction for the two-year college system. The board in turn appoints an executive director to provide supervision and leadership to the system. A policy manual detailing policies for governing SBCTC is available online. As a state government entity, GHC is also subject to rules, regulations and policies established by other state agencies, boards and commissions *(Standard 2.A.2, Eligibility Requirement 4).*

As required by SBCTC, GHC maintains regional accreditation with the Northwest Commission on Colleges and Universities, and reviews accreditation requirements at Board of Trustees' work sessions, Executive Team meetings, President's Cabinet meetings, Instructional Council meetings, and ASGHC student council sessions. Only after input and review by the appropriate groups does the Board of Trustees consider adoption of new or revised policies. GHC has collective bargaining agreements in effect with the GHC Federation of Teachers Local #4984, representing the faculty, and the Washington Public Employees Association, representing the classified staff. Any changes proposed to these agreements during negotiations are reviewed to ensure that they support accreditation requirements *(Standard 2.A.3).*

Governing Board *(Standard 2.A.4-8, Eligibility Requirement 7)*

GHC's Board of Trustees includes five members, each appointed by the governor and confirmed by the State Senate to five-year terms (see *Table 2.1.1*). If an appointment is made with less than five years remaining in the term, the trustee serves for the remainder of that term. Typically trustees are re-appointed once, so they may serve for approximately 10 years total. Occasionally appointments are made for more than two terms, but this is not a common practice. None of the trustees have contractual, employment or financial interests in GHC *(Standard 2.A.4).* Note that in the table below, one trustee whose term expired in 2013 (*) continues to serve on the board pending a new appointment by the governor.

Trustee	Residence	Original Appointment	Term Ends
Rebecca Chaffee	Raymond	2004	2017
Arthur Blauvelt, chair	Aberdeen	2011	2016
Randy Rust	Grayland	2009	2014
Fawn Sharp	Ocean Shores	2004	2013*
Denise Portmann	Raymond	2011	2015

Table 4.1.1

The Board of Trustees acts only as a committee of the whole and has responsibility for the governance of policy for the college *(Standard 2.A.5)*. It approves the vision, mission, values, goals and strategic plan for the college and delegates the responsibility for operations to the president or designee. The board monitors progress toward accomplishment of goals in the strategic plan on at least a quarterly basis, and on mission outcomes annually. College policies fall into the two general categories of board policies, which pertain to the responsibilities and authority of the Board of Trustees, and operational policies, which govern all of the operations of the college. The board regularly reviews, revises, and adopts both board and operational policies for the college *(Standard 2.A.6)*.

The Board of Trustees is charged with the authority to hire a president, who serves as chief executive officer of GHC. The authority and responsibility for the CEO to implement and administer board-approved policies related to the operation of GHC are assigned in board policy, as is the formal annual performance evaluation of the CEO *(Standard 2.A.7, Eligibility Requirement 8)*.

The Board of Trustees establishes annual group and individual goals and assesses those once a year, normally at a retreat in the fall *(Standard 2.A.8)*.

Leadership and Management *(Standards 2.A.9-11, Eligibility Requirement 9)*

The college employs a chief executive officer, a chief academic officer, a chief student services officer, a chief financial officer, a chief human resources officer, a chief information technology officer, a chief campus operations officer, and a chief of institutional effectiveness, research and planning. These officers have appropriate qualifications for their respective positions and constitute the college Executive Team (E-Team). The E-Team meets on a weekly basis and is responsible for the planning, organization, and management of the college and for assessment of its achievements and effectiveness.

Policies and Procedures *(Standards 2.A.12-30)*

Academic policies, including credit hour definitions and the use of the library and information resources, are posted on the college website as operational policies 301 through 321, and are communicated to affected students, faculty and all other constituencies. In addition to the operational policies, policies regarding all requirements of employment for faculty are covered in the negotiated agreement with GHC Federation of Teachers #4984. Policies regarding transfer of credit, published in the 2013-2014 college catalog, maintain the integrity of the college's programs while ensuring efficient mobility of students between institutions *(Standards 2.A.12-14)*.

All policies pertaining to **students** are posted on the college website as operational policies 401-415, and are readily accessible to students and all other constituencies *(Standards 2.A.15-17)*. These policies

include students' rights and responsibilities, standards, appeals, student activities, and other policies relevant to students. In addition to the website, the students' rights and responsibilities are published in the Student Handbook, which is updated and distributed to students on an annual basis.

Policies pertaining to **Human Resources** (operational policies 601-701) are available on the college website to all employees and other constituents *(Standards 2.A.18-20)*. These policies are reviewed and updated on a regular basis. Employees are apprised of all employment expectations and are evaluated regularly. Employee records are secure and confidential. In addition, policies regarding employment practices and requirements are contained in the negotiated agreements with the GHC Federation of Teachers #4984 for faculty, and with the Washington Public Employees Association for classified staff.

The college adheres to ethical standards in all of its operations and relationships, ensuring **institutional integrity** *(Eligibility Requirement 6)*. It is governed and administered with respect for individual rights in a fair and nondiscriminatory manner according to its mission, vision and values *(Eligibility Requirement 5)*. The vast majority of standards governing work assignments, rights and responsibilities, and criteria and procedures for evaluation, retention, promotion and termination of college staff are contained in the classified staff and faculty labor contracts *(Standards 2.A.21-26)*.

Staff receive training on these employment standards, including their rights and responsibilities. Work assignments, rights and responsibilities, and criteria for evaluation, retention, promotion and termination of college staff not covered by labor contracts are stated in college policies and procedures or in Washington State law.

All human resources records are stored in a locked file room that is only accessible by HR staff. Medical records are kept separate from personnel files and are stored in the chief of human resources' office in locked file cabinets. Policies regarding institutional integrity are integrated throughout the board and operational policies. The college website is the primary means of communication to the community and is continually reviewed for accuracy in portraying the mission, programs and services of the college. Publication materials are regularly updated to ensure integrity of information as changes are made to programs and services of the college. College policies also clearly address standards of ethics, conflicts of interest and other expectations for the board of trustees and all college employees. The college's policy regarding intellectual property with respect to faculty work product is stated in Article III Section 4 of the faculty contract. Accreditation status is clearly stated, as appropriate, in all communications, and is never assumed for the future. All contractual obligations of the college ensure the integrity of the college.

In light of its commitment to academic transfer, workforce preparation, basic skills and service to community, Grays Harbor College actively promotes and supports the free search for truth and its free expression. Operational Policy 205 addresses **academic freedom** for college employees and students, and protects the independent development and exchange of ideas. The college's policy regarding academic freedom with respect to faculty is further articulated in Article III Section 2 of the faculty contract *(Standards 2.A.27-29, Eligibility Requirement 15)*.

Operational policies 501 through 522 clearly define responsibility for the development and management of the college's **finance** and facility resource reports that are presented annually to the board of trustees for approval. The board also receives quarterly reports on the status of both the operating and capital budgets *(Standard 2.A.30)*.

Section III: Human Resources *(Standard 2.B)*

Introduction and Standards

The college is staffed with **qualified** personnel to successfully meet its operational and support responsibilities *(Standard 2.B.1)*. All staff have clearly stated job descriptions or labor contract articles that accurately reflect the duties, responsibilities and levels of authority assigned to each position. The college has stated criteria in HR policy and procedures that set forth the process governing the recruitment and selection of college staff. Procedures for recruiting and hiring faculty are found in Operational Policy 653 and in Article VII of the faculty contract. Procedures for hiring classified staff are found in Article 4 of the staff contract and in Administrative Procedure 653.01.

Classified staff and exempt staff (both regular exempt and exempt administrators) are **evaluated** regarding their work duties and responsibilities on a regularly scheduled basis *(Standard 2.B.2)*. Policies regarding the evaluation of classified staff are found in Article 6 of the staff contract.

The college encourages **professional development** *(Standard 2.B.3)*. The staff development and training committee provides financial support for all classified staff returning to college to assist with tuition and books. In addition, the college supports training for classified staff to enhance their skills and development in their current jobs. Policies regarding classified staff development are found in Article 9 of the staff contract. Exempt staff are sent to training designed to develop skills for their current and future jobs in higher education. The college also supports exempt staff who wish to return to college for advanced degrees. Faculty professional growth and development needs and opportunities are identified in individual professional growth plans. The college supports faculty who request to attend seminars and conferences or take sabbaticals related to their fields of instruction. Policies regarding professional growth for faculty are found in Article XII Section 4 of the faculty contract. The college participates in a Leadership Development program with three other regional two-year colleges. All staff are eligible to be selected for this program. Staff learn many key leadership skills needed to be successful in college leadership.

Faculty

The college employs sufficient numbers of **qualified** faculty to meet its instructional and academic objectives with an emphasis on fulfilling the institution's core themes of academic transfer, workforce preparation, basic skills and service to community. Faculty are employed in accordance with college academic and human resources policies as well as with the faculty labor contract, as referenced above in 2.B.1 *(Standard 2.B.4, Eligibility Requirement 10)*.

Faculty **workload** and responsibilities are defined in Article IV of the faculty labor contract *(Standard 2.B.5)*. The standards employed in this definition of faculty workload and responsibilities reflect the college's expectations for faculty concerning teaching, service, scholarship, research and artistic creation.

All *tenured faculty* are **evaluated** annually using multiple indices directly related to faculty member roles and responsibilities, including evidence of teaching effectiveness, as detailed in Article VIII of the faculty contract *(Standard 2.B.6)*. A comprehensive post-tenure evaluation occurs at least once during each five-year period of service. The post-tenure evaluation process for professional/technical faculty is coupled with the required five-year professional/technical certification. At the beginning of each five-year post-tenure review period, each faculty member develops a professional growth plan in consultation with the appropriate administrator. Progress toward completion of this plan is discussed annually. Once per year, student course evaluations are collected for all courses taught by each tenured faculty member. Also annually, each tenured faculty member is observed by the appropriate vice president or dean, who writes a

summary report which is discussed with the faculty member. If areas for improvement are identified as part of the annual observation, a plan is developed to address these concerns.

The five-year comprehensive post-tenure evaluation process includes:
- discussion of the faculty member's five-year self-evaluation;
- review of the annual administrative observation summaries;
- review of yearly student course evaluations; and
- review and discussion of the faculty member's progress on the professional growth plan.

The comprehensive evaluation culminates with:
- summary and recommendations by the appropriate administrator;
- the faculty member's comments on the above document;
- determination of the faculty member's professional growth plan for the next five-year evaluation cycle; and
- placement of the signed comprehensive evaluation form in the faculty member's official personnel file.

All *non-tenured faculty* are evaluated annually using multiple indices. Professional growth plans are developed for non-tenured faculty in collaboration with the appropriate administrator. In each of the first three quarters of teaching and once each year thereafter, direct supervisors of *part-time faculty* are responsible for consulting with the division chair to ensure that the part-time faculty member is observed by a qualified member of the division or an appropriate administrator. Each quarter and in each class taught, part-time faculty are evaluated by students.

Section IV: Educational Resources *(Standard 2.C, Eligibility Requirement 11)*

Introduction

Grays Harbor College offers a range of educational programs to support its mission of providing meaningful education and cultural enrichment through academic transfer, workforce preparation, basic skills, and service to community.

GHC's enrollment has remained fairly consistent over the past six years, with a steady increase leading up to 2010 followed by a decrease. In general, as overall enrollment has increased, enrollments among students whose educational intent is workforce or academic transfer has also increased, while enrollments among students who intend to achieve basic skills or personal enrichment has declined. Note: the figures in this chart are based on students' self-disclosure of educational intent and not on actual course enrollments. *Chart 2.4.1[3]* shows enrollment by student intent using FTE numbers rather than total headcount:
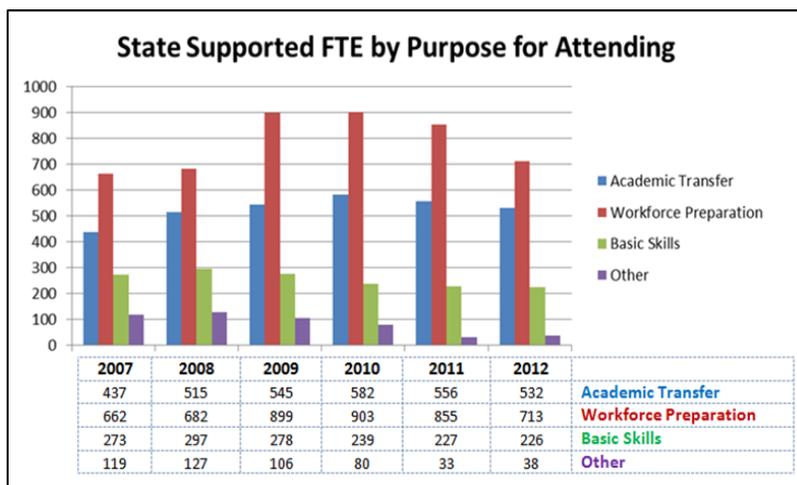

State Supported FTE by Purpose for Attending

	2007	2008	2009	2010	2011	2012	
	437	515	545	582	556	532	Academic Transfer
	662	682	899	903	855	713	Workforce Preparation
	273	297	278	239	227	226	Basic Skills
	119	127	106	80	33	38	Other

Chart 2.4.1

The college continues to attract a significant percentage of high school graduates from across the service district, as *Table 2.4.1*[4] shows:

Recent High School Graduates Report							
	2007	**2008**	**2009**	**2010**	**2011**	**2012**	**2013**
District Graduates	986	972	896	861	758	757	748
Number enrolled at GHC	291	243	280	197	159	180	177
Percentage enrolled at GHC	30%	25%	31%	23%	21%	24%	24%

Table 2.4.1

Standards

All degrees and certificates offered by the college contain **appropriate content and rigor** and are designated appropriately following generally accepted titles ratified by the state's community and technical colleges *(Standard 2.C.1)*. Course content culminates in clearly identified student learning outcomes and is consistent with the requirements for similar degrees and certificates at peer institutions. Course requirements for each degree and certificate are clearly stated in the college catalog and on the web. Courses are named and numbered to reflect the discipline and level of instruction, and the catalog descriptions for all courses numbered above 100 indicate the requirements each course fulfills. Human Development and Freshman Year Experience courses in areas such as study skills, career planning, and college success assist students in making a smooth transition to college. These courses are numbered above 100 and may count for general elective credit in degree and certificate programs.

All transfer degrees align with statewide Direct Transfer Agreements (DTAs) and Major Related Program agreements (MRPs). The college's transfer degrees are periodically reviewed by the Inter-College Relations Commission (ICRC), a statewide group of two- and four-year institutions whose purpose is to facilitate transfer between institutions for students pursuing baccalaureate degrees. Professional technical degrees and certificates comply with State Board for Community and Technical Colleges' (SBCTC) program approval requirements. Any changes to program requirements must be filed with the state board to update the college's program inventory. Advisory committees for all professional/technical programs meet at least twice a year to provide input on current employment needs and industry practice. Significant program changes are reported to NWCCU through the substantive change process. These processes ensure that GHC programs have the appropriate content and rigor and are identified with designators consistent with recognized fields of study and requirements of receiving institutions.

GHC has defined **learning outcomes** for all courses, programs, certificates and degrees *(Standard 2.C.2)*. In AAS-T, AAS and AT degrees and in certificates, a program is defined as the profession for which the student is training, e.g. automotive, criminal justice, human services, etc. Related instruction outcomes are also identified. In transfer degrees, program is defined as the required distribution area (i.e. communications, quantitative reasoning, humanities, social sciences, natural sciences, and PE). The expected learning outcomes for all degree and certificate programs are clearly posted on the college's website and are available in the Counseling Center. Course-level learning outcomes are clearly listed on all course syllabi. General education at Grays Harbor College is designed to help students become intellectually free and able to make informed, enlightened decisions. Courses offered throughout the

humanities, the social sciences, the natural sciences, and the professional/technical fields emphasize the valuable and remarkable achievements of humankind. General education offerings provide students the opportunity to integrate knowledge and skills, encouraging them to develop in the general education learning outcomes or Desired Student Abilities (DSAs): Disciplinary Learning, Literacy, Critical Thinking, Social/Personal Responsibility, and Information Use. These DSAs are clearly posted on the college's website, in the college's online catalog, and linked in course syllabi.

Awarding Credit

The college operates on the quarter system and calculates its contact time and **credits** in compliance with GHC's Credit Hour Policy (321) and SBCTC guidelines for all modes of instruction including lecture, laboratory and clinical courses *(Standard 2.C.3 and Credit Hour Policy)*. Definitions are consistent with Section 600.2. Credits for alternative modes of class delivery and scheduling (including online, ITV, hybrid and block classes) adhere to the same content, rigor and expected learning outcomes as more traditionally structured courses. Consistency and accuracy of the application of this policy are ensured through the Division Chair's and Instructional Council's careful review of all new course offerings. GHC Administrative Procedure 302.06 outlines the Board of Trustees' approved grading parameters.

The college offers courses in all four core theme areas via distance technologies as well as face-to-face at various locations in Grays Harbor County: the Aberdeen campus, Whiteside Education Center, Elma, Westport, and Ocean Shores. The college also operates two centers in Pacific County: the Riverview Education Center in Raymond, and the Columbia Education Center in Ilwaco. Since 2000, GHC has contracted with the Department of Corrections to provide educational services for 2,000 offenders incarcerated at Stafford Creek Corrections Center.

Degree Programs *(Standard 2.C.4, Eligibility Requirement 12)*

The college's degree programs demonstrate coherent design with appropriate breadth, depth, sequencing of courses, and synthesis of learning. Courses are sequenced to ensure that students carry information and skills mastered in one course into the next. Learning outcomes within the specific disciplines and courses emphasize key components of program-level learning outcomes, thus ensuring that the completion of the degree represents an integrated and synthetic educational whole. Each degree or certificate is designed to be completed in a reasonable time frame, and scheduling is planned so that students have the opportunity to complete developmental coursework and prerequisites in a timely manner.

All GHC degree and certificate programs are published in the college catalog and on the GHC website under Transfer Degrees and Workforce Preparation where admission and graduation requirements are clearly listed. Students can run online degree audits at any time to ensure that they are meeting requirements and fulfilling the breadth and depth of subject matter exploration, as well as to compare progress in relation to different degree options.

Transfer degrees are specifically designed to meet lower-division general education requirements at all public-funded, as well as many private, baccalaureate institutions. AA degrees require courses primarily from the liberal arts and include minimum and maximum credits in communications, quantitative reasoning, humanities, social science, and the natural sciences to ensure breadth of learning. GHC also requires three credits of physical education. The AB-DTA, APN-DTA, and AS-T degrees are more prescriptive about the courses that satisfy distribution requirements since they are specially designed to prepare students for entry into specific schools or professions at the baccalaureate level. AS degrees do not fulfill direct transfer requirements, but completion of coursework in all distribution areas is required.

- **Associate in Arts** DTA (AA) is for students who plan ultimately to seek a bachelor's degree from a four-year college or university. A student transferring with an AA degree enters all Washington public and many private four-year institutions with junior-level standing and all general education requirements satisfied. This degree requires courses primarily from the liberal arts area. Students work with their academic advisors in planning for specific majors/programs, including:

  - **Anthropology** (survey, cultural, archaeology, Native American, Pacific Northwest)
  - **Art** (appreciation, drawing, design, painting, printmaking)
  - **Economics** (survey, micro, macro)
  - **Education** (survey, practicum)
  - **English** (composition; creative writing; literature: American, British, Shakespeare, World, Gender)
  - **Film** (interpretation, production)
  - **Foreign Languages** (Chinese, French, German, Italian, Japanese, Latin, Polish, Russian, Spanish)
  - **History** (Western Civilization, U.S., Pacific Northwest, Native American, African-American, 20th Century Europe, England)
  - **Library** (information resources, research)
  - **Mathematics** (survey, finite, precalculus, calculus, statistics, differential equations)
  - **Music** (appreciation, theory, vocal/instrumental studio, performance)
  - **Philosophy** (survey)
  - **Physical Education** (team/individual sports, fitness)
  - **Political Science** (law, foreign policy, U.S. government)
  - **Psychology** (general, lifespan, abnormal, adjustment, social)
  - **Sociology** (survey, justice, criminology, social problems, marriage/family)
  - **Speech** (public speaking, group discussion)
  - **Theatre** (survey, acting, directing, stagecraft, lighting, makeup, performance)

- **Associate in Science-Transfer** (AS-T) Tracks 1 and 2 are for students intending to transfer to a four-year institution to earn a bachelor's degree in a science or engineering major. Earning a GHC AS-T degree ensures completion of similar lower-division general education requirements as first-and second-year students in the same fields at the four-year institution. The Associate of Science Transfer (AS-T) Degree Track 1 is designed to prepare students for upper division study in the areas of biological sciences, environmental/resource sciences, chemistry, geology, and earth science. The Associate of Science Transfer (AS-T) Degree Track 2 is designed to prepare students for upper division study in the areas of engineering, computer science, physics, and atmospheric science. Completing the AS-T degree will prepare students for upper division study; it does not guarantee students admission to the major.

- **Associate in Business** (AB-DTA/MRP) is for students who intend to secure a bachelor's degree in business from a four-year college or university. Students who complete the AB-DTA degree

will have satisfied the lower-division general education requirements and lower-division business requirements at the baccalaureate institutions.

- **Associate in Pre-Nursing** (APN-DTA/MRP) is for students who plan to be RNs but who want to begin their nursing careers with a baccalaureate degree.

- **Associate in Science** (AS) is not designated as Direct Transfer Degree and is intended for students planning to transfer to a four-year institution to pursue **professional** or **pre-professional** programs. The basic goal of the degree is to complete the departmental requirements at the institution to which the student plans to transfer. Students work with their academic advisors in planning for these programs, as requirements can be tailored for the students' intended majors. Credits earned from this degree transfer on a course-by-course basis, and therefore, general education requirements might not be completed.

- **Associate in Applied Science –Transfer** (AAS-T) degree is designed for the dual purpose of immediate employment and as preparation for the junior year in a bachelor's degree commonly described as the bachelor of applied science (BAS). The AAS-T is built upon the technical courses required for job preparation but also includes a college-level general education component, common in structure for all such degrees. A minimum of 20 credits of general education courses are required drawn from the list of courses commonly accepted for transfer in the AA and AS-T degrees. The AAS-T degree generally will not be accepted in transfer in preparation for Bachelor of Arts or Bachelor of Science degrees although the general education component of the degree will be accepted in transfer. AAS-T degrees require completion of more than 90 credits. AAS-T degrees are available in the following areas (fields marked CC also offer Certificates of Completion, while fields marked with CA offer Certificates of Achievement):

  - **Accounting** (AAS, CC, CA)
  - **Business Management** (AAS, CC, CA)
  - **Criminal Justice** (AAS, CC)
  - **Energy Technology** (AAS, CC)
  - **Human Services** (AAS, CC)
  - **Natural Resources-Forestry** (AAS, CC, CA)
  - **Nursing** (CC, CA)

Associate in General Studies (AGS) allows maximum exploration of courses by the student. It is not intended for students who plan to transfer to a senior institution and pursue a baccalaureate degree.

Professional/technical degrees and certificates are designed specifically for entry into the workforce and to meet industry demand. All degrees or certificates of 45 credits or more require a core of related instruction in communications, computation, and human relations. Required coursework is developed in conjunction with business and industry professionals. Industry representatives also serve on advisory committees which meet at least twice a year. Where applicable, curriculum includes industry skills standards that prepare students for national certification and licensing exams. Health programs are accredited through professional organizations with rigorous standards and requirements. Two associate degree programs and two certificate programs are available to prepare students for employment.

- **Associate in Applied Science** degree (AAS) is designed for students whose primary goal is to enter the job market after completion. It is not generally designed for students desiring to transfer,

although there are a few exceptions. Students earning an AAS degree will typically complete requirements in three areas: 1) core classes – those directly needed in the career field; 2) support courses – those that provide additional knowledge and background needed in the career field; and 3) general education courses, including communications, computation and human relations. Some AAS degrees require completion of more than 90 credits. AAS degrees are available in the following areas:

- **Business Technology** (CC, CA)
- **Occupational Entrepreneurship**

- **Associate in Technology** degree (AT) is designed for students whose primary goal is to enter the job market after completion. This degree is not designed for transfer. Students earning an AT degree will typically complete requirements in three areas: 1) core classes – those directly needed in the career field; 2) support courses – those that provide additional knowledge and background needed in the career field; and 3) general education courses, including communications, computation and human relations. Some AT degrees require the completion of more than 90 credits. AT degrees are available in the following areas:

  - **Automotive Technology** (CC, CA)
  - **Carpentry Technology** (CC, CA)
  - **Diesel Technology** (CC, CA)
  - **Welding Technology** (CC, CA)

- **Certificate of Completion** (CC) is for the student whose goal is to enter the job market upon completion. A CC typically requires 45+ credits and includes core courses in the career field as well as general education requirements in communications, computation and human relations. The difference between a Certificate of Completion and a degree is the depth and breadth of training provided in the career field.

  - **Building Maintenance** (Stafford Creek)
  - **Early Childhood Education** (CA)
  - **Information Technology Core** (Stafford Creek)
  - **Medical Records Office Assistant** (CA)
  - **Welding** (Stafford Creek)

- **Certificate of Achievement** (CA) is designed to enhance the knowledge or background of someone already in the field and typically includes 2-3 classes.

  - **Commercial Truck Driving**

Faculty Involvement

Faculty have the primary responsibility for the **design, approval, and implementation of curriculum** *(Standard 2.C.5)*. For all programs that grant college-level credit, the process for course and program development and approval generally begins at the division level. In some cases, initiatives may be prompted by an advisory committee, community entity, or program manager. Development of programs

and course syllabi is typically the responsibility of proposing faculty members. Division chairs review each proposal and its rationale at a Division Chairs' meeting, often inviting the proposing faculty member(s) to answer questions and discuss initial feedback. Following this initial review, each division chair takes proposals back to the respective divisions for discussion. The chairs bring commentary from their divisions to a subsequent meeting of Division Chairs and, after any modifications are made, the program is presented to the Instructional Council (IC).

The IC oversees and approves all curricular development and revision (Operational Policy 302). The group, chaired by the vice president for instruction, includes all division chairs, the Instructional Management Team, the vice president for student services, and the associate dean for admissions and records. The IC gathers input from faculty and other college constituencies in order to make decisions concerning the college's curriculum, including addition and deletion of courses and programs. Council members consider the merit of each proposal, its institutional impact, and its compatibility with the institution's mission. While the process can be expedited, the preferred process takes as long as two to three months to allow a thorough evaluation at both the faculty and administrative levels. *Figure 2.4.1* illustrates the curriculum approval process at GHC.

Responsibility for **fostering and assessing student learning** lies directly with faculty. All faculty have course outcomes listed in their syllabi. As part of ongoing instructional review, faculty assess at least three course outcomes each year following the agreed-upon reporting process. Division chairs collect faculty work and provide assessment reports for discussion by the Division Chairs group and the Instructional Management Team (IMT). Division chairs are also responsible for working with their divisions to ensure that program-level

Faculty or instructional administrators propose a course/program addition or change.

The proposal is taken to the Division Chairs group.

Division Chairs return the proposal to their faculty for discussion and comment.

A second reading before the Division Chairs is held.

The proposal advances to the instructional Council for approval.

Figure 2.4.1

student learning outcomes are being assessed. Division chairs and IMT members work closely with institutional research, assessment and planning to review data and to monitor degree and institutional learning outcomes.
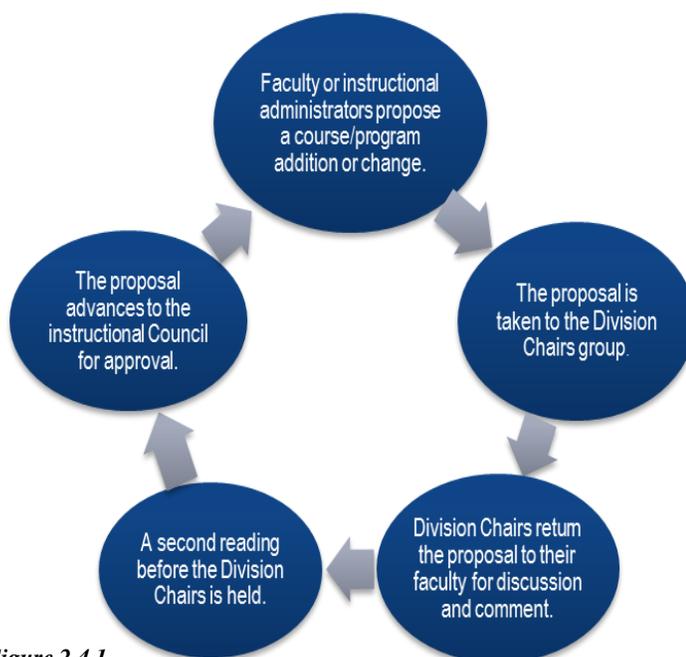
Faculty have a major role in the **selection of new faculty**, both full-time and part-time. Prior to advertising an open full-time position, the vice president for instruction meets with the appropriate division chair to review and update essential and desirable qualifications, teaching responsibilities and other criteria. Faculty comprise the majority of membership on screening committees for full-time faculty positions with representation from both the division with the vacant position and at least one other division. It is the committee's responsibility to determine what is requested in the application, to review all applicants, to select and interview qualified candidates, and to make recommendations to the vice president for instruction and to the president. The president makes the final determination in consultation with the committee and the vice president. Faculty members comprise the majority on tenure committees as well.

Faculty also have a role in selecting part-time instructors. When additional faculty are needed, the vice president or dean consults with division chairs for recommendations. Faculty members vet part-time applicants and make recommendations on which courses, if any, they may teach. Faculty also assist with observing part-time instructors as their schedules allow.

Course assignments throughout all instructional divisions require use of the **library** and information resources *(Standard 2.C.6)*. Library orientation is a common feature in English and Developmental Education, affecting students nearly campus-wide. Students across the curriculum are required to complete research projects and presentations, researched term papers, internet searches, source summaries and evaluations, and related assignments. An increase in the number of hybrid and online courses has heightened the need for and use of information technologies. The college has articulated its commitment to library and information resources by including these skills in its Desired Student Abilities.

Extra-Institutional Credit

GHC Operational Policy 319 and Administrative Procedure 319.01 govern the awarding of credit for prior experiential learning. Student information is published on the GHC website's Prior Learning page. Prior Learning credit options include credit by examination (CLEP, course challenge), Advanced Placement (AP), cooperative work experience, credit for military experience, and portfolio. Faculty have a direct role in developing criteria for acceptance (e.g., required AP course and grade, content of challenge exam and passing score). Vocational course credit requires the approval of the program faculty. The student must be registered at GHC for the quarter in which non-traditional credits are requested and must have completed ten quarter credit hours at GHC. Credits awarded are identified as such on the student's transcript, and are not calculated into the GPA. Non-traditional credits do not count toward residence requirements and the number of non-traditional credits awarded cannot exceed 25% of the total number of credits for a degree or certificate. Transferability of these credits to other colleges will be subject to the policies of the receiving institution. (2.C.7)

GHC has clearly established and published guidelines for accepting **transfer** credit from other institutions *(Standard 2.C.8)*. For transfer purposes, GHC recognizes those institutions that have received regional accreditation, or are accredited by national, professional and specialized accrediting bodies recognized by the U.S. Secretary of Education. Credits are transferred from institutions that are candidates for accreditation. Evaluations of transfer credit are made from official transcripts requested by the student to be sent to the GHC Admissions and Records Office. Transcripts are evaluated on a course-by-course basis. A written evaluation indicates which transfer credit has been accepted and the GHC course equivalent for that credit.

Washington State community and technical colleges offer reciprocity to students transferring within the system. Students who complete any individual course that meets a distribution degree requirement or who fulfill entire areas of their degree requirements at one college will be considered to have met those same requirements if they transfer to another community or technical college in Washington. GHC was an early adopter of Common Course Numbering (CCN) designed to assist students in knowing that a course they have taken at one institution will transfer to another easily. In CCN, the same courses are titled and numbered in a similar way at every Washington community college and are designated with an "&" (e.g. ENGL& 101).

Transfer guidelines, including limitations, are clearly published in the college catalog and on the college's website. Students who wish to appeal a decision concerning acceptance of transfer credit may appeal in writing to the vice president for instruction.

While the majority of GHC students transfer with state-approved direct transfer agreements, the college does have specific articulations for upside-down degrees with the Evergreen State College to provide transfer opportunities for professional/technical students.

Undergraduate Programs

The **depth, breadth and integration of the general education program** *(Standard 2.C.9)* are addressed in board policy 301, which establishes general requirements for all GHC degrees, including:

a) earning a minimum of 90 quarter hours of credit in courses numbered 100 or above, plus three credits of physical education activity courses. No credit in a physical education activity may be substituted for academic credit in meeting graduation requirements.

b) earning a minimum of 23 of the last 45 quarter hours applicable toward the degree while in attendance at Grays Harbor College.

The four direct-transfer degrees (AA, AS-T, AB-DTA/MRP, APN-DTA/MRP) require 90 credits of academic coursework, as outlined in Chapter One Section II of this report, including requirements in writing skills, quantitative skills, distribution courses in the humanities, social sciences, and natural sciences, as well as electives. This degree is intended as the transfer degree for liberal arts majors and meets all general education requirements (GERs) at state public and many private baccalaureate institutions. To ensure depth and breadth, students are required to select coursework from different areas within each distribution category including at least one lab science course.

Each AAS-T degree requires 5 credits in Communication (ENGL& 101 - English Composition), 5 credits in math (any generally transferable math course) and 10 credits in Science, Social Science or Humanities – courses selected from the generally accepted transfer list. Students who pursue a Bachelor of Applied Science degree complete the majority of general education coursework at the baccalaureate institution.

Neither the non-DTA Associate in Science (AS) nor the Associate in General Studies (AGS) satisfies all the GERs of receiving institutions, nor do they guarantee junior standing at the baccalaureate institution. The AS, however, assists students in completing discipline-specific courses in their chosen fields of study and requires credits in the major academic distribution areas. The AGS requires coursework in the same areas as the DTA degrees, including college-level writing and quantitative skills as well as the three distribution areas, but with fewer credits required in each area, the student is allowed maximum exploration of interest areas within the required 90 credits.

Each Associate in Applied Science (AAS) and Associate in Technology (AT) degree fulfills the specific requirements of one of the vocational curricula listed in the catalog. These degrees are earned by students completing a two-year program designed to give them specific job market entry skills as well as related instruction in computational, communication and interpersonal relations skills, and appropriate levels of technology-related education.

All degrees have **identifiable and assessable learning outcomes** that are clearly published in the catalog and on the web *(Standards 2.C.10-11)*. In transfer degrees, each academic division (humanities, social science, natural science) is considered a program, and as such has its own identified learning outcomes that correspond to specific learning outcomes articulated at the discipline and course level. Thus, students will achieve the program-level outcomes regardless of the combination of courses they take to meet the distribution requirements within a program.

Professional/technical programs have identified outcomes specific to the vocation as well as outcomes for related instruction in communications, computation and human relations. Related instruction outcomes are identical or parallel to those identified in academic distribution areas as students can choose from a variety of courses to fulfill related instruction requirements.

The outcomes align with expectations of statewide transfer and major ready program agreements as well as business and industry expectations and standards, and link directly to the college's DSAs and to GHC's stated institutional goals and indicators of mission fulfillment.

Graduate Programs *(Standards 2.C.12-15)* **NOT APPLICABLE**

Continuing Education and Non-Credit Programs *(Standards 2.C.16-19)*

The **Continuing Education** program offers contract, non-credit, credit, and lifelong learning classes in Grays Harbor and Pacific Counties as part of the college's core themes of Workforce Preparation and Service to Community.

Contract and credit courses funded and operated through Continuing Education are determined by the institution as part of the course development and approval process, which includes division and Instructional Council review and recommendation. Grays Harbor College has been approved by the Office of Superintendent of Instruction (OSPI) as an education clock-hours provider for 2013-14. Continuing Education faculty are subject area experts who are involved in the development of curriculum and program offerings as well as evaluation of course outcomes.

GHC does not award Continuing Education Units for non-credit learning experiences. GHC is partnered with Education To Go to offer online non-credit courses. Selection of Education To Go courses is regulated by GHC and course evaluation data are monitored regularly by the Associate Dean for WorkForce Education/ Continuing Education. Course outlines are available for all offerings.

The college's Student Management System lists all credit and non-credit courses created by GHC no matter their funding source. The Continuing Education webpage and the online quarterly schedule list all courses by geographic location and method of delivery. Master Course Outlines are maintained for all courses. Based on 2012-2013 data, *Table 2.4.2*[5] describes the size of the Continuing Education program:

Courses & Enrollment in Continuing Education 2009-2012 (all funding sources)						
Program	2009-10		2010-11		2011-12	
Contract Training (incl. RAPCT)	13	255	4	73	0	0
EMT Training	1	24	1	30	1	24
Flagger Training	9	170	9	166	8	86
Childbirth Training	7	67	10	120	10	86
Lifelong Learning CSI-CS	167	2000	103	1204	90	776
Total	**197**	**2516**	**127**	**1593**	**109**	**972**

Table 2.4.2

One of the mission areas of Grays Harbor College is to provide meaningful education and cultural enrichment through **Basic Skills** programs, which provide opportunities for individuals to obtain the skills in reading, writing, mathematics, and the English language necessary to pursue and achieve their personal, academic and professional goals. These programs are included in the statutory mission of Washington community and technical colleges (RCW 28B.50) and address the needs of Grays Harbor and Pacific counties, which have low adult educational attainment rates compared to the state average. Both developmental and adult basic education courses are offered through the college's Transitions program. The developmental curriculum includes pre-college courses in reading, writing, and math, and currently has three tenured faculty positions: one in reading, one in English, and one in mathematics. Developmental education courses are offered for credit but do not count toward certificates or degrees, as they are below college level.

The ABE curriculum includes sequences of English as a Second Language (ESL) classes as well as Adult Basic Education (ABE) and General Educational Development (GED) classes in math, reading and writing. GED classes also include instruction in science and social studies. Students are placed in the appropriate classes based on an assessment of entry skill levels. Advancement to subsequent levels is based on post-instruction assessment. The Comprehensive Adult Student Assessment System (CASAS) is the state-authorized assessment instrument. Students pay a state-mandated tuition of $25 per quarter for ABE courses. This tuition may be waived based upon student financial need. ABE course offerings are supported by a combination of federal funding, which is allocated through the SBCTC in the form of grants to individual districts, local district funds, and other funding sources identified and secured by department faculty and staff. Because ABE courses are at a high school equivalent or below, they are not offered for academic credit.

The ABE department currently has two tenured faculty positions at the main Aberdeen campus, one in ESL and one in ABE/GED. Adjunct instructors teach a majority of class offerings. Classes are held at Whiteside Education Center in Aberdeen, on the main campus in Aberdeen, at the Raymond and Ilwaco education centers, and at community locations throughout the district. The college offers a substantial Basic Skills program at Stafford Creek Corrections Center, where eight tenured faculty positions support coursework in ABE/ESL/GED.

Section V: Student Support Resources *(Standard 2.D)*

The GHC Learning Center provides a variety of **academic resources**, beginning with study groups, access to computers and study skills information, and a homework lab *(Standard 2.D.1)*. Students at the main campus have access to 48 hours per week of in-person peer tutoring services in subjects such as math, sciences, and psychology. Students taking classes at other educational centers or whose schedules don't match the LC's hours can request tutoring on an individual basis. The Writing Desk provides 19 hours of support per week for writing assistance and English tutoring.

For distance learners and other students not on the main campus, GHC is a member of the multi-disciplinary eTutoring Consortium. Another online learning tool, ModuMath, provides practice relevant to the curricula of all of the college's developmental math courses. Links to online resources in math, English, science, computers/software and study skills – as well as handouts on a variety of study skills subjects – can be found on the Learning Center website.

The college now requires new students to enroll in a two-credit **Freshman Year Experience** (FYE) course, Creating Success in College and Life. This course emphasizes personal responsibility, motivation,

and use of resources along with study skills. The course is offered via both traditional and ITV formats to provide an opportunity for new students at the educational centers to enroll; as of fall 2010, an online version of the class is also offered.

GHC's **Early Alert** program, piloted in 2009 and continuing to this day, is designed to identify early in the quarter students who are not succeeding due to attendance or academic issues. The program solicits referrals from faculty, including those teaching online and at the education centers. Once a faculty member has made a referral, attempts are made to contact the student, first via telephone, and then via email and/or other instructors. Subsequent discussions with students identify obstacles and issues affecting success and provide information on resources and possible solutions.

In Fall 2012 the college instituted a required four-day orientation for all new students called Fast4Ward to Success. Students were required to attend seven sessions, addressing topics such as financial aid, e-learning, and the learning center. Students could also select optional sessions of interest to them. All campus employees participate in the weeklong event, which has received positive reviews from students and staff. New students who do not attend the four-day orientation are required to complete an online version of the program. In winter and spring quarters, when fewer new students attend, the orientation is three days rather than four.

Also in Fall 2012, a half-time Success Coach was hired. Students who place at least two courses below college level in at least two subjects of the College Placement Test (CPT) are assigned to the Success Coach. The role of this position is to provide intensive advising and mentoring to these students to guide them through their developmental coursework and then help them make the transition to their major program advisors.

A college-wide safety committee meets monthly to review **safety and security** issues and to provide input on emergency procedures and training opportunities *(Standard 2.D.2)*. The Director of Campus Safety and Security, along with college operations staff, responds quickly when repairs or modifications are needed. An Emergency Procedures Action Plan has been completed and is reviewed regularly.

All state and federal requirements are met regarding:

- Crime statistic notification
- Mutual aid agreements with police and fire departments
- Emergency notification systems for students and staff
- Statewide first responder information systems for mapping buildings
- Safety and security policies and procedures
- Disclosure requirements

This information is published on the website and/or in the Student Handbook. The safety committee also reviews the college's campus safety report annually.

GHC's recruitment, admission, and completion policies reflect the philosophy of an **open admission** institution that values the four core themes of academic transfer, workforce preparation, basic skills, and service to community *(Standard 2.D.3)*. All new students are provided with the opportunity to attend a New Student Day orientation. In addition, entry advisors provide key enrollment and financial aid information. A comprehensive online orientation is also available for students to review as questions arise *(Eligibility Requirement 16)*.

Elimination of programs does not occur frequently *(Standard 2.D.4)*. When it does, every effort is made to ensure that students enrolled in such a program can meet necessary requirements and complete the program in a timely manner (Operational Policy 315).

Current and accurate information regarding institutional mission and core themes, entrance requirements and procedures, grading policies, academic programs, learning outcomes, required course sequences, rules and regulations for conduct, student rights and responsibilities, refund policies, academic calendars, financial requirements, and qualifications of full-time faculty and administrators are all available to students and other stakeholders on the GHC website and in the GHC catalog *(Standards 2.D.5-7)*. Much of the preceding information, along with tuition, fees, and other program costs, are published in the college's quarterly schedule, which is available to students online *(Eligibility Requirement 17)*. The college's only program that requires **licensure** is Nursing. The Nursing Program Information Packet, available at the Nursing program website, provides information on eligibility requirements for licensure and includes a link to a site for job opportunities and salary expectations.

The Admissions and Records office began using document imaging in 2007 for **securing student records**; this system is backed up nightly. Older records are kept in a locked, fire-resistant room and, as time permits, these records are scanned into the document-imaging system as well. All online transcript, admission and registration records are kept on a distant server and backed up nightly. The college follows records retention guidelines outlined by the State of Washington for all records, whether paper or image. The college's operational policies 403 and 403.01 ensure confidentiality in the release of student records. Students are further advised of their FERPA rights via notices in the class schedule and college catalog. Only authorized personnel have access to the student data system.

Grays Harbor College provides a full range of **financial assistance** including Federal Title IV, loans, work study and scholarships, as well as Washington State jobs, grants, waivers and scholarships *(Standards 2.D.8-9)*. Students are able to access information about these programs through the college catalog, student handbook, on the web page and in person. The institution notifies students of any repayment obligations in writing. The Financial Aid Office actively follows a loan default management plan and monitors the loan default rate regularly. The six most recent default rates are noted in *Table 2.5.1*[6] below. Note that the rates for 2009 and 2010 reflect a change in the way default rates are measured, shifting to a three-year rate rather than a two-year rate.

Financial Aid Default Rates					
2005	**2006**	**2007**	**2008**	**2009**	**2010**
11.6%	9.6%	12.2%	12.4%	20.1%	21.8%

Table 2.5.1

Academic advising is provided by faculty and counseling department staff *(Standard 2.D.10)*. Training is provided to all new advisors, and all advisors are provided with regularly updated information via email or general meetings. New students meet with an entry advisor for their first quarter registration and are then assigned to a permanent advisor based on their academic interests. Students provide evaluation of advising services through the Student Services Survey and the Survey of Graduating Students. Requirements for degrees are published in the catalog and transfer assistance is provided by the counseling office, TRiO and advisors. An Advising Expectations statement is provided in the college catalog which details advisor and student responsibilities in the advising process.

Student Programs provide meaningful **out-of-classroom opportunities** that make for solid educational experiences *(Standard 2.D.11)*. The program, staffed by one full-time person and one part-time employee, is responsible for providing administrative support, guidance and oversight to the campus activities board, student government, and student clubs. In fall quarter 2012, there were 12 active campus organizations, each with a mission relevant to one or more of the college's core themes: academic transfer, workforce preparation, basic skills, and service to community. All campus activities embrace the unique interests of the club and the diversity of its students and contribute to an active campus community.

Yearly leadership training opportunities are provided to student leaders. Students attend workshops, statewide conferences, and international conventions. In 2012-13 a monthly leadership seminar was offered to student leaders and other interested students. The Student Programs office also provides support and guidance to students through the study-abroad process. GHC students and faculty have studied and taught in Italy, Costa Rica, England and Spain. The bylaws, constitution, and financial code of the Associated Students of Grays Harbor College provide the policies and procedures that guide students and the college in the governance of this program area. A student representative attends all college board of trustees meetings and is on the agenda to report on activities and to provide a student perspective on issues.

GHC's **auxiliary services** include both food service and a bookstore at the Aberdeen campus *(Standard 2.D.12)*. Food service is available to students from 7:30 a.m.-2:30 p.m. A recent renovation of the kitchen and cafeteria areas (now called Charlie's Café) has provided a space that students enjoy using not only for eating but also, increasingly, for studying and socializing. A recent survey of employees and students was an impetus for changes in both food selection and service standards. This service is not contracted out. No food services are provided at other campus sites.

The bookstore is an important partner in the intellectual climate of the college. Staff review student comments from the annual Student Services Survey and make changes as appropriate based on this feedback. Faculty and staff have the opportunity to provide informal input at all times. The Aberdeen bookstore staff work hard to provide efficient and supportive bookstore services to the off-site educations centers as well. Students can order texts by phone and the books will be shipped to them; recently the bookstore has initiated a textbook rental service as well.

The college provides the opportunity for student **athletic** participation on six different sports teams *(Standard 2.D.13)*. A seventh sports team, women's soccer, will begin in fall 2014. GHC is a member of the Northwest Athletic Association of Community Colleges (NWAACC). The mission of the college and the NWAACC are compatible. Student athletes follow the same procedures for admission, financial aid and progress towards degree as all other students at GHC. Student athletes adhere to the same academic standards as all other students and they also meet NWAACC eligibility requirements for athletic competition.

To **verify identity in distance education**, the college collects social security numbers (SSNs) from students via the application process at the time of admission *(Standard 2.D.14)*. That contact information is used to provide students with a secure means to access online courses and is not accessible to anyone else. When students log into their online classrooms, they use their SID (college-assigned student identification number) and the first five letters of their last name as their first log on. They are prompted to change the password upon the first log on. Since the SID is connected to the SSN, the SID is a verifiable form of identification; since it is not the actual SSN, the student's privacy is protected.

Section VI: Library and Information Resources *(Standard 2.E, Eligibility Requirement 13)*

Library Media Services' mission statement speaks directly to the mission and core themes of the college: *The John Spellman Library exists to meet the learning, teaching, and research needs of GHC's students, faculty, and staff, and to enhance the cultural and intellectual environments of the Twin Harbors.* The LMS staff (one administrator, one full-time faculty librarian, three full-time classified staff, and several part-time staff and librarians) manifests its mission statement through the **appropriateness of its collections, its services, and its hosted events** *(Standard 2.E.1)*.

The collections of printed books and journals, audio visual materials, electronic databases, e-books, streaming video, and AV equipment for both classroom and student use are carefully selected to meet the needs of all instructional programs at the college. These selections are guided by parameters expressed in the official collection development policy (Operational Policy [308]) and procedures ([308.02]). Access to electronic resources is provided to both local and remote users via the web, and LMS staff routinely send physical materials to off-site education centers or to home addresses when the need arises.

Services include reference assistance both at the reference counter in the main library and via electronic means (chat and email). Membership in the Online Computer Library Center's Question Point cooperative for Washington State means that LMS staff provide reference service at times when the library is not open. The library facility itself hosts a range of study environments designed to meet the varying needs of a diverse population—group study rooms, quiet study areas, individual carrels, small tables, etc. Open access computers are available in both the library and Media lab, with laptops available for use in the facility. As part of the wireless campus, the facility also hosts access to the internet from students' personal computers. The Media Lab offers the space, equipment, and staff support for students to develop such media as PowerPoint, photo and video presentations, and its staff works with faculty to incorporate such technologies into their classroom expectations. Finally, the library houses the campus art gallery, exhibiting 5-8 shows per year. Each year sees three recurring shows that highlight the works of GHC students, local high-school students, and established artists from the community. Other shows are chosen from artist submissions. All shows serve to both expose students to art they might not otherwise experience and to support community interest in the visual arts.

The library itself is open 62 hours per week, Monday-Saturday, with Saturday hours designed to complement the Sunday hours of the campus' main open computer lab, thus allowing students 7-day access to computers.

The library's **planning** is consistently guided by data that include feedback from constituents *(Standard 2.E.2)*. Input from users is routinely gathered as LMS staff help with research needs. Discussions with classroom faculty are routinely conducted in order to ascertain future changes they wish to make, to confirm there are no plans that would change current demand, and to alert instructors to evidence of problems students are having with their assignments. Statistics for online resource use are automatically gathered and then analyzed as part of the decision-making process regarding subscriptions. Internal work flow data, such as time-to-completion for book orders, is regularly analyzed to assist in adjusting work assignments of staff. Faculty input into selection of resources is both welcomed and solicited. Depending on funding, staff identify specific subject areas for in-depth collection analysis, weeding, and acquisition, with the intent of bringing the area up to a level that allows for new assignments or new instructional objectives. Significant instructor input is a factor in selecting such areas for in-depth review. The associate dean for Library, e-Learning and Media Services sits on both the Instructional Council and Instructional Management Team, so the library is involved in campus-wide instructional planning. Both the associate dean and the faculty librarian routinely participate in state-wide efforts of the Community

and Technical Colleges of Washington, which not only enhances resources beyond those otherwise available to a small college, but also ensures that GHC's program is consistent with changing expectations of the larger educational community.

Instruction in information skills to support academic transfer, workforce preparation, basic skills, and service to community is the most important single activity of LMS *(Standard 2.E.3)*. It is accomplished through a 2-credit Library class, through individual orientations focused to the assignments and goals of specific classes, and through each reference transaction, whether in person or remote – LMS staff work from the theory that providing the answer is less important than teaching students to find the answer themselves. Media Lab assistance goes beyond the intricacies of various applications, making certain to guide students to incorporate use of valid information into the presentation and also to structure the presentation to communicate effectively. Both Library and Media staff also participate in the Student Success workshops on campus which are headed up by the Learning Center each quarter.

Less direct instruction is provided by the tutorials and research guides available on the library's website, in cooperation with classroom faculty in the design and implementation of their curricula (described in section 2.C.6), and in the fundamental design of both the library website and the library catalog interface as effective teaching tools. LMS provides support by posting notices of new publications for possible acquisition. The Media Lab routinely helps faculty and staff prepare presentations and copy media as appropriate, and supports classroom installations of AV equipment. The library hosts a closed reserve function, and has expanded this into the electronic realm to better serve remote students and classes. The campus' recent adoption of the Canvas learning management system for class support has provided an additional avenue for incorporation of information skills instruction into classes both on-ground and online.

Quality and adequacy of the collections and services are **evaluated** by direct comments from users as they are served and faculty as they work with library staff *(Standard 2.E.4)*. Faculty also forward comments they hear from their own students and alert LMS staff to problems they see reflected in student work. Statistics gathered from circulation counts, gate count, use of study rooms, and use of various electronic resources are all factored into these evaluations.

The most meaningful outcomes evaluation, however, would measure the effect LMS efforts have had on students' learning in their classes, and the effect those efforts continue to have in their lives after GHC. No recognized, standardized instrument currently exists, but Library staff continue to participate in state and local conversations about this issue. Also, the new learning management system offers an interesting potential for campus measurement of student achievement towards various outcomes, and will be the focus of attention in the immediate future.

Security is assured in several ways. Ensuring secure password access to databases is subject to continual re-evaluation as the LMS brings on new e-services to ensure compliance with both contracts and copyright law. To assure physical security to staff, a minimum of two people are scheduled to be on duty at all times, preferably two on each of the facility's two floors. The main collection—both information materials and equipment – is tattle-taped to reduce loss. Security of art displays is a challenge, since continuous supervision is impossible. This reality is addressed by alerting artists of the security situation and by being mindful, in selecting works for exhibit, of those pieces deemed to have a high likelihood of theft or vandalism.

Section VII: Financial Resources *(Standard 2.F, Eligibility Requirement 18)*

Administrative Services houses the college's business functions, including central accounting, foundation accounting, travel and other employee reimbursements, grant and contract accounting, purchasing, contracting, cashiering, and payroll verification for the college. Payroll is processed in Human Resources.

GHC demonstrates **fiscal stability** with sufficient cash flows and reserves to support college programs and services *(Standard 2.F.1)*. Financial reports (budget to actual, fund balances, etc.) are prepared quarterly for the board of trustees, and reviewed by the board and the vice president for administrative services with supporting analytical data and discussion.

Risk is managed appropriately to ensure financial stability. SBCTC and the State of Washington have emergency funds available for high-dollar-amount emergency repairs or maintenance. The board of trustees has approved setting aside an operating reserve equal to 15 percent of the annual operating budget. The college participates in a self-insurance liability program through the State of Washington. Additional commercial policies are also purchased through the state to protect assets not covered under the self-insurance program.

Enrollment management is tied closely to the dollars allocated to direct instruction; these funds include full-time faculty salaries and the part-time faculty salary pool. Course offerings are planned to align student demand with capacity as closely as possible. GHC's state funding allocation is based on FTE enrollment targets. Grants, donations, and non-tuition revenue are incorporated into budget planning. The majority of grants are determined in time to be included in the budget before final approval. Federal and state funding such as Perkins, WorkFirst, Worker Retraining, and Adult Basic Education are allocated through SBCTC, and dollar amounts are determined in advance. The college's largest source of non-tuition revenue is the funding collected from K-12 school districts within GHC's service area for Running Start (the state's dual enrollment program for high school students). These revenues are projected based on historical enrollments and tracking the number of potential Running Start students who take the required placement assessment.

GHC meets institutional **policies, guidelines and processes** as well as state and federal regulations through its accounting system *(Standard 2.F.3)*. Financial functions are centralized in the business office on the main campus. The director of financial services reports to the vice president for administrative services. Accounting functions are managed through an integrated financial management system (FMS) that was developed for Washington community and technical colleges and is common across all SBCTC institutions. The FMS system maintains all required accounting data for state reporting, but can also support customized local reports. The FMS system provides timely and accurate information by supporting multiple reporting options for use by program managers and business office personnel *(Standard 2.F.4)*. FMS expense reports can be reconciled against the allocation given to each campus unit; FMS revenue reports can be generated to see if tuition or non-tuition revenue is meeting projections.

Responsibility for **capital projects and facilities** is delegated by the Board of Trustees to the president in GHC policy (see 501, 503, 506). Capital planning is carried out through the GHC Facilities Master Plan, normally updated every five years, most recently updated in December 2007. Requests for state capital funds follow a comprehensive and competitive process managed by SBCTC. Colleges requesting funds for new construction, replacement facilities, or renovation submit an extensive Project Request Report (PRR) for each project desired. All requests across the system are scored according to published criteria and a unified capital budget request for the entire SBCTC is presented to the state legislature *(Standard 2.F.5)*. In addition to requesting state allocation of capital funding, GHC also has the option to request

capital project funding through the state via a Certificate of Participation (COP). With legislative approval, the state issues bonds, and the proceeds are used to fund construction or acquisition of facilities. The college then has the obligation to repay this certificate over a 20-year period. Prior to COP approval, the college's overall fiscal position is vetted by SBCTC and the State Treasurer. Only after the fiscal integrity of the institution has been proven is the COP issued. SBCTC also makes annual or biennial allocations to GHC for maintenance, repairs, and minor projects. Each capital project is assigned a unique budget code by SBCTC. Budgets are monitored both locally and by the SBCTC. Monthly capital meetings are held by the vice president for administrative services with the director of financial services, chief of campus operations, and several of the accounting staff who process capital paperwork to provide coordination of payments, solution of problems, and attainment of necessary deadlines, as well as to address questions.

Each **auxiliary enterprise** at GHC has a separate designated fund. These include data processing (fund 443, rarely used), printing (fund 448, Service Center), motor pool (fund 460), bookstore (fund 524), parking (fund 528), food services (fund 569), and other auxiliary (fund 570). The president or designee is authorized to make fund transfers from unobligated fund balances as necessary to avoid negative cash balances in local operating funds at the close of an accounting period in accordance with RCW 43.88.260 *(Standard 2.F.6)*.

Safeguards are built into the FMS which alert fiscal services staff of certain types of coding errors. The SBCTC carries out monthly reconciliation and alerts college staff to any errors that the FMS did not immediately detect; error corrections are made in a timely manner.

GHC has authorized two organizations to conduct **fundraising** activities on behalf of the college: the GHC Foundation and Choker Club, GHC's athletic booster club *(Standard 2.F.8)*. The GHC Foundation was incorporated in 1963 for the purpose of encouraging, promoting, and supporting educational programs and scholarly pursuits in connection with GHC. The Foundation provides significant scholarship support to GHC students and contributes funds to the college for special projects and events. The Choker Club supports athletic teams and student athletes through memberships, an annual golf tournament, dinners, etc. The Bishop Center for Performing Arts fundraises to support its programming. GHC student clubs and organizations may also engage in fundraising to support their activities; each organization maintains a separate account with the college. Disbursements from these accounts are made in accordance with established college practices.

Section VIII: Physical and Technical Infrastructure *(Standard 2.G, Eligibility Requirement 14)*

Physical Infrastructure

As a learner-centered community college that exists to improve people's lives through academic transfer, workforce preparation, basic skills, and service to community, Grays Harbor College is committed to providing well maintained, technologically capable, and safe physical facilities that contribute to an educational atmosphere that is conducive to learning *(Standard 2.G.1)*. In 2010, GHC celebrated its 80th year as a college with a culture of dedication to teaching and service to students. This culture was recognized and commended by the Northwest Association of Schools and Colleges' Commission on Colleges in its 2006 Accreditation Report: "There is much to commend at Grays Harbor College including the dedicated employees who create a nurturing environment for student growth and the general appearance and condition of the physical campus."

Grays Harbor College employees have a history of making personal sacrifices to help keep the college operating. Although the college was established in 1930, it was not until 1945 that full faculty salaries were paid on a regular schedule. Faculty and staff have donated their time and expertise to help develop facilities for the college. This history has cultivated a community that is accustomed to creatively "making do" within limited resources.

The main campus in south Aberdeen was actually constructed in the mid-1950s by the Aberdeen School District with funding from the sale of bonds approved by the district's citizens. The design and construction standards were those set by the K-12 system at that time. The standards then, far different from those of today, placed a greater emphasis on speed and economy of construction; less importance was given to longevity and safety of buildings.

Since 1967, when the community college system was organized statewide, the college has requested and received capital funds from the state legislature for repairs, minor works, and more recently, renovation and construction of facilities. Through careful maintenance and prudent use of capital funds, the facilities continue to function despite some of them being over 50 years old.

The coordinator of safety and security is the contact for the college's Hazard Communication Program required by the Washington Industrial Safety and Health Act (WISHA). This program includes training for college employees on the **handling and disposal of hazardous materials** and on personal protective requirements; labeling hazardous containers; providing supervisors and employees with copies of material safety data sheets; informing contractors of hazardous materials used at the college; and employees performing hazardous non-routine tasks such as cleaning storage containers that contain hazardous materials required to perform the job *(Standard 2.G.2)*.

GHC is currently classified as a small quantity generator. The coordinator of safety and security ensures that the dangerous waste annual report is completed if required by the Washington State Department of Ecology. The coordinator of safety and security meets monthly with the Grays Harbor County Local Emergency Planning Committee, which deals with hazardous material spills or hazardous materials concerns within the county.

GHC updates its **Facilities Master Plan** every three to five years in a manner consistent with the college's mission and core themes *(Standard 2.G.3)*. The most recent update was completed in December 2007. GHC is currently in the process of updating the Master Plan with expected completion by the end of 2014. The process for producing the plan provides for input from all functional areas of the organization, as well as opportunities for public and student review. The process is driven by program needs and involves a contracted architecture firm with experience in educational environments to prepare the plan and manage the process of developing and evaluating it. The plan articulates seven goals:

- Refine vehicular and pedestrian circulation
- Create a lasting impression
- Minimize any sense of isolation
- Capitalize on the natural setting
- Promote universal design and a barrier-free attitude
- Update building infrastructures
- Coordinate landscaping with the surrounding environment

Existing campus conditions are described in *Table 2.8.1* below.

Existing Campus Conditions				
Building	**Function**	**Size (gsf)**	**Built**	**Improved**
100 - Hillier Union Building (HUB)	bookstore, student services, food services	22,882	1957	1964, 1993, 2009, 2012, 2013
200 - Joseph A. Malik Building	WorkFirst, student programs, IT	12,435	1957	1985, 1996
300 Building	life sciences, art, journalism	14,765	1957	2000, 2001
400 Building	demolished 2013 for STEM construction	19,310	1957	1995
450 Building	demolished 2013 for STEM construction	5,170	1998	
500 Building	gym, fitness, weight training	18,815	1957	1964, 2001, 2013
700 - Jon V. Krug Building	carpentry, maintenance	23,305	1971	2006, 2010
800 - Math & Sciences Building	classrooms, labs	18,240	1971	2010, 2012
1400 Building	childcare center	6,246	2010	
1500 - John Spellman Library	library, media technology, learning center, art gallery	25,155	1966	2003
1600 - Bishop Center for Performing Arts	auditorium seating for 440	12,825	1974	2003
1700 - John M. Smith Aquaculture Center	vacant	3,855	1984	1997
1800 - Diesel Technology Building	shops, classroom	9,485	1988	2012
1900 - Automotive/Welding Technology Building	shops, classrooms	21,500	2007	2012
2000 - Jewell C. Manspeaker Instructional Building	classrooms, business office, HR, administrative offices	71,800	2006	2012
2100 - Whiteside Education Center (Aberdeen)	classrooms, administration offices	5,396	1925	1998, 2000, 2010
2200 - Riverview Education Center (Raymond)	classroom, administration offices	12,660	1925	2005, 2009
2200G - Greenhouse (Raymond)	life sciences	1,824	2009	
2400 - Simpson Education Center (Elma)	classroom, administration offices (currently not in use)	1,792	1998	
2600 - Columbia Education Center (Ilwaco)	classroom, administration	6,342	2006	
2700 - Grounds Shed	sand, gravel, equipment	1,945	2010	

Table 2.8.1

GHC always strives to ensure that the **equipment** purchased is of a quality and life cycle that will benefit the college for long-term use *(Standard 2.G.4)*. Having a sufficient quantity of equipment is always a challenge for both technology and other instructional equipment. Often major equipment purchases result from one-time funding initiatives, capital project funding, or special funding from the SBCTC through legislative allocation. Technology purchases have benefitted from a five-year Title III grant that included an emphasis on improving technology and access both on the main campus and the education centers. In addition, a number of student computer labs have been replaced and upgraded through funding from the student technology fee.

Technological Infrastructure

Grays Harbor College's technology infrastructure has changed significantly in the last decade in order to better fulfill its core themes of academic transfer, workforce preparation, basic skills, and service to community *(Standard 2.G.5)*. The campus has responded to the increased usage of the internet and computer support required by instruction, student services, and the business office. As of 2010-2011, the campus network supporting the technology infrastructure had upgraded from 10 Mb/s bandwidth to 100Mb/s. There are approximately 1,000 computers in staff offices and student labs including main campus, education centers, and off-campus sites. There are 21 computer labs distributed throughout the Aberdeen main campus, located near the departments that integrate computer usage into their curricula. The library has computers for student use, and the campus also maintains one open computer lab for students. There are an additional seven labs located on sites other than the main campus.

To **support the instructional process** in the past, audio/visual equipment that consisted of videotape players with monitors were moved from room to room; now, VCR and DVD players are in most classrooms *(Standard 2.G.6)*. All new and many existing classrooms have been equipped with data drops for Internet access and ceiling LCD/DLP multimedia projectors mounted overhead. New and remodeled buildings have multimedia equipment planning at the design process level. Classrooms with mounted projectors also have computers to support PowerPoint presentations, web browsing, video streaming, etc. Visual presenters such as Elmo (or similar) document cameras are placed in locations as faculty indicate a need for this type of projection equipment. In addition, 90% of the classrooms include an interactive smart monitor allowing instructors to include comments or other annotations as material is projected. These multimedia stations are available in an increasing number of classrooms.

Since July 2007, a campus wide wireless project based on an Aruba controller and access points continues to expand. Currently every building across campus as well as two of the education centers have wireless access. This access is concentrated in all of the public gathering areas for students as well as in various presentation or meeting rooms and some classrooms. It has yet to be extended to reach all classrooms. The campus information technology staff has developed procedures to allow staff, students and visitors access to the network from anywhere on campus.

The Information Technology (IT) staff supports the campus computers, networks, telephone PBX, computer labs and office computers, and coordinates the purchasing of any new computer-related equipment. This common point of coordination assures the purchase of the correct equipment and maintains efforts to establish campus technology levels.

Students have the ability to perform many tasks online, such as registering for classes, checking grades, online tutoring, accessing the Library databases, online advising, requesting transcripts, accessing financial aid data, and completing degree audits. Many of these services can be accessed from the Kiosk, a web page students can access on or off-campus.

GHC provides short training sessions covering topics of interest to faculty, staff, and students. Topics are determined by informal surveys or the implementation of new or upgraded versions of software. The IT department provides an online Helpdesk system allowing end-users to submit help requests electronically. IT staff members are knowledgeable and experienced in each of the software programs utilized on campus. They are a valuable resource to provide prompt service to students, staff, and faculty.

The college recently added an emergency generator to ensure that both the telephone PBX and the main campus internet connection remain available during extended power outages, allowing GHC to maintain communication during these times.

All campus departments have the opportunity to request technology initiatives during the strategic **planning and budgeting** processes *(Standard 2.G.7)*. The campus hardware replacement plan ensures that individual office machines and all student computer lab machines are upgraded on a regular basis without individual departments having to purchase or request the upgrades. Expenditures from the student technology fee are proposed and approved by the Tech Fee committee, which is made up of five students, two faculty members, and the chief information officer. These purchases have generally focused on areas that will serve the largest number of students. Technology requirements for any new or remodeled spaces are included in all pre-design and design discussions.

The technical infrastructure of the institution is **maintained and upgraded** to keep up with changing technological needs and requirements based on a five-year strategic plan that takes into account current technology forecasts, new or potential uses of existing technologies, industry adoption, and maturity levels of current and emerging technology trends *(Standard 2.G.8)*.

GHC is in the first phases of a major upgrade to the existing technical infrastructure. The first and second phases, or the discovery and design processes, will be completed within a year. The project includes re-routing all fiber connections between buildings to a new head-end location in the 2000 building. This move is necessitated by the scheduled construction of a new instructional building and the eventual demolition of the building which currently houses all head-end equipment. The need for new cable plant routes provides an opportunity to upgrade the specifications of the fiber backbone and additional cabling at the same time. In addition to the upgrade of the campus cable plant, the phone system will be replaced, resulting in an upgrade from a legacy POTS, copper based telephone PBX to a more current VoIP broadband based phone system. The entire project, migration to the new fiber plant, and implementation of the new phone system is intended to be finished prior to the new building coming online.
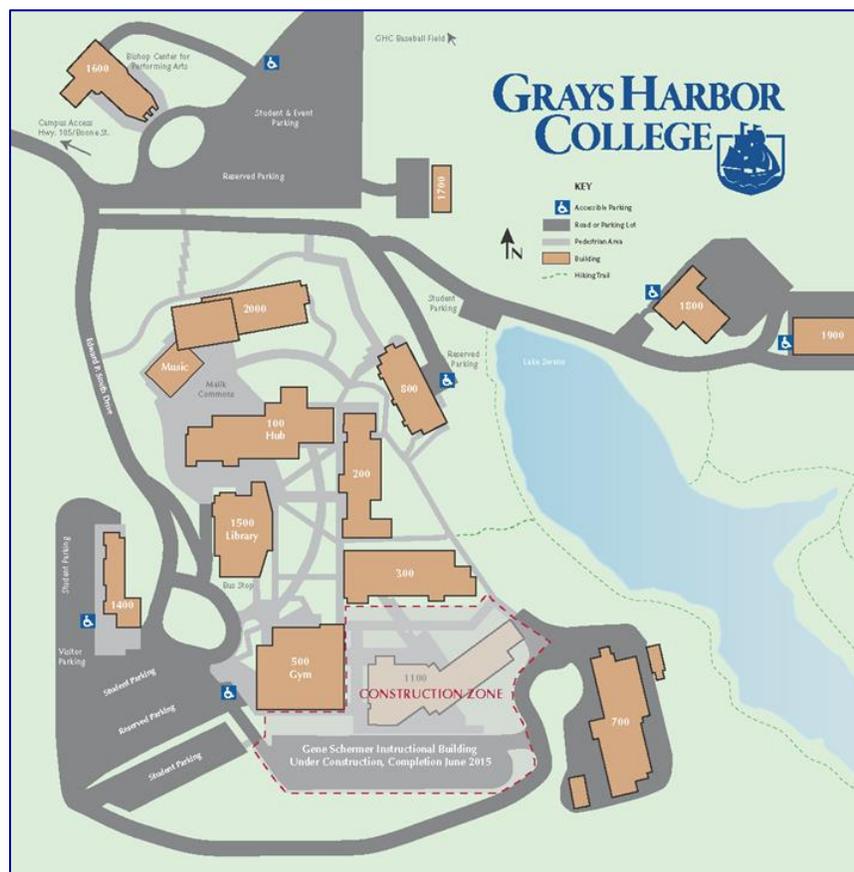
Year Three Report Conclusion

Chapter One of this report provides an overview of the college's purpose and the manifestation of that purpose through its mission, the core themes that make up the mission, the key objectives within each core theme, and measurable indicators of achievement for each objective. Together, these principles and measures constitute the framework within which the college community analyzes, evaluates and improves fulfillment of GHC's mission.

In the three years since publishing its most recent self-study, the college has considered carefully the recommendations offered by the Commission and has responded thoughtfully and meaningfully in an effort both to comply with the steps suggested and to continue the process of making institutional self-study and review as meaningful as possible for administration, staff, faculty and students.

Specifically, members of the college community – and particularly members of the Accreditation Steering Committee – have thoughtfully reviewed the principles and measures upon which the college gauges fulfillment of its mission. While the college's overall mission and core themes remain substantively unchanged, significant work has been done to refine and more clearly articulate the specific objectives within each core theme and to identify the most salient indicators used to measure the achievements that culminate in the evaluation of mission fulfillment. The benchmarks for this evaluation have been derived in part through applying to each core theme's key objectives the criteria established by the State Board for Community and Technical Colleges' Student Achievement Initiative. The work done with measurable indicators has led to sharper identification the key objectives in each of the college's core theme areas. This more focused identification of objectives has in turn led to refining the structure within which achievement in each core theme area is determined.

Chapter Two of this report comprises a descriptive accounting of the resources and capacity Grays Harbor College calls upon to achieve its goal as a catalyst for positive change in the community. Although recent funding reductions at the state level have presented serious challenges to the institution, the cooperative and creative efforts of administration, faculty, staff and students have helped to ensure that GHC makes the best possible use of its resources and capacity to fulfill its mission.

At the heart of GHC's mission – to provide meaningful education and cultural enrichment through academic transfer, workforce preparation, basic skills, and service to community – is its educational program. The institution's educational resources, as well as its broader resources – governance, human resources, student services, library, finance, physical/technical facilities – exist to support the students and the broader community in pursuing that education. All college functions – from instructional programs to technical infrastructure, from library to finance, from student activities to physical plant – are designed, implemented, maintained, assessed and improved in ways consistent with the institution's mission and core themes.

<u>Accreditation Steering Committee</u>
Dr. Ed Brewster, president
Laurie Kaye Clary, vice president for instruction
Dr. Arlene Torgerson, vice president for student services
Barbara McCullough, vice president for administrative services
Dave Halverstadt, chief human resources officer
Kristy Anderson, chief of institutional effectiveness, research and planning
Lynne Lerych, faculty (English)

Appendix: Sample Mission Fulfillment Scorecards

The following pages contain preliminary samples of the institution's overall mission fulfillment as well as mission fulfillment in each of the college's four Core Theme areas.

These sample scorecards are snapshots of achievement and mission fulfillment at the time of this report's writing; they are not the result of the level of research and analysis that will inform the college's subsequent reports focusing on assessment. They are accurate, but they are not intended to be viewed as the thorough analyses of the college's fulfillment of mission that will appear in the next institutional self-study in 2018. Indicators for which current data are unavailable have been left blank in these sample scorecards.

Snapshot of Overall Mission Fulfillment

Core Theme 1: Academic Transfer	
Objective 1: Students demonstrate high rates of achievement	▲
Objective 2: Students demonstrate high rates of progress and completion	◆
Core Theme 2: Workforce Preparation	
Objective 1: Students demonstrate high rates of achievement	▲
Objective 2: Students demonstrate high rates of progress and completion	▼
Core Theme 3: Basic Skills	
Objective 1: Students demonstrate high rates of achievement	◆
Objective 2: Students demonstrate high rates of progress and completion	▲
Core Theme 4: Service to Community	
Objective 1: The college community engages in lifelong learning	
Objective 2: The college community engages in cultural and personal enrichment	▲

Table A.1

Core Theme 1: Academic Transfer				
Objective 1: Students demonstrate high rates of achievement.				
Indicators	**System**	**GHC**	**Difference**	**Status**
1.1 Percentage of students successfully completing the highest pre-college math course	**14%**	**18%**	**+4%**	▲
1.2 Percentage of students successfully completing the highest pre-college writing course	**6%**	**14%**	**+8%**	▲
1.3 Percentage of students successfully completing both pre-college math and quantitative reasoning within the same academic year	**17%**	**22%**	**+5%**	▲
1.4 Percentage of students successfully completing pre-college and college-level writing within the same academic year	**35%**	**32%**	**-3%**	▼
1.5 Percentage of students achieving success in course-level outcomes				
1.6 Percentage of students achieving success in program-level outcomes				
1.7 Percentage of students achieving success in institution-level outcomes (desired student abilities)				
Objective 2: Students demonstrate high rates of progress and completion.				
2.1 Percentage of students earning 15 college-level transfer credits	**27%**	**28%**	**+1%**	◆
2.2 Percentage of students earning 30 college-level transfer credits	**22%**	**23%**	**+1%**	◆
2.3 Percentage of students earning 5 college-level quantitative reasoning credits	**18%**	**23%**	**+5%**	▲
2.4 Percentage of students earning 45 college-level transfer credits	**12%**	**19%**	**+7%**	▲
2.5 Percentage of students completing an associate degree	**11%**	**14%**	**+3%**	▲

Table A.2

Core Theme 2: Workforce Preparation				
Objective 1: Students demonstrate high rates of achievement.				
Indicators	**System**	**GHC**	**Difference**	**Status**
1.1 Percentage of students successfully completing the highest pre-college math course	**8%**	**13%**	**+5%**	▲
1.2 Percentage of students successfully completing the highest pre-college writing course	**6%**	**15%**	**+9%**	▲
1.3 Percentage of students successfully completing both pre-college math and quantitative reasoning within the same academic year	**13%**	**16%**	**+3**	▲
1.4 Percentage of students successfully completing pre-college and college-level writing within the same academic year	**27%**	**19%**	**-8%**	▼
1.5 Percentage of students achieving success in course-level outcomes				
1.6 Percentage of students achieving success in program-level outcomes				
1.7 Percentage of students achieving success in institution-level outcomes (desired student abilities)				
Objective 2: Students demonstrate high rates of progress and completion.				
2.1 Percentage of students earning 15 college-level vocational credits	**25%**	**19%**	**-6%**	▼
2.2 Percentage of students earning 30 college-level vocational credits	**21%**	**19%**	**-2%**	▼
2.3 Percentage of students earning 5 college-level quantitative reasoning credits	**11%**	**11%**	**0%**	◆
2.4 Percentage of students earning 45 college-level vocational credits	**20%**	**16%**	**-4%**	▼
2.5 Percentage of students completing a vocational certificate or degree	**17%**	**21%**	**+4%**	▲

Table A.3

Core Theme 3: Basic Skills				
Objective 1: Students demonstrate high rates of achievement.				
Indicators	**System**	**GHC**	**Difference**	**Status**
1.1 Percentage of students making CASAS level gains/ achieving success in course-level outcomes	**48%**	**47%**	**-1%**	◆
1.2 Percentage of students who started in Basic Skills successfully completing both pre-college math and quantitative reasoning within the same academic year	**18%**	**8%**	**-10%**	▼
1.3 Percentage of students successfully who started in Basic Skills completing pre-college and college-level writing within the same academic year	**9%**	**19%**	**+10%**	▲
Objective 2: Students demonstrate high rates of progress and completion.				
2.1 Percentage of students who started in Basic Skills earning 15 college-level credits	**5%**	**4%**	**-1%**	◆
2.2 Percentage of students who started in Basic Skills earning 30 college-level credits	**1%**	**6%**	**+5%**	▲
2.3 Percentage of students who started in Basic Skills earning 5 college-level quantitative reasoning credits	**1%**	**3%**	**+2**	▲
2.4 Percentage of students who started in Basic Skills earning 5 college-level quantitative reasoning credits	**1%**	**3%**	**+2**	▲
2.5 Percentage of students who started in Basic Skills earning 45 vocational college-level credits	**2%**	**5%**	**+3**	▲
2.6 Percentage of students who started in Basic Skills completing a vocational or academic certificate or degree	**1%**	**1%**	**0%**	◆

Table A.4

Core Theme 4: Service to Community				
Objective 1: The college community engages in cultural and personal enrichment.				
Indicators	**Past Year**	**Current**	**Difference**	**Status**
1.1 Percent of attendees/participants in cultural events/classes who are satisfied/very satisfied	N/A	98%		▲
1.2 Proportion of individuals attending cultural events at GHC compared to population in the service district				
1.3 Donations and sponsorships of artistic/cultural events and programs	$18,670	$20,825	+11.5%	▲
Objective 2: The college community engages in lifelong learning.				
2.1 Percent of participants in community service/community special interest courses who are satisfied/very satisfied				
2.2 Percent of participants in continuing education/professional development courses who are satisfied/very satisfied				
2.3 Percent of community partners who are satisfied/very satisfied with GHC's response to their training needs				

Table A.5

Data Sources

[i] GHC demographic information from the State Board for Community and Technical Colleges' (SBCTC) Academic Year Report (2011-2012) and the SBCTC Fall Enrollment & Staffing Report (2012); Grays Harbor County demographic data from the U.S. Census, American Fact Finder – Demographic Profile Data (2010)

[ii] Enrollment data from the SBCTC Academic Year Report (2011-2012)

[3] FTE enrollment by purpose for attending from SBCTC Data Warehouse (2007-2012)

[4] High school capture rates from GHC Admissions Office Recent High School Graduates Reports (2005-2012)

[5] Continuing Education enrollment data from SBCTC Data Warehouse (2009-2012)

[6] Financial Aid default rates GHC Financial Aid office (2006-2010)